# DESIGNING "GET EASY WITH NOUN PHRASE" APPLICATION TO FACILITATE STUDENTS' LEARNING OF NOUN PHRASE BY USING JIG SAW

**THESIS**

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

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**UNIVERSITAS ISLAM NEGERI WALISONGO**
**2022**

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It has been approved by the board of examiners of the Education Teacher Training Faculty of the Walisongo State Islamic University and can be accepted as one of any requirements for achieving the Bachelor's Degree in English Education.

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***Assalamu'alaikum wr. wb.***

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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|---|---|---|
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| Department | : | English Education |

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

***Wassalamu'alaikum wr. wb.***

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# ABSTRACT


| | |
|---|---|
| Title | : Designing "Get Easy with Noun Phrase" Application to Facilitate Students' Learning of Noun Phrase by Using Jig Saw |
| Author | : Fina Tamala |
| Student Number | : 1803046041 |

This thesis is aimed to explain in what way the design of "Get Easy with Noun Phrase" application is needed to facilitate students' learning of noun phrase by using Jig Saw, to explain the process of designing "Get Easy with Noun Phrase" application, to describe the effectiveness of "Get Easy with Noun Phrase" application to facilitate students' learning of noun phrase by using Jig Saw, and also to describe the students' respond and teachers' assessment on "Get Easy with Noun Phrase" application to facilitate students' learning of noun phrase by using Jig Saw. This study used design-based research with Reeve's model as a research design. This research design has four steps; identification the problem, solution design, repeated cycles of design testing and refinement, and reflection to produce design and implementation. Due to the limited time for researchers, so for the trial of the application only for small scale (1 class from 13 Classes). The researcher conducted the research in MA Salafiyah Kajen in the academic year of 2021/2022. Based on result of the study, "Get Easy with Noun Phrase" application can be used to support the students in learning Noun Phrase. The final result of material validation obtained an average value of 4,56 with a very good category while the result of media validation obtained an average score of 4,46 with very good category. Then for the result of product trial is divided into two ways, based on paired sample t-test and the students' respond of the application. Based on paired sample t-test obtained a significant value 0,00 which this number is smaller than 0,05. It means, there is a significant difference in students learning outcomes before and

after using “Get Easy with Noun Phrase” application to support their learning of noun phrase. While based on the students’ respond of the application, it showed by the questionnaire. The questionnaire is obtained 82,89% with a very good category. For the last is teachers’ assessment of the application. Based on the interview and discussion with the English teacher, she stated that this application is interesting solution to attract the student’s interest on learning English and it deserves to be given for the students to support their learning of noun phrase as learning media.

**Keyword: Mobile-application, Noun Phrase, Students’ Interest**

## MOTTO

يَٰبَنِيَّ ٱذۡهَبُواْ فَتَحَسَّسُواْ مِن يُوسُفَ وَأَخِيهِ وَلَا تَاْيۡـَٔسُواْ مِن رَّوۡحِ ٱللَّهِۖ إِنَّهُۥ لَا يَاْيۡـَٔسُ مِن رَّوۡحِ ٱللَّهِ إِلَّا ٱلۡقَوۡمُ ٱلۡكَٰفِرُونَ

(Surah Yusuf: 87)

“Always being grateful in the black and white of life”

## DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish this thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, and especially to my father and mother. Thank you for being my motivation and my supporting person that never endless.

## ACKNOWLEDGEMENT

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In arranging this thesis, the researcher realizes that there are many people who were willing to help whether. Hence, in this chance, the researcher would like to express great appreciation to:

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2. Sayyidatul Fadhilah, M.Pd. as the Head of English Education Department.
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8. Especially for my lovely friend, Nelny Mumaritsatul Chaque. I will really miss every single moment that we spent together. We are always happy, sad, crying, smiling, and sometimes doing annoying thing together. Thanks a lot for your kindness and your attention. One thing that I will not forget, you always take care and

make breakfast for me. I am really grateful for having you.

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# CHAPTER I
# INTRODUCTION

## A. Background of The Study

The "gossip" theory argues that language originally evolved to facilitate social communication, and there by in some way enabled social bonding, in large human communities.[1] From this theory, it can be drawn up a hypothesis that language is occupies an important role in the social life. Talking about language, learning language means learning to use that language to communicate in oral form and written form as well. Actually, there are many languages in this world, but from all of those, the most commonly language is English. Because it has been determined that English becomes International Language.

As the International Language, English has four basic skills that should be learned. The four of those are reading, listening, speaking, and writing that must be effectively integrated in order to English can be taught effectively. These abilities should be handled in a way that allows pupils to fulfill the standards which set for them while also steadily developing

[1] Gina Redhead and R. I.M. Dunbar, 'The Functions of Language: An Experimental Study', *Evolutionary Psychology*, 11.4 (2013), 845–54 (p. 2) <https://doi.org/10.1177/147470491301100409>.

their communicative ability.[2] From all of them, they have different focuses. It means, for speaking and listening focus on fostering for achieving in effective oral communication while for reading and writing is fostering for achieving in effective written communication.

However, beside of those skills which have mentioned, there are several components support those four skills. Those components are; vocabulary development, orally skills (comprising spoken English, and listening for comprehension), literacy skills (comprising reading for comprehension and effective study, and writing for effective communication), and English grammatical structure.[3] In order to learn English well, both the language skills and language components are interrelated each other.

Talking about English learner (exactly Indonesian learner), most of the students are rarely pay attention in side of grammatical. Moreover, English is not their mother language. So, it takes more effort to learn English. As many people

[2] Lorena Manaj Sadiku, 'The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour', *European Journal of Language and Literature*, 1.1 (2015), 29 (p. 1) <https://doi.org/10.26417/ejls.v1i1.p29-31>.

[3] Alexander Essien Timothy, 'English Language Components Preference of Students in Calabar, Cross River State, Nigeria: Implications for Teaching English as a Second Language', *SSRN Electronic Journal*, 1 (2018), p. 3 <https://doi.org/10.2139/ssrn.3483857>.

knows, grammar is more important, but the importance of grammar cannot be overstated. Then, something that must be highlighted is using the correct grammar is important to avoid misunderstandings and to help the listener to understand the speaker easily. Language with errors will slow down the communication and conversations. Moreover, it finds harder to express the speaker side as, thoughts clearly and concisely.[4]

Grammatical competence is the students' competence for mastering grammar. It means that students have knowledge to analysis the structure and create the new phrase or sentence with the good structure rule of English. Grammar is an important element of a language for making easy to communicate with others. When it comes to competitive examinations, English competence becomes a passport to selection some jobs in the country.[5] The mastery of grammar has an effect on the mastery of language skills. More than that, it has the potential to make people who are fluent in English successful. A learner of English must master grammar and apply it correctly in order to aid comprehension.

[4] Subasini and Kokilavani, 'Significance of Grammar in Technical English', *International Journal of English Literature and Culture*, 1.3 (2013), 56–58 (p. 2) <https://doi.org/10.14662/IJELC2013.022>.

[5] Subasini and Kokilavani.

Grammar is an important part of language teaching and learning, but it is also one of the hardest aspects of language to teach and learn well. In the fact, most of the students get the difficulties in learning grammar. They think that grammar is very complicated to be learned. Because, there are many rules that should be understand. Beside of this, students may become bored with the teacher's teaching-learning method when it comes to teaching grammar. So that, these factors are support the statement that grammar is a very difficult material to learn (based on the interview with the students).

In other hand, there are several reasons why English is so important in Indonesia and why it must be taught. First and foremost, as a developing country, Indonesia must have a good cooperate with other countries to achieve progress in all areas. Because English is utilized as an International Language, it is essential in this role. Second, Indonesia must master English as an International Language because it is impossible for Indonesia to operate by itself in the field of science and technology development. Here, English is employed as a tool to comprehend and produce scientific and technological progress information.

Learning English as a foreign language is the most difficulties that should be faced by students in Indonesia.

Because of English is not their mother tongue, it makes them to study hard and takes more effort for understanding and communicate using English. So that, most of the problem of English learner is lack of their interest in learning English. So that, the teachers are expected to have an interesting learning strategy and learning media in the teaching-learning activity. Attracting students' interest as a one of the important things, because it will give a big impact on the learning outcomes.

On the other hand, humans must be smart and able to keep up with evolving technology in this industrial era 4.0. Education and learning must progress such that they do not rely just on traditional learning paradigms. Technologies that promote learning activities, such as the internet, computer media, cellphones, search engines, and other applications, must be used. As a result, as educator will become a professional in his field. There are numerous items that can be used to generate learning media, such as technology-based learning media as the form of the rapid growth of technology.

In this modern era, the development of technology is quickly enough. Development technology in education is very needed. Beside of as not to be eroded by the time, it also can help education to be more proceed. So that, by this study, the researcher offers a solution to overcome the problems of

students' interest in learning English by designing a mobile application to facilitate them in learning.

The concept of that mobile application is only focuses on the Noun Phrase material which cover the material and the practice exercises that are packaged in a form of mobile application. Not only design an application, but also the writer also combined the application with the method of teaching that appropriate to the grade of the participant, and the application as well. The teaching method that is meant is Jig Saw method.

By this mobile application, it is expected to be able to answer the worries faced in educational sector, especially about the students' interest in learning. For testing this application, the researcher will apply this application in noun phrase material for the tenth grade of MA Salafiyah Kajen. This research is not something newest in education sector, there are many previous researches that brought up this topic, but there are some differences and similarities between this research and some previous researches.

This research is based on some previous researches which have same problem and concept. One of the previous research is come from the research by Valentina Widya Suryaningtyas and friends under the title Translation Learning Enrichment Using Smart Application Creator 3.0. By using

explorative study design under the qualitative descriptive research paradigm, the writer maximizing the functions of Smart Apps Creator 3.0 software to design the mobile application for learning translation. The result of this research stated that this translation application produced can be a prototype of Android application which can be included in Android Play Store.[6] The gap of these researches is on the subject. The focus subject of this research is in English and exactly on Noun Phrase material, while for the previous research is about translating. But, not only that the other differences also come from the design research that are used, the presented visual design, and the participants as well. But overall, the concept of this previous research and this research has similarity.[7]

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[6] Valentina Widya Suryaningtyas and others, 'Translation Learning Enrichment Using Smart Application Creator 3.0: An Attempt to Design a Mobile Application in Translation for Tourism Purpose Course', *Proceedings - 2019 International Seminar on Application for Technology of Information and Communication: Industry 4.0: Retrospect, Prospect, and Challenges, ISemantic 2019*, September, 2019, 542–47 <https://doi.org/10.1109/ISEMANTIC.2019.8884273>.

[7] Refni Aryanti and Marwan, 'Development of Interactive Multimedia Using Powerpoint Applications Combined With Ispring Suite Application', *Proceedings of the Sixth Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2020)*, 179.Piceeba 2020 (2021), 325–30 <https://doi.org/10.2991/aebmr.k.210616.049>.

Teaching Noun Phrase using "Get Easy with Noun Phrase" application as a learning media and "Jig Saw" as a learning method is in line with the principle of learning and teaching by *Task-Based Language Teaching* (TBLT). Because, in the previous research, the result of research stated that Task-Based language Teaching is effective to be used in grammar class because it shown some improvements. On the other hand, it is also strength by Pica and friends. They classificated that one of the types of Task-Based Language Teaching (TBLT) that can be used in the language learning process is the Jig Saw Task.[8]

Those learning system and strategy is in the form of language learning theory, especially in learning grammar. Those theory is cognitive theory. While for the implication of this research is give the contribution in developing English teaching-learning and can be an option to be used in attracting student learning interest.

Based on the explanation above, the writer wants conduct research entitled **Designing "Get Easy with Noun Phrase" Application to Facilitate Students' Learning of Noun Phrase by Using Jig Saw.**

[8] N. Marlina, 'The Implementation of Task-Based Language Teaching', 2014.

## B. Research Questions

This research in aimed to find the answer to the following research question:

1. In what way is the design of "Get Easy with Noun Phrase" application needed to facilitate students' learning of noun phrase by using Jig Saw?
2. How is the process of designing "Get Easy with Noun phrase" application to facilitate students' learning of noun phrase by using Jig Saw?
3. How is the effectiveness of "Get Easy with Noun Phrase" application to facilitate students' learning of noun phrase by using Jig Saw?
4. How is the students' respond on "Get Easy with Noun phrase" application to facilitate students' learning of noun phrase by using Jig Saw?
5. How is the teacher's assessment on the design of "Get Easy with Noun Phrase" application to facilitate students' learning of noun phrase by using Jig Saw?

## C. Research Objectives

In line with research questions, this study gas purposed to explain:

1. To explain in what way the design of "Get Easy with Noun Phrase" application is needed to facilitate students'

learning of noun phrase by using Jig Saw. It is exposed on the analysis of practical problems.

2. To explain the process of designing “Get Easy with Noun Phrase” application to facilitate students’ learning of noun phrase by using Jig Saw. It is exposed on the development of solution.
3. To describe the effectiveness of “Get Easy with Noun Phrase” application to facilitate students’ learning of noun phrase by using Jig Saw. It is exposed on repeated cycles of design and testing and refinement, exactly on the product trial.
4. To describe the students’ respond on “Get Easy with Noun Phrase” application to facilitate students’ learning of noun phrase by using Jig Saw. It is exposed on repeated cycles of design and testing and refinement exactly on the product trial.
5. To describe the teachers’ assessment of the design “Get Easy with Noun Phrase” application to facilitate students’ learning of noun phrase by using Jig Saw. It is exposed on the reflection of designed product.

## D. Pedagogical Significance

This research is intended to meet the following significances:

1. The students

   To attract students' interest in learning English, especially in grammar (Noun Phrase)

2. The teachers

   To give a contribution for the developing English teaching-learning especially in teaching grammar in material Noun Phrase.

3. The writer

   To get more experience and knowledge in English teaching and hopefully it will be useful in the future.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

### A. Previous Research

Research about designing mobile application as a learning media is not a new research. There are many previous researches which discuss and designing a mobile application as a learning media in some fields. Therefore, the researcher takes several previous researches related to designing a mobile application as a learning media.

The first previous research is come from Oktri Suhartati with the title Flipped Classroom Learning Based on Android Smart Apps Creator (SAC) in Elementary Schools. This previous research is focus on maximizing the technology to facilitate learning in elementary school. This application is combined with the flipped classroom model. The result of this research stated that with the SAC-based flipped classroom learning model (subject matter and evaluation questions in the form of games), students are more active and enthusiastic in participating learning. Because, they do not feel bored and get enjoy in the learning activity.

Actually, between this research and this previous research have some similarities. It can find from the concept

of the research. Those researches take advantages of technological advances, that is developing interactive learning media by using Smart Apps Creator (SAC) software. While for the differences of these researches are coming from the learning method that are used. For the previous research, the researcher used flipped classroom learning while for this research used Jig Saw method. Focus of the subject material and the participant also are different.[9]

The second previous research is mathematic journal, entitle "Developing an Interactive Mathematics Multimedia Learning Based on Ispring Presenter in Increasing Students' Interest in Learning Mathematics". The background study of this research is the teacher worries about the lackness of students' interest in learning mathematics. Given this context, it is reasonable to conclude that the purpose of this study is to design a multimedia learning system based on the Ispring presenter in order to boost students' interest in mathematics learning. The study findings revealed that the conditions to be regarded viable to be utilized in the learning process and to be used as learning support media to stimulate students' interest

[9] Oktri Suhartati, 'Flipped Classroom Learning Based on Android Smart Apps Creator (SAC) in Elementary Schools', *Journal of Physics: Conference Series*, 1823.1 (2021) <https://doi.org/10.1088/1742-6596/1823/1/012070>.

in learning through a variety of learning activities are feasible.[10]

Discussing about the research design, it will be able to determine the gap between this research and earlier research as a result of this. The ADDIE development paradigm is being used for this prior study, which consists of five stages: analysis, design, development, implementation, and evaluation. While for this research employs design-based research. The writer then decides to apply descriptive quantitative data for the analysis technique.[11]

The next previous research comes from journal of research & method in education under the title "Application Based Android as a Development of English Learning Media". This study aimed to describe the conditions and potential of English language learning media development, describe English learning media based-android, analysing the effectiveness of English learning application based-android, analysing the efficiency, and also analysing the attractiveness of English instructional media through an android application.

[10] Choirudin M. Saidun Anwar, 'Developing an Interactive Mathematics Ultimedia Learning Based on Ispring Presenter in Increasinng Students' Interest in Learning Mathematics', *Al-Jabar: Jurnal Pendidikan Matematika*, 10 (2019).

[11] M. Saidun Anwar.

The writer decides to use observation, questionnaires, and test for collecting the data. While for the research design, it is used Research and Development by Borg and Gall which consisting of 10 steps.[12]

The potential information from this research, communication, and technology are integrated and optimized in education / learning. Then, for the impact is among others to expand access to education, improving management efficiency of learning activities, improving education quality, encouraging students to learn independently, allowing teachers to present various types of difficult subject matter, and assisting students in learning the subject matter more easily. It can be inferred that technology must be optimized for the development of learning media.[13]

The study's final product is the "Mubeling" application, which is an English learning application. The Appype program was used to create this app, which includes material, an English dictionary, video lessons, an E-Reader, an evaluation, a question, and more. Here, it will find the differences of this

[12] Muzayyanna Zatulifa and others, 'Application Based Android As A Development Of English Learning Media', *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 8.4 (2018), 66–72 <https://doi.org/10.9790/7388-0804036672>.

[13] Zatulifa and others.

research and the previous research. For the previous research is designing the application by using Appype program. While for this research is using Smart Apps Creator 3.0. According to the findings of a previous study, the condition and potential of Junior High School pupils to learn independently, as well as the possibility for developing an Android-based English learning application. With an average post-test score of 77.56 and 87% of pupils meeting the Minimum Completeness Criteria, this media's effectiveness grows. Learning English with this android-based application takes 45 minutes less time than traditional learning with books or students worksheets, and the attractiveness of English learning with this android-based application is 3.40, with a very attractive predicate, allowing students to increase their learning motivation and creativity.[14]

The fourth previous research is by Lu'mu with the title "Learning Media of Application Design Based Android Mobile Smartphone. This research was published in an International Journal of Applied Engineering Research. By using ADDIE development model, this study aims to create valid, practical, and efficient Android mobile smartphone-based learning media applications. For this previous research

[14] Zatulifa and others.

using testing procedure by three stages, namely peers test, expert test, and implementation in the form of small group trial and field trial. While for my research is using validity test, and for collecting the data is by interviews, questionnaires, and test while for the implementation only for small scale.[15]

This study's validation demonstrated that the Android mobile smartphone-based learning media application was valid, practical, efficient, and practicable for classroom use. This program was practical and efficient because it could be loaded on any Android smartphone and accessed at any time and from any location, and the features and facilities it offered were extensive and easy to use. According to the conclusions of the study program's chairman and lecturers, they make optimal use of the Android mobile smartphone application.[16]

The last previous research is come from iSemantic (International Seminar on Application for Technology of Information and Communication), entitled "Translation Learning Enrichment Using Smart Application Creator 3.0", The goal of this study is to develop a tourism text translation learning application for mobile devices. In this case, the

[15] Lu 'mu, 'Learning Media of Applications Design Based Android Mobile Smartphone', *International Journal of Applied Engineering Research ISSN*, 12.17 (2017), 6576–85 <http://www.ripublication.com>.

[16] Lu 'mu.

researcher is employing an exploratory study design inside a qualitative descriptive research paradigm. The author is investigating the capabilities of Smart App Creator 3.0 software in order to create a mobile-based app for learning translation. The gap that can be found is the design research that is used by the researcher and also the output of the product. Actually, its have the same basic software that be used to create a mobile application, but for the aims of previous research is to facilitating on learning translation while for this research is focus on learning noun phrase.[17]

## B. Literature Review

### 1. "Get Easy with Noun Phrase" Application

Android-based learning multimedia can be developed using software that is specifically used to design learning media. A software that can be used to develop learning media is The Smart Application Creator 3.0 or shortened as SAC 3.0. This software is can be used to make a multimedia content. This software is equipped with several interesting features to produce an application using intuitive, UI, Interactivity, and design. This software's output is compatible with iOS and Android operating systems. This

[17] Suryaningtyas and others.

SAC's output extensions include.apk,. xcodeproj, HTML5, and.exe.[18]

The contains of “Get Easy with Noun Phrase” application is the understandable explanation about the material (exactly about noun phrase) which are equipped with the sounds of material’s explanation. In this application, the users can find the basic competence and indicators of learning. For the last, it will find some quizzes as an exercise after learning the material and to measure the extent to which students' understanding of the Noun Phrase. That is the main point of “Get Easy with Noun Phrase” application.

## 2. Noun Phrase

### 2.1 The Definition of Noun Phrase

The noun, adjective, verb, and adverb are all parts of speech in English grammar. Then, to arrange noun phrase needs parts of speech, it can be unlimited in length and contain any number of additional phrases (such as nouns, adjectives, and adverbs). The terms "Noun" and "Phrase" make up the noun phrase. A phrase is as Crystal (1992) defines it, “an element of

[18] Suryaningtyas and others.

structure typically containing more than one word, but lacking the subject-predicate structure usually found in a clause."Finch (1999), in his definition of 'phrase', states "a phrase is a syntactic unit which typically consists of more than one word and is intermediate between word and clause level in sentences." He adds that in phrase words go together to form a 'single syntactic entity' which can be moved 'around' and also substituted by another word.[19] A noun phrase is a phrase which has a noun or typically a noun as its most important constituent.[20]

According to Cook and Sutter, a noun is a grammatical class consisting of a noun or pronoun and any immediate modifiers (the term modifiers refer to any grammatical element, which limits the meaning of some others, elements).[21]

[19] Khalid Sh. SHARHAN, 'The Noun Phrase: Formal and Functional Perspectives', *International Journal of Language Academy*, 6.23 (2018), 549–56 <https://doi.org/10.18033/ijla.3925>.

[20] Sh. SHARHAN.

[21] Diah Mawarni Ayuningsih, 'Noun Phrase Construction Found in Reposrt Genres in The First Year Senior High School Students' Textbooks' (Semarang State University, 2007).

So, from those definitions, we can conclude that noun phrase is any group of words, which consist of head (noun, pronoun, or adjective) and modifier.

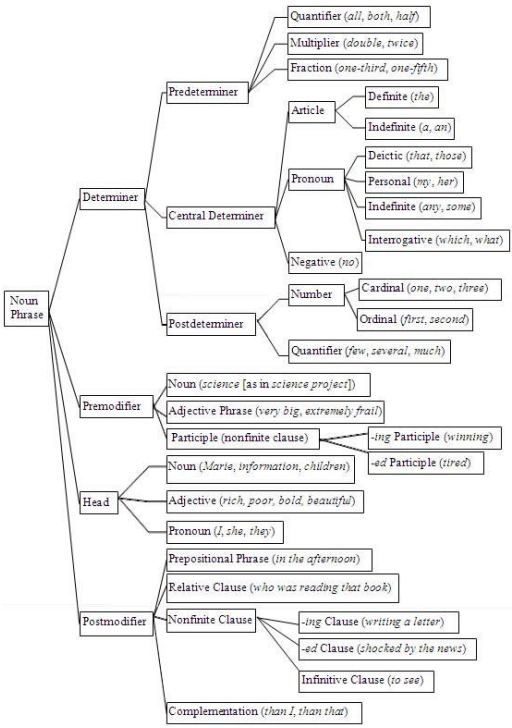
## 2.2 The Structure of Noun Phrase

After knowing the definition of noun phrases, the structure of a noun phrase is as follows: a head and a modifier. The noun itself, the pronoun, and occasionally an adjective make up the head here. Modifiers, on the other hand, are made up of two modifiers: pre-modifier and post-modifier. Nouns, adjectives, adjective phrases, and participle –ed and –ing are all pre-modifiers. Prepositional phrase, relative clause non-finite clause (-ing clause, -ed clause, and infinitive clause), and complementation are all examples of post-modifiers. Determiners, quantifiers and quantifiers phrases, adjective and adjectives phrases, noun and noun phrases, ad position and ad position phrases, and clauses are noun phrases that usually consist of a head noun and any number of noun phrases modifiers. (Brown & Miller, 1999: 260).[22] There are not only pre-modifier and post-modifier but

[22] Ayuningsih.

also there is determiner in forming noun phrase. For the specific explanation, we can see in the diagram below:

**Figure 2.1 Structure of Noun Phrase**




(http://www.teachingenglish.org.uk/think/vocabulary/nounphrases.)

Noun phrase is divided into four parts. Those are determiner, premodifier, head, and postmodifier.

Beside of this, head is become the main things. Because, if we want to arrange a noun phrase, it can be arranged by Determiner + Head, Premodifier + Heaad, or Head + Postmodifier. Especially for head, it can be in the form of noun, adjective, or pronoun. While for determiner, premodifier, and postmodifier, it can be seen on the diagram.

### 3. Jig Saw Method

The Jig Saw method, a cooperative learning strategy created by Aronson (1971), has been adopted by hundreds of schools across the country and has been much praised. This teaching style divides a large chunk of material into smaller, more accessible portions, such as a book chapter or a unit of analysis. Individual teams are formed, with each member in charge of a certain aspect of the subject and eventually becoming an expert in that area. Positive interdependence, individual accountability, peer interaction promotion, and the development of social skills are examples of typical Jig Saw method outcomes. [23]

[23] By Alejandro Garcia and others, 'Using the Jigsaw Method for Meaningful Learning to Enhance Learning and Rentention in an Educational Leadership Graduate School Course', *Global Journal of Human- Social Science:G Linguistics and Education*, 17.5 (2017), 14.

According to Weidman and Bishop (2009), the Jig Saw method typically follows a specific sequence of events. Positive interdependence, individual responsibility, peer participation promotion, and the growth of social skills are examples of typical Jig Saw process outcomes. According to Weidman and Bishop (2009), the Jig Saw approach usually follows a set of steps. The first step occurs when the instructor has decided upon a topic to be researched or presented, then afterwards students are then divided into small cooperative groups. This small group is typically referred to as the "Home Group". Second, students are given a smaller unit or chunk of information to work on, and "...each participant is responsible for solving a portion of the problem at hand, while in collective cases, the participants are collectively engaged in joint activities; they must coordinate their efforts if they are to solve problems together." In essence, each participant becomes the expert. The third step is for each member of the expert group to "...discuss the complexities of the topic with their teams in order to teach their colleagues". The learners must then evaluate their peers as the final move.[24]

[24] Garcia and others.

From those explanation, we can conclude that Jig Saw method is a method which designed by deciding the students into some groups. For the group here is named by home group. After that, they discuss a specific material. The next step is deciding the member oh home group into some small groups. For the member small groups is consisting of delegation every home group. In that small groups, they explain to each other about the material which have discuss in their own home group. After every member explain their specific material, they come back to the home group, and then explain what they get in the small group.

**4. "Get Easy with Noun Phrase" Application as an Interactive Learning Media**

The employment of technology in the realm of education has produced a number of intriguing results and advancements in learning. The changes are vast and varied; for example, many teaching-learning activity can be done without direct face-to-face interaction, a process known as distance education. Distance education is a learning patterns that take place without face-to-face contact or positions between instructors and students who are separated by a large distance.

Aside from distance education, there are a variety of study media available on the internet. Some of this media, which may be found as a tool in Android apps, can be downloaded and viewed from anywhere and used as a learning aid. Learning media continues to evolve; learning media that can present two-way communication now exist, as opposed to media that could just display images, sounds, or audio-visuals. This is also intrinsically tied to the availability of distance education, which permits interactive learning tools to be created.

Interactive learning media is a type of multimedia that can be used to describe a message from a teacher to a student while also allowing for two-way contact to help with the learning process. As a result, this interactive learning media cannot be separated from the use of technology, which has played an important role in the development of the era and is also required in the world of education, with one of the goals being to improve the skills of both students and teachers in the learning and teaching process in which scientific planting values are present.

The existence of interactive learning media cannot be dissociated from how humans who live dependant on technology, especially in the area of education, because the

worlds of technology and education cannot be separated. Furthermore, learning with technology, such as interactive learning media, has the following benefits. (1) Individual or adaptable to individual learners; (2) portability; (3) social inactivity; (4) context sensitivity; and (5) individual or adaptable to individual learners.[25]

"Get Easy with Noun Phrase" application is an interactive learning media. It can be seen from "Get Easy with Noun Phrase" application can be loaded on any Android Smartphone and accessed at anytime and anywhere. The features of this application are simple to use, so the students can learn Noun Phrase independently. "Get Easy with Noun Phrase" application is compiled of the material of noun phrase, the example, and the quiz as well. For the quiz here is designed in the form of the user will know is the answer correct or incorrect.

[25] Siti Sahronih, Agung Purwanto, and M. Syarif Sumantri, 'The Effect of Interactive Learning Media on Students' Science Learning Outcomes', *PervasiveHealth: Pervasive Computing Technologies for Healthcare*, Part F1483 (2019), 20–24 <https://doi.org/10.1145/3323771.3323797>.

**5. Teaching Noun Phrase Using "Get Easy with Noun Phrase" Through Jig Saw**

The researcher combined "Get Easy with Noun Phrase" application with Jig Saw method is to help the students to get understandable of noun phrase construction. Because, by the application which designed with understandable the material and some quizzes and combined with discussion, it will help the students to get more understandable about the material. Before they get the discussion, they have been studying the material from the application. So, when they get the discussion in the class, they have known about the material although with little understandable. At least, they already have stock of material to be discussed.

Then, the procedure of teaching noun phrase use "Get Easy with Noun Phrase" application through Jig Saw method is before the students get material on the class, the teacher asks them to learn by the application as a provision for their understanding of the material. Because in jigsaw method, the students are divided into small groups, many members of the group corresponding with the number of problems has to offer teachers, these groups are called as a home group.

Each member of the home group was given a distinct problem, but each home group were given the same question in accordance with the indications. Each member of the discussion group completed the problem individually within a set time limit. A home group will divide and form a new group called an expert group, which will address the same challenges. They're all chatting to the same person about their responses in this group. They returned to their home group after finishing, and its members were required to disseminate the expert's results/answers through group presentations. The jigsaw style of discussion is a form of innovative and cooperative learning in which students play a significant part.[26]

So that, after learn the material from the application, the students are divided into some group and then each of group discuss kind of noun phrase construction. After that, each of member go to the different group to get the result of discussion of that group. If they have got the result, they go back to the home group and explain what they got from the other group to their group. By studying with this method,

[26] Nurbianta Nurbianta and Hana Dahlia, 'The Effectiveness of Jigsaw Method in Improving Students Reading Comprehension', *ETERNAL (English Teaching Journal)*, 9.1 (2018), 70–86 <https://doi.org/10.26877/eternal.v9i1.2416>.

students will be more active or can apply student centre in the class and they will enjoy learning because it is not monotonous.

# CHAPER III
# METHODOLOGY OF THE RESEARCH

## A. Research Design

In this study, researcher conducted the research using Design Based research (DBR). Design Based research (DBR) aims to design and develop learning components, be it learning strategies, learning materials as well as products and systems. These components are designed and then developed so that problems faced in the world of education can be solved an the world of education is more advanced.[27]

As stated previously, educational design research is the systematic process of designing, developing, and evaluating educational interventions (such as programs, teaching – learning strategies and materials, product and system) as a solution to a complex problem in education practice, with the goal of furthering our understanding of the characteristics of these interventions and the processes of designing and developing them. Educational design processes are included in the research process in design research. It follows the same

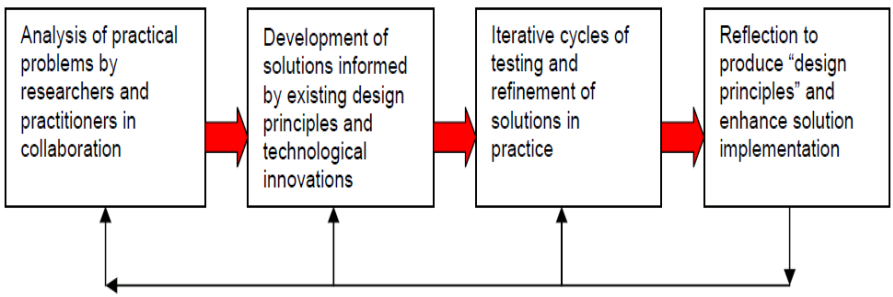
[27] Matthew W Easterday, Daniel Rees Lewis, and Elizabeth Gerber, 'Design-Based Research Process : Problems , Phases , and Applications Design-Based Research Process ':, *International Conference of The Learning Science (2014) ISSN 1814-9316*, July, 2016.

cyclical pattern as any other systematic educational and instructional design process: analysis, design, evaluation, and revision activities are iterated until a pleasing balance between ideals and reality is attained.[28]

## B. Procedure of Product Design

For this research, the writer will use Design Based Research with Revees' model. Here are the steps of this model research:

**Figure 3.1 Procedure Design Based Research**




Journal under the title "Design-Based Research and Educational Technology: Rethinking Technology and The Research Agenda" by Tel Amiel and Thomas C Reeves explain more about this research model. From that journal, it

[28] T Plomp and Nienke Nieveen, *An Introduction to Educational Design Research*, ed. by Tjeerd Plomp and Nienke Nieveen (Netherlands: Netzodruk, Ensechece, 2007).

is explained that there are four steps for design research which using reeves model: [29]

1. Identification and analysing the problem
2. Solution design
3. Repeated cycles of design testing and refinement
4. Reflection to produce design and implementation

The first stage is problem identification and analysis, which is the first stage of research using the DBR method, in which the researcher must identify and analyze the problems to be studied before going to the field, starting with what problems are causing his anxiety, what factors are causing these problems, and what can be done to solve the problem. The second stage is solution design, in which the solution is created depending on the context of the problem that arises in order to obtain the study objectives' results. The third is repeated cycle in which the tests are repeated until the best final design is achieved. The last stage is the final reflection to develop design concepts or designs in this research. This

[29] Tel Amiel and Thomas C. Reeves, 'Design-Based Research and Educational Technology: Rethinking Technology and the Research Agenda', *Educational Technology and Society*, 11.4 (2008), 29–40.

reflection is usually done by talking to specialists in domains connected to the topic.[30]

1. **Identification and Analysing the Problem**

   The first phase of design-based research with Revees model is analysis of practical problems by researcher and practitioners in collaboration or the simple explanation is identifying the problem. For identifying the problem, the researcher do an interview to the English teacher of the tenth grade of Senior High School and then followed by giving "needs" questionnaire to the students of tenth grade.

2. **Solution Design**

   The second phase is development the solution of the problem that existing in English learning activity. The solution that writer brings is designing a mobile application as a learning media to facilitate students learning of noun phrase. The output of this phase is there will be a learning application.

3. **Repeated Cycles of Design Testing and Refinement**

   Repeated cycles of design testing and refinement is the third phase of this design research. In this phase, after the researcher design an application, it will find repeated

[30] Amiel and Reeves.

cycles to get a good product. This phase is started by after designing the application as a solution that researcher offers, it will get validation 1 from the expert or it can be called expert validation. It will be tested by the materials and the media. After that, by having suggestion and assessment from the expert, the application will be revised.

Then for the next step is product trial for small scale. It will be tested in the first grade of Senior High School. The test here covers the effectiveness test and their respond in using the application. After get the result of product trial, the next step is revised application to get the final product. For the last step is expert validation 2. So from this, it will get the final product or the final application which designed by the writer.

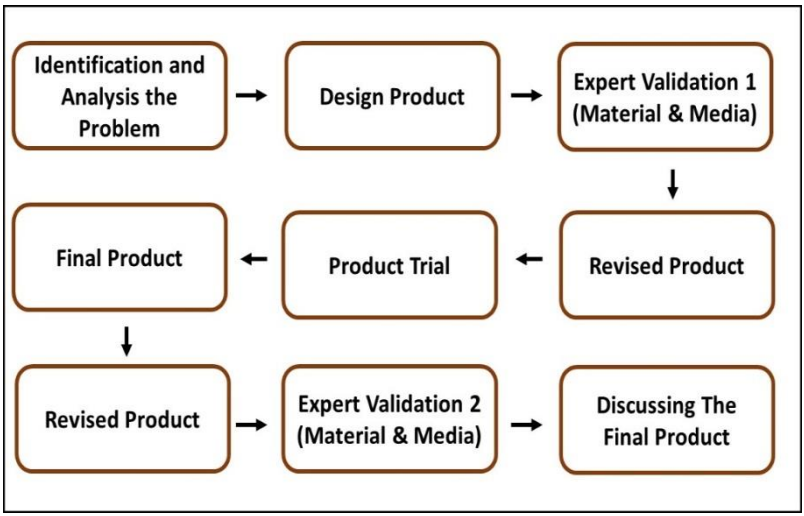
4. **Reflection to Produce Design and Implementation**

The last phase is reflection. In this stage, the writer will have discussion with the expert and it will discuss about the application based on the phases that have done.

## C. Design of Product Trial

### 1. Procedure of Designing Application

**Figure 3.2 Procedure of designing application**




### 2. Source of Data

This research is conducted in MA Salafiyah kajen in academic year 2021/2022. Product trial here is only for a small scale. So, it takes class X E which have 28 students. They are in age around sixteen until seventeen years old. This research is conducted in November 2021

### 3. Methods Of Collecting Data

To get accurate data, the writer uses some ways in collecting data, they are:

### 3.1 Questionnaires

One of way which the researcher used for collecting the data is by questionnaires. Questionnaires here are for getting data about needs, validity material and media, also assessment teachers and respond students. The questionnaires will answer by English teacher, students, someone who expert on media and English.

### 3.2 Interview

Interview is a way for researchers and respondents to communicate directly. In a face-to-face relationship, communication takes the form of a question and answer, with the respondent's gestures and expressions serving as a media ball that complements verbal words. As a result, interview can capture more than just comprehension or ideas; they can also capture the respondent's thoughts, perceptions, emotions, and motivations.[31] Then, in this research use interview for interview analysis in the identification and analysing the problem phase. The respondent here is the English Teacher.

[31] Gulo. W., *Metodologgi Penelitian* (Jakarta: Gramedia Widiarsana Indonesia, 2002).

### 3.3 Test

One of way which the researcher used for collecting the data is by test. Test here is the set of questions which about the material, that is Noun Phrase. In this research, there are two kinds of test, pre-test and post-test. The aim of pre-test here is to find out the extent of the student's ability in understanding noun phrase. While for post-test is aimed to know the ability of student's in understanding how to construct noun phrase after getting the treatment.

## 4. Instruments Collecting Data

### 4.1 Interview

The type of interview used by the researcher is a structured interview. In structured interviews, data collectors prepare research instruments in the form of written questions whose alternative answers have been prepared. Interviews were conducted to find out the needs of teachers and students for learning media, the curriculum used, the characteristics of the material and learning support facilities available at the school. The interview guide grid can be seen in the appendix 1.

## 4.2 Questionnaires

The questionnaire used in this study consisted of a student needs analysis questionnaire, a material validation questionnaire, a media validation questionnaire, a teacher assessment questionnaire and a student response questionnaire.

### 4.2.1 Questionnaires of needs analysis

The needs analysis questionnaire is used to collect data on the analysis of student needs and characteristics. This analysis can be called as front analysis. The instrument of this analysis can be seen in the appendix 2.

### 4.2.2 Qustionnaires of Material Expert Validation

The material expert validation sheet is presented in the form of an open questionnaire containing aspects of the assessment of the quality of the material of the application that has been developed and assessed by media experts. The aims of this questionnaire is to ensure that the quality of the application produced can be said to be feasible. The instrument of material validation can be seen in the appendix 3.

4.2.3 Questionnaires of Media Expert Validation

The media expert validation sheet is presented in the form of an open questionnaire containing aspects of the assessment of the quality of the media that has been developed and assessed by media experts. The resulting data is in the form of qualitative data such as responses to criticism and suggestions from media experts are used to improve and perfect the product before being tested. This validation questionnaire aims to assess the development of android-based interactive media products to improve learning outcomes on noun phrase material. The instrument of media validation can be seen in the appendix 4.

4.2.4 Questionnaires of teacher's assessment

The developed learning media also needs to be evaluated by the English teacher in the school as a English teacher to determine the feasibility before being used as a learning media in teaching-learning process. For the instrument can be seen in the appendix 5

4.2.5 Questionnaires of students' respond

Questionnaire responses from students are intended to find out how students think about the application used. Because, for the finally students who will be a user, therefore student responses of the application can be taken into consideration for product revision. The instrument can be seen in the appendix 6

**4.3 Test**

The instrument of test here is for pre-test and post-test. This instrument is based on indicator which covers; understanding the meaning of noun phrases, knowing the structure of noun phrases, knowing the formation of noun phrases, determining noun phrases in sentence structure, composing noun phrases.

**5. Method Of Analysing Data**

After the data is obtained, the data needs to be analyzed. The analysis carried out is directed to answer the formulation of the problem and research questions in accordance with the data collected based on the research instruments that have been made.

Then the data analysis that needs to be done in this research are as follows:

1) Qualitative Data

Qualitative data in the form of suggestions/inputs given by media experts, material experts, English learning practitioners (teachers) and students were analyzed descriptively.

2) Quantitative Data

Quantitative data were obtained from needs analysis questionnaires, T-test, and product quality assessment questionnaires given to media experts, material experts, English learning practitioners (teachers) and students.

**1. Analysis of Instrument Needs**

The needs instrument is used to collect data on needs analysis, characteristics of students, analysis of objectives. Material and technology analysis. This needs questionnaire was filled out by class X MA Salafiyah Kajen students. Data analysis for the needs questionnaire was carried out using a rating scale using the following formula:

$$P = \frac{\text{Score collecting data}}{\text{Total Score}} \; X \; 100\%$$

**2. Analysis of Instrument Validation and Teachers' Assessment**

The data obtained from the results of material validation, media experts, and teachers' assessment were then analyzed. The data obtained in the form of responses, suggestions or input obtained from material experts are used to improve the products developed. For quantitative data, the determination of validation classification by material experts is also based on the average score of answers, using the formula:

$$Rerata\ Score = \frac{\text{Total Score}}{\text{Total of Questions}}$$

On the Likert scale to determine the distance between the attitude levels ranging from very bad (STB) to very good (SB), the formula is used:

$$Jarak\ Interval\ (i) = \frac{\text{Highest score} - \text{lowest score}}{\text{Total of Interval Class}}$$

The scoring technique in this study has 5 criteria including 4 (very good), 4 (good), 3 (fair) good), 2 (Not Good), 1 (not very good). Criteria for Validation Instruments Based on the Average Answer Score:

**Table 3.1 Criteria Validation**

| No. | Average Answer Score | Validation Level |
|---|---|---|
| 1. | > 4,2 - 5,0 | Very Good |
| 2. | > 3,4 – 4,2 | Good |
| 3. | > 2,6 – 3,4 | Fair Good |
| 5. | > 1,8 – 2,6 | Not Good |
| 5. | 1,0 – 1,8 | Not Very Good |

(source: Widoyoko, 2012)

## 3. Analysis of Test

### 3.1 Try Out Test Instrument Analysis

Instrument test or it can be called evaluation tool is need to be tested before it used. The purpose of it is to find out whether the evaluation tool used is suitable for use. The appropriateness of the evaluation tool instrument will be tested by using several formula as follows:

a. Validity Test

Validity on each objective item using the correlation formula biserial. The validity test formula is like equation:

$$r_{\text{pbis}} = \frac{\text{Mp} - \text{Mt}}{\text{St}} \sqrt{\frac{p}{q}}$$

Information:

$r_{\text{pbis}}$ = Biserial point correlation coefficient

$M_p$ = The average score of the subjects who answered correctly the item being correlated

$M_t$ = Average total score

$S_t$ = Standard deviation of the total score

P = The proportion of subjects who answered the item correctly

q = Proportion of students who answered incorrectly (q=1-p)

b. Reliability Test

The reliability test in this study used the Cronbach alpha method. According to Siregar (2013: 57) the criteria for a study are said to be

reliable using the Cronbach alpha technique if the reliability coefficient rn > 0.6.

c. Level of Difficulty

The level of difficulty of the questions is a number that is an indicator of the difficulty of the questions. The equation used to calculate the difficulty level of the problem is the equation:

$$P = \frac{B}{Js}$$

Information:

P = The level of difficulty

B = The number of students who answered the questions correctly

JS = The total number of test takes

d. Discriminating Power

A good instrument should have a high power differential. The ability of a question to discriminate between high-ability and low-ability pupils is known as the power of difference. The numbers are visible. The discrimination index measures the extent of discriminating power. Equation is used to compute the difference in questions:

D = PA-PB

Information:

D = Strength of different question

PA = Group proportion of the correct answer

PB = Group proportion of the incorrectanswer

3.2 Analysis Prerequisite test

a. Normality Test

Data normality test is a form of testing about normal distribution of data. The purpose of the test normality is to find out whether the data is taken is normally distributed data or not. The test used in normality is the chi squared test.

$$X^2=\sum_l^k \frac{(fo-fh)^2}{fh}$$

Information:

$f_o$ = Frequency that observed

$f_h$ = Expected Frequency

k = The number of classes

b. Homogeneity Test

Homogeneity test is a form of testing regarding whether or not the variations of two distribution or more. Function of homogeneity test is to find out

whether the two groups the population is homogeneous or heterogeneous. Test The homogeneity used in the research is by using the F statistic that uses formula as follows:

$$F_{hitung} = \frac{vaarian\ terbesar}{varian\ terkecil}$$

c. T-Test

In this research, for the T-Test is using paired sample T-Test. Because this study wants to compare the mean of a sample with the same subject but experience two different treatments or measurements. For paired sample T-Test here is used SPSS 25. Guidelines for decision making in the paired sample t-test based on the significance value (Sig) of the SPSS output results are as follows:

1) If the value of Sig (2-tailed) < 0.05, then Ho is rejected and Ha is accepted
2) If the value of Sig (2-tailed) > 0.05, then Ho is accepted and Ha is rejected

with:

1) Ho = There is no significant difference between the results of the pre-test and post-test

2) Ha = There is a significant difference between the results of the pre-test and post-test

In this study, the researcher used SPSS 25 for data processing in analysis quantitative data.

**4. Analysis of Students' Respond**

The data obtained from the results of students' responds were then analyzed. The data obtained in the form of responses from the students to improve the products developed. To calculate the percentage of student responses used the percentage of eligibility with the formula:

$$K = \frac{\text{F}}{\text{N x P X R}} \text{ x } 100\%$$

K= eligibility percentage

N = total number of respondents' answers

P = The highest score

Criteria for Validation Instruments Based on the Average Answer Score

**Table 3.2 Criteria Assessment**

| No. | Average Answer Score | Validation Level |
|---|---|---|
| 1. | 81% - 100% | Very Good |
| 2. | 61% - 80% | Good |
| 3. | 41% - 60% | Fair Good |
| 4. | 21% - 40% | Not Good |
| 5. | 0% - 20% | Not Very Good |

(source: Widoyoko, 2012)

# CHAPTER IV
# RESULT OF DESIGN AND DISCUSSION

## A. RESULT OF DESIGN

The final product of this research is android-based learning media or the simple thing is called application. By using Smart App Creator 3.0, the researcher designed an application which focuses on material of noun phrase. “Get Easy with Noun Phrase” or Gew NP Application is the name of this application. The design model that is used is Design based research with Revees’ model which have four steps; Identification and analysing the problem, Solution design, Repeated cycles of design testing and refinement, and Reflection to produce design and implementation.

### 1. Identification and Analysis The Problem

Data for analysis purposes were obtained from a questionnaire on student needs as well as the results of interview that had been conducted with the English teacher of class X MA Salafiyah Kajen. After obtaining information about the problems faced by students while studying and teachers while teaching, an analysis was carried out starting in terms of needs, student characteristics, materials, and technological resources.

From the data obtained, several aspects of the analysis can be carried out as follows.

a. Front Analysis

This stage is useful in finding information related to problems in the English learning process in class X MA Salafiyah Kajen. The data obtained during interviews with educators were then analyzed directly. Based on the results of the interview, it can be seen in Appendix 7 which informs that:

1. Process of learning English uses the 2013 curriculum.
2. In teaching-learning activity, the teacher maximizing in students centred. But, to realize a student centred is a challenging for a teacher.
3. Another obstacle encountered when learning online is the problem of the internet network.
4. Lack of student interest in learning and student interest in English material.

b. Learner Analysis

Learner analysis is carried out through the distribution of student needs questionnaire. The results of the questionnaire in the table (it can be seen in the appendix 8) show that as many as 35.71% of students

agree that they like English lessons and as many as 57.14% agree that they have difficulties in learning English while there are only 32.1% who agree that English is an interesting material. Judging from these numbers, it can be concluded that students perceive English as a material that is quite difficult to learn and their level of interest in English material is quite low. With this condition, the researcher wishes to design an Android-based learning media in the hope of attracting students' interest in learning English.

c. Concept Analysis

Concept analysis contains the stages in determining the learning concept with the aim of determining the content in the learning application that will be designed. This analysis is based on the Basic Competence of English for class X. Basically, the main material in this case is descriptive text. However, in this case, the researcher only took part of the material, namely the noun phrase as one of the grammar discussions of the descriptive text material.

This application design contains a summary of noun phrase material which is equipped with textual

and audio explanations and there is a quiz that can be used as a source of student learning.

Material : Descriptive Text - Noun Phrase

Theme : Which One in your Best Getaway?

Basic Competencies :

3.4 Distinguishing social functions, text structures and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple according to the context of their use.

4.4 Compose oral and written descriptive texts, short, and simple related to people, objects, and places, taking into account social functions, text structure, and linguistic elements, correctly and according to context.

d. Education Technology Analysis

Analysis of educational technology was obtained based on the results of a questionnaire on student needs and teacher interviews. It was found that the school has been equipped with technological facilities to support student learning activities including supporting

facilities and infrastructure such as Information Communication and Technology (ICT) such as computers, projectors, internet access.

Meanwhile, from the students' side, they already have a Smartphone and understand how to use it. From the results of interviews with teachers, it is known that in the learning process, she occasionally uses multimedia such as video, power point, while in online learning conditions, the teacher maximizes learning by using the online website from the school (Saka Pintar) and also using videos from YouTube, as well as various video conferencing platforms and other quiz websites.

From the results of the interviews, the school is also making full efforts to utilize technology for learning that takes place both online, blended learning, and face-to-face learning later. So, when viewed in terms of the potential of the school, it can be concluded that there are no obstacles in the learning process using ICT-based teaching materials, be it computers/laptops or smartphones. Thus can support researchers in designing interactive learning media based on Android.

**2. Solution Design**

In this phase, it is divided into two steps; design and develop step.

a. Design

After getting the solution of the problem, the first step is product design. Planning this research is done by making a product design which will be used as a teaching material in the form of interactive learning media based on Android using Smart App Creator on Noun Phrase material. The product design plan for this development is as follows:

1) Team Formation

Team formation in making a learning media is based on the role of each team component to carry out the product development process in order to achieve maximum results. The components that make up the team in development are:

**Developer**

Researcher : Fina Tamala

Advisor : Dr. Siti Tarwiyah, M.Hum

**Expert Validator**

Media Expert : Rokhani, M.Pd. I

Material Expert : Sam Persiana Setiagraha, S.Pd

**Practitioner Validator**

English teacher class X : Naila Rajicha, S.Pd

**Respondent**

The students of MA Salafiyah Kajen grade X

2) Media Specification

The interactive media specifications that have been developed are:

- The material designed for the development of android-based interactive media using the Smart App Creator 3.0 is noun phrase material.
- The material made is adjusted to KI, KD, and indicators in the syllabus and 2013 curriculum.
- The content used in the development of noun phrase learning media using Smart APP Creator Software is in the form of textual and audio content.
- The resulting product contains covers, basic competencies, indicators, materials, quizzes, and profiles

3) Material Structure

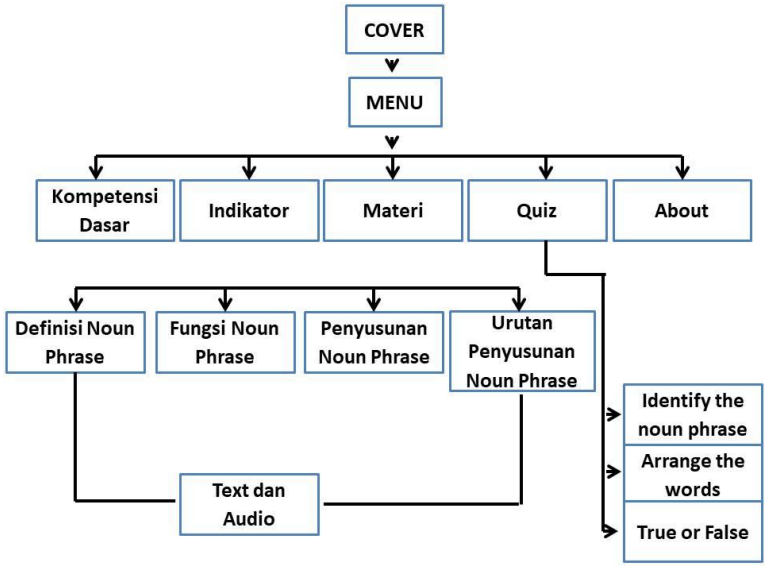
The material presented in the product is prepared by following learning principles and

adapted to the 2013 Curriculum which consists of core competencies, basic competencies, indicators, learning objectives and main learning materials guided by the syllabus.

4) Flowchart Making

In designing this learning media, what the researcher did for the first time was to create a flowchart that would be used in the production process. A flowchart is a diagram with graphic symbols that displays the steps in the form of a box and their sequence by connecting each of these steps. Making flowcharts refers to noun phrase learning indicators.

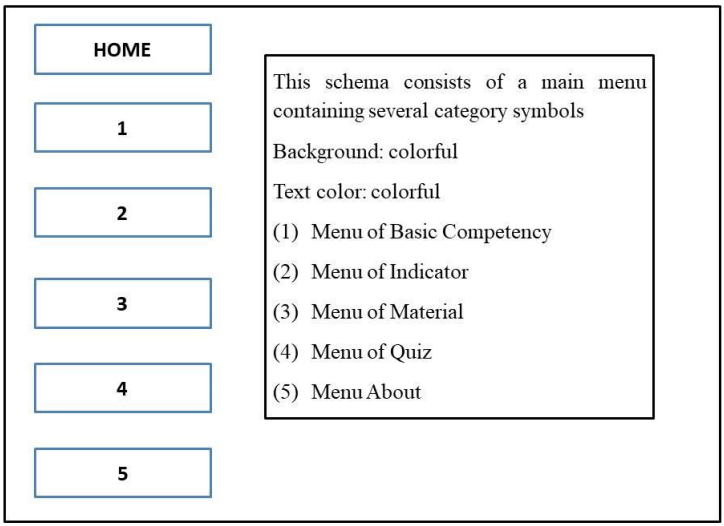
**Figure 4.1 Flowchart**




5) Storyboard Making

Furthermore, based on the flowchart, the collection consists of animation, text, and audio that supports the material and makes questions that will be used as evaluations in the media used. The next step is to create a storyboard. Making storyboards serves as a basis or benchmark for making noun phrase interactive learning media. The following is an example of a storyboard from an Android-based interactive learning media product using Smart App Creator:

**Figure 4.2 Storyboard**




b. Development

Development is the process of realizing a flowchart and storyboard that has been made previously as the basis for media development. The resulting product is in the form of interactive media on noun phrase material. The development of this media goes through several stages, including: the first is the preparation stage, which is an activity to collect or prepare everything needed such as text, images, animation, video, audio and tests which will then be

applied to interactive learning media on noun phrase material.

The second is the production stage, which is the process of making interactive media using I-Spring Suite software in accordance with the design that has been prepared and the materials that have been collected. The sequence of content components in the initial product that has been developed consists of: cover, main menu, basic competencies, indicators, materials (sub materials and examples), interactive quizzes and profiles. The following is the initial product design of interactive learning media on noun phrase material.

1) Cover Page

**Figure 4.3 Cover Page**

2) Home Page

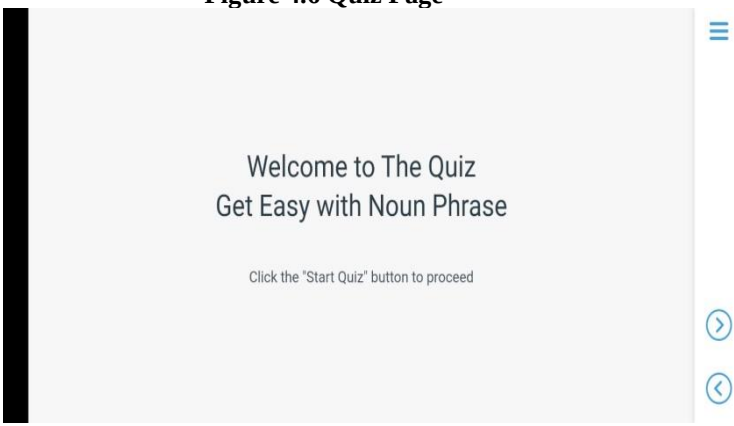
**Figure 4.4 Home Page**

3) Basic Competence Page

**Figure 4.5 Basic Competence Page**

4) Quiz Page

**Figure 4.6 Quiz Page**




5) About page

**Figure 4.7 About Page**

### 3. Repeated and Analyzing The Problem

For this stage, it is divided into 6 parts. After designed the application, the application is validated by the expert (material and media). The next parts is revised by the researcher and then followed by product trial for the small class. After getting the results of product trials both in terms of effectiveness and student responses, the next step is revised product to get final product. The last part is validation final product by the expert.

1. Expert Validation 1

   The first step in repeated cycles is getting validation by the expert after designed the product. In this validation, it is divided into two aspects; material and media. The following are the results of expert validation:

   1.1 Material Validation

   The data from the first validation by material experts explained that a total score of 59 was obtained with an average value of 3.69. This number is in the interval > 3.4 – 4.2 in the good category. In material validation, there are 3 aspects that are assessed, namely aspects of format, content, and language. The results of this

validation, the validator stated that this application deserves to be tested but must be revised to get better results. In accordance with the comments and suggestions from the validator, the application will be revised further before being tested on students. (Appendix 9)

1.2 Media Validation

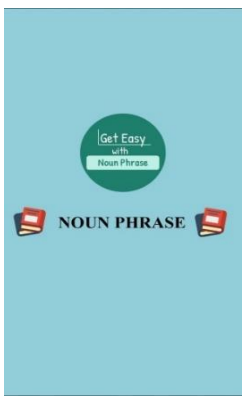
The data from the first validation by media experts explained that obtained a total score of 62 with an average value of 3.65. This number is in the interval > 3.4 – 4.2 in the good category. In media validation, there are several aspects that are assessed, such as; simplicity, coherence, emphasis, balance, form, and colour. The results of this validation, the validator states that this application deserves to be tested but must be improved before being tested, especially in the selection of colours, fonts, and display attractiveness need to be reviewed. In accordance with comments and suggestions from the validator, then the application will be revised before tested on students. (Appendix 10)

2. Revised Product

After going through trial and error to design "Get Easy with Noun Phrase" application and also after getting the first validation in terms materials and media, the researcher decided to change the software that is used to design "Get Easy with Noun Phrase" application. Where in the first product design result used I-Spring Suite and then in the steps of revised product, it is replaced with Smart App Creator 3.0. Because in Smart App Creator 3.0 offers a template design feature which is it will make easier for those who do not have experiences in designing an interactive learning application. So, here the results of revising the product:

- Changed Cover

**Figure 4.8 Revised Cover Page**



- Changing layout home

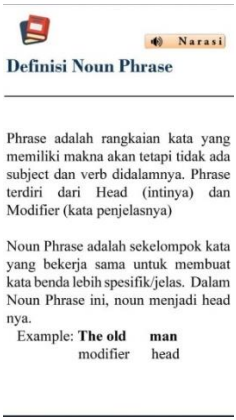
**Figure 4.9 Revised home page**

- Changing layout material (more specific)

**Figure 4.10 Revised material page**

- Adding explanation (Voice)

**Figure 4.11 Revised explanation page**




- Changing the quiz (more specific)

**Figure 4.12 Revised quiz page**

3. Product Trial

In this phase, the researcher did the product trial into the tenth grade of Senior High School in the

last material of the first semester. The topic of this material is descriptive text and the researcher focused on Noun Phrase. This research take place in MA Salafiyah Kajen. Then, for the product trial only for small scale and by using random sampling, the respondent here are 28 students.

After going through the revision stage, the next stage is instrument trials conducted in the third grade. The instrument contains cognitive questions on noun phrase material consisting of 29 multiple-choice objective tests. The instrument grid is arranged based on the indicators in the material. Then the instrument test was used to determine the level of validity, reliability, discriminating power of the questions, and the level of difficulty of the questions.

After the test instrument was tested in class 12, from the total number of questions 29 multiple choice questions, 21 valid and reliable multiple choices questions were obtained which then only 20 questions were taken from these results to be used for pre-test and post-test. The pre-test was conducted to determine the students' initial ability regarding the noun phrase material. From the results of the pre-test

conducted, the average score obtained by students was 62.14. After the pre-test was carried out, learning was carried out using the "Get Easy with Noun Phrase" application using the jig saw method. The next step is the students are given a post-test to determine the abilities achieved by students after the end of learning. The average value obtained for post-test is 84.46. Then, the last step of the product trial was to give a questionnaire to the students to see their response to the "Get Easy with Noun Phrase" application.

3.1 Data Analysis

3.1.1 Instrument Trial Analysis

The instrument trial was conducted on the test class, namely the students on the third grade of Senior High School. The number of test questions was 29 multiple choice questions. Here are the results of the trial analysis:

a. Validity

Validity analysis was carried out to find out the questions that were arranged in the category of valid questions or included

in the category of questions that were not valid. This calculation is obtained by using the SPSS 25 application. The significant level used in this validity test is 5% with N = 25. From the results of the validity analysis, there are 21 valid questions out of 29 questions.

**Table 4.1 The result of validity test**

| Criteria | Number of Questions | Total |
|---|---|---|
| Valid | 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 26, 27, 28, 29 | 21 |
| Invalid | 1, 2, 5, 10, 15, 17, 25, 30 | 8 |

b. Reliability

Reliability test is used to determine the level of constancy or consistency of instrument answers. The instrument is said to be reliable $\mathbf{r_{table} > r_{count}}$.

**Table 4.2 The result of reliability test**

| Cronbach's Alpha count ($r_{table}$) | Cronbach's Alpha reference ($r_{count}$) | Decision Making Criteria | Decision |
|---|---|---|---|
| 0,903 | 0,600 | if cronbach alpha count ≥ reference then the instrument is reliable<br><br>if cronbach alpha count ≤ reference then the instrument is not reliable | ISNTRUMENT IS RELIABLE |

c. Level of Difficulty

The difficulty level test is a way to find out the difficulty level of the question is difficult, medium, or easy.

**Table 4.3 level of difficulty**

| No. | Level of Difficulty | Number of Questions |
|---|---|---|
| 1. | Very easy | 10 |
| 2. | Easy | 2, 8, 13, 15, 17, 19, 22, 25, 29 |
| 3. | Medium | 1, 3, 4, 6, 7, 11, 14, 16, 18, 20, 21, 23, 26, 28, 30 |
| 4. | Difficult | 5, 9, 12, |
| 5. | Very difficult | 27 |

d. The discriminatory power of a question

The discriminatory power of a question is the ability of a question to be able to distinguish between high-ability and low-ability students.

**Table 4.4 discrimination power**

| No. | Discrimination Power | Number of Questions |
|---|---|---|
| 1. | Very bad | - |
| 2. | Bad | 10, 25, 30 |
| 3. | Enough | 1, 2, 5, 15, 17, |
| 4. | Good | 3, 4, 6, 7, 8, 9, 12, 13, 14, 16, 20, 21, 22, 23, 25, 27, 29 |
| 5. | Very good | 11, 18, 19, 26, 28 |

3.1.2 Prerequisite Test for Initial Data and Final Data

a. Normality Test

The normality test in the prerequisite test for the initial data and the final data is used to determine whether the data to be used is normally distributed or not. The data taken is from the pre-test and post-test scores of students. In this

normality test, researchers used the SPSS 25 application.

**Figure 4.13 result of Normality test**

**Tests of Normality**

| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | Kelas | Statistic | df | Sig. | Statistic | df | Sig. |
| Hasil | Pre-Test | .137 | 28 | .194 | .960 | 28 | .344 |
| | Post-Test | .144 | 28 | .143 | .957 | 28 | .288 |

a. Lilliefors Significance Correction

The basis for decision making for the normality test in the paired analysis of the sample T-test is if the significance value is > 0.05, then the data distribution is normal, whereas if the significance value is < 0.05, then the data distribution is not normal. Based on the table of normality test results above, the significance value for the pre-test is 0.193 and 0.143 for the significance value of the post-test data. Because both numbers are greater than 0.05, the conclusion that can be drawn is that the two data are normally distributed.

b. Homogeneity Test

Homogeneity test was conducted to determine whether the data was homogeneous or not. In the homogeneity test, researchers used the SPSS 25 application.

**Figure 4.14 Result of Homogeneity test**

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Hasil Belajar Siswa | Based on Mean | .799 | 1 | 54 | .375 |
| | Based on Median | .572 | 1 | 54 | .453 |
| | Based on Median and with adjusted df | .572 | 1 | 52.766 | .453 |
| | Based on trimmed mean | .779 | 1 | 54 | .381 |

The basis for making the decision on the homogeneity test in the paired sample T-test analysis is if the significance value (based on mean) > 0.05 then the data distribution is homogeneous, whereas if the significance value (based on mean) < 0.05 then the data distribution is not homogeneous. Based on the table of homogeneity test results above, the significance value (based on mean) is 0.375. So, it can be concluded that the data are homogeneous

3.1.3 Analysis of the effectiveness of “Get Easy with Noun Phrase” application to facilitate students’ learning of noun phrase by using Jig Saw.

To analyze of the effectiveness of “Get Easy with Noun Phrase” application to facilitate students’ learning of noun phrase by using Jig Saw, T-test was conducted to find out whether there was a significant change in the pre-test and post-test scores.

**Figure 4.15 Result of T-Test**

**Paired Samples Test**

| | | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Hasil Belajar - Kelas | 71.893 | 13.876 | 1.854 | 68.177 | 75.609 | 38.773 | 55 | .000 |

The basis for making T-test decisions in the paired sample T-test analysis is if the significance value (2-tailed) < 0.05 then there is a significant difference, whereas if the significance value (2-tailed) > 0.05 then there is no significant difference. Based on the result T-test above, the significance value (2-tailed) obtained is 0.00. This shows a significance value (2-tailed) less than 0.05. So, the conclusion that can be drawn is that

there is a significant change from the pre-test scores to the students' post-test scores. In other words, learning by using the "Get easy with Noun Phrase" application combined with Jig Saw can improve student learning outcomes and is effective to use.

3.1.4 Questionnaire Analysis of Students' Respond

The aims of the questionnaire here is to get know about the students' respond towards the "Get Easy with Noun Phrase" application. The questions in this questionnaire are 17 questions that are in accordance with the aspects of the assessment. With the number of respondents 28 students, the total score obtained is 1974 and if it is percentage, it becomes 82.89% in the very good category.

4. Revised Product

After going through the product trial stage and getting the results, the researcher made improvements to the application he designed. The revisions made are as follows:

- Adding opening page

  Adding opening page here is used to make this application (Get Easy with Noun Phrase) more interesting. Because, in this opening page there is a running animation which can attract student's interest.

**Figure 4.16 Opening page**

- Revised some voice explanations (penyusunan noun phrase & urutan penyusunan noun phrase)

  In the last product, the voice of the explanation was not really clear to hear. Because when this application is tested to the students, some of them stated that they did not hear clearly about the explanation. So that, in this revised

product the researcher doing re-record to get the clear voice and make it sure.

**Figure 4.4 Explanation Page**

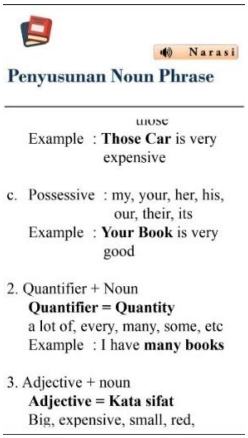
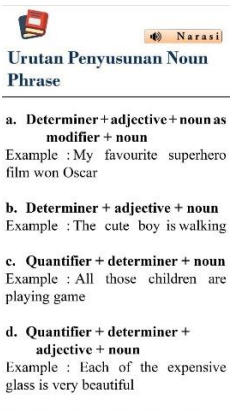


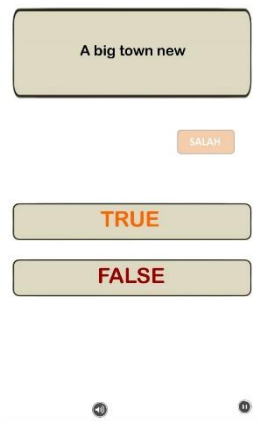

**Figure 4.17 Explanation page**



- Revised layout of Quiz's page

In the previous product results especially on the quiz page, it was found trouble on several questions. The trouble here is the ringtone of the true or false answer did not appear. Therefore, at the revised product here the researcher re-check each questions with the answer and fix the questions which were having trouble.

**Figure 4.18 Quiz page**




5. Final Product

After going through various stages, the final result was obtained from the "Get easy with Noun

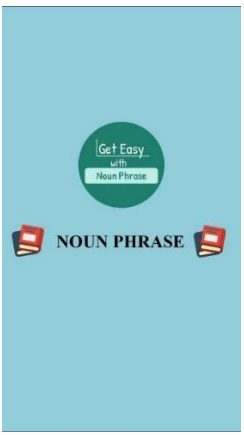
Phrase" application design. So, here is what each page looks like:

a. Opening Page

**Figure 4.19 Final Opening page**

b. Cover Page

**Figure 4.20 Final Cover page**

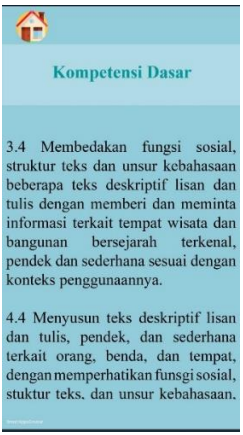


c. Home Page

**Figure 4.21 Final Home page**

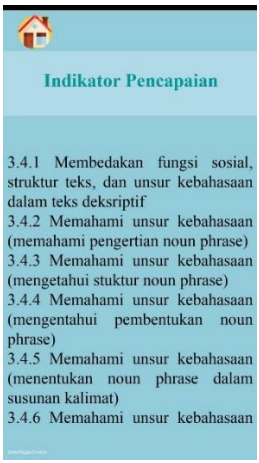
d. Basic Competence Page

**Figure 4.22 Final Basic Competence page**



e. Indicator Page

**Figure 4.23 Final Indicator page**

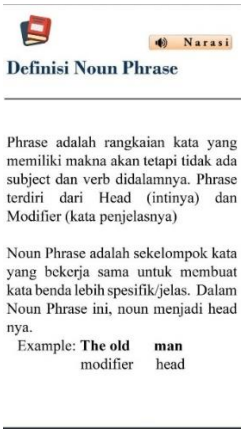



f. Material page

**Figure 4.24 Final Material page**

g. The Example of material explanation

**Figure 4.25 The example final explanation page**

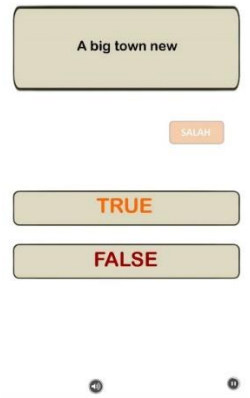



h. Quiz Page

**Figure 4.26 Final Quiz page**

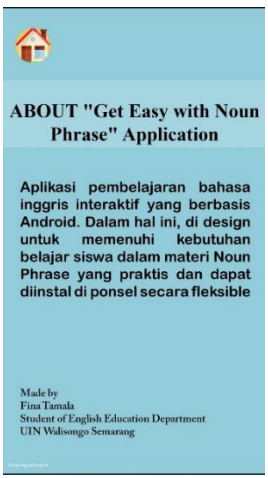
i. The example of Quiz

**Figure 4.27 The example Final quiz page**




j. About Page

**Figure 4.28 Final about page**



6. Expert Validation 2

The next stage after obtaining the final design of the application is the second expert validation (Material and Media). The following are the results of expert validation:

6.1 Material Validation

The data from the second validation by material experts in the table (Appendix 17), a total score of 73 was obtained with an average value of 4,56. This number is in the interval > 4,2 – 5 in the very good category. In material validation, there are 3 aspects that are assessed, namely aspects of format, content, and language. In accordance with the comments and suggestions from the validator, after going through the revision stage, this application is much better, both in terms of content and in terms of application attractiveness. This application is feasible to be given to students.

6.2 Media Validation

The data from the second validation by media experts in the table (Appendix 18) obtained a total score of 76 with an average value

of 4,46. This number is in the interval > 4,2 – 5 in the very good category. In the second media validation, the several aspects are same as the first validation, those are; simplicity, coherence, emphasis, balance, form, and colour. In accordance with comments and suggestions from the validator, as a beginner, this design is quite satisfying with an attractive appearance and deserves to be given to students. Therefore, it is hoped that it can be further developed to improve the quality of English learning.

**4. The Reflection to Produce Design and Implementation**

The last stage of this research is designed product and enhance solution implementation. In this case, the researcher discussed the results of the application design with the English teacher at MA Salafiyah Kajen especially English teacher of the tenth grade. Because, the teacher understands well the situation of her students and what is needed by her students for English lessons. Therefore, the researcher conducted an interview with Mrs. Naila Rajiha, S. Pd., as one of the English teachers at MA Salafiyah Kajen.

After having discussions with the English teacher, the results were in concept and design, this application was very good and interesting. As we all know in learning, teachers are expected to be up to date in the use of various media and learning sources so that in learning process, the students do not feel bored and also can increase student interest in learning. especially in English material, where they learn a language that they do not use in their daily life, so that their interest in learning English material can be categorized as moderate to low. This solution is considered quite interesting and the frequency of the school. Where nowadays schools are maximizing the use of technology to be applied in learning.

In the last discussion with the teacher, she said that, "My suggestion for this application is it can be considered again regarding the comparison of the composition of the language used, namely English and Indonesian. In addition, the display can be refined again. But overall, this application deserves to be given to students as support in learning media."

## B. Discussion

This research is using design-based research. This study aims to explain in what way the design of "Get Easy with Noun Phrase" application is needed to facilitate students' learning of noun phrase through jig saw, to describe what kind of the design model for "Get Easy with Noun Phrase" application which is suitable to facilitate students in understanding and compiling of noun phrases, and also to identify the effectiveness of "Get Easy with Noun Phrase" application through Jig Saw to facilitates students' learning of noun phrase, and also to describe students' respond and teachers' assessment of the designed "Get Easy with Noun phrase" application. The following is a discussion of the research results:

1. In what way is the design of "Get Easy with Noun Phrase" application needed to facilitate students' learning of noun phrase through jig saw.

   Most of the students complain that learning English is something that is difficult. One of the reasons why English is difficult to be learned by Indonesian students is English is not their mother language. So, because of English is not their mother language, they rarely use

English for their daily language. This condition will encourage them to think that English is difficult.

Therefore, in this study the researchers started by conducting a front analysis and need analysis. For analysis here was carried out starting in terms of needs, student characteristics, materials, and technological resources. Actually, this analysis was conducted to describe the problems faced by students and then develop solutions to these problems.

Based on the data obtained, the problem faced by students is lack of interest in learning English. The data from the questionnaire shows that 35.71% of students agree that they like English lessons and as many as 57.14% agree that they have difficulties in learning English while there are only 32.1% who agree that English is an interesting material. Judging from these numbers, it can be concluded that students perceive English as a material that is quite difficult to learn and their level of interest in English material is quite low. This condition will certainly have an impact on their learning outcomes.

Therefore, the solution to overcome this problem is to attract students' attention in learning English. "Get Easy

with Noun Phrase" is considered to be the answer to this solution. Because "Get Easy with Noun Phrase" application is an interactive learning media that is android-based learning.

Basically, this media is not a new learning media which is utilizing technology for them. Because from the results of interviews with their English teachers, in learning English they usually also use technology. However, what makes the "Get Easy with Noun Phrase" application is different with other learning media is in designing this application can be designed based on the needs of students. This can be a suitable learning media to become a learning media that can attract their attention and interest in learning. However, in this case the researcher only focuses on one sub-discussion, namely Noun Phrase.

Researcher combine the "Get Easy with Noun Phrase" application with the "Jig Saw" method. Because, Jig saw use students centre, it means it is suitable with learning methods for K-13. With students as the centre will encourage students to be more active in the learning process. This is different with the previous research, in the previous research with the under title Flipped Classroom

Learning Based on Android Smart Apps Creator (SAC) in Elementary School the research combined the Android-based learning with the flipped classroom learning model.[32]

The difference between this research and previous research with researcher Oktri Suhartati is a form of development from the researcher. In other words, the researcher tries to combine Android-based learning which is similar in the design of this SAC with a method that is different from previous research. Where the method is suitable with the curriculum that is being applied.[33]

2. The process of designing "Get Easy with Noun Phrase" application to facilitate students' learning of noun phrase

   To get the design results of "Get Easy with Noun Phrase" application is carried out in 2 stages; design stage and development stage. In the design stage is talking about team formation, material structure, flowchart making and storyboard making. While the development stage is a stage to realize the results of the designs that have been prepared. Where this will go through stages that are long enough to get the appropriate results.

[32] Suhartati.
[33] Garcia and others.

These stages include realizing a storyboard that has been made previously as the basis for media development and then followed with the Iterative cycle of testing. The iterative cycle here includes; After designed the application, the application is validated by the expert (material and media). The next part is revised by the researcher after getting the assessment by the expert and then followed by product trial for the small scale. After getting the results of product trials both in terms of effectiveness and student responses, the next step is the revised product to get the final product. The last part is validation final product by the expert. After going through this iterative cycle, it will get the result product in the form of "Get Easy with Noun Phrase" application which is suitable to be used as student learning media.[34]

3. The effectiveness of “Get Easy with Noun Phrase” application to facilitate students’ learning of noun phrase by using Jig Saw.

    To determine the effectiveness of the "Get Easy with Noun Phrase" application as a learning media, the researcher tested it using a Paired Sample T-Test with an alpha value of 0.05. The results of the Paired sample T-

[34] Amiel and Reeves.

Test show that there is a significant change from the pre-test scores to the students' post-test scores. In other words, "Get Easy with Noun Phrase" application combined with Jig Saw can work well to facilitate student in learning Noun Phrase. this combination can increase the learning outcomes of the students.

The decision making is based on the result T-test above, the significance value (2-tailed) obtained is 0.00. Where the basis for making T-test decisions in the paired sample T-test analysis is if the significance value (2-tailed) < 0.05 then there is a significant difference, whereas if the significance value (2-tailed) > 0.05 then there is no significant difference.

Because the result of this T-test shows there is a significant, it explains that the combination between “Get Easy with Noun Phrase” with Jig Saw have a good impact to the learning outcomes of the students. So, it can be concluded that “Get Easy with Noun Phrase” application as a learning media and the Jig Saw as a learning method can work well in facilitating the students in learning English and exactly on Noun Phrase.

The result of this research is different with the previous research entitled “Translation Learning

Enrichment Using Smart Application 3.0." Actually, these researches have the same concept, as like using Smart App Creator for the software in designing mobile-application for learning English. But the difference here is the previous research focused on the facilitating in translating English. So, the success indicator for the application is the user of the application can translate the Indonesian to English and vice versa at least in vocab that is about holiday, vacation, and tourism. Because this application is designed to facilitate the tourists.[35] While for this research is focus on constructing noun phrase.

4. The students' respond on "Get Easy with Noun Phrase" application to facilitate students' learning of noun phrase

   Each student has a different response to learning by using the "Get easy with Noun phrase" application as a learning media. These differences are influenced by learning strategies, choosing the right learning model, using interesting learning media and so on. The amount of student responses can be known by distributing questionnaires. In this study, a questionnaire was distributed to students' responses to determine the

[35] Suryaningtyas and others.

students' responses to the "get easy with Noun Phrase" learning media application on the Noun Phrase material.

Based on the calculations that have been done, with the number of respondents 28 students, the total score obtained is 1974 and if it is percentage, it becomes 82.89% in the very good category.

5. The teachers' assessment on the designed "Get easy with Noun Phrase" application to facilitate students' learning of noun phrase by using Jig Saw

To get the data of the teachers' assessment on the designed "Get Easy with Noun Phrase" application, the researcher did interview and discuss about this learning media as a solution to attract students' interest on learning English exactly on the material noun phrase. The result of this, the teacher stated that this learning media is interesting either in the concepts or the design. Because this is up to date forms of various media that can attract students' attention and interest in learning.

In the last discussion, the teacher stated that "Get Easy with Noun Phrase" application can be considered again regarding the comparison of the composition of the language used, namely English and Indonesian. In addition, the display can be refined again. However,

overall this application deserves to be given to students as support in learning media."

# CHAPTER V
# CONCLUSION AND SUGGESTION

## A. Conclusion

The conclusions of this study are:

1. One of the problems experienced by students in learning English is their low interest in learning English. Then, this condition can affect their understanding and learning outcomes. Therefore, the researcher tries to solve this problem by offering a solution using Android-based learning as a learning media. Therefore, by using the Smart Apps creator, the researcher designed the "Get Easy with Noun Phrase" application that focuses on learning noun phrase material.
2. “Get Easy with Noun Phrase” application is designed and produced by using Smarts Apps Creator 3.0. While Design Based Research with Reeve model as a research design of this study, which consists of four steps; identification and analysis the problem, solution design, repeated cycles of design testing and refinement, and reflection to produce design and implementation.
3. The quality of the "Get Easy with Noun Phrase" application was measured through two validations from

experts (materials and media), a product trial which only for small scale, questionnaire responses from students, and also discussions with English teachers. Based on the results of the first material expert validation, a score 3.69 was obtained which is in the good category and the first media expert validation obtained a score of 3.65 with a good category. For the effectiveness test is using paired sample t-test, a significance value of 0.00 was obtained, where this number is smaller than 0.05, which means that there is a significant. In the other words, "Get Easy with Noun Phrase" application to facilitate students learning of noun phrase by using Jig Saw is effective to use. Then continued with the second validation, from material validation obtained an average value of 4.56 with a very good category while the results of media validation obtained an average score of 4.46 with a very good category.

4. The students' respond carried out through distribution the questionnaire to the students. The result of the questionnaire is obtained an average number of 82.89% with a very good category.
5. The last thing is to discuss the solution with an English teacher who understands well what students need to

facilitate learning English. In this discussion, the teacher stated that this application is good and interesting solution and deserves to be given to students as support in learning media.

## B. Suggestion

Researchers suggest to get a better quality of "Get Easy with Noun Phrase" application, including:

1. "Get Easy with Noun Phrase" application needs to be developed for get a better quality and designing for another material
2. It is necessary to conduct a feasibility test and effectiveness test of the “Get easy with Noun Phrase” application that has been designed for a large scale.

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## Appendix 1

**Table 3.1 Instrument of Interview**

| NO. | Indicators | Number of Questions |
|---|---|---|
| 1. | Curiculum which used | 1 |
| 2. | Schools' facilitates and infrastructure | 2 |
| 3. | Learning Methods | 3, 4 |
| 4. | Students' learning interest in English | 5, 6, 7 |
| 5. | Usage, implementation, constraints, and solution learning media | 8, 9 , 10, 11, and 12 |
| 6. | Media Needed | 13, 14, 15, 16, and 17 |
| 7. | Android-based media | 18, 19, and 20 |
| Total of questions | | 20 |

## Appendix 2

**Table 3.2 Instrument of Needs Analysis**

| No. | Indicators | Number of Questions |
|---|---|---|
| 1. | Computer needs, smartphone, and learning media | 1 |
| 2. | The needs to solve problems in learning and to improve learning outcomes | 2 |
| 3. | Needs are customized to student characterisctics and material characterisrics | 3 |
| 4. | The need for the media to develop | 4 |

## Appendix 3

**Table 3.3 Instrument of material validation**

| No. | Aspects | Indicators | Number of Questions |
|---|---|---|---|
| 1. | Format | Conformity with KI and KD | 1 |
| | | The material used is in accordance with K13 | 2 |
| | | Conformity of KD and indicators | 3 |
| | | Compatibility media difficulty | 4 |
| | | The attractiveness of presenting the material | 5 |
| | | Interactive learning media | 6 |

| | | | |
|---|---|---|---|
| 2. | Contents | The suitability of material in learning media | 7 |
| | | Contents of cognitive, psychomotoric, and affective aspects | 8 |
| | | Easy for understanding the material | 9 |
| | | Regularity of the preparation of the material presented | 10 |
| | | Easy for understanding images in media | 11 |
| | | Material description depth level | 12 |

| | | | |
|---|---|---|---|
| | | Coverage of material in questions | 13 |
| | | Questions according the success indicators | 14 |
| 3. | Language | Standard language used | 15 |
| | | Easy for understanding the language used | 16 |

## Appendix 4

**Table 3.4 Instrument of media validation**

| No. | Aspects | Indicators | Number of Questions |
|---|---|---|---|
| 1. | Simplicity | Suitability of language with students' cognitive level | 1 |
| | | Selection of type and font size supports the application | 2 |
| | | Application applied to the media used | 3 |
| | | Applications implemented for media support on various mobile devices | 4 |

| | | | |
|---|---|---|---|
| | | Pictures, videos, animation can be understood easily clarity of instructions for use | 5 |
| | | The sentence used are easy to understand | 6 |
| 2. | Cohesiveness | Clarity of instructions used in android – based interactive learning media | 8 |
| | | The order of presentation of text, images, videos is apprepiate | 9 |

| | | | |
|---|---|---|---|
| 3. | Emphasis | Images, text, audio on each page are amphasized | 10 |
| 4. | Balancing | Continuity od transitions between application pages | 11 |
| | | The suitability of the size of images, text, and videos | 12 |
| | | The selection of type and font size support the application | 13 |
| | Shape | The animation used is interesting | 14 |
| | Colour | Colour selection | 15 |

| | | | |
|---|---|---|---|
| | | Combination of text and background | 16 |

## Appendix 5

**Table 3.5 Instrument of teacher's assessment**

| No. | Aspects | Indicators | Number of Questions |
|---|---|---|---|
| 1. | Contents | Compatibility with KD | 1 |
| | | Material compatibility with K13 | 2 |
| | | Media content accuracy | 3 |
| 2. | Language | The language used is easy to understand | 4 |
| | | Ability to encourage curiosity student | 5 |
| | | Clarity of language instructions for use | 6 |
| 3. | Presentation | Consistent presentation of questions | 7 |

| | | | |
|---|---|---|---|
| | | Application support for students engagement | 8 |
| 4. | Feedback | Media display design can attract readers to study chemistry | 9 |
| | | Media ability to increase interest in learning chemistry | 10 |
| | | The ability of media to improve student learning outcomes | 11 |
| | | Media ability increase students' knowledge | 12 |
| | | Media capabilities broaden students' knowledge | 13 |
| 4. | Full view | Overall display attractiveness | 14 |
| | | Format and display compatibilityselection of type and font size | 15 |

| | | | |
|---|---|---|---|
| | | supports the application | |
| | | Writing format is balanced media | 16 |
| | | Layout suitability | 17 |

## Appendix 6

**Table 3.6 Instrument of Students' Respond**

| No. | Aspects | Indicators | Number of Questions |
|---|---|---|---|
| 1. | Media display | The attractiveness of the whole display | 1 |
| | | Combination of each item | 2 |
| | | The language used is easy to understand | 3 |
| | | Use of mennnus and buttons on media | 4 |
| 2. | Material | The suitability of the exercise with the content of the material | 5 |
| | | The material presented is very clear | 6 |

| | | | |
|---|---|---|---|
| | | Media makes it easy to do questions | 7 |
| | | The suitability the questions with the material | 8 |
| 3. | Learning | Learning media can increase students' interest in learning | 9 |
| | | Learning media can improve students learning outcomes | 10 |

**Appendix 7**

**Instrument of Test**

| Basic Competence | Indicators | Number of Questions |
|---|---|---|
| 3.4 Distinguishing social functions, text structures and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple according to the context of their use. | 3.4.2Understanding linguistic elements (understanding the meaning of noun phrases) | 1 |
| | 3.4.3Understanding linguistic elements (knowing the structure of noun phrases) | 7 |

| | | |
|---|---|---|
| | 3.4.4Understanding linguistic elements (knowing the formation of noun phrases) | 4, 16, 17, 18, 19, 20 |
| | 3.4.5Understanding linguistic elements (determining noun phrases in sentence structure) | 2, 5, 9, 12, 13, |
| | 3.4.6Understanding linguistic elements (composing noun phrases) | 3, 4, 5, 6, 11, 14, 15, |

**Appendix 8**
**The Result Interview**

**Hari / Tanggal** **:** Kamis, 2 Desember 2021
**Tujuan** **:** Wawancara
**Responden** **:** Naila Rajiha, S.Pd
**Profesi** **:** Guru Bahasa Inggris
**Intitusi/Sekolah** **:** MA Salafiyah

| No. | Pertanyaan dan Jawaban |
|---|---|
| 1. | Kurikulum apa yang bapak/ibu gunakan saat mengajar dikelas?<br><br>Guru:<br><br>**Kurikulumnya mengikuti pemerintah, yaitu kurikulum 13** |
| 2. | Menurut bapak/ibu apakah kurikulum yang bapak/ibu gunakan sudah sesuai dengan sarana dan prasarana yang ada di sekolah?<br><br>Guru:<br><br>**Ya, sudah sesuai karena ketika penyusunan RPP dan Silabus disesuakan dengan kondisi sekolah** |
| 3. | Dalam pembelajaran bahasa inggris dikelas, metode apa yang sering bapak/ibu gunakan?<br><br>Guru: |

| | |
|---|---|
| | **Memaksimalkan pada diskusi baik peer group maupun kelompok yang lebih besar dan games** |
| 4. | Mengapa Bapak/Ibu menggunakan metode itu?<br><br>Guru:<br><br>**Tentunya saya sesuaikan dengan minat anak anak terlebih lagi siswa pada tingkat SMA, mereka membutuhkan kegiatan yang aktif bukan lagi ceramah. Maka dari itu saya lebih condong ke student center dan memposisikan saya sebagai fasilitator dikelas.** |
| 5. | Menurut bapak/ibu bagaimana minat belajar siswa terhadap pelajaran bahasa inggris?<br><br>Guru:<br><br>**Secara minat cukup tinggi, namun secara pengetahuan butuh proses dan pembiasaan apalagi Bahasa asing** |
| 6. | Apa penyebab tinggi rendahnya minat belajar siswa terhadap mata pelajaran bahasa inggris?<br><br>Guru:<br><br>**Salah satu kuncinya adalah di guru Bahasa inggris, harus aktif, tidak boleh pasif, harus ekspresif, harus banyak ide, harus banyak inovasi untuk mengajar mereka.** |

| | |
|---|---|
| 7. | Menurut bapak/ibu apakah dengan menggunakan media pembelajaran dapat meningkatkan minat belajar siswa?<br><br>Guru:<br><br>**Iya, karena itu adalah salah satu cara untuk meningkatkan minat belajar mereka. Ketika kita menggunakan media pembelajaran yang seru dan tidak membosankan, mereka akan merasa tertarik dan enjoy untuk belajar.** |
| 8. | Menurut bapak/ibu bagaimana ketersediaan sarana dan prasarana di MA Salafiyah Kajen? Apakah sudah memadai untuk berlangsungnya pembelajaran atau masih ada kekurangan?<br><br>Guru:<br><br>**Iya, selama ini sudah memadahi,** |
| 9. | Apakah dalam menyampaikan materi, bapak/ibu memerlukan media pembelajaran yang dapat membantu pembelajaran?<br><br>Guru:<br><br>**Iya, seperti yang sudah saya sampaikan, penggunaan media akan sangat membantu.** |
| 10. | Bentuk dan jenis media seperti apa yang sering bapak/ibu gunakan?<br><br>Guru: |

| | |
|---|---|
| | **Quiz online, Saka Pintar** |
| 11. | Apa saja kendala yang terjadi saat bapak/ibu menggunakan media pembelajaran tersebut?<br><br>Guru:<br><br>**Untuk pembelajaran daring, kendala utamanya adalah jaringan internet. Sedangkan ketika pembelajaran tatap muka, seperti kendala pada umumnya, konsentrasi siswa, pengondisian siswa juga. Karena setiap siswa memiliki karakter yang berbeda-beda.** |
| 12. | Bagaimana bapak/ibu mengatasi kendala yang terjadi dalam penggunaan media tersebut?<br><br>Guru:<br><br>**Mencari alternatif lain yang kiranya dapat mengcover kendala kendala itu.** |
| 13. | Apakah bapak/ibu pernah menggunakan media pembelajaran bahasa inggris berbasis smartphone?<br><br>Guru:<br><br>**Ya,** |
| 14. | Media pembelajaran bahasa inggris berbasis smartphone seperti apakah yang pernah bapak/ibu gunakan? |

| | |
|---|---|
| | Guru: **Sejauh ini sudah menggunakan media berbasis smarphone, terlebih lagi ketika pembelajaran daring, sseperti Saka, kahoot, dan lain sebagainya** |
| 15. | Menurut bapak/ibu bagaimana kriteria media pembelajaran bahasa inggris berbasis Android yang baik?<br><br>Guru:<br><br>**Media interaktif dan tentunya harus ada pengawasan entah dari orang tua, guru, maupun pengurus pondok. Dengan kata lain controlling sangat ditekankan,** |
| 16. | Bagaimana pendapat bapak/ibu mengenai media pembelajaran berbasis Android?<br><br>Guru:<br><br>**Bagus, karena itu sebuah inovasi-inovasidalam pembelajaran yang kiranya dapat meningkatkan minat belajar siswa** |
| 17. | Menurut bapak/ibu bagaimana jika saya mengembangkan media pembelajaran berbasis android sebagai media pembelajaran?<br><br>Jawab:<br><br>**Iya itu inovasi yang bagus, pastinya anak-anak akan tertarik. Apalagi sekarang eranya sudah 4.0** |

| | |
|---|---|
| 18. | Apakah bapak/ibu bersedia menggunakan media pembelajaran berbasis android?<br><br>Jawab:<br><br>**Iya, sudah pernah** |
| 19. | Menurut bapak/ibu bagaimana cara meningkatkan hasil belajar siswa pada mata pelajaran bahasa inggris?<br><br>Jawab:<br><br>**Metodenya harus lebih variative, tidak tertutup untuk mencoba hal-hal yang dapat mendukung pembelajaran terlebih lagi teknologi. Harus balance antara student, teacher, dan technology.** |
| 20. | Menurut bapak/ibu kira kira apa yang sekiranya perlu diperbarui untuk meningkatkan minat belajar siswa?<br><br>Jawab:<br><br>**Selama ini untuk pengembangan Bahasa inggris baik secara langsung maupun online, kendalanya adalah interaktif. Maka dari itu, pembaruan media interaktif sangat dibutuhkan.** |

**Appendix 9**
**The result of need analysis**

| No. | Pernyataan | Respond Peserta Didik | Presentase |
|---|---|---|---|
| 1. | Saya memliki Smartphone<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | <br>17<br>11<br>0<br>0<br>0 | <br>60,7%<br>39,3% |
| 2. | Saya sudah menggunakan Smartphone lebih dari 5 tahun<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | <br>5<br>15<br>5<br>2<br>1 | <br>17,86%<br>53,57%<br>17,86%<br>7,14%<br>3,57% |
| 3. | Saya sering menggunakan smartphone untuk keperluan browsing, sosial media, hiburan, dan belajar<br>• Sangat Setuju | <br>13 | |

| | | | |
|---|---|---|---|
| | • Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 12<br>1<br>0<br>0 | <br>46,43%<br>42,86%<br>10,71% |
| 4. | Salah satu alat bantu pembelajaran saya saat pembelajaran daring adalah smartphone, dan computer<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | <br><br><br>14<br>13<br>1<br>0<br>0 | <br><br><br>50%<br>46,43%<br>3,57% |
| 5. | Guru saya sering menggunakan smartphone dalam pembelajaran<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | <br><br><br>4<br>12<br>5<br>7<br>0 | <br><br><br>14,28%<br>42,86%<br>17,86%<br>25% |

| | | | |
|---|---|---|---|
| 6. | Dalam pembelajaran guru menggunakan media berupa powerpoint, video pembelajaran, latihan soal secara langsung<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 21<br>5<br>0<br>2<br>0 | <br>17,86%<br>75%<br><br>7,14% |
| 7. | Media yang digunakan guru dapat mempermudah saya dalam memahami materi bahasa inggris dengan jelas<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 5<br>18<br>5<br>0<br>0 | <br>17,86%<br>64,28%<br>17,86% |
| 8. | Saya menyukai materi bahasa inggris<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju | 2<br>10 | 7,14%<br>35,71% |

| | | | |
|---|---|---|---|
| | • Sangat Tidak Setuju | 15<br>1<br>0 | 53,57%<br>3,57% |
| 9. | Saya mengalami kesulitan dalam belajar bahasa inggris<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 2<br>16<br>8<br>1<br>1 | 7,14%<br>57,14%<br>28,57%<br>3,57%<br>3,57% |
| 10. | Bahasa inggris merupakan materi yang menarik<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 4<br>9<br>15<br>0<br>0 | 14,28%<br>32,1%<br>53,57% |
| 11. | Selama proses pembelajaran metode yang sering digunakan guru yaitu | | |

| | | | |
|---|---|---|---|
| | ceramah, diskusi, dan presentasi<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 6<br>15<br>0<br>0<br>0 | <br>21,43%<br>78,57% |
| 12. | Penjelasan yang disampaikan guru selalu dapat saya pahami dan mengerti dengan baik<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | <br>2<br>15<br>9<br>2<br>0 | <br>7,14%<br>53,57%<br>32,14%<br>7,14% |
| 13. | Bahan ajar yang digunakan dalam mempelajari bahasa inggris berupa LKS, buku paket, modul dan sumber internet<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju | <br>10<br>16 | <br>35,71%<br>57,14% |

| | | | |
|---|---|---|---|
| | • Sangat Tidak Setuju | 2<br>0<br>0 | 7,14% |
| 14. | Saya pernah menggunakan media interaktif berbasis android dalam pembelajaran bahasa inggris<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 7<br>20<br>1<br>0<br>0 | 25%<br>71,42%<br>3,57% |
| 15. | Menurut saya perlu menggunakan media interaktif berbasis android dalam mempelajari bahasa inggris<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 15<br>11<br>2<br>0<br>0 | 53,57%<br>39,3%<br>7,14% |
| 16. | Saya tertarik untuk mempelajari bahasa inggris | | |

| | | | |
|---|---|---|---|
| | dengan menggunakan media interaktif berbasis android<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 10<br>17<br>1<br>0<br>0 | 35,71%<br>60,71%<br>3,57% |
| 17. | Menurut saya perlu adanya pengembangan media interaktif berbasis android<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 10<br>16<br>2<br>0<br>0 | 35,71%<br>57,14%<br>7,14% |
| 18. | Saya pernah mendengar media pembelajaran interaktif berbasis android<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju | 10<br>16<br>2 | 35,71%<br>57,14%<br>7,14% |

| | | | |
|---|---|---|---|
| | • Sangat Tidak Setuju | 0<br>0 | |
| 19. | Jika dikembangkan media pembelajaran interaktif berbasis android, konten yang saya inginkan didalamnya yakni: terdapat peenjelasan materi, desain yang menarik, contoh, dan latihan soal<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 16<br>11<br>1<br>0<br>0 | 57,14%<br>39,3%<br>3,57% |
| 20. | Saya setuju jika diadakan pengembangan media interaktif berbasis android<br>• Sangat Setuju<br>• Setuju<br>• Kurang Setuju<br>• Tidak Setuju<br>• Sangat Tidak Setuju | 17<br>10<br>1<br>0<br>0 | 60,71%<br>35,71%<br>3,57% |

**Appendix 10**
**The Result of Material validation (1)**

| Aspek Penilaian | No. | Pertanyaan | Penilaian | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| Format | 1. | Materi sesuai dengan kompetensi inti dan kompetensi dasar | | | | ✓ | |
| | 2. | Materi yang digunakan sesuai dengan K13 | | | | ✓ | |
| | 3. | Kesesuaian kompetensi dasar dengan indicator | | ✓ | | | |
| | 4. | Kesesuaian tingkat kesulitan media | | | ✓ | | |
| | 5. | Daya tarik penyajian materi dalam | | | ✓ | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | media pembelajaran | | | | | |
| | 6. | Daya interaktif media pembelajaran sebagai media | | | ✓ | | |
| Isi | 7. | Kesesuaian materi dalam aplikasi | | | | ✓ | |
| | 8. | Muatan aspek kognitif, psikomotorik, dan afektif | | | | ✓ | |
| | 9. | Kemudahan memahami materi pada aplikasi | | | | ✓ | |
| | 10. | Keteraturan penyusunan materi yang disajikan dalam media pembelajaran | | | | ✓ | |
| | 11. | Kemudahan memahami | | | ✓ | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | gambar dalam media | | | | | |
| | 12. | Tingkat kedalaman penjabaran materi | | | | ✓ | |
| | 13. | Cakupan materi pada soal | | | | | ✓ |
| | 14. | Soal sesuai dengan indicator | | | ✓ | | |
| Kebahasaan | 15. | Kebakuan bahasa yang digunakan | | | | | ✓ |
| | 16. | Kemudahan dalam memahami bahasa yang digunakan | | | | ✓ | |
| **Jumlah** | | | 59 | | | | |
| **Rata-Rata** | | | 3,69 | | | | |
| **Validation Level** | | | Good | | | | |

**Appendix 11**
**Result of Media Validation (1)**

| Aspek Penilaian | No. | Pertanyaan | Penilaian | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| Kesederhanaan | 1. | Kesesuaian bahasa dengan tingkat kognitif siswa | | | | x | |
| | 2. | Pemilihan jenis dan ukuran huruf mendukung aplikasi | | | x | | |
| | 3. | Aplikasi yang diterapkan untuk media yang digunakan | | | | x | |
| | 4. | Aplikasi yang diterapkan untuk media mendukung di berbagai perangkat mobile | | | | x | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 5. | Gambar atau background tidak menggaggu tulisan | | | | x | |
| | 6. | Kejelasan petunjuk penggunaan | | | x | | |
| | 7. | Kalimat yang digunakan mudah dimengerti | | | | x | |
| Keterpadanan | 8. | Kejelasan petunjuk yang digunakan dalam media pembelajaran interaktif berbasis android | | | | x | |
| | 9. | Urutan penyajian materi maupun quiz sesuai | | | x | | |
| Penekanan | 10. | Gambar, teks, pada setiap | | | x | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | halaman ada penekanan | | | | | |
| | 11. | Kesinambungan transisi antar page dalam aplikasi | | | | x | |
| Keseimbangan | 12. | Kesesuaian ukuran gambar, shape, dan teks | | | | x | |
| | 13. | Pemilihan jenis dan ukuraan huruf mendukung aplikasi | | | x | | |
| Bentuk | 14. | Animasi yang digunakan menarik | | | x | | |
| | 15. | Secara layout menarik | | | | x | |
| Warna | 16. | Pemilihan warna pada tampilan | | | | x | |
| | 17. | Kombinasi tulisan dengan background | | | | x | |

| | |
|---|---|
| **Jumlah** | 62 |
| **Rata -Rata** | 3,65 |
| **Kategori** | Good |

**Appendix 12**

## SOAL UJI COBA

## INSTRUMEN PENELITIAN

**Nama: …….**

**Kelas: …….**

**Please choose one answer correctly!**

1. Complete this sentence with the foolowing words!
   Mitsuha is a … girl with red … and … type hairstyle
   a. Beautiful, skies, black
   b. Beautiful, hand, twisted
   c. Beautiful, ribbon, ponytail
   d. Good, smart, ugly
2. Complete this sentence with the following words!
   What are the functions of noun phrase below, *except*?
   a. Subject, verb, object
   b. Subject, verb complement
   c. Subject, object, complement
   d. Verb, object, complement
3. Complete this sentence with the following words!
   The … students with … and … coloured … hair is Taki, my friend
   a. Handsome, short, brown
   b. Beautiful, black, smart
   c. Smart, long, short
   d. Blue, short, black
4. What is the definition of Noun phrase?
   a. Is a group of two or more words that is headed by noun

b. Is a group of two or more words that is headed by adjective
c. Is a group of two or more words that is headed by verb
d. Is a group of two or more words that is headed by adverb

5. Arrange these words into correct sentence!
   A round face (chubby)
   a. A cubby round face
   b. A round chubby face
   c. A round face chubby
   d. A chubby face round
6. Arrange these words into correct sentence!
   A black car (new)….
   a. A black car new
   b. A black new car
   c. New a black car
   d. A new black car
7. Complete this sentence with the following words!
   All of … paintings need to be moved
   a. These
   b. Is
   c. This
   d. That
8. Arrange these words into correct sentence!
   A cloudy day (gloomy)…..
   a. A cloudy gloomy day
   b. A cloudy day gloomy
   c. A gloomy cloudy day
   d. Gloomy a cloudy day
9. The “Head” of noun phrase is…..
   a. Adjective
   b. Verb

c. Adverb
d. Noun

10. Arrange these words into correct sentence!
An Indian song (new)…….
a. An Indian song new
b. A new Indian song
c. A new song Indian
d. An Indian new song

11. Many of her friends came to school lately yesterday
1 2 3 4
Which one of the noun phrase?
a. 1
b. 2
c. 3
d. 4

12. The culprit refuses to answer the question
a. The culprit refuses
b. Question
c. To answer the question
d. Refuse to answer

13. They hope to win the main prize of the competition
a. They hope to
b. To win
c. The main prize of the competition
d. The main prize

14. My mother is grammar teacher
That noun phrase is constructed by?
a. Noun + Noun
b. Adjective + Noun
c. Determiner + Noun

d. Quantifier + Noun

15. Arrange these words into correct sentence!

An ugly shirt (green)

a. An ugly shirt green
b. An ugly green shirt
c. An green ugly shirt
d. An ugly shirt green

16. Arrange these words into correct sentence!

A short dress (pretty)

a. A pretty short dress
b. Pretty a short dress
c. A short dress pretty
d. A short pretty dress

17. that – dress – your cabinet – expensive – is – hanging – beautiful – in

Arrange those words into correct sentence!

a. That dress beautiful hanging in your cabinet is expensive
b. Dress that beautiful expensive is hanging in your cabinet
c. That beautiful dress hanging in your cabinet is expensive
d. Dress hanging in your cabinet is beautiful

18. Local people call proboscis Monkeys Bekantan

1 2 3 4

Which one is the noun phrase?

a. 1
b. 2
c. 3
d. 4

19. Have – I – book – new – blue

Arrange those words into a correct sentence

a. I have blue new book

b. I have new blue book
c. I have blue book new
d. I have new book blue

20. Tanjung Putting National Park offers an impressive experience

1 2 3 4

Which one is the noun phrase?

a. 1
b. 2
c. 3
d. 4

21. Complete this sentence with the following words!
That book ….. the top row …. The shelves is worth – reading
a. On, of
b. Of, of
c. On, on
d. Of, on

22. Your book is understandable
That noun phrase is constructed by?
a. Noun + Noun
b. Adjective + Noun
c. Determiner + Noun
d. Quantifier + Noun

23. Some people are very busy this morning
That noun phrase is constructed by?
a. Noun + Noun
b. Adjective + Noun
c. Determiner + Noun
d. Quantifier + Noun

24. Johny is smart student in my class
    That noun phrase is constructed by?
    a. Noun + Noun
    b. Adjective + Noun
    c. Determiner + Noun
    d. Quantifier + Noun

Read text below to answer 25-30

Ani is *a black-haired girl*. She lives in Bogor, *the city of rain*. She has *a big family*. Her family is running *a spicy chicken noodles restaurant*. When she has a free time from *her junior high school activity*, she will go to *her family restaurant* and help her parent to serve the customer. Ani has *a tall older brother* and *a smart little sister*. His brother is *a senior high school student* and her sister is *a elementary school student*. Every night she and her siblings used to watch TV or study together. They very love their parents. They also obey *every single thing that their parent said.* Every people in that family are love each other so they are happy.

25. The noun phrase on the first sentence is constructed by?
    a. Noun + Noun
    b. Adjective + Noun
    c. Determiner + Noun
    d. Quantifier + Noun
26. Which one is the noun phrase of the first sentence?
    a. Ani is a black – haired girl
    b. Ani
    c. Black haired
    d. A black haired girl
27. Which one is noun phrase on the third sentence?

a. Her family is running
b. Running a spicy chicken noodle
c. Spicy chicken noodle
d. A spicy chicken noodles restaurant

28. Which one is the noun phrase below, *except*
    a. The city of rain
    b. Her junior school activity
    c. Elementary school students
    d. Love them
29. Which one is the noun phrase on the last sentence?
    a. Every people in that family love each other so they are happy.
    b. Every people
    c. They are happy
    d. Love each other
30. The noun phrase on the last sentence is constructed by?
    a. Noun + Noun
    b. Adjective + Noun
    c. Determiner + Noun
    d. Quantifier + Noun

## Appendix 13

## List of The Students

| No. | Kode Siswa | Kelas |
|---|---|---|
| 1. | UC-1 | XII |
| 2. | UC-2 | XII |
| 3. | UC-3 | XII |
| 4. | UC-4 | XII |
| 5. | UC-5 | XII |
| 6. | UC-6 | XII |
| 7. | UC-7 | XII |
| 8. | UC-8 | XII |
| 9. | UC-9 | XII |
| 10. | UC-10 | XII |
| 11. | UC-11 | XII |
| 12. | UC-12 | XII |
| 13. | UC-13 | XII |
| 14. | UC-14 | XII |

| | | |
|---|---|---|
| 15. | UC-15 | XII |
| 16. | UC-16 | XII |
| 17. | UC-17 | XII |
| 18. | UC-18 | XII |
| 19. | UC-19 | XII |
| 20. | UC-20 | XII |
| 21. | UC-21 | XII |
| 22. | UC-22 | XII |
| 23. | UC-23 | XII |
| 24 | UC-24 | XII |
| 25. | UC-25 | XII |

## Appendix 14

## Student's Scores

| No. | Kode Siswa | Jumlah soal yang benar |
|---|---|---|
| 1. | UC-1 | 10 |
| 2. | UC-2 | 16 |
| 3. | UC-3 | 26 |
| 4. | UC-4 | 26 |
| 5. | UC-5 | 14 |
| 6. | UC-6 | 27 |
| 7. | UC-7 | 26 |
| 8. | UC-8 | 24 |
| 9. | UC-9 | 12 |
| 10. | UC-10 | 27 |
| 11. | UC-11 | 24 |
| 12. | UC-12 | 25 |
| 13. | UC-13 | 26 |
| 14. | UC-14 | 26 |

| | | |
|---|---|---|
| 15. | UC-15 | 24 |
| 16. | UC-16 | 11 |
| 17. | UC-17 | 10 |
| 18. | UC-18 | 12 |
| 19. | UC-19 | 26 |
| 20. | UC-20 | 15 |
| 21. | UC-21 | 10 |
| 22. | UC-22 | 26 |
| 23. | UC-23 | 13 |
| 24 | UC-24 | 28 |
| 25. | UC-25 | 25 |

**Appendix 15**
**The result of validity test**

Table

| No. | rpbis | Ttable | Criteria |
|---|---|---|---|
| 1. | 0,274 | 0,396 | Invalid |
| 2. | 0,376 | 0,396 | Invalid |
| 3. | 0,550 | 0,396 | Valid |
| 4. | 0,681 | 0,396 | Valid |
| 5. | 0,349 | 0,396 | Invalid |
| 6. | 0,496 | 0,396 | Valid |
| 7. | 0,659 | 0,396 | Valid |
| 8. | 0,431 | 0,396 | Valid |
| 9. | 0,668 | 0,396 | Valid |
| 10. | 0,147 | 0,396 | Invalid |
| 11. | 0,719 | 0,396 | Valid |
| 12. | 0,618 | 0,396 | Valid |
| 13. | 0,500 | 0,396 | Valid |
| 14. | 0,582 | 0,396 | Valid |

| | | | |
|---|---|---|---|
| 15. | 0,238 | 0,396 | Invalid |
| 16. | 0,515 | 0,396 | Valid |
| 17. | 0,348 | 0,396 | Invalid |
| 18. | 0,837 | 0,396 | Valid |
| 19. | 0,823 | 0,396 | Valid |
| 20. | 0,670 | 0,396 | Valid |
| 21. | 0,652 | 0,396 | Valid |
| 22. | 0,515 | 0,396 | Valid |
| 23. | 0,464 | 0,396 | Valid |
| 25. | 0,139 | 0,396 | Invalid |
| 26. | 0,759 | 0,396 | Valid |
| 27. | 0,415 | 0,396 | Valid |
| 28. | 0,804 | 0,396 | Valid |
| 29. | 0,547 | 0,396 | Valid |
| 30 | 0,122 | 0,396 | Invalid |

**Appendix 16**
**The result of level difficulties**

| No. | Level of Difficulty | | |
|---|---|---|---|
| | **Mean (Output SPSS)** | **Decision Making Criteria** | **Level of Difficulty** |
| 1. | 0,64 | 0,31-0,70 | Medium |
| 2. | 0,76 | 0,71-0,85 | Easy |
| 3. | 0,60 | 0,31-0,70 | Medium |
| 4. | 0,64 | 0,31-0,70 | Medium |
| 5. | 0,25 | 0,16-0,30 | Difficult |
| 6. | 0,64 | 0,31-0,70 | Medium |
| 7. | 0,60 | 0,31-0,70 | Medium |
| 8. | 0,76 | 0,71-0,85 | Easy |
| 9. | 0,25 | 0,16-0,30 | Difficult |
| 10. | 0.88 | 0,86-1,00 | Very Easy |
| 11. | 0,60 | 0,31-0,70 | Medium |
| 12. | 0,29 | 0,16-0,30 | Difficult |
| 13. | 0,80 | 0,71-0,85 | Easy |

| | | | |
|---|---|---|---|
| 14. | 0,68 | 0,31-0,70 | Medium |
| 15. | 0.88 | 0,71-0,85 | Easy |
| 16. | 0,58 | 0,31-0,70 | Medium |
| 17. | 0,76 | 0,71-0,85 | Easy |
| 18. | 0,64 | 0,31-0,70 | Medium |
| 19. | 0,72 | 0,71-0,85 | Easy |
| 20. | 0,68 | 0,31-0,70 | Medium |
| 21. | 0,67 | 0,31-0,70 | Medium |
| 22. | 0,76 | 0,71-0,85 | Easy |
| 23. | 0,56 | 0,31-0,70 | Medium |
| 25. | 0,72 | 0,71-0,85 | Easy |
| 26. | 0,68 | 0,31-0,70 | Medium |
| 27. | 0,15 | 0,00-0,15 | Very Diffiicilt |
| 28. | 0,60 | 0,31-0,70 | Medium |
| 29. | 0,72 | 0,71-0,85 | Easy |
| 30 | 0,52 | 0,31-0,70 | Medium |

**Appendix 17**
**The result of power discrimination**

| No. | rpbis | Decision Making Criteria | Criteria |
|---|---|---|---|
| 1. | 0,274 | 0,20-0,39 | Enough |
| 2. | 0,376 | 0,20-0,39 | Enough |
| 3. | 0,550 | 0,40-0,69 | Good |
| 4. | 0,681 | 0,40-0,69 | Good |
| 5. | 0,349 | 0,20-0,39 | Enough |
| 6. | 0,496 | 0,40-0,69 | Good |
| 7. | 0,659 | 0,40-0,69 | Good |
| 8. | 0,431 | 0,40-0,69 | Good |
| 9. | 0,668 | 0,40-0,69 | Good |
| 10. | 0,147 | 0,00-0,19 | Bad |
| 11. | 0,719 | 0,70-1,00 | Very Good |
| 12. | 0,618 | 0,40-0,69 | Good |
| 13. | 0,500 | 0,40-0,69 | Good |
| 14. | 0,582 | 0,40-0,69 | Good |

| | | | |
|---|---|---|---|
| 15. | 0,238 | 0,20-0,39 | Enough |
| 16. | 0,515 | 0,40-0,69 | Good |
| 17. | 0,348 | 0,20-0,39 | Enough |
| 18. | 0,837 | 0,70-1,00 | Very Good |
| 19. | 0,823 | 0,70-1,00 | Very Good |
| 20. | 0,670 | 0,40-0,69 | Good |
| 21. | 0,652 | 0,40-0,69 | Good |
| 22. | 0,515 | 0,40-0,69 | Good |
| 23. | 0,464 | 0,40-0,69 | Good |
| 25. | 0,139 | 0,00-0,19 | Bad |
| 26. | 0,759 | 0,70-1,00 | Very Good |
| 27. | 0,415 | 0,40-0,69 | Good |
| 28. | 0,804 | 0,70-1,00 | Very Good |
| 29. | 0,547 | 0,40-0,69 | Good |
| 30 | 0,122 | 0,00-0,19 | Bad |

**Appendix 18**
**The result material validation (2)**

| Aspek Penilaian | No. | Pertanyaan | Penilaian | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| Format | 1. | Materi sesuai dengan kompetensi inti dan kompetensi dasar | | | | | ✓ |
| | 2. | Materi yang digunakan sesuai dengan K13 | | | | | ✓ |
| | 3. | Kesesuaian kompetensi dasar dengan indicator | | | | ✓ | |
| | 4. | Kesesuaian tingkat kesulitan media | | | | ✓ | |
| | 5. | Daya tarik penyajian materi dalam media pembelajaran | | | | | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 6. | Daya interaktif media pembelajaran sebagai media | | | | ✓ | |
| Isi | 7. | Kesesuaian materi dalam aplikasi | | | | | ✓ |
| | 8. | Muatan aspek kognitif, psikomotorik, dan afektif | | | | ✓ | |
| | 9. | Kemudahan memahami materi pada aplikasi | | | | ✓ | |
| | 10. | Keteraturan penyusunan materi yang disajikan dalam media pembelajaran | | | | | ✓ |
| | 11. | Kemudahan memahami gambar dalam media | | | | ✓ | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 12. | Tingkat kedalaman penjabaran materi | | | | | ✓ |
| | 13. | Cakupan materi pada soal | | | | | ✓ |
| | 14. | Soal sesuai dengan indicator | | | | ✓ | |
| Kebahasaan | 15. | Kebakuan bahasa yang digunakan | | | | | ✓ |
| | 16. | Kemudahan dalam memahami bahasa yang digunakan | | | | | ✓ |
| **Jumlah** | | | 73 | | | | |
| **Rata-Rata** | | | 4,56 | | | | |
| **Validation Level** | | | Very Good | | | | |

**Appendix 19**
**The result of media validation (2)**

| Aspek Penilaian | No. | Pertanyaan | Penilaian | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| Kesederhanaan | 1. | Kesesuaian bahasa dengan tingkat kognitif siswa | | | | x | |
| | 2. | Pemilihan jenis dan ukuran huruf mendukung aplikasi | | | | | x |
| | 3. | Aplikasi yang diterapkan untuk media yang digunakan | | | | x | |
| | 4. | Aplikasi yang diterapkan untuk media mendukung di berbagai perangkat mobile | | | | x | |
| | 5. | Gambar atau background | | | | | x |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | tidak menggaggu tulisan | | | | | |
| | 6. | Kejelasan petunjuk penggunaan | | | | x | |
| | 7. | Kalimat yang digunakan mudah dimengerti | | | | | x |
| Keterpadanan | 8. | Kejelasan petunjuk yang digunakan dalam media pembelajaran interaktif berbasis android | | | | x | |
| | 9. | Urutan penyajian materi maupun quiz sesuai | | | | x | |
| Penekanan | 10. | Gambar, teks, pada setiap halaman ada penekanan | | | | | x |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 11. | Kesinambungan transisi antar page dalam aplikasi | | | | | x |
| Keseimbangan | 12. | Kesesuaian ukuran gambar, shape, dan teks | | | | | x |
| | 13. | Pemilihan jenis dan ukuraan huruf mendukung aplikasi | | | | | x |
| Bentuk | 14. | Animasi yang digunakan menarik | | | | x | |
| | 15. | Secara layout menarik | | | | x | |
| Warna | 16. | Pemilihan warna pada tampilan | | | | | x |
| | 17. | Kombinasi tulisan dengan background | | | | x | |
| **Jumlah** | | | 76 | | | | |
| **Rata-Rata** | | | 4,46 | | | | |

| | |
|---|---|
| **Kategori** | Very Good |

**Appendix 20**

## SOAL PRE-TEST DAN POST-TEST

## INSTRUMEN PENELITIAN

**Nama: …….**

**Kelas: …….**

**Please choose one answer correctly!**

1. What is the definition of Noun phrase?
   a. Is a group of two or more words that is headed by noun
   b. Is a group of two or more words that is headed by adjective
   c. Is a group of two or more words that is headed by verb
   d. Is a group of two or more words that is headed by adverb
2. They hope to win the main prize of the competition
   a. They hope to
   b. To win
   c. The main prize of the competition
   d. The main prize
3. Complete this sentence with the following words!
   The … students with … and … coloured … hair is Taki, my friend
   a. Handsome, short, brown
   b. Beautiful, black, smart
   c. Smart, long, short
   d. Blue, short, black
4. Arrange these words into correct sentence!
   A black car (new)….
   a. A black car new
   b. A black new car

c. New a black car
d. A new black car

5. Complete this sentence with the following words!
   All of … paintings need to be moved
   a. These
   b. Is
   c. This
   d. That
6. Arrange these words into a correct sentence!
   A cloudy day (gloomy)…..
   a. A cloudy gloomy day
   b. A cloudy day gloomy
   c. A gloomy cloudy day
   d. Gloomy a cloudy day
7. The “Head” of noun phrase is…..
   a. Adjective
   b. Verb
   c. Adverb
   d. Noun
8. Many of her friends came to school lately yesterday
   1 2 3 4
   Which one of the noun phrase?
   a. 1
   b. 2
   c. 3
   d. 4
9. The culprit refuses to answer the question
   a. The culprit refuses
   b. Question
   c. To answer the question

d. Refuse to answer

10. My mother is grammar teacher
    That noun phrase is constructed by?
    a. Noun + Noun
    b. Adjective + Noun
    c. Determiner + Noun
    d. Quantifier + Noun
11. A short dress (pretty)
    a. A pretty short dress
    b. Pretty a short dress
    c. A short dress pretty
    d. A short pretty dress
12. Tanjung Putting National Park offers an impressive experience
    1 2 3 4

    Which one is the noun phrase?

    e. 1
    f. 2
    g. 3
    h. 4
13. Local people call proboscis Monkeys Bekantan
    1 2 3 4
    Which one is the noun phrase?
    a. 1
    b. 2
    c. 3
    d. 4
14. Have – I – book – new – blue
    Arrange those words into a correct sentence

a. I have blue new book
b. I have new blue book
c. I have blue book new
d. I have new book blue

15. Complete this sentence with the following words!
That book ….. the top row …. The shelves is worth – reading
a. On, of
b. Of, of
c. On, on
d. Of, on

16. Your book is understandable
That noun phrase is constructed by?
a. Noun + Noun
b. Adjective + Noun
c. Determiner + Noun
d. Quantifier + Noun

17. Some people are very busy this morning
That noun phrase is constructed by?
a. Noun + Noun
b. Adjective + Noun
c. Determiner + Noun
d. Quantifier + Noun

Read text below to answer 25-30

Ani is *a black-haired girl*. She lives in Bogor, *the city of rain.* She has *a big family*. Her family is running *a spicy chicken noodles restaurant*. When she has a free time from *her junior high school activity,* she will go to *her family restaurant* and help her parent to serve the customer. Ani has *a tall older brother* and *a smart little sister*. His brother is *a senior high school student* and her

sister is *a elementary school student*. Every night she and her siblings used to watch TV or study together. They very love their parents. They also obey *every single thing that their parent said.* Every people in that family are love each other so they are happy.

18. Which one is the noun phrase of the first sentence?
    a. Ani is a black  haired girl
    b. Ani
    c. Black haired
    d. A black haired girl
19. Which one is noun phrase on the third sentence?
    a. Her family is running
    b. Running a spicy chicken noodle
    c. Spicy chicken noodle
    d. A spicy chicken noodles restaurant
20. Which one is the noun phrase on the last sentence?
    a. Every people in that family love each other so they are happy.
    b. Every people
    c. They are happy
    d. Love each other

**Appendix 21**

**List of Students code**

| No. | Kode Siswa | Kelas |
|---|---|---|
| 1. | X1 | X |
| 2. | X2 | X |
| 3. | X3 | X |
| 4. | X4 | X |
| 5. | X5 | X |
| 6. | X6 | X |
| 7. | X7 | X |
| 8. | X8 | X |
| 9. | X9 | X |
| 10. | X10 | X |
| 11. | X11 | X |
| 12. | X12 | X |
| 13. | X13 | X |
| 14. | X14 | X |
| 15. | X15 | X |

| | | |
|---|---|---|
| 16. | X16 | X |
| 17. | X17 | X |
| 18. | X18 | X |
| 19. | X19 | |
| 20. | X20 | X |
| 21. | X21 | X |
| 22. | X22 | X |
| 23. | X23 | X |
| 24. | X24 | X |
| 25. | X25 | X |
| 26. | X26 | X |
| 27. | X27 | X |
| 28. | X28 | X |

**Appendix 22**

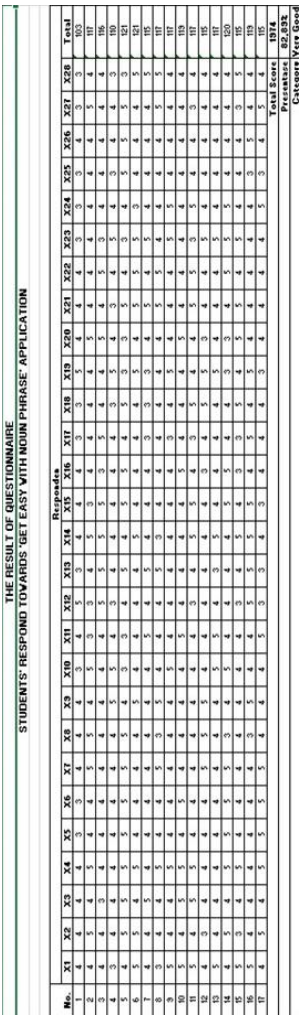
**List of Student's score**

| No. | Kode Siswa | Nilai Pre Test | Nilai Post Test |
|---|---|---|---|
| 1. | X1 | 55 | 70 |
| 2. | X2 | 70 | 90 |
| 3. | X3 | 60 | 85 |
| 4. | X4 | 55 | 85 |
| 5. | X5 | 70 | 90 |
| 6. | X6 | 60 | 80 |
| 7. | X7 | 65 | 85 |
| 8. | X8 | 60 | 80 |
| 9. | X9 | 80 | 90 |
| 10. | X10 | 65 | 85 |
| 11. | X11 | 60 | 90 |
| 12. | X12 | 60 | 95 |
| 13. | X13 | 55 | 80 |
| 14. | X14 | 65 | 80 |

| | | | |
|---|---|---|---|
| 15. | X15 | 80 | 100 |
| 16. | X16 | 55 | 75 |
| 17. | X17 | 75 | 95 |
| 18. | X18 | 50 | 80 |
| 19. | X19 | 55 | 80 |
| 20. | X20 | 50 | 85 |
| 21. | X21 | 75 | 100 |
| 22. | X22 | 70 | 95 |
| 23. | X23 | 65 | 90 |
| 24. | X24 | 55 | 75 |
| 25. | X25 | 70 | 80 |
| 26. | X26 | 65 | 85 |
| 27. | X27 | 50 | 75 |
| 28. | X28 | 40 | 70 |

# Appendix 23

# Result of Student Respond



THE RESULT OF QUESTIONNAIRE

STUDENTS' RESPOND TOWARDS 'GET EASY WITH NOUN PHRASE' APPLICATION

| No. | Responden | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | X1 | X2 | X3 | X4 | X5 | X6 | X7 | X8 | X9 | X10 | X11 | X12 | X13 | X14 | X15 | X16 | X17 | X18 | X19 | X20 | X21 | X22 | X23 | X24 | X25 | X26 | X27 | X28 | Total |
| 1 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 103 |
| 2 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 111 |
| 3 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 116 |
| 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 4 | 3 | 110 |
| 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 3 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 3 | 3 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 3 | 121 |
| 6 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 4 | 4 | 5 | 121 |
| 7 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 117 |
| 8 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 117 |
| 9 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 119 |
| 10 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 119 |
| 11 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 3 | 5 | 4 | 4 | 5 | 5 | 3 | 5 | 4 | 4 | 3 | 4 | 111 |
| 12 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 5 | 5 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 115 |
| 13 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 117 |
| 14 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 120 |
| 15 | 5 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 5 | 4 | 3 | 3 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 115 |
| 16 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 119 |
| 17 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 3 | 4 | 5 | 4 | 115 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total Score | 1934 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | Persentase | 82.83% |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | Category | Very Good |

**Appendix 24**

**Result of Teacher Assessment**

**Nama Guru : Naila Rajiha, S.Pd**
**Sekolah : MA Salafiyah Kajen**
**Peneliti : Fina Tamala**
**Hari, Tanggal : Rabu, 08 Desember 2021**

| No. | Pertanyaan | Penilaian | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Kesesuaian dengan kompetensi dasar<br>**Komentar/ Saran:**<br>**Sudag sesuai dengan kompetensi dasar** | | | | | ✓ |
| 2. | Materi noun phrase yang dijabarkan sudah sesuai dengan silabus kurikulum 13<br>**Komentar/Saran:**<br>**Sudah sesuai** | | | | | ✓ |
| 3. | Kejelasan materi yang disampaikan<br>**Komentar/Saran:**<br>**Gambarnya kurang** | | | | ✓ | |
| 4. | Ketepatan materi dan contoh noun phrase yang disajikan | | | | ✓ | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Komentar/Saran:**<br><br>**Sudah, mungkin bisa ditambahkan contoh yang lebih banyak** | | | | | |
| 5. | Kesesuain penjelasan, gambar, dan design<br><br>**Komentar/Saran:**<br><br>**Dilengkapi lagi** | | | | ✓ | |
| 6. | Bahasa yang digunakan mudah dimengerti<br><br>**Komentar/Saran:**<br><br>**Komposisi Bahasa inggris harus lebih dari 50%** | | | ✓ | | |
| 7. | Kemampuan mendorong rasa ingin tahu siswa<br><br>**Komentar/Saran:**<br><br>**Saya rasa sudah mampu mendorong rasa ingin tau siswa terhadap materi yang disajikan** | | | | | ✓ |
| 8. | Petunjuk penggunaaan suda baik<br><br>**Komentar/Saran:**<br><br>**Sudah jelas** | | | | ✓ | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9. | Variasi dan kualitas soal dalam media pembelajaran<br><br>**Komentar/Saran:**<br><br>**Tingkat kesukaran harus seimbang** | | | | ✓ | |
| 10. | Penggunaan media pembelajaran interaktif berbasis android dapat digunakan secara mandiri<br><br>**Komentar/Saran:**<br><br>**Bisa, karena petunjuk dan isinya sudah jelas** | | | | | ✓ |
| 11. | Kesesuaian soal soal latihan dan evaluasi dalam pencapaian tujuan pembelajaran<br><br>**Komentar/Saran:**<br><br>**Sudah sesuai** | | | | | ✓ |
| 12. | Desain tampilan aplikasi dapat menarik pembaca untuk belajar bahasa inggris<br><br>**Komentar/Saran:**<br><br>**Sudah menarik untuk siswaSMA sederajat** | | | | | ✓ |
| 13. | Meida pembelajaran interaktif dapat meningkatkan hasil belajar siswa | | | | ✓ | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Komentar/Saran:**<br><br>**Iya, dapat membantu meningkatkan hasil belajar siswa** | | | | | |
| 14. | Media pembelajaran interaktif dapat meningkatkan minat belajar siswa<br><br>**Komentar/Saran:**<br><br>**Iya, karena aplikasi ini dapat menarik mereka maka dari itu minat belajar siswa juga dapat naik** | | | | ✓ | |
| 15. | Media pembelajaran interaktif dapat menambah pengetahuan siswa<br><br>**Komentar/Saran:**<br><br>**Iya,namun perlu ditambah dengan referensi pendukung lain** | | | | ✓ | |
| 16. | Media pembelajaran interaktif dapat menambah wawasan siswa<br><br>**Komentar/Saran:**<br><br>**Iya, namun masih perlu ditambah dengan sumber wawasan lain** | | | | ✓ | |
| 17. | Kemenarikan tampilan secara keseluruhan<br><br>**Komentar/Saran:**<br><br>**Sudah menarik** | | | | ✓ | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18. | Kesesuaian format dan tampilan dalam media pembelajaran innteraktif<br><br>**Komentar/Saran:**<br><br>**Konsep aplikasi sudah bagus dan jelas** | | | | ✓ | |
| 19. | Pemilihan jenis dan ukuran huruf mendukung aplikasi<br><br>**Komentar/Saran:**<br><br>**Sidah bagus** | | | | ✓ | |
| 20. | Format penulisan dalam media pembelajaran noun phrase sudah seimbang<br><br>**Komentar/Saran:**<br><br>**Sudah bagus** | | | | ✓ | |
| 21. | Kesesuaian tata letak semua komponen<br><br>**Komentar/Saran:**<br><br>**Sudah bagus, tapi perlu diperhalus lagi untuk layoutnya** | | | | ✓ | |

**Komentar bapak/ibu secara keseluruhan mengenai "Get Easy with Noun Phrase" application**

Secara konsep sudah sangat menarik dan bagus. Karena dalam pembelajaran sangat diperlukan inovasi-innovasi baru

terlebih lagi dengan pemanfaatan teknologi agar dalam pembelajaran siswa tidak merasa jenuh dan menambah semangat serta minat belajar siswa. Masukan dari saya terhadap aplikasi “Get Easy with Noun Phrase” adalah komposisi teks Bahasa inggris bisa ditambah dan untuk tampilan/layoutnya bisa diperhatikan lagi. Sata rasa ini sudah sangat layak untuk diterapkan sebagai media pembelajaran siswadikelas.

**Appendix 25**

**Lesson Planning**

**RENCANA PELAKSANAAN PEMBELAJARAN**

| | |
|---|---|
| Sekolah | : MA. Salafiyah |
| Mata Pelajaran | : English |
| Tema | : Which One in your Best Getaway? |
| Sub Materi | : Descriptive Text - Noun Phrase |
| Kelas / Semester | : X / odd |
| Alokasi Waktu | : 3 Minggu X 2 JP |

**A. Kompetensi Inti**

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar dan Indikator**

| Kompetensi Dasar | Indikator Pencapaian |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya. | 3.4.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks deksriptif |
| | 3.4.2 Memahami unsur kebahasaan (memahami pengertian noun phrase) |
| | 3.4.3 Memahami unsur kebahasaan (mengetahui stuktur noun phrase) |
| | 3.4.4 Memahami unsur kebahasaan (mengentahui pembentukan noun phrase) |
| | 3.4.5 Memahami unsur kebahasaan (menentukan noun phrase dalam susunan kalimat) |

| | |
|---|---|
| | 3.4.6 Memahami unsur kebahasaan (menyusun noun phrase) |
| | 3.4.7 Menjelaskan informasi teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya. |
| 4.4 Menyusun teks deskriptif lisan dan tulis, pendek, dan sederhana terkait orang, benda, dan tempat, dengan memperhatikan funsgi sosial, stuktur teks, dan unsur kebahasaan, secara benar dan sesaui konteks. | 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal |
| | 4.4.2 Menyusun teks deskriptif tulis, pendek sederhana terkait tempat wisata dan bangunan |

| | |
|---|---|
| | bersejarah terkenal dengan memperhatikan fungsi sosial, stuktur teks dan unsur kebahasaan, secara benar dan sesuai konteks |

## C. Tujuan Pembelajaran

**Kompetensi Sikap Spiritual dan Sikap Sosial**

1. Menunjukkan sikap menghargai dan menghayati ajaran agama yang dianutnya.
2. Selalu bersemangat dalam mempelajari descriptive text tentang tempat dan bangunan bersejarah.
3. Menunjukkan perilaku percaya diri dan saling menghargai dalam melaksanakan komunikasi lisan descriptive text tentang tempat dan bangunan bersejarah

**Kompetensi Pengetahuan dan Keterampilan**

1. Siswa mampu Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks deksriptif
2. Siswa mampu memahami unsur kebahasaan (memahami pengertian noun phrase)
3. Siswa mampu memahami unsur kebahasaan (mengetahui stuktur noun phrase)
4. Siswa mampu memahami unsur kebahasaan (mengentahui pembentukan noun phrase)
5. Siswa mampu emahami unsur kebahasaan (menentukan noun phrase dalam susunan kalimat)

6. Siswa mampu memahami unsur kebahasaan (menyusun noun phrase)
7. Siswa mampu menjelaskan informasi teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya.
8. Siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
9. Siswa mampu menyusun teks deskriptif tulis, pendek sederhana terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, stuktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

**D. Metode Pembelajaran**

1. Model : Jig saw
2. Pendekatan : CTL (Contextual Teaching and Learning)
3. Teknik : Disuksi

**E. Media Pembelajaran**

1. White board
2. “Get Easy with Noun Phrase” application
3. Worksheet

**F. Sumber-Sumber Pembelajaran**

1. Buku Siswa Bahasa Inggris Kementrian Pendidikan dan Kebudayaan republic Indonesia 2017 Chapter 4

**G. Langkah-Langkah Pembelajaran**

| Kegiatan | Deskripsi | Alokasi Waktu |
|---|---|---|
| **Pertemuan 1** | | |
| **Pendahuluan** | 1. Guru memberikan salam dan siswa merespondnya<br>2. Guru dan siswa melakukan doa bersama<br>3. Siswa menyiapkan diri untuk mengikuti pelajaran.<br>4. Guru melakukan presensi<br>5. Guru memotivasi siswa<br>6. Guru menyampaikan tujuan pembelajaran<br>7. Guru menyampaikan cakupan materi dan uraian kegiatan | 10 Menit |
| **Kegiatan Inti** | **Eksplorasi**<br>1. Guru memberikan pertanyaan kepada siswa untuk menggali pengetahuan mengenai materi yang akan dipelajari<br>2. Siswa mendengarkan penjelasan guru tentang gambaran umum mengenai descriptive text<br>3. Guru memberikan contoh descriptive text | 70 Menit |

| | | |
|---|---|---|
| | mengenai tempat atau bangunan bersejarah<br>**Elaborasi**<br><br>1. Siswa dibagi menjadi 6 kelompok dan masing-masing terdiri atas 6-7 siswa<br>2. Guru memberikan penjelasan mengenai cara kerja kelompok<br>3. Guru membagi materi yang akan dibahas dalam kelompok asal. Materinya yaitu tentang mengidentifikasi generic structure dari descriptive text, yang meliputi; Opening paragraph, Supporting paragraph, dan closing paragraph. Jadi nantinya terdapat dua kelompok yang akan membahas 1 pembahasan yang sama.<br>4. Setiap kelompok diberi waktu untuk mendalami materi sesuai dengan kelompoknya<br>5. Siswa dikelompokkan dalam kelompok ahli. Kelompok ahli dibagi dalam 3 kelompok | |

| | | |
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| | sesuai dengan 3 pembahasan materi<br>6. Setiap siswa menjelaskan hasil diskusi dari kelompok asal<br>7. Siswa kembali berkumpul ke kelompok asal untuk menyimpulkan apa yang sudah mereka bahas di kelompok ahli<br>8. Guru memberikan latihan soal mengenai materi yang telah dibahas<br>**Konfirmasi**<br>1. Guru bersama siswa membahas latihan soal yang telah dikerjakan<br>2. Guru bersama dengan siswa menyimpulkan materi yang sudah didiskusikan<br>3. Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada materi yang belum dipahami | |
| **Kegiatan Akhir** | 1. Guru menyampaikan apa yang harus dipersiapkan untuk pertemuan selanjutnya. | 10 Menit |

| | | |
|---|---|---|
| | 2. Guru memtivasi siswa aagar terus giat belajar<br>3. Guru mengucap salam penutup | |
| **Pertemuan 2** | | |
| **Pendahuluan** | 1. Guru memberikan salam dan siswa merespondnya<br>2. Guru dan siswa melakukan doa bersama<br>3. Siswa menyiapkan diri untuk mengikuti pelajaran.<br>4. Guru melakukan presensi<br>5. Guru memotivasi siswa<br>6. Guru menyampaikan tujuan pembelajaran<br>7. Guru menyampaikan cakupan materi dan uraian kegiatan | 10 Menit |
| **Kegiatan Inti** | **Eksplorasi**<br>1. Guru dan siswa mengulang sekilas mengenai materi descriptive text yang telah dibahas lalu menghubungkan pada grammar yang akan dibahas, yakni noun phrase<br>2. Guru memberikan pertanyaan kepada siswa untuk menggali | 70 Menit |

| | | |
|---|---|---|
| | pengetahuan mengenai materi yang akan dipelajari<br>3. Guru mengintruksikan kepada siswa untuk membuka aplikasi "Get Easy with Noun Phrase" untuk mendapatkan penjelasan mengenai noun phrase<br>**Elaborasi**<br><br>1. Siswa mengerjakan soal pre – test tentang noun phrase<br>2. Siswa dibagi menjadi 3 kelompok<br>3. Setiap kelompok menerima materi yang akan dibahas dalam kelompok asal. Materinya adalah defiisi dan fungsi noun phrase, pembentukan noun phrase, dan urutan noun phrase.<br>4. Setiap kelompok diberi waktu untuk mendalami materi sesuai dengan bagian materi kelompoknya<br>5. Siswa dikelompokkan menjadi 3 kelompok yang disebut kelompok | |

| | | |
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| | ahli dimana setiap anggota kelompok asal harus menjadi kelompok ahli.<br>6. Dalam kelompok ahli, siswa harus menjelaskan hasil diskusinya dari kelompok asal<br>7. Setiap anggota kelompok ahli kembali pada kelompok asalnya dan menjelaskan apa yang telah mereka terima dari kelompok ahli<br>8. Secara individu siswa mengerjakan soal post-test tentang noun phrase<br>**Konfirmasi**<br>1. Guru dan siswa membahas jawaban dari soal post - test<br>2. Guru dan siswa menyimpulkan bersama-sama mengenai materi yang sudah didiskusikan<br>3. Guru dan siswa memberi kesempatan siswa untuk bertanya apabila ada materi yang belum dipahami | |

| | | |
|---|---|---|
| **Kegiatan Akhir** | 1. Guru memberikan tindak lanjut dengan memberikan PR<br>2. Guru memberi motivasi kepada siswa untuk lebih rajin belajar lagi<br>3. Guru dan siswa melakukan doa bersama<br>4. Guru mengucap salam penutup | 10 Menit |
| **Pertemuan 3** | | |
| **Pendahuluan** | 1. Guru memberikan salam dan siswa merespondnya<br>2. Guru dan siswa melakukan doa bersama<br>3. Siswa menyiapkan diri untuk mengikuti pelajaran.<br>4. Guru melakukan presensi<br>5. Guru memotivasi siswa<br>6. Guru menyampaikan tujuan pembelajaran<br>7. Guru menyampaikan cakupan materi dan uraian kegiatan | 10 Menit |
| **Kegiatan Inti** | **Eksplorasi**<br>1. Guru memberikan pertanyaan kepada siswa untuk menginngat dan mengulas tentang materi | 70 Menit |

| | | |
|---|---|---|
| | yang telah dipelajari pada chapter ini<br>**Elaborasi**<br>1. Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada siswa yang belum mengerti mengenai descriptive text maupun noun phrase<br>2. Siswa mengerjakan soal evaluasi<br>**Konfirmasi**<br>1. Guru dan siswa membrikan kesimpulan mnegenai materi pada chapter 4 ini. | |
| **Kegiatan Akhir** | 1. Guru memberikan motivasi kepada siswa utnuk terus rajin belajarn<br>2. Guru dan siswa melakukan doa bersama<br>3. Guru mengucapkan salam penutup | 10 Menit |

**H. Penilaian**

1. Sikap : Observasi Guru
2. Pengetahuan : Tes Tulis
3. Keterampilan : Tes Tulis

# Appendix 26

# 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: 3569/Un.10.3/D1/DA.04/11/2021 23 November 2021
Lamp : -
Hal : Mohon Izin Riset
a.n. : Fina Tamala
NIM : 1803046041

Yth.
Bapak/Ibu Kepala sekolah
di MA Salafiyah Kajen

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

| | | |
|---|---|---|
| Nama | : | Fina Tamala |
| NIM | : | 1803046041 |
| Alamat | : | Ds. Ngemplak Kidul, Margoyoso, Pati |
| Judul Skripsi | : | Designing "Get Easy with Noun Phrase" Application to Facilitate Student's Learning of Noun Phrase by Using Jig Saw |

Pembimbing :
1. Dr. Siti Tarwiyah, M.Hum,

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset, dukungan, serta data-data yang dibutuhkan berkaitan dengan hal tersebut.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

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

YAYASAN "SALAFIYAH KAJEN"
MADRASAH ALIYAH SALAFIYAH
TERAKREDITASI A
NPSN : 69725504 NSM : 13123 3180018
Alamat : Kajen, Kec. Margoyoso, Kab. Pati ✉ 59154 Telp/Fax. ( 0295 ) 4150750
www. salafiyahkajen.com email. salafiyah.kajen@gmail.com

Nomor : MA.11.18/HM.01/217/XI/2021
Lamp : -
Perihal : ***Balasan Permohonan Izin Riset***

Kajen, 25 November 2021

Kepada Yth.

**Wakil Dekan Bidang Akademik**
**Universitas Islam Negeri Walisongo Semarang**

Di Tempat,-

*Assalamu'alaikum War. Wab.*

Menanggapi Surat Permohonan dari Wakil Dekan Bidang Akademik Universitas Negeri Semarang Nomor : 3569/Un.10.3/D1/DA.04/11/2021 tanggal 23 November 2021 perihal Permohonan Izin Riset atas mahasiswa bernama : **Fina Tamala** NIM : **1803046041**, kami selaku Kepala Madrasah mengabulkan hal tersebut.

Selanjutnya, kami sampaikan ketentuannya sebagai berikut :

1. Memakai masker dan mematuhi standar prokes
2. Acara berlangsung di MA Salafiyah Kajen maksimal pukul 12.00 WIB

Kemudian, atas perhatian dan kerjasamanya kami sampaikan terima kasih.

Kepala

H. Ulil Albab, S. Ag., M. Si.

YAYASAN SALAFIYAH KAJEN
MADRASAH ALIYAH SALAFIYAH
**TERAKREDITASI A**
NPSN : 69725504 NSM : 131233180018
Alamat : Kajen, Kec. Margoyoso, Kab. Pati ✉ 59154 Telp/Fax. ( 0295 ) 4150750
email : salafiyah.kajen@gmail.com

# SURAT KETERANGAN

Nomor : MA.11.18/TL.00/009/V/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Salafiyah Kajen, Kec. Margoyoso, Kab. Pati menerangkan bahwa :

| | |
|---|---|
| N a m a | : **FINA TAMALA** |
| NIM | : 1803046041 |
| Fakultas | : Fakultas Ilmu Tarbiyah dan Keguruan |
| Prodi | : Pendidikan Bahasa Inggris |
| Asal Mahasiswa | : Universitas Islam Negeri Walisongo Semarang |

Benar–benar telah melakukan penelitian di MA. Salafiyah Kajen, Kec. Margoyoso, Kab. Pati pada tanggal 29 November s/d 08 Desember 2021 untuk mendapatkan data-data dan informasi yang dibutuhkan guna memenuhi Tugas Tesis dengan judul :

**DESIGNING "GET EASY WITH NOUN PHRASE" APPLICATION TO FACILITATE STUDENTS' LEARNING OF NOUN PHRASE BY USING JIG SAW**

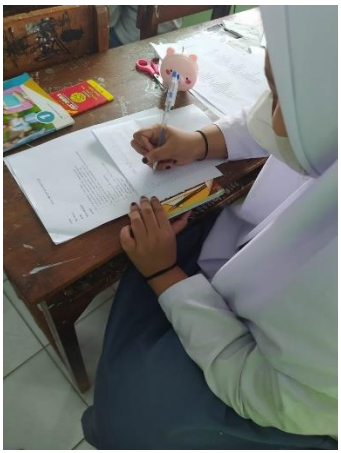
Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat digunakan sebagaimana mestinya.

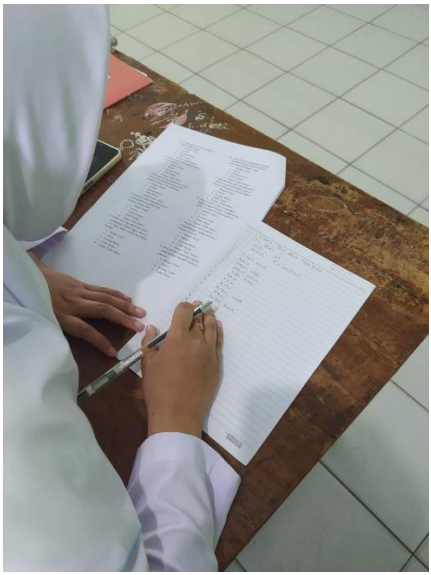
Kajen, 15 Mei 2022
Kepala,

H. Ulil Albab, S. Ag., M. Si.

## Appendix 27

## Documentation





# CURRICULUM VITAE

**Personal Details**

Nama : Fina Tamala

Place and Date of Birth: Pati, 7th May 2000

Religion : Islam

Gender : Female

Address : Ds. Ngemplak Kidul, Margoyoso, Pati, Jawa Tengah

Telephone Number : 081280438128

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**Formal Education**

SD/MI : SDN Ngemplak Kidul 01

SMP/MTs : MTS Salafiyah Kajen

SMA/MA : MA Salafiyah Kajen

S1 : UIN Walisongo Semarang

**Non-Formal Education**

- Happy English Course 2
- Basic English Course

**Organisational Experience**

- PMII Rayon Abdurrahman Wahid
- HMJ PBI UIN Walisongo
- LPM Edukasi
- KOPRI PMII Komisariat UIN Walisongo
- Ikatan Mahasiswa Pendidikan dan Sastra Inggris se-Indonesia