DESIGNING AN INTERACTIVE ANDROID APPLICATION

FOR PRESENT TENSE MATERIALS

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) of English Education Department
Tarbiyah and Teaching Science Faculty
Alauddin State Islamic University
of Makassar

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2019

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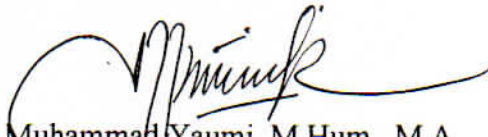
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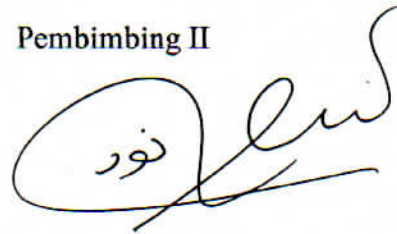
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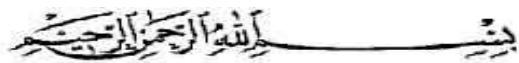|		
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ACKNOWLEDGEMENT

6. **Dr. H. Muhammad Amri, Lc, M.Ag.,** as a dean of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar period 2015/2019. Thank you very much for advice and motivation during the researcher as student in UIN Alauddin Makassar.

7. **Dr. Kamsinah, M.Pd.I.,** and **Dr. Sitti Nurpahmi, S.Pd., M.Pd.,** as the Head and Secretary of English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar. Thanks for all of advice, guidance and motivation during the researcher as student in UIN Alauddin Makassar.

8. **Dr. Muhammad Yaumi, M.Hum., M.A.** and **Dr. Sitti Nurpahmi, S.Pd., M.Pd.,** As the first and the second consultants, thank you so much for their valuable, advice and great suggestion during the writing of this thesis.

9. Thank you so much to all of the **lecturers of English Education Department, all of the staffs in tarbiyah and teaching science faculty, UIN Alauddin Makassar** for their guidance, support and help during the the process of this research.

10. Thanks to the **"R & D TEAM", M. Agus** and **Muchammad Ichwan RH** for these several amazing months being the best partners in working together to finish this project.

11. Thanks to the students of English Education Department of State Islamic University of Alauddin Makassar, especially to class 3 and 4 as respondent of the research.

12. Thanks to all her friends, **Fadilah Gessa, S.Pd., Nurfika Ariapatri, Ridwan, S.Pd., Hisbullah, S.Pd., Riyan Reinaldi, Muh. Fadly Hidayat, Muthaharah Basri, Nur Ayu Puspitha Sari Sukri, S.Pd., Sulfadli, S.Pd., Sulfahmi,** and **Zulfadli** for everything that they gave to the researcher's life. Thanks for all of your suggestion, affection and togetherness.

13. All of the researcher's best friend from **English Education Department batch 2014, especially for PBI 3,4,** thanks for the friendship and togetherness.

14. All of the people who have taken a part in finishing this thesis which couldn't be mentioned by the researcher one by one.

Finally, by reciting *Alhamdulillahi Robbil Alamin*, the researcher can finish her thesis successfully. Suggestions, corrections and advice are very necessary to the researcher for reader in the future. May Allah SWT blesses our prays and efforts. Amiiiin…

Gowa,   2019

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ABSTRACT

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This research aimed to produce an interactive android application for present tense materials. There were three steps have been done by the researcher in producing the interactive android application, they were to: (1) identify the students' need toward the design of an interactive android application for present tense materials; (2) design an interactive android application for present tense materials; (3) measure the students' acceptability of the interactive android application for present tense materials.

The research design used in this research was Research and Development (R&D). The development model was adapted from Hannafin and Peck model. The models consisted of four steps; they were need analysis, design, developing and implementation, and evaluation and revision. The subject of this research was the students of English Education Department batch 2017 class PBI 3.4 consisted of 45 students. The instrument used in this research was questionnaire. There were three questionnaires used, they were need analysis questionnaire, expert validation questionnaire, and students' acceptability questionnaire. There were four aspects validated of the product: (1) content of cognition aspect, (2) scope of learning aspect, (3) interface design aspect, and (4) ease of the use and navigation aspect.

The result of this research was an interactive android application for present tense materials. The materials consisted of all aspects of present tense materials such as definition, form, function, and time signal. Besides, there were also exercises and evaluations to measure the students understanding about the materials. Based on the expert validation as well as try out design result, the interactive android application for present tense materials could be used as the learning media in learning tense for the students.

CHAPTER I

INTRODUCTION

A. *Background*

In this digital era, many people worldwide are mobile phone subscribers. Mobile phones are very popular among people because they are wireless and portable. These communication systems are easy to operate and available at affordable prices.

Today, the definition of mobile phones have been improved by the appereance of smart phones. Phone is no longer just a communication tool, but also an essential part of the people's communication and daily life. Phones can be functioning at multilevel like voice calls, messaging, chatting, web browsing, and so forth.

Considering the facts, visionary educators, designers and developers should begin to consider the implications of these devices for the modern teaching and learning environment. According to Attewell (2004) in Al Aamri and Suleiman (2011) Mobile phones have positively contributed to the field of learning in many different ways. For instance to help the learners improve their literacy and numeracy skills and to recognize their existing abilities through mobile learning. Besides, the learners can use mobile phone to encourage both independent and collaborative learning experiences.[1] Those experiences will give an impact to the learners' future as Allah SWT says in QS. Al-Mujadilah verse 11:

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

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[1] Al Aamri, Kamla Suleiman, The Use of Mobile Phone in Learning English Language by Sultan QaboosUniversity Students: Practice, Attitudes and Challenges, *Journal*. Vol. 2, No. 3. 2011. pp. 144

"…. Allah will raise those who have believed among you and those who were given knowledge, by degrees…."

Designing language learning material means aimed at support the learners' competence in English, so it should be based on the learners' needs, and the materials should be presented in a good way.

There are many smart phones' applications that are very useful in learning process especially in language learning process. One of the most important and popular applications for the language learners is electronic dictionary. Electronic dictionaries have made it easier for students to search for the meaning of difficult words quickly and with less effort. Hashemi and Abbasi (2013) have conducted a study on 180 third-grade high school students to investigate whether using mobile phones had an effect on the learners' vocabulary retention. The results of the study proved that using mobile phones was helpful to EFL learners in terms of vocabulary retention. The findings of the study also reveal that a greater attention to the features of a new word and its text environment will facilitate its memorization.[2]

Hedge (2008) in Nalliveettil and Alenazi (2016) stated that there has been a greater awareness concerning vocabulary learning in recent years, and it is the responsibility of researchers, materials designers and teachers to increase the pace, using the latest technology in the classroom. In this era of technological advancements, the majority of the undergraduate student population posses latest mobile phones and use it for a wide variety of purposes.[3]

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[2] George M.N, Talal H.K.A, The Impact of Mobile Phones on English Language Learning: Perseptions of EFL Undergraduates, *Journal*, Vol. 7, No. 2, 2016. pp. 265

[3] George M.N, Talal H.K.A, The Impact of Mobile Phones on English Language Learning: Perseptions of EFL Undergraduates, *Journal*, Vol. 7, No. 2, 2016. pp. 265

As the tool to meet human needs and wants, technology gives an opportunity for teacher, researcher, and material designer to design and develop learning material that is easy to use and to understand by the learners. Besides, the design of the learning materials has to be more interesting than the learning materials that exist.

In language learning especially English Language learning, one of the most important materials is grammar. It is a study about how to arrange words into sentence in grammatical order. According to Baiquni, Yanti, and Deddy (2013), one of the most difficult grammar materials is tenses. First, it is because tenses have sixteen patterns to comprehend by students. Second, English has infinitive, past tense, past participle verbs. Moreover, verbs in English are divided into regular and irregular forms that make students need more effort to understand the material. Third, there are many almost similarities in the pattern or in the function in tenses.[4]

Based on the problem above, there should be a design of the difficult grammar materials such as tense that help the learners easy to understand and master the materials. Technology is one of the solutions to make an innovation of learning material. Today, there are many learning materials that have been integrated with the technology especially smart phone application such as electronic dictionary, electronic book and so forth. The researcher wanted to design an innovation of learning materials integrated with smart phone application that more interactive therefore the learners would be more interested to use it. Concerning those, in this research, the researcher designed an interactive android application for present tense materials.

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[4] M. Baiquni S, Yanti S., Deddy S., An Analysisi of Students' Difficulties in Understanding Simple Past Tense, Journal (Pakuan University, 2013), pp. 2

B. *Research Problem*

Based on the background above, in this research, the researcher formulated research questions as follows:

1. How was the students' need toward the design of an interactive android application for present tense materials?

2. How was the design of an interactive android application for present tense materials?

3. How was the students' acceptability of the interactive android application for present tense materials?

C. *Research Object.*

Related to the   bjectives of this research were presented belov

1. To identify th   n of an interactive android application fo

2. To describe t   id application for present tense materia

3. To measure the students' acceptability of the interactive android application for the present tense materials.

D. *Research Significance*

The result of this research were expected to give following benefits:

1. Theoretical Significance

The result of this research was expected to give contribution in education as a media for learning English.

2. Practical Significance

Practically, the result of this thesis were expected to give benefit for some people as follows:

a. For students

The result of this thesis was expected to be an innovative learning media that can be used by the students in learning English.

b. For the next researcher

The result of this thesis can be a reference for the next researcher who wants to do a research and development.

E. *Research Scope*

In this research, the researcher only focused on designing an interactive android application for present tense materials. The interactive meant the way of the researcher present the materials were more interactive with visual (picture). Besides, because of the limitation of the time and fund, the researcher only did not do the implementation step, this research ended in the formative evaluation.

F. *Operational Definition of Terms*

There were some important terms that were defined by the researcher to avoid a misconception of this research, they were:

1. Interactive Android Application

Interactive android application is a set of program running on a mobile phone that has java-based operating system. The application was a combination among several media (format file) such as text, picture, interaction, and other media that have been combined in a digital file.

2. Present Tense Materials

Present tense material is an English learning material that discuss about a tense of verb that express an action that is currently going on, habitually performed or a state of general truth. The materials consist of definition, form, function, and time signal.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Some Previous Related Research Findings*

Some research about designing learning materials have been conducted by some researchers. For instance, Dahniar (2015) has conducted a research entitled "Developing A Task-Based Syllabus Based on Needs Analysis for Midwifery at UIN Alauddin Makassar". The development model used by the researcher was ADDIE model. Based on the data that the researcher got on needs analysis and interviewing, the researcher concluded that a task-based syllabus is suitable for the midwifery students.[5]

Purnamasari (2015) has conducted a research entitled "Developing English Learning Materials for Grade X Students of Beauty Study Program". The aims of the research was to find out the target neds and the learning needs and to develop appropriate English learning materials for Grade X students of Beauty Study Program.[6]

Besides, Hikmawati and Ahmad (2017) have conducted a research entitled "Developing Greeting and Self Introducing Materials Dealing with 2013 Curriculum of the Seventh Grade in MTsN Balang-Balang". The model that the researchers used in this research was ADDIE model that has modified by the researchers.[7]

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[5] Dahniar, Developing a Task-Based Syllabus Based on Needs Analysis for Midwifery at UIN Alauddin Makassar, Journal, Vol. 1, No. 01, 2015. pp. 128

[6] Yohana Dian Ratna P., Developing English Learning Materials for Grade X Students of Beauty Program, Thesis (Yogyakarta State University, 2015), pp. 94

[7] Hikmawati, Djuwairiah Ahmad, Developing Greeting and Self Introducing Materials Dealing with 2013 Curriculum of the Seventh Grade in MTsN Balang-Balang, *Journal*, Vol. 3. No. 02, 2017. pp. 127

All of the researches above have similarities with this research. First, the research design of those researches were research and development. Second, those reseach develop or design English Learning Materials. Third, the products were developed based on the need analysis by the researchers.

Beside those similarities, this research also had several differences with those previous researches. The first was the development models used in this research which was Hannafin and Peck model named The CAI Design Model (CDM). The second was the product designed in this research was an interactive android application. And the third was the materials design in this research was present tense materials.

B. *Some Pertinent Ideas*

1. English Learning materials

According to Tomlinson (1998), material can be anything which used by teachers or learners to facilitate language learning.[8] In the other words, learning materials are something that can help the students to know and understand the lessons. Richards and Renandya (2002) add that teaching materials as a key component in most language programs that may in form of (a) printed materials, (b) non printed materials, and (c) materials that comprise both print and non-print sources.[9]

Tomlinson (2013), argues that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition.[10] Hence, material should provide exposure to

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[8] B. Tomlinson, *Materials Development in Language Teaching* (Cambridge: Cambridge University Press, 1998), pp. 2

[9] Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambrigde: Cambridge University Press, 2002), pp. 65-66

[10] B. Tomlinson, *Developing Materials for Language Teaching Second Edition* (London, New Delhi, New York and Sidney: Bloomsbury Publishing Pic, 2013), pp. 15

authentic use of English through spoken and written texts with the potential to engage the learners cognitively and effectively. In addition, Richards and Renandya (2002) stated that some teachers use instructional materials as their primary teaching teaching resource, for the materials provide the basis for the content of lesson, the balance of skill taught, and the kinds of language practice students take part in.[11]

2. Material design

Material design is a comprehesive guide for visual, motion, and interaction design across platform and devices. Android now includes support for material design apps.

Android provides the following elements for you to built material design apps:

a) A new theme

b) New widgets for complex views

c) New APIs for costum shadows and animations.[12]

3. Android application

Android, as a system, is java-based operating system that runs on the Linux 2.6 kernel. The system is very lighweigh and full features. Android applications are developed using Java and can be ported rather easily to the new platform. Other features of Android include an accelerated 3-D graphics engine (based on hardware support), database support powered by SQLite, and an integrated web browser.[13]

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[11] Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambrigde: Cambridge University Press, 2002), pp. 66

[12] Material Design for Android, http;//developer.android.com/design/material/index.html, access on July 6, 2017 23:50

[13] Jerome Dimarzio, *Android: A Programmer's Guide* (New York: Mc Graw Hill) 2008, pp. 6-7

As an application-neutral platform, Android gives you the opportunity to create applications that are as much a part of the phone as anything provided out of the box.[14]

All android applications, called apps, are built on Android UI framework. App interface is the first thing a user sees and interacts with. From the user perspective, this framework keeps the overall experience consistent for every app installed in our smartphone or tablets. At the same time, from the developer perspective, this framework provides some basic blocks that can be used to build complex and consistent user interface (API).

Android UI interface is divided in three different areas. They are home screen, all apps, recent screen. The home screen is the "landing" area when we power our phone on. This interface is highly customizable and themed. Using widgets we can create and personalize our "home" screen. All apps is the interface where the app installed are displayed, while recent screens are the list of last used apps.

Since its born, Android has changed a lot in terms of its features and its interfaces. The growth of the smartphone power made possible creating ever more appealing apps. At the beginning, apps in Android did not have a consistent interface and well defined rules so every app had a different approach, navigation structure and buttons position. This caused user confusion and it was one of the most important missing features compared to the iOS.[15]

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[14] Reto Meier, *Professional Android Application Development* (Indianapolis: Wiley Publishing, 2009), pp. 5

[15] Francesco Azzola, Android Design {Basic}: Kick-Start Your Android User Interfaces (Exelixix Media, 2014), pp. 1

4. Learning Media

According to Azhar Arsyad (2014), learning media was all of the things used to deliver message or information in the teaching process; therefore it can stimulate the students learning interest.[16] Pratama (2017) stated that learning media was an education tool can be used as tool in a learning process to improve the effectiveness and the efficiency of learning to get the aim of teaching.[17]

According to the definition of the experts above, the researcher concluded that learning media was a tool used to convey information that can help teacher to deliver the material to the students in the teaching and learning process.

In choosing the learning media, a teacher has to consider several principles to optimize the learning process. Rusman, et all (2011) stated that the principles that have to be considered such as the effectiveness, the relevance, the efficiency, can be used, and the context.[18] Choosing the learning media based on the principles can help teacher to optimize the media to help them in the teaching process as well as to optimize the benefits of the learning media.

According to Sudjana & Rivai (1992), the benefit of the learning media in the teaching and learning process for the students were:[19]

a. The learning process would be more attractive, therefore it can help to increase the learning motivation.

b. The learning materials would be presented more explicit, thus the students can understand the materials easily and help the students to master the materials.

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[16] Azhar Aryad, *Media Pembelajaran* (Jakarta: Rajawali Pres, 2014), pp. 10

[17] Pratama, *Strategi Pembelajaran* (Yogyakarta: Lembaga Ladang Kata, 2017), pp. 68

[18] Rusman, et all, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi, mengembangkan profesionalitas guru* (Jakarta: PT. RajaGrafindo Persada, 2011), pp. 175

[19] N. Sudjana, Ahmad Rivai, *Media Pembelajaran (Penggunaan dan Pembuatannya)* (Bandung: Sinar BAru Algesindo, 2011), pp.2

c. The teaching method would be more various.

d. The students could do many activities because they did not only listen to the teacher's explanation, but also did another activity.

There were many kinds of learning media can be used in teaching and learning process. According to Taksonomi Lehsin, et all in Azhar Arsyad (2014), there were five kinds of learning media, they were:[20]

a. Media based human

Media based human was the oldest media used to convey and inform message or information.

b. Media based printing

The most popular printed media known was text book, guidance book, task book, journal, etc.

c. Media based visual

Media based visual (image) can help to improve the students' understanding and memorization. Visual can improve the students' interest in learning.

d. Media based audio visual

Media based audio visual was the media based visual which was combined with audio to make it more attractive.

e. Media based computer

Computer functioning as the manager in the learning process was known as Computer Managed Instruction (CMI). Besides, there was a computer functioning as an assistant in learning, practicing, or both known as Computer Assisted Instruction (CAI).

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[20] Azhar Aryad, *Media Pembelajaran* (Jakarta: Rajawali Pres, 2014), pp. 79-93

5. Interactive media

Munir (2015) stated that multimedia was a combination media among several media (format file) such as text, picture, graphic, sound, animation, interaction, and other media that have been combined in a digital file, used to convey the information to the public.[21]

Multimedia was divided into two categories. The first category was linear multimedia which was multimedia was not provided with control tool for the user. This multimedia runs chronologically, such as TV and movie. The second category was interactive multimedia. Interactive multimedia was the media that was provided with the control tool that can be used by the user, thus the user can choose what they wanted for the next process.

Interactive media is a media that provide a tool for the learners to give a feedback or a response through the materials. According to Cairncross and Mannion (2001), interactivity in multimedia assisted learning applications can and should go further than simply allowing a learner to choose their own path through an application by pointing and clicking at various menu items and buttons.[22]

According to Schweir and Misanchuk in Arwariningsih and Ernawati (2013), there are three levels of interaction based on the quality of learning interactions, as shown in the table.[23]

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[21] M. Munir, *Multimedia Konsep & Aplikasi dalam Pendidikan* (Bandung: Alfabeta, 2015), pp. 110

[22] Sandra Cairncross, Mike Mannion, Interactive Multimedia and Learning: Realizing the Benefits, *Journal*, Vol. 38, No. 2, 2001. pp. 161

[23] Sri Huning Anwariningsih, Sri Ernawati, Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning, *Journal*, Vol. 7, No. 2, 2013. pp. 124

Table 1.1 Interaction Taxonomy

Level	Function	Transaction
Reactive	Confirmation	*Space bar/ return key*
Proactive	Packing	*Touch Screen Target*
Mutual	Navigation	*Touch Screen Ray Trace*
	Inquire	*Mouse Click*
	Elaboration	*Mouse Drag*
		Barcode
		Keyboard-key Response
		Keyboard Construction
		Voice Input
		Virtual Reality Interface

According to Rusman, et all (2011), there were several models of multimedia interactive, they were:[24]

a. Drills model was learning model based computer. The model was one of the learning strategies aimed to give an obvious learning experience for the students.

b. Tutorial model was a learning program used in the learning process using computer software.

c. Simulation model was one of the learning strategies aimed to give an obvious learning experience for the students.

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[24] Kurniawan, D. Rusman, C. Riyana, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi, Mengembangkan Profesionalitas Guru* (Jakarta: PT. RajaGrafindo Persada, 2011), pp.68

d. Games instruction model was a game developed based on the "fun learning", where the students would be faced on the several instructions and games' rules.

6. Development model of learning media

There were a lot of development model of research and development (R&D) used in a research. One of the development model needed to get a good learning media that could help the students got the learning objective.

a. Development model from Alessi & Trollip (2001), development model for the multimedia development. This model was oriented to the new developer, this model was easy to be understood and resumed, and also can be used in a lot of subjects. The steps of the development model were planning, designing, and development.[25]

b. According to Hannafin and Peck (1988) in Yaumi (2018), CAI Design Model is a model of learning design and development based computer to develop learning activity. [26] CAI Design Model consists of four steps they are need assessment, design, development and implementation, evaluation and revision.[27]

c. According to Luther in Sutopo (2012), development model known as Multimedia Development Life Cycle (MDLC) consisted of six steps, they were concept, design, material collecting, assembly, testing, and distribution.[28]

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[25] Steven, Alessi, Stanley Trollip, *Multimedia for Learning Method and Development* (Massachusetts: Allyn & Bacon, 2001), pp. 408-413

[26] Muhammad Yaumi, *Media dan Teknologi Pembelajaran* (Jakarta: Prenadamedia Group, 2018), pp. 97

[27] Muhammad Yaumi, *Media dan Teknologi Pembelajaran* (Jakarta: Prenadamedia Group, 2018), pp. 97

[28] Ariesto Sutopo, Teknologi Informasi dan Komunikasi dalam Pendidikan (Yogyakarta: Graha Ilmu, 2012), pp. 128

d. ASSURE development model was the development model that consisted of six development steps; they were Analyse learner characteristic, State objective, Select or modify media, Utilize, Require learner response, and evaluate.[29]

7. Assessment criteria of learning media

According to Sutopo (2012), ISO (International Organization for Standardisation) 9126 model developed on 1991 as the completeness of the framework to evaluate the software quality. On the ISO 9126 model, there were six parts of evaluation, they were:[30]

a. Functionality, the ability of the software works to fulfil the order, the result gained was accurate, and can interact with another device.

b. Reliability, minimizes mistakes, can handle mistakes, and can repair mistakes.

c. Usability, ability of use uses the software, easy to be leaned by the user, user can interact with the system easily, and the attractive interface.

d. Efficiency, ability of the system to respond task and the efficient speed.

e. Maintainability, the ease to solve the problem and the ease to change the software.

f. Portability, the ease of the product to be moved to another place, the ease to be installed, can be used on a different standard, and so on.

According to Alessi and Trollip (2001), the quality criteria to evaluate the interactive multimedia were; (1) scope of learning, (2) supporting

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[29] Azhar Aryad, *Media Pembelajaran* (Jakarta: Rajawali Pres, 2014), pp.67

[30] Ariesto Sutopo, *Teknologi Informasi dan Komunikasi dalam Pendidikan* (Yogyakarta: Graha Ilmu, 2012), pp. 165-166

information, (3) effectiveness, (4) pedagogy, (5) interface, (6) navigation, and (7) reliability of the program.[31]

According to Thorn in Munir (2009), an interactive media has to fulfill six criteria of assessment, they were: (1) the ease of navigation, (2) content of cognition, (3) presentation of the information, (4) integrated media, (5) Aesthetic, and (6) the whole function.[32]

C. *Conceptual Framework*

In language learning process, one of the most important things that should be exist is the language learning materials, it can be anything that facilitate the learning process. One of the most important materials was grammar which studied about how to arrange the words into a sentence with the grammatical order such as tenses.

In learning process, teachers also need a media to deliver the materials for the students. There are various types of media can be used by the teachers to teach. Nowadays, the development of technology should be used to facilitate the leaning process. The existence of technology has positive contribution in the field of leaning. As stated by Azhar Arsyad (2014), leaning media was all of the things used to deliver message or information. He stated that learning media should help to stimulate students' learning interest.

To stimulate student interest, the media can be used was interactive media which was a combination media among several media such as text, picture, graphic, sound, animation, interaction, and other media that have been combined in a digital file. One of the media can be used was android application.

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[31] Steven, Alessi, Stanley Trollip, *Multimedia for Learning Method and Development* (Massachusetts: Allyn & Bacon, 2001), pp. 414

[32] Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi* (Bandung: Alfabeta, 2009), pp. 219-220

With the application, teacher and student can access the learning materials in a different way.

Because of the practicality of mobile phone, the application can be operated everywhere and every time. Which means the students can review the lesson wherever and whenever they want to. As we know, there are several factors than can affect the lesson repetition by the students, including the physical and psychological condition, learning resources, and learning facilities owned by the students.

The principle of learning that emphasizes the need for repetition is the theory of power psychology. According to the theory, learning is training the power that exists in human which consists of the power of observing, responding, remembering, fantasizing, feeling, thinking, and so on.[33]

In learning process, the more lessons are repeated, the more they can be remembered by the students. Repetition has a big involvement in a learning process, because with the repetition, the learning material will remain embedded in the students' brain.

Repetition can be done by reading, and also be done by re-learning the learning material that has been learned for example by making a summary. Another theory that emphasized principles of repetition is Thordike's theory of connectionism. In the theory of connectionism, Thordike argues that learning is the formation of relationship between stimulus, response, and repetition of the experience increases the chance of the right response.[34]

As the researcher stated before, android application can solve the problem to help the students improve their knowledge especially in English. That is why,

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[33] Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algensindo, Cet. 3, 1995), pp. 83-84

[34] Dimyati, at all., *Guru dalam Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2004), pp. 39

in this research, the researcher designed an interactive android application for present tense materials. The development model used in this research was Computer Assisted Instruction Design Model. There were some steps that the researcher did. The first was need analysis. The purpose of need analysis in this research was to find out what the students need for the interactive android application for present tense materials. The second was design. The research collected data to design the present tense materials based on the students's need. The third was development and implementation. The researcher developed the design of an interactive android application for the present tense materials. The material designed, then, evaluated by the experts. Then, after evaluating by the experts, the material design revised and the result of the revision been the final product of this research.

CHAPTER III

RESEARCH METHOD

A. *Research Method*

Since the objective of this reearch was to design an interactive android application for present tense materials, this research was classified as Research and Development. Research and Development is a research method that is used to produce a product and to examine the effectiveness of the product.[35] According to Latief (2013), R & D is a name of research method involving the classroom problems, studying recent theories of educational product, validating the products to experts, and field testing the products.[36]

B. *Development Model*

The development model of this research was adabted from Hannafin and Peck Model. The name of this model was "The CAI design model" (CDM). The researcher used this model because, according to Hannafin and Peck (1988) in Yaumi (2018), CAI Design Model is a model of learning design and development based computer to develop learning activity. [37] Comparing with the other model, this model was the most suitable model for designing an interactive android application for present tense materials. CAI Design Model consists of four steps they are need assessment, design, development and implementation, evaluation and revision.[38]

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[35] Sugiono, *Metode Penlitian Pendidikan: Pendekatan Kuantitative, Kualitatie, dan R&D* (Bandung: Alfabeta, 2016), pp. 407

[36] Adnan Latief, *Research Method on Language Learning: An Introduction* (Malang: Universitas Negeri Malang Press, 2013), pp. 171

[37] Muhammad Yaumi, *Media dan Teknologi Pembelajaran* (Jakarta: Prenadamedia Group, 2018), pp. 97

[38] Muhammad Yaumi, *Media dan Teknologi Pembelajaran* (Jakarta: Prenadamedia Group, 2018), pp. 97

In this research, the researcher conducted some steps in designing an interactive android application for present tense materials as follows:

Figure 3.1 steps in designing product
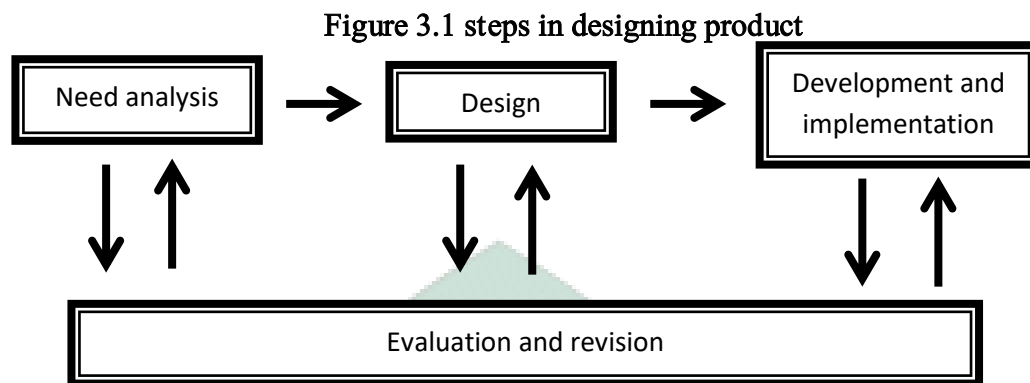
1. Need analysis

The first step to design a product was need analysis. The researcher analyzed the students' need of the design of present tense materials through android application. In this step, the researcher gave need analysis questionnaires to the students.

2. Design

The aim of this step was to identify and collect tools, materials, and sources that can be used to produce the good product.[39] In this step, the researcher used the result from the need analysis step to collecting the data that was used in designing the product.

3. Development and implementation

The third step was development and implementation. The product that was designed in this research was an interactive android application for Present Tense Materials. After collecting the data, the researcher designed the product. After that, the product was evaluated by the experts. Then, the product was

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[39] Muhammad Yaumi, Media dan Teknologi Pembelajaran (Jakarta: Prenadamedia Group, 2018), pp. 98

taken to the students. At that time, the students gave their assessment about the product.

4. Evaluation and revision

Evaluation and revision was the step that existed in the entire step of this research. Hannafin and Peck Model emphasized at evaluation and revision. Thus, there always was evaluation and revision in every step on this research.

C. *Research Subject*

The subject of this research were:

1. Need analysis subject was the fourth semester students of English Education Department at Alauddin State Islamic University of Makassar, Class 3.4 that consists of 45 students.

2. Design subject was the researchers of this research that consisted of 3 researchers.

3. Development subject was the researchers of this research that consisted of 3 researchers.

4. Evaluation subject were 2 experts and the fourth semester students of English Education Department at Alauddin State Islamic University of Makassar, Class 3.4 that consists of 45 students.

D. *Types of Data*

There were two kinds of data in this research, they were quantitative and qualitative data. The quantitative data were the result of the need analysis, experts evaluation, and the students evaluation. While the qualitative data were the comment or opinion from the expert related to their assessment of the product.

E. *Research Instrument*

Research instrument is a tool used to survey the realm and social phenomena that is obseved.[40] In this research, the researcher used questionnaires and evaluation checklist as the instruments. The questionnaire used in this research was need analysis questionnaires. Beside questionnaire, the researcher also used evaluation checklist to evaluate the product.

F. *Data Collection Procedures*

In this research, the data collected through questionnaire and evaluation checklist. To collect the data, the researcher conducted some procedures. *Firstly*, the researcher analyzed the students need of learning materials through need analysis questionnaire. *Secondly*, the evaluation checklist used to evaluate the product was given to the experts. Opinions and suggestions from the experts was used to find the appropriateness of the designed material. The evaluation checklist used a *likert scale* to collect the data.

Thirdly, the research did a revision to the product. After that, the product was showed to the students of English Education Department. After that, the evaluation checklist was given to the students to know the students' acceptability of the product. The students' evaluation checklist used a *likert scale* to collect the data.

G. *Evaluation*

1. Evaluation Subject

The subjects were the students of English Education Department class PBI 3.4 that consist of 45 students.

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[40] Sugiono, *Metode Penlitian Pendidikan: Pendekatan Kuantitative, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), pp. 148

2. Evaluation Design

Evaluation design was adapted from Nieveen and Plomp model. Nieveen and Plomp model distinguish between formative and summative evaluation because both evaluations serve different functions.

The function of formative evaluation is 'to improve'. It focuses on uncovering shortcomings of an object during its development process with the purpose to generate suggestions for improving it. The function of summative evaluation is 'to proof'. A summative evaluation is carried out to gain evidence for the effectiveness of the intervention and find arguments that support the decision to continue or terminate the project.[41]

Because of the limitation of the time and fund, the researcher only used formative evaluation in this researcher. Therefore, there were several steps in validation and evaluation phase, they were:

a. Screening

In this step, the researcher checked the product and consult with the researcher's consultants about the product that have been prepared. The purpose of this step was to get input, criticism, and advise from the consultants about the quality of the product before it was evaluated by the experts.

b. Expert evaluation

The experts evaluated the product to know the weaknesses of the product. The result of the expert evaluation was the reference material to make the product revision.

c. Students evaluation

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[41] Jan Van Den Ekker, et al, *An Introduction to Educational Design Research* (SLO: Netherland Institute for Curriculum Development, 2010), pp. 92

The aim of this evaluation was to know the students' response toward the product and to know the properness of the product based on the students' perspective.

H. *Data Analysis Technique*

In this research, there were two kinds of data. They were qualitative and quantitative data. The qualitative data was the critics, comments, or suggestions from the experts. The researcher interpreted the qualitative data and used the interpretation to revise the product. Besides, The quantitative data from the experts and the students was analyzed using some steps as follows:

1. Need analysis questionnaires

The data of need analysis questionnaire was analyzed using frequencies and percentages. Each question that had the highest percentages of the answers was considered representing the students' needs. The percentage can be calculated by formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage

F = frequency

N = total of respondents

2. Evaluation checklist

a. Calculate the total score and the mean score for each component. The mean score can be calculated by formula:

$$X = \frac{\sum x}{N}$$

Where:

X = the mean of each component

$\sum x$ = the total existing score

N   = the score ideal of every component

b. Determine the interval of the interpretation of the mean score. The interval can be formulates as follow:

Range = score maximum – score minimum

$$= 5 - 1$$

$$= 4$$

$$\text{Interval} = \frac{range}{number\ of\ interval}$$

$$= \frac{4}{5}$$

$$= 0.8$$

c. Form an interval table

Table 3.1 properness category

No	Mean score	Properness Category
1	1.00 – 1.80	Very poor
2	1.81 – 2.60	Poor
3	2.61 – 3.40	Fair
4	3.41 – 4.20	Good
5	4.21 – 5.00	Very good

d. The result of the mean score was used to give the interpretation of the properness of the product using the properness category above.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consisted of two items, the findings of the research and the discussion of the research findings. In finding item, the researcher showed all of the data which were collected during the research. While, in the discussion item the researcher analysed all of the data in finding item.

A. *Findings*

Findings that were explained in this chapter consisted of three parts, they are (1) the result of the students' need analysis of an interactive android application for present tense materials. (2) The design of an interactive android application for present tense materials. (3) The students' acceptability of the interactive android application for present tense materials.

1. *The result of the students' need analysis of an interactive android application for present tense materials*

The result of the need analysis was used as the guidance for the researcher in designing an interactive android application for present tense materials. The students' need analysis of an interactive android application consisted of seven aspects, they were (1) Basic information about the learners. (2) Goals. (3) Information about learning media. (4) Learner role. (5) The need of interactive learning media of present tense. (6) The aspect of materials need of interactive learning media. (7) The physical (layout) need of present tense interactive learning media.

a. Basic information about the learners

The following table showed the percentage of the students' basic information gained from the need analysis questionnaire from 45 respondents.

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Table 4.1 The Percentage of the Students' Basic Information

Indicator	Question	Answer choice	Number of voter	Total students
The learners' conception about present tense	What do you think about present tense materials?	a. Difficult to understand	**29 (64.44%)**	45
		b. Easy to understand	16 (35.55%)	
The learners' knowledge level	Your English level, especially in comprehending Present Tense materials, is:	a. Beginner: know the form of the tenses but couldn't make my own sentences and don't know the function of the sentences (when and where the sentences can be used).	12 (26.67%)	45
		b. Intermediate: know the form of the tenses and can make my own sentences but don't know the function of the sentences (when and where the sentences can be used).	**25 (55.56%)**	
		c. Advance: know the form of the tenses, can make my own sentence, and know the function of the sentences (when and where the sentences can be used).	8 (17.78%)	

Table 4.1 shows in the first indicator, there were 29 (64.44%) students claimed that present tense material was difficult to understand, and 16 (35.55%) students claimed that present tense material was easy to understand. In the second indicator, in terms of the students' English level especially in comprehending present tense material, most of the students, 25 (55.56%) students, considered that they were in the intermediate level of English.

b. Goals

The following table showed the percentage of the students' goal in learning present tense materials gained from the need analysis questionnaire from 45 respondents.

Table 4.2 The Percentage of the Students' Goals

Indicator	Question	Answer choice	Number of voter	Total students
The learners' goals in learning present tense	Why do you learn present tense? (You can choose more than one)	a. I want to improve my speaking skill	22 (48.89%)	45
		b. I want to improve my writing skill	**28 (62.22%)**	
		c. I want to improve my reading skill	15 (33.33%)	
		d. I want to improve my listening skill	13 (28.89%)	

The table above shows that in terms of learners' goal in learning present tense material. Most of the students which were 28 (62.22%) students wanted to improve their writing skill. The rest of the students wanted to improve their speaking, reading, and listening skill.

c. Information about learning media

The following table showed the information about learning media in learning present tense materials gained from the need analysis questionnaire from 45 respondents.

Table 4.3The Percentage of the Information about Learning Media

Indicator	Question	Answer choice	Number of voter	Total students
The availability of present tense learning media	Is there any present tense learning media can be used in learning and teaching process?	a. Yes	45 (100%)	45
		b. No	-	
the conception about present tense learning media	What do you think about present tense learning media?	a. The media is good and enough to be used in learning process	18 (40%)	45
		b. The media is good but not enough to be used in learning process	25 (55.56%)	
		c. The media is not good and not enough to be used in learning process	2 (4.44%)	
the role of the media for the learner	How much the learning media can help you to understand the present tense materials?	a. I cannot understand the materials well	7 (15.56%)	45
		b. I can understand the materials but I still	29 (64.44%)	

		confuse how to use it in the real situation		
		c. I can understand the materials and can use it in the real situation	9 (20%)	

Table 4.3 shows in the first indicator, 45 (100%) students said that there was any present tense learning media can be used in learning and teaching process. The second indicator, asking about the students' opinion about present tense learning media, there were 25 (55.56%) students said that the present tense learning media was good but not enough to be used in learning process. There were 18 (40%) students said that the present tense learning media was good and enough to be used in learning process. And there were 2 (4.44%) students said that the present tense learning media was not good and not enough to be used in learning process.

The third indicator, asking about the role of the learning media for the students, most of the students, 29 (64.44%) students, claimed that they can understand the materials but still confuse how to use it in the real situation. There were 9 (20%) students claimed that they can understand the materials and can use it in the real situation. And the rest claimed that they cannot understand the materials.

d. Learner role

The following table showed the information about the learner role in learning present tense materials gained from the need analysis questionnaire from 45 respondents.

Table 4.4The percentage of the Learner role

Indicator	Question	Answer choice	Number of voter	Total students
Learning style	How do you learn Present tense materials?	a. I'm taught by someone (teachers/friends/others)	25 (55.56%)	45
		b. I learn from book	6 (13.33%)	
		c. I learn from other media such as internet	14 (31.11%)	
	What is your learning style?	a. Audio	6 (13.33%)	45
		b. Visual	24 (53.33%)	
		c. Audio visual	15 (33.33%)	
Type of learning activity	I like to learn:	a. Individual	12 (26.67%)	45
		b. In Pairs	4 (8.89%)	
		c. In Small group	21 (46.67%)	
		d. In big group	8 (17.78%)	

Table 4.4 shows in the terms of learning style, most of the students which were 25 (55.56%) students learned present tense materials by being taught by someone (teacher/friend/other). The rest learned from book and from other media which percentage at 13.33% and 31.11%. Besides, most of the students' learning style was visual which percentage at 53.33%.

In terms of the type of learning activity that the students like, mostly, the students like to learn in a small group which percentage at 46.67%. In the other hand there were 12 (26.67%) students liked to learn individually, 8 (17.78%) students liked to learn in big group, and 4 (8.89%) students liked to learn in pair.

e. The need of interactive learning media of present tense

The following table showed the information about the need of interactive learning media of present tense materials gained from the need analysis questionnaire from 45 respondents.

Table 4.5 The Percentage of the Students' Need of Interactive Learning Media of Present Tense

Indicator	Question	Answer choice	Number of voter	Total students
The conception about present tense learning media technology based	What do you think about present tense learning media integrated with technology?	a. Learning media is good, learn using the media will be easier because the flexibility of the media.	29 (64.44%)	45
		b. Learning media is good but it is not effective to be used in learning because it can break the students' focus on learning.	10 (22.22%)	
		c. Learning media is not good to be used in learning.	6 (13.33%)	
Kind of present tense learning media technology based that the students like	What kind of present tense learning media technology based that you like?	a. Android application	24 (53.33%)	45
		b. e-book	5 (11.11%)	
		c. web blog	14 (31.11%)	

Table 4.5 shows in that in the first indicator, asking about the students' opinion about present tense learning media integrated with technology, there were 29 (64.44%) students considered that the learning media was good, learn using media will be easier because the flexibility of the media. There were 10 (22.22%) students considered that learning media was good but it was not effective to be used in learning because it can break the students' focus on learning.

In the second indicator, asking about present tense learning media that the students like, there were 24 (53.33%) students liked android application, there were 14 (31.11%) students liked web blog, and there were 5 (11.11%) students liked e-book.

f. The aspect of materials need of interactive learning media

The following table showed the information about the aspect of materials need of interactive learning media gained from the need analysis questionnaire from 45 respondents.

Table 4.6 The percentage of the students' need of materials of interactive learning media

Indicator	Question	Answer choice	Number of voter	Total students
Kind of materials	What kind of present tense materials that you want?	a. Definition	4 (8.89%)	45
		b. Kinds of present tense	6 (13.33%)	
		c. Function	4 (8.89%)	
		d. Form	4 (8.89%)	
		e. Time signal	2 (4.44%)	
		f. All aspects (a, b, ,c, d, and e)	**25 (55.56%)**	
The importance	Is it important to give some	a. Yes	**40 (88.89%)**	45

of example	example in the materials?	b. No	5 (11.11%)	
The presentation of materials	How is the presentation of the materials that you want?	a. Present the materials deductively (explain the formula first and give the example in the end of the materials)	**30 (66.67%)**	45
		b. Present the material inductively (give the example first and conclude the formula in the end of the materials)	15 (33.33%)	
The importance of exercises	Is it important to give some exercises?	a. Yes	**40 (88.89%)**	45
		b. No	5 (11.11%)	
The important of evaluation	Is it important to give evaluation in the end of the materials?	a. Yes	**40 (88.89%)**	45
		b. No	5 (11.11%)	

Table 4.6 shows that in the first indicator, asking about present tense materials that the students wanted to learn, most of the students which were 25 (55.56%) students wanted all aspect of present tense (definition, kinds of present tense, function, form, and time signal).

In the second indicator, asking about the importance of giving some example, most of the students, 40 (88.89%) students, said that giving example in the materials was important, and the rest said that it was not important.

In the terms of the presentation of the materials that the students want, there were 30 (66.67%) students chose the materials presented deductively, and there were 15 (33.33%) students chose the materials presented inductively.

Besides, in term of the importance of giving some exercises and evaluation, there were 40 (88.89%) students said that giving some exercises and evaluation was important, and the rest said that giving some exercises and evaluation was not important.

g. The physical (layout) need of present tense interactive learning media

The following table showed the information the physical need of present tense interactive learning media gained from the need analysis questionnaire from 45 respondents.

Table 4.7 The Percentage of the Students' Need of the Physical of Present Tense Interactive Learning Media

Indicator	Question	Answer choice	Number of voter	Total students
The color	I like the application that is:	a. Black and white	12 (26.67%)	45
		b. Colorful	33 (73.33%)	
the importance of picture and animation	Is it important to give some pictures or animation in the application?	a. Yes	37 (82.22%)	45
		b. No	8 (17.78%)	
the font of the letter	What kind of font that can be used in present the materials?	a. Calibri	15 (33.33%)	45
		b. Times new roman	15 (33.33%)	
		c. Comic sans MS	3 (6.67%)	
		d. Arial	7 (15.56%)	
		e. Others……	5 (11.11%)	
the	Is it important to	a. Yes	35	45

importance of menu bar, icon, and tools	provide menu bar, icon, and some tools that can help the learner to use the application?		**(77.78%)**	
		b. No	10 (22.22%)	
the importance of audio	Is it important to provide audio to make the learning media more interactive?	a. Yes	20 (44.44%)	45
		b. No	**25 (55.56%)**	
the importance of video	Is it important to provide video in the application?	a. Yes	**29 (64.44%)**	45
		b. No	16 (35.56%)	

Table 4.7 shows that in the first indicator, asking about the color, there were 33 (73.33%) students liked the colorful application and there were 12 (26.67%) students liked the black and white application.

In terms of the importance of picture and animation, most of the students which were 37 (82.22%) students said that giving some pictures and animations was important and there were 8 (17.78%) students said that giving some pictures and animations was not important. In term of the font of the letter, there were two fonts mostly chosen by the students. They were Calibri and Times New Roman. There were 15 (33.33%) students chose Calibri and Times New Roman to be used in the application.

In the fourth indicator, asking about the importance of menu bar, icon, and tools, there were 35 (77.78%) students said that providing the menu bar, icon, and tools was important and the rest said it was not important.

In the fifth indicator, asking about the importance of audio, most of the students which were 25 (55.56%) students said that giving some audios was not important and the rest said that it was not important. In terms of the importance of video, there were 29 (64.44%) students said that giving some videos was important and the rest said that giving some videos was not important.

2. *The design of an interactive android application for present tense materials*

The interactive android application for present tense materials was designed based on the result of the students' need analysis. Although in the process of designing the interactive android application, there were many adjustments with a number of considerations, the result of the students' need analysis questionnaires remained as a reference in the process of designing the interactive android application for present tense materials.

a. The prototype design of the interactive android application for present tense materials

The prototype design of the interactive android application for present tense materials could be seen on the pictures below.

1) Application icon

Figure 4.1 Application Icon
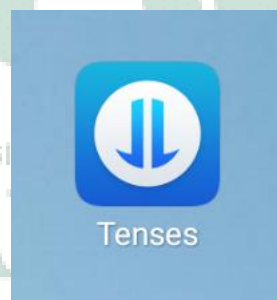
Figure 4.1 shows the application icon of the interactive android application for present tense materials. After installing the application, the application appeared on the homescreen of the devise. The fuction of the application icon was the start tool to open the application. The application would be opened after clicking the icon. The text under the picture which was Tenses was the name of the application.

2) Home page

Figure 4.2 Homepage
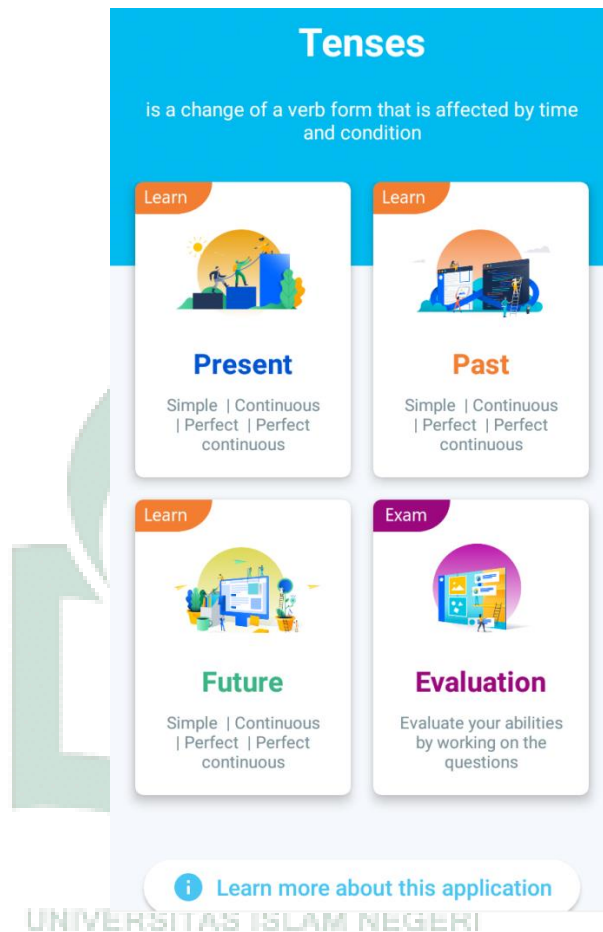
Figure 4.2 shows the home page of the application. Homepage was the first page that would be appeared after opening the application by clicking on the application icon. The homepage consisted of the brief definition of tenses, menu icon of the tenses materials: there were present tense, past tense, and future tense, there was also menu icon for the evaluation, and the tool to go to the application information under the menu icon of the materials.

3) Material page

Figure 4.3 Material Page

Figure 4.3 shows the material page. The material page was the page that would be appeared after clicking one of the menu icon on the homepage. The material page consisted of all of the present tense materials such as definiton, form, function, time signal, and example of the tenses. Besides, there was the try out icon beneath the page.

4) Exercise page

Figure 4.4 Exercise Page

Figure 4.4 shows the exercise page. The page would be appeared after clicking the try out icon on the material page. This page consisted of multiple choice questions as the exercise for the students. Every questions has five

possible answers could be chosen. To answer the question, click one of the possible answers and submit the answer by clicking the submit answer menu under the question. After answering all of the questions and submitting the answer, the scoring page would be appeared with the total score of the exercise result.

5) Evaluation page

Figure 4.5 Evaluation Page

Figure 4.5 shows the evaluation page. The evaluation page appeared after clicking the menu icon of evaluation on the homepage. This page consist of multiple choice questions. Every questions has five possible answers could be chosen. To answer the question, click one of the possible answers and submit the answer by clicking the submit answer menu under the question. After answering all of the questions and submitting the answer, the scoring page would be appeared with the total score of the exercise result.

6) About application page

Figure 4.6 About Application Page
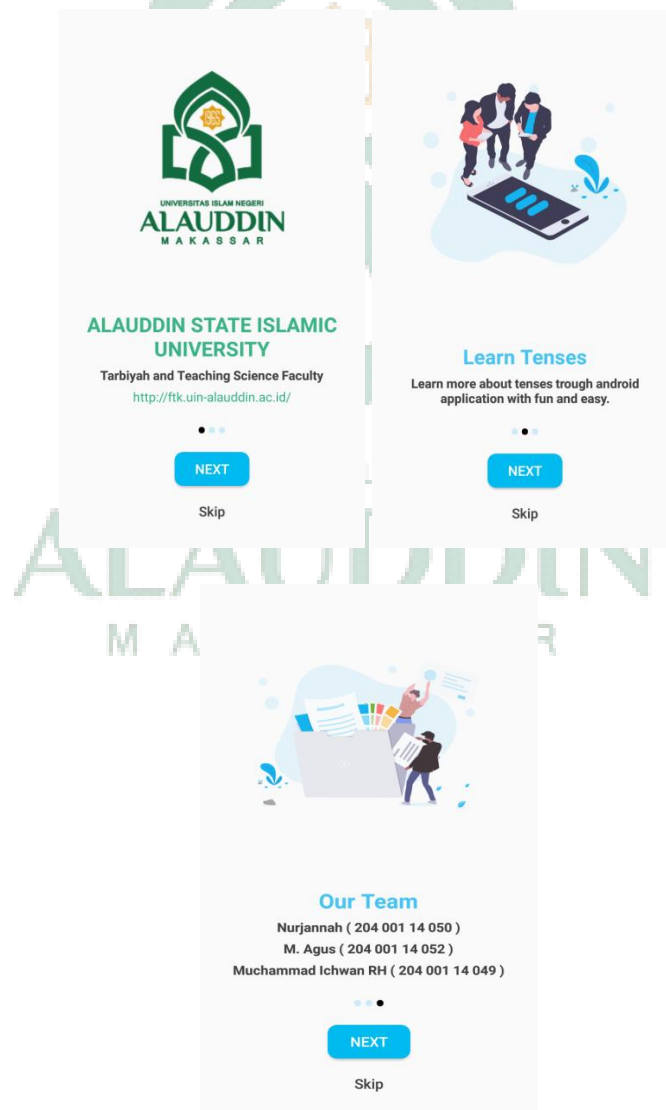
Figure 4.6 shows the about application page. The page would be appeared after clicking the about application menu icon on the homepage. The page consisted of the information about the application and also the information about the researcher who designed and developed the application.

b. The result of the expert evaluation checklist

The expert evaluation checklist was the evaluation checklist that used to know the properness of the product before it would be used as the learning media for present tense materials. The expert evaluation checklist consisted of four part, they were (1) Content of cognition, (2) Scope of Learning, (3) Interface design, and (4) Ease of use and navigation. The result of the evaluation was the data gained from the experts using likert scale from 5 to 1.

The mean score of the evaluation checklist of every indicator interpreted into the properness category based on the table below

Table 4.8 Properness Category

No	Mean score	Properness Category
1	1.00 – 1.80	Very poor
2	1.81 – 2.60	Poor
3	2.61 – 3.40	Fair
4	3.41 – 4.20	Good
5	4.21 – 5.00	Very good

1) Content of cognition

Table 4.9 The Result of Expert Evaluation on the Content of Cognition Aspect

	Indicators	Assessment		Mean score	Properness category
		Expert 1	Expert 2		
1	The application can be used as a learning media	5	5	5	Very good
2	The materials presented are easy to be understood	4	5	4.5	Very good
3	The presented examples can help the students to understand the materials	4	4	4	Good
4	The exercises can help the students to improve their comprehension	4	4	4	Good
5	evaluations can help the students to measure their comprehension	5	4	4.5	Very good
6	The application can help the students in learning	5	4	4.5	Very good
	Total			4.42	Very good

Table 4.9 illustrates the result of expert evaluation for the content of cognition aspects. There were six indicators assessed by the experts. The table showed that based on the expert evaluation, the content of cognition aspects of the interactive android application for present tense materials was very good which got total mean score 4.42.

2) Scope of Learning

Table 4.10 The Result of Expert Evaluation on the scope of Learning Aspect

No.	Indicators	Assessment		Mean score	Properness category
		Expert 1	Expert 2		
1	The presented materials are appropriate to be used for learning tenses	5	4	4.5	Very good
2	The presented materials are comprehensive for learning tenses	4	4	4	Good

3	The presented materials are explicit to be understood	4	4	4	Good
4	The materials presentation are proper and valid for learning tenses	4	4	4	Good
5	The exercises are proper to improve students' knowledge	4	4	4	Good
6	The exercises are proper to improve students' knowledge	5	4	4.5	Good
7	The language used in the application is understandable	5	4	4.5	Good
Total				4.21	Very good

Table 4.10 illustrates the result of expert evaluation for the scope of learning aspect. There were seven indicators assessed by the experts. The table showed that based on the experts validation, the scope of learning aspect of the interactive android application for present tense materials was very good which got total mean score 4.21.

3) Interface design

Table 4.11 The Result of Expert Evaluation on the Interface Design Aspect

No.	Indicators	Assessment		Mean score	Properness category
		Expert 1	Expert 2		
1	The text size in the application is proportional, so the materials are easy to be read	4	5	4.5	Very good
2	The font used in the application is readable	5	5	5	Very good
3	The text color are compatible with the background	5	4	4.5	Very good
4	The pictures is attractive	4	4	4	Good
5	The pictures size are good	4	4	4	Good
6	The presentation of the application is attractive	4	4	4	Good
7	The layout is good	5	4	4.5	Very good
Total				4.35	Very good

Table 4.11 shows the result of expert evaluation for the interface design aspect. There were seven indicators assessed by the experts. The table showed that based on the experts validation, the interface design aspect of the interactive android application was very good which got the total mean score 4.35.

4) Ease of use and navigation

Table 4.12 The Result of Expert Evaluation on the Ease of Use and Navigation Aspect

No.	Aspects	Assessment		Mean score	Properness category
		Expert 1	Expert 2		
1	The tool and navigation menu are easy to be reached	5	4	4.5	Very good
2	The features of the application run well	5	4	4.5	Very good
3	You can learn how to use the application easily	5	4	4.5	Very good
4	You can learn how to use the application easily	5	4	4.5	Very good
5	The application is easy to be installed on the device	5	3	4	Good
6	The application is safe to be used	5	4	4.5	Very good
	Total			4.42	Very good

Table 4.12 shows the result of expert evaluation for the ease of use and navigation aspect. There were six indicators assessed by the experts. The table showed that based on the experts validation, the ease of use and navigation aspect of the interactive android application was very good which got total mean score 4.42.

5) The comment and suggestion from the expert

Besides validating the product using the questionnaires given by the researcher, the expert also gave their comments and suggestions about the

product. The comment and suggestion from the expert could be seen on the table below.

Table 4.13 The Comment and Suggestion from the Expert

No	Expert	Comment and suggestion
1	Expert 1	1. It's better to use bilingual for the application in order to make the students easier to study by themselves (individual learning) 2. Needs more number of exercises. 3. Check the mistyping 4. Add picture to make it more interesting.
2	Expert 2	1. Make sure your application can be used for all kinds of android system. 2. It will be better if you classify the exercise into some level such as easy – medium – hard. 3. The number of exercise is very limited. You need to add some questions to measure the students' grammar knowledge.

Table 4.13 shows the comments and suggestions given by the experts. The first expert suggested using two languages in the application to make the students easier to understand the materials, the second suggestion was to add more exercises and evaluations, the third was the comment about the mistyping on the application, and the last was suggestion to add more pictures to make the application mere attractive.

The second expert suggested that the researcher has to make sure that the application could be used on all of the android systems. The second suggestion was to classify the questions on the exercise into some categories such as easy, medium, and hard. And the third suggestion was same as the suggestion from the first expert about the limited number of exercises. The expert suggested that the researcher has to add more number of questions on the exercise and evaluation. Thus, the students could measure their knowledge after learning the materials.

  c. The result of product revision

   After validating by the experts, the product evaluated and revised based on the result of the validation questionnaires and the comment and suggestion from the experts. The result of the product revision could be seen on th picture below.

  1) Application icon

Figure 4.7 Application Icon
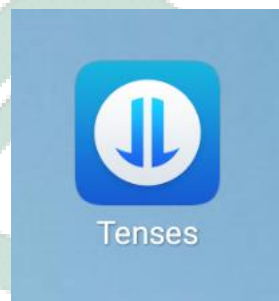
   Figure 4.7 shows the application icon of the interactive android application for present tense materials. There was no revision of the application icon.

  2) Homepage

Figure 4.8 Homepage
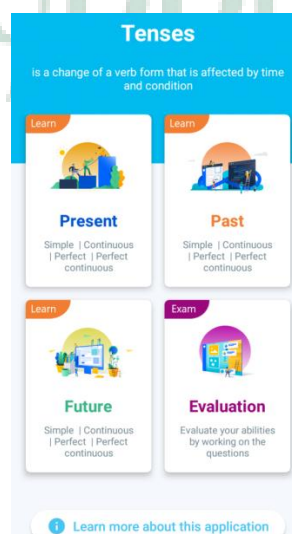
Figure 4.8 shows the home page of the application. Homepage was the first page that would be appeared after opening the application by clicking on the application icon. There was no revision for the homepage of the application. The homepage consisted of the brief definition of tenses, menu icon of the tenses materials: there were present tense, past tense, and future tense, there was also menu icon for the evaluation, and the tool to go to the application information under the menu icon of the materials.

3) Material page

Figure 4.9 Material Page

Figure 4.9 shows the material page. There were several revision for the materials page. The first was the color used on the screen; the second was there was the parting materials page before the main materials page. On the parting materials page, the students could choose the materials that they wanted to learn such as simple present tense, present continuous tense, present perfect tense,

present perfect continuoud tense, and exercise menu. After clicking one of the menu icon of the material, the student would find the main material page. The material page consisted of all of the present tense materials such as definiton, form, function, time signal, and example of the tenses. Besides, there was the try out icon beneath the page.

4) Exercise page

Figure 4.10 Exercise Page
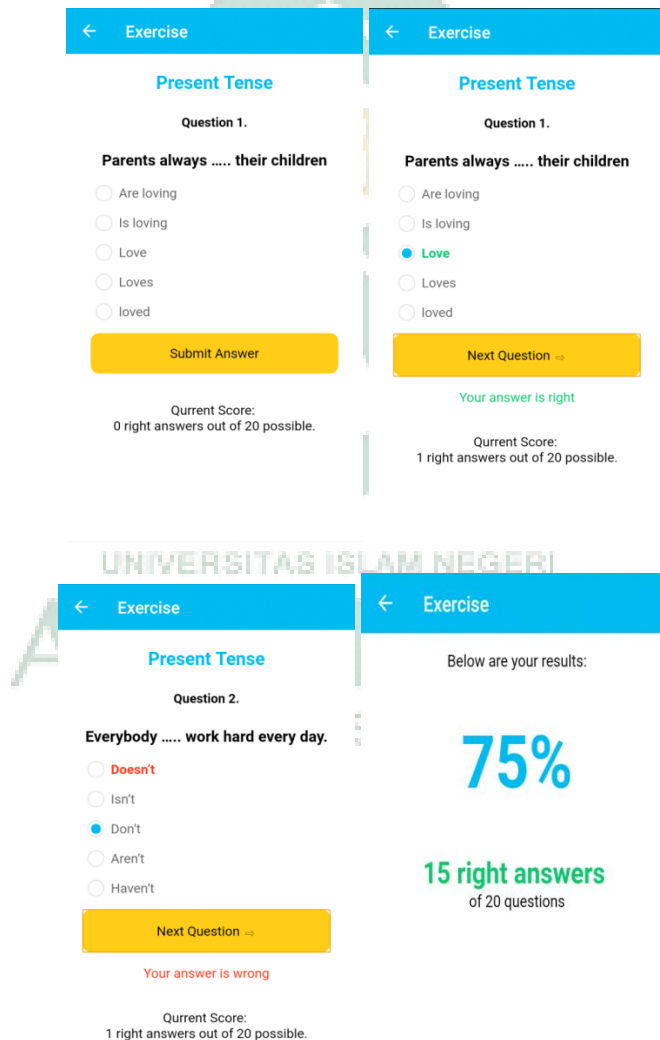
Figure 4.10 shows the exercise page. The page would be appeared after clicking the try out icon on the material page. This page consisted of multiple choice questions as the exercise for the students. Every questions has five possible answers could be chosen. To answer the question, click one of the possible answers and submit the answer by clicking the submit answer menu under the question. After answering all of the questions and submitting the answer, the scoring page would be appeared with the total score of the exercise result. There was no revision of this page. The researcher just added a number of questions.

     5) Evaluation page

Figure 4.11 evaluation page

Figure 4.11 shows the evaluation page. The evaluation page appeared after clicking the menu icon of evaluation on the homepage. This page consist of multiple choice questions. Every questions has five possible answers could be chosen. To answer the question, click one of the possible answers and submit the answer by clicking the submit answer menu under the question. After answering all of the questions and submitting the answer, the scoring page would be appeared with the total score of the exercise result. There was no revision of this page. The researcher just added a number of questions and divided the questions into three parts of evaluations.

6) About application page

Figure 4.12 About Application Page
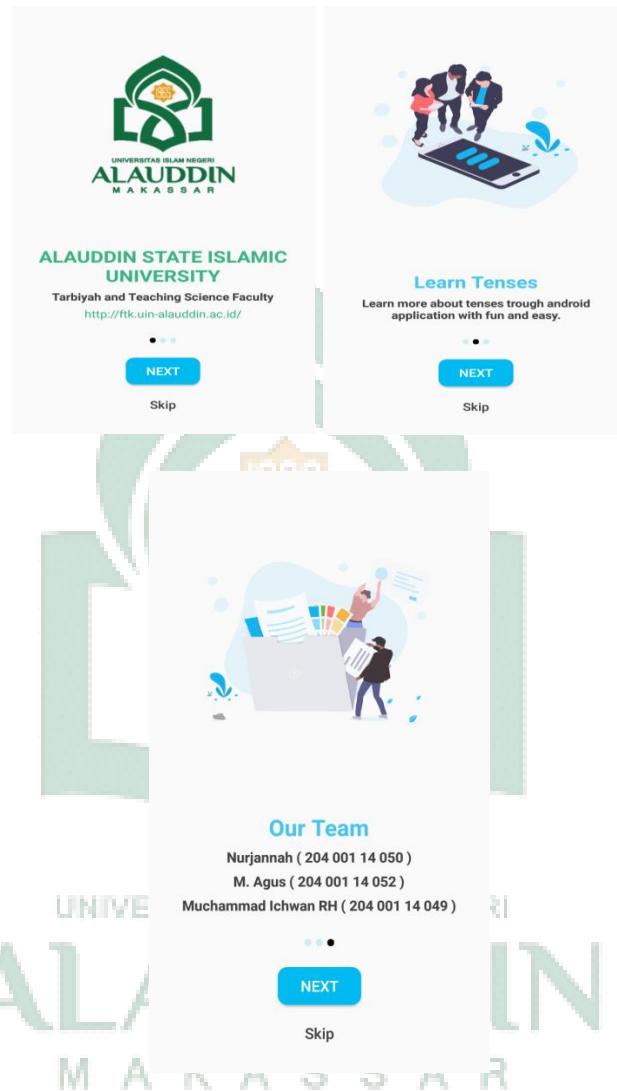
Figure 4.12 shows the about application page. The page would be appeared after clicking the about application menu icon on the homepage. The page consisted of the information about the application and also the information about the researcher who designed and developed the application.

3. *The result of the students' acceptability of the interactive android application for present tense materials questionnaire*

The product that has been validated by the experts and has been revised by the researcher was tried out by the students. The aim of the product try out was to know the students' acceptability of the product. The data of the students' acceptability was gained using questionnaire. There were four aspects assessed by the students. They were (1) Content of cognition, (2) Scope of Learning, (3) Interface design, and (4) Ease of use and navigation.

a. Content of cognition

Table 4.14 The Result of the Students' Acceptability Questionnaire on the Content of Cognition Aspect

No.	Indicators	Number of voter					Mean score	Properness category
		1	2	3	4	5		
1	The presented materials are appropriate to be used for learning tenses	-	-	18	7	20	4.04	Good
2	The presented materials are comprehensive for learning tenses	-	-	5	21	19	4.31	Very good
3	The presented materials are explicit to be understood	-	-	13	19	13	4	Good
4	The materials presentation are proper and valid for learning tenses	-	-	10	22	13	4.07	Good
5	The exercises are proper to improve students' knowledge	-	-	8	15	22	4.31	Very good
6	The exercises are proper to improve students' knowledge	-	-	8	16	21	4.29	Very good
7	The language used in the application is understandable	-	-	15	19	11	3.91	Good
Total							4.13	Good

Table 4.14 illustrates the result of the students' acceptability questionnaire on the content of cognition aspect. There were six indicators assessed by the students. The properness of each indicator was good and very

good. The table shows that based on the students' perspective, the properness of the interactive android application on the content of cognition aspect was good. The mean score of the total score gained was 4.01.

b. Scope of Learning

Table 4.15 The Result of the Students' Acceptability Questionnaire on the Scope of Learning Aspect

Table 4.15 shows the result of the students' acceptability questionnaire of the interactive android application for present tense materials on the scope of learning aspect. There were seven indicators assessed by the students. The

	Indicators	Number of voter					Mean score	Properness category
		1	2	3	4	5		
1	The application can be used as a learning media	-	-	8	9	28	4.44	Very good
2	The materials presented are easy to be understood	-	2	10	23	10	3.91	Good
3	The presented examples can help the students to understand the materials	-	-	15	20	10	3.89	Good
4	The exercises can help the students to improve their comprehension	-	3	19	14	9	3.64	Good
5	evaluations can help the students to measure their comprehension	-	3	10	14	18	4.04	Good
6	The application can help the students in learning	-	-	10	19	16	4.13	Good
	Total						4.01	Good

properness of each indicator was good and very good. The table shows that based on the students' perspective, the properness of the interactive android application on the scope of learning aspect was good. The mean score of the total score gained was 4.13.

c. Interface design

Table 4.16 The Result of the Students' Acceptability Questionnaire on the Interface Design Aspect

No.	Indicators	Number of voter					Mean score	Properness category
		1	2	3	4	5		
1	The text size in the application is proportional, so the materials are easy to be read	-	-	3	20	22	4.42	Very good
2	The font used in the application is readable	-	-	-	21	24	4.53	Very good
3	The text color are compatible with the background	-	-	3	19	23	4.44	Very good
4	The pictures is attractive	-	-	19	21	5	3.69	Good
5	The pictures size are good	-	-	8	17	20	4.28	Very good
6	The presentation of the application is attractive	-	-	14	20	11	3.39	Good
7	The layout is good	-	-	3	27	15	4.28	Very good
	Total						4.22	Very good

Table 4.16 illustrates the result of the students' acceptability of the interactive android application for present tense materials on the interface design aspect. There were seven indicator assessed by the students. The properness of each indicator was good and very good. The table shows that based on the students' perspective, the properness of the interactive android application on the interface design aspect was very good. The mean score of the total score gained was 4.22.

d. Ease of use and navigation

Table 4.17 The Result of the Students' Acceptability Questionnaire on the Ease of the Use and Navigation Aspect

No.	Aspects	Number of voter					Mean score	Properness category
		1	2	3	4	5		
1	The tool and navigation menu are easy to be reached	-	-	4	20	21	4.38	Very good
2	The features of the application run well	-	-	-	28	17	4.38	Very good

3	You can learn how to use the application easily	-	-	-	15	30	4.67	Very good
4	You remember how to use the application easily	-	-	-	15	30	4.67	Very good
5	The application is easy to be installed on the device	-	5	18	17	5	3.49	Good
6	The application is safe to be used	-	-	-	26	19	4.42	Very good
Total							4.33	Very good

Table 4.17 illustrates the result of the students' acceptability of the interactive android application for present tense materials on the ease of the use and navigation aspect. There were six indicators assessed by the students. The properness of each indicator was good and very good. The table shows that based on the students' perspective, the properness of the interactive android application on the ease of the use and navigation aspect was very good. The mean score of the total score gained was 4.33.

B. *Discussion*

This research aimed to design an interactive android application for present tense materials that can be used as the learning media for learning present tense. The media that was designed was based on the needs analysis. It was designed to fulfill the specific needs of the learners.[42]

The interactive android application for present tense materials has passed all of the research and development steps that adapted from Hannafin and Peck Model. There were four steps of research and development; they were (1) need analysis, (2) design, (3) development and implementation, and (4) evaluation.

The first step was need analysis. This step was conducted in October 2018 by distributing questionnaires to the students. The questionnaires consisted of seven aspects that covered the information of present situation analysis,

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[42] B. Tomlinson, & Masuhara, H, Developing Language Course Materials (Vol. 11) (Singapore: SEAMEO Regional Language Centre, 2004), pp. 169

learning situation analysis, and target situation analysis. The data gained from the need analysis was then used as the data to design the materials and the media which was an interactive android application.

The second step was design. After conducting need analysis step, the researcher analyzed the questionnaires from the students. Then, the researcher collected some materials and designed the materials for the learning media based on the result of the need analysis. The materials were also completed with exercises and evaluations to measure the students' understanding about the materials.

Then, the researcher developed the interactive android application for present tense materials based on the materials that have been designed. The result of the development step was then showed to the researcher consultants to get comment and suggestion about the product design.

After did evaluation of the product, then, the product was validated by the experts using expert evaluation questionnaires. The questionnaires consisted of four aspects; they are (1) content of cognition, (2) scope of learning, (3) interface design, and (4) ease of the use and navigation. The data from the expert evaluation was used to revise the product.

After revising the product, the next step was implementation. The product was tried out by the students of English education department that consisted of 45 students. Besides, the researcher also did a formative evaluation to know the students' acceptability of the product by distributing questionnaires to the students. after all the aspects assessed by the students resulted good and very good, the product which was an interactive android application for present tense materials then claimed accepted as reflected to the students acceptability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusions*

1. Based on the need analysis questionnaire, the students need on the interactive android application for present tense materials were:

a. On basic information about the learners, most of the students (64.44%) claimed that present tense material was a difficult material to learn. Most of the students (55.56%) considered that they were in the intermediate level of English.

b. On the goal aspect, the highest tendency of the students (62.22%) wanted to improve their writing skill.

c. On the information about the learning media aspect, all of the students (100%) said that there was any present tense learning media can be used in learning and teaching process but most of the students (55.56%) said that the present tense learning media was good but not enough to be used in learning process. Most of the students (64.44%) claimed that they can understand the materials but still confuse how to use it in the real situation.

d. On the learner role aspect, there were 55.56% students answered that they were taught by someone (teacher/ friends/ others). Most of the students (53.33%) considered that they were visual learners. And the highest tendency of the students (46.67%) liked to learn in small group.

e. The need of interactive learning media of present tense, most of the students (64.44%) considered that the learning media was good, learn using media will be easier because the flexibility of the media. Most of the students (53.33%) liked android application to be used as the learning media than the other media.

f. The aspect of materials need of interactive learning media, the highest tendency of the students (55.56%) wanted all aspect of present tense (definition, kinds of present tense, function, form, and time signal). The highest tendency of students (88.89%) said that giving example, exercise, and evaluation in the materials was important. Most of the students (66.67%) chose the materials presented deductively.

g. The physical need of present tense interactive learning media, most of the students (73.33%) liked the colorful application. Most of the students (82.22%) said that giving some pictures and animations was important. The highest tendency of the students (33.33%) chose Calibri and Times New Roman to be used in the application. Most of the students (77.78%) said that providing the menu bar, icon, and tools was important. Most of the students (55.56%) said that giving some audios was not important. And most of the students (64.44%) said that giving some videos was important.

2. The interactive android application for present tense was designed based on the students' need. The materials consisted of all aspect of the present tense such as definition, form, function, and time signal which were completed by some example. The application contained some pictures to make it more attractive for the students. Besides, there were some exercises and evaluation could be used by the students to measure their understanding about the materials.

3. Based on the experts' validation for the interactive android application for present tense materials questionnaire, the application has been very well designed due to the following reasons.

4. Based on the students' acceptability questionnaire, the interactive android application for present tense materials was good and very good,

the product then claimed accepted as reflected to the students acceptability.

B. *Suggestions*

Based on the result of this research, the researcher would like to give suggestions as follows:

1. For the students

The researcher suggested the students to use the interactive android application for present tense materials as the learning media to help the students understand all of the materials easily. The exercise and the evaluation on the application might help the students to measure their understanding about present tense materials, thus, the application would be very helpful for the students.

2. For the next researcher

This research and development aimed to create a new product and to assess the properness of the product. The researcher suggested to the next or further researcher to conduct a research by using research and development method to create a new product that could be very useful for the teaching and learning process.

Besides, due to the limitation of the time and fund, this research conducted just until the formative evaluation. It gave an opportunity for the next researcher to continue the step of this research which was implementation to know the effectiveness of the product in improving language skill of the students.

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APPENDICES

APPENDIX 1

Need Analysis Questionnaires

A. Personal Identity
   (You can fill it or not)
   Name:
   NIM:

B. Questionnaires
   Choose your answer and give a mark (X) to your answer based on the questions below
   1. What do you think about present tense materials?
      a. Difficult to understand
      b. Easy to understand
   2. Your English level, especially in comprehending Present Tense materials, is:
      a. Beginner: know the form of the tenses but couldn't make my own sentences and don't know the function of the sentences (when and where the sentences can be used).
      b. Intermediate: know the form of the tenses and can make my own sentences but don't know the function of the sentences (when and where the sentences can be used).
      c. Advance: know the form of the tenses, can make my own sentence, and know the function of the sentences (when and where the sentences can be used).
   3. How do you learn Present tense materials?
      a. I'm taught by someone (teachers/friends/others)
      b. I learn from book
      c. I learn from other media such as internet
   4. Why do you learn present tense?
      (You can choose more than one)
      a. I want to improve my speaking skill
      b. I want to improve my writing skill
      c. I want to improve my reading skill
      d. I want to improve my listening skill
   5. Is there any present tense learning media can be used in learning and teaching process?
      a. Yes
      b. No

6. What do you think about present tense learning media?
   a. The media is good and enough to be used in learning process
   b. The media is good but not enough to be used in learning process
   c. The media is not good and not enough to be used in learning process
7. How much the learning media can help you to understand the present tense materials?
   a. I cannot understand the materials well
   b. I can understand the materials but I still confuse how to use it in the real situation
   c. I can understand the materials and can use it in the real situation
8. What is your learning style?
   a. Audio
   b. Visual
   c. Audio visual
9. I like to learn:
   a. Individual
   b. In Pairs
   c. In Small group
   d. In big group
10. What do you think about present tense learning media integrated with technology?
    a. Learning media is good, learn using the media will be easier because the flexibility of the media.
    b. Learning media is good but it is not effective to be used in learning because it can break the students' focus on learning.
    c. Learning media is not good to be used in learning.
11. What kind of present tense learning media technology based that you like?
    a. Android application
    b. e-book
    c. web blog
12. What kind of present tense materials that you want?
    a. Definition
    b. Kinds of present tense
    c. Function
    d. Form
    e. Time signal
    f. All aspects (a, b, ,c, d, and e)
13. Is it important to give some example in the materials?
    a. Yes
    b. No
14. How is the presentation of the materials that you want?

    a.   Present the materials deductively (explain the formula first and give the example in the end of the materials)

    b.   Present the material inductively (give the example first and conclude the formula in the end of the materials)

15. Is it important to give some exercises?

    a.   Yes

    b.   No

16. Is it important to give evaluation in the end of the materials?

    a.   Yes

    b.   No

17. I like the application that is:

    a.   Black and white

    b.   Colorful

18. Is it important to give some pictures or animation in the application?

    a.   Yes

    b.   No

19. What kind of font that can be used in present the materials?

    a.   Calibri

    b.   Times new roman

    c.   Comic sans MS

    d.   Arial

    e.   Others……

20. Is it important to provide menu bar and icon that can help the students learn?

    a.   Yes

    b.   No

21. Is it important to provide some tools that can help the learner to use the application?

    a.   Yes

    b.   No

22. Is it important to provide audio to make the learning media more interactive?

    a.   Yes

    b.   No

23. Is it important to provide video in the application?

    a.   Yes

    b.   No

APPENDIX 2
The Result of the Students' Need Analysis Questionnaire

(1) Basic information about the learners.

Indicator	Question	Answer choice	Number of voter	Total students
The learners' conception about present tense	What do you think about present tense materials?	c. Difficult to understand	**29 (64.44%)**	45
		d. Easy to understand	16 (35.55%)	
The learners' knowledge level	Your English level, especially in comprehending Present Tense materials, is:	d. Beginner: know the form of the tenses but couldn't make my own sentences and don't know the function of the sentences (when and where the sentences can be used).	12 (26.67%)	45
		e. Intermediate: know the form of the tenses and can make my own sentences but don't know the function of the sentences (when and where the sentences can be used).	**25 (55.56%)**	
		f. Advance: know the form of the tenses, can make my own sentence, and know the function of the sentences (when and where the sentences can be	8 (17.78%)	

		used).		

(2) Goals.

Indicator	Question	Answer choice	Number of voter	Total students
The learners' goals in learning present tense	Why do you learn present tense? (You can choose more than one)	e. I want to improve my speaking skill	22 (48.89%)	45
		f. I want to improve my writing skill	**28 (62.22%)**	
		g. I want to improve my reading skill	15 (33.33%)	
		h. I want to improve my listening skill	13 (28.89%)	

(3) Information about learning media.

Indicator	Question	Answer choice	Number of voter	Total students
The availability of present tense learning media	Is there any present tense learning media can be used in learning and teaching process?	a. Yes	**45 (100%)**	45
		b. No	-	
the conception about present tense learning media	What do you think about present tense learning media?	d. The media is good and enough to be used in learning process	18 (40%)	45
		e. The media is good but not enough to be used in learning process	**25 (55.56%)**	
		f. The media is not good and not enough to be used in learning	2 (4.44%)	

		process		
the role of the media for the learners	How much the learning media can help you to understand the present tense materials?	d. I cannot understand the materials well	7 (15.56%)	45
		e. I can understand the materials but I still confuse how to use it in the real situation	**29 (64.44%)**	
		f. I can understand the materials and can use it in the real situation	9 (20%)	

(4) Learner role.

Indicator	Question	Answer choice	Number of voter	Total students
Learning style	How do you learn Present tense materials?	d. I'm taught by someone (teachers/friends/others)	**25 (55.56%)**	45
		e. I learn from book	6 (13.33%)	
		f. I learn from other media such as internet	14 (31.11%)	
	What is your learning style?	d. Audio	6 (13.33%)	45
		e. Visual	**24 (53.33%)**	
		f. Audio visual	15 (33.33%)	
Type of learning activity	I like to learn:	e. Individual	12 (26.67%)	45
		f. In Pairs	4 (8.89%)	
		g. In Small group	**21 (46.67%)**	
		h. In big group	8 (17.78%)	

(5) The need of interactive learning media of present tense.

Indicator	Question	Answer choice	Number of voter	Total students
The conception about present tense learning media technology based	What do you think about present tense learning media integrated with technology?	d. Learning media is good, learn using the media will be easier because the flexibility of the media.	**29 (64.44%)**	45
		e. Learning media is good but it is not effective to be used in learning because it can break the students' focus on learning.	10 (22.22%)	
		f. Learning media is not good to be used in learning.	6 (13.33%)	
Kind of present tense learning media technology based that the students like	What kind of present tense learning media technology based that you like?	d. Android application	**24 (53.33%)**	45
		e. e-book	5 (11.11%)	
		f. web blog	14 (31.11%)	

(6) The aspect of materials need of interactive learning media.

Indicator	Question	Answer choice	Number of voter	Total students
Kind of materials	What kind of present tense materials that you want?	g. Definition	4 (8.89%)	45
		h. Kinds of present tense	6 (13.33%)	
		i. Function	4 (8.89%)	
		j. Form	4 (8.89%)	
		k. Time signal	2 (4.44%)	

		l. All aspects (a, b, ,c, d, and e)	**25 (55.56%)**	
The importance of example	Is it important to give some example in the materials?	c. Yes	**40 (88.89%)**	45
		d. No	5 (11.11%)	
The presentation of materials	How is the presentation of the materials that you want?	c. Present the materials deductively (explain the formula first and give the example in the end of the materials)	**30 (66.67%)**	45
		d. Present the material inductively (give the example first and conclude the formula in the end of the materials)	15 (33.33%)	
The importance of exercises	Is it important to give some exercises?	c. Yes	**40 (88.89%)**	45
		d. No	5 (11.11%)	
The important of evaluation	Is it important to give evaluation in the end of the materials?	c. Yes	**40 (88.89%)**	45
		d. No	5 (11.11%)	

(7) The physical need of present tense interactive learning media.

Indicator	Question	Answer choice	Number of voter	Total students
The color	I like the application that is:	c. Black and white	12 (26.67%)	45
		d. Colorful	**33 (73.33%)**	
the importance of picture and animation	Is it important to give some pictures or animation in the application?	c. Yes	37 (82.22%)	45
		d. No	8 (17.78%)	
the font of the letter	What kind of font that can be used in present the	f. Calibri	15 (33.33%)	45
		g. Times new	15	

	materials?	roman	**(33.33%)**	
		h. Comic sans MS	3 (6.67%)	
		i. Arial	7 (15.56%)	
		j. Others……	5 (11.11%)	
the importance of menu bar, icon, and tools	Is it important to provide menu bar, icon, and some tools that can help the learner to use the application?	c. Yes	**35 (77.78%)**	45
		d. No	10 (22.22%)	
the importance of audio	Is it important to provide audio to make the learning media more interactive?	c. Yes	20 (44.44%)	45
		d. No	**25 (55.56%)**	
the importance of video	Is it important to provide video in the application?	c. Yes	**29 (64.44%)**	45
		d. No	16 (35.56%)	

APPENDIX 3
EXPERT EVALUATION CHECKLIST
DESIGNING AN INTERACTIVE ANDROID APPLICATION FOR PRESENT TENSE MATERIALS

INSTRUCTION
1. I, as a researcher, ask for your readiness to give an assessment toward the interactive learning media that I have made based on the criteria that I made in the instrument of the assessment.
2. Give a check (V) on the available column based on the available alternative answers. There are four alternative answers, they are:
   5 = strongly agree
   4 = agree
   3 = neutral
   2 = disagree
   1 = strongly disagree
3. If you think there is something should be revised, please give a mark on that part therefore I can revise it based on the result of this assessment.
4. You are requested to give comment or suggestion in the available place.
5. You are requested to give a circle in the conclusion of the result of the android application learning media assessment.
6. Thank you in advance for your assistance.

A. Content of cognition

	indicators	Assessment				
		1	2	3	4	5
1	The application can be used as a learning media					
2	The materials presented are easy to be understood					
3	The presented examples can help the students to understand the materials					
4	The exercises can help the students to improve their comprehension					
5	evaluations can help the students to measure their comprehension					
6	The application can help the students in learning					

B. Scope of Learning

No.	indicators	Assessment				
		1	2	3	4	5
7	The presented materials are appropriate					
8	The presented materials are comprehensive					
9	The presented materials are explicit					
10	The material presentation are right and good					
11	The exercises are good					
12	The evaluations are good					
13	The language used in the application is understandable					

C. Interface design

No.	Indicators	Assessment				
		1	2	3	4	5
14	The text size in the application is proportional, so the materials are easy to be read					
15	The font used in the application is readable					
16	The text color are compatible with the background					
17	The pictures is attractive					
18	The pictures size are good					
19	The presentation of the application is attractive					
20	The layout is good					

D. Ease of use and navigation

No.	Indicators	Assessment				
		1	2	3	4	5
21	The tool and navigation menu are easy to be reached					
22	The features of the application run well					
23	You can learn how to use the application easily					
24	You can remember how to use the application easily					
25	The application is easy to be installed on the device					
26	The application is save to be used					

(Adapted from Wati: 2018)

CONCLUSION

In my point of view, this present tense learning media is:

a. Proper to be used without revision
b. Proper to be used with revision
c. Do not proper to be used

Comment/suggestion:

………
………
………
………
………
………
………
………

Samata-Gowa,   2019

Expert

…………………………………………………………

APPENDIX 4

The Result of the Expert Evaluation

A. Content of cognition

	Indicators	Assessment Expert 1	Expert 2	Mean score
1	The application can be used as a learning media	5	5	5
2	The materials presented are easy to be understood	4	5	4.5
3	The presented examples can help the students to understand the materials	4	4	4
4	The exercises can help the students to improve their comprehension	4	4	4
5	evaluations can help the students to measure their comprehension	5	4	4.5
6	The application can help the students in learning	5	4	4.5
	Total			4.42

B. Scope of Learning

No.	Aspects	Assessment Expert 1	Expert 2	Mean score
1	The presented materials are appropriate to be used for learning tenses	5	4	4.5
2	The presented materials are comprehensive for learning tenses	4	4	4
3	The presented materials are explicit to be understood	4	4	4
4	The materials presentation are proper and valid for learning tenses	4	4	4
5	The exercises are proper to improve students' knowledge	4	4	4
6	The exercises are proper to improve students' knowledge	5	4	4.5
7	The language used in the application is understandable	5	4	4.5
	Total			4.21

C. Interface design

No.	Aspects	Assessment		Mean score
		Expert 1	Expert 2	
1	The text size in the application is proportional, so the materials are easy to be read	4	5	4.5
2	The font used in the application is readable	5	5	5
3	The text color are compatible with the background	5	4	4.5
4	The pictures is attractive	4	4	4
5	The pictures size are good	4	4	4
6	The presentation of the application is attractive	4	4	4
7	The layout is good	5	4	4.5
	Total			4.35

D. Ease of use and navigation

No.	Aspects	Assessment		Mean score
		Expert 1	Expert 2	
1	The tool and navigation menu are easy to be reached	5	4	4.5
2	The features of the application run well	5	4	4.5
3	You can learn how to use the application easily	5	4	4.5
4	You can learn how to use the application easily	5	4	4.5
5	The application is easy to be installed on the device	5	3	4
6	The application is safe to be used	5	4	4.5
	Total			4.42

APPENDIX 5
STUDENTS EVALUATION CHECKLIST
DESIGNING AN INTERACTIVE ANDROID APPLICATION FOR PRESENT TENSE MATERIALS

INSTRUCTION
7. I, as a researcher, ask for your readiness to give an assessment toward the interactive learning media that I have made based on the criteria that I made in the instrument of the assessment.
8. Give a check (v) on the available column based on the available alternative answers. There are four alternative answers, they are:
    5 = strongly agree
    4 = agree
    3 = neutral
    2 = disagree
    1 = strongly disagree
9. Thank you in advance for your assistance.

A. Personal Identity
   (You can fill it or not)
   Name:
   NIM:
B. Questionnaires

	Indicators	Assessment				
		1	2	3	4	5
1	The application can be used as a learning media					
2	The materials presented are easy to be understood					
3	The presented examples can help the students to understand the materials					
4	The exercises can help the students to improve their comprehension					
5	evaluations can help the students to measure their comprehension					
6	The application can help the students in learning					
7	The presented materials are appropriate to be used for learning tenses					
8	The presented materials are comprehensive for learning tenses					
9	The presented materials are explicit to be understood					
10	The materials presentation are proper and valid for learning tenses					
11	The exercises are proper to improve students' knowledge					
12	The exercises are proper to improve students' knowledge					
13	The language used in the application is understandable					
14	The text size in the application is proportional, so the materials are easy to be read					
15	The font used in the application is readable					
16	The text color are compatible with the background					
17	The pictures is attractive					
18	The pictures size are good					
19	The presentation of the application is attractive					
20	The layout is good					
21	The tool and navigation menu are easy to be reached					
22	The features of the application run well					
23	You can learn how to use the application easily					
24	You can learn how to use the application easily					

25	The application is easy to be installed on the device					
26	The application is safe to be used					

APPENDIX 6

The Result of the Students Evaluation Checklist

A. Content of cognition

	Indicators	Number of voter					Mean score
		1	2	3	4	5	
1	The application can be used as a learning media	-	-	8	9	28	4.44
2	The materials presented are easy to be understood	-	2	10	23	10	3.91
3	The presented examples can help the students to understand the materials	-	-	15	20	10	3.89
4	The exercises can help the students to improve their comprehension	-	3	19	14	9	3.64
5	evaluations can help the students to measure their comprehension	-	3	10	14	18	4.04
6	The application can help the students in learning	-	-	10	19	16	4.13
	Total						4.01

B. Scope of Learning

No.	Aspects	Number of voter					Mean score
		1	2	3	4	5	
1	The presented materials are appropriate to be used for learning tenses	-	-	18	7	20	4.04
2	The presented materials are comprehensive for learning tenses	-	-	5	21	19	4.31
3	The presented materials are explicit to be understood	-	-	13	19	13	4
4	The materials presentation are proper and valid for learning tenses	-	-	10	22	13	4.07
5	The exercises are proper to improve students' knowledge	-	-	8	15	22	4.31
6	The exercises are proper to improve students' knowledge	-	-	8	16	21	4.29
7	The language used in the application is understandable	-	-	15	19	11	3.91
	Total						4.13

C. Interface design

No.	Aspects	Number of voter					Mean score
		1	2	3	4	5	
1	The text size in the application is proportional, so the materials are easy to be read	-	-	3	20	22	4.42
2	The font used in the application is readable	-	-	-	21	24	4.53
3	The text color are compatible with the background	-	-	3	19	23	4.44
4	The pictures is attractive	-	-	19	21	5	3.69
5	The pictures size are good	-	-	8	17	20	4.28
6	The presentation of the application is attractive	-	-	14	20	11	3.39
7	The layout is good	-	-	3	27	15	4.28
	Total						4.22

D. Ease of use and navigation

No.	Aspects	Number of voter					Mean score
		1	2	3	4	5	
1	The tool and navigation menu are easy to be reached	-	-	4	20	21	4.38
2	The features of the application run well	-	-	-	28	17	4.38
3	You can learn how to use the application easily	-	-	-	15	30	4.67
4	You remember how to use the application easily	-	-	-	15	30	4.67
5	The application is easy to be installed on the device	-	5	18	17	5	3.49
6	The application is safe to be used	-	-	-	26	19	4.42
	Total						4.33

APPENDIX 7
The Materials Design

PRESENT TENSE

1. Simple present tense
   a. Definition
      Simple present tense is one of several forms of present tense in English. Simple present tense is the simple form or the s-form of a verb. The simple form is usually called *bare infinitive*; and the s-form is usually called *the third person singular present tense indicative.*
      Example
      I work in a big company as an assistant of the manager
      They help Juna to solve his problem
      My teacher teaches me many things
      Jane talks about her experiences

   b. Form
      (+) affirmative $S + V_1$ (s/es)
      (-) negative $S + do/does + not + V_1$
      (?) Interrogative $Do/does + S + V_1$?
      Example
      You ask her a simple question
      You do not ask her a simple question
      Do you ask her a simple question?

      She knows the answer
      She does not know the answer
      Does she know the answer?

      Mr. Yaumi tells me to collect the paper
      Mr. Yaumi does not tell me to collect the paper
      Does Mr. Yaumi tell me to collect the paper?

      NOTES ON THE SIMPLE PRESENT, THIRD PERSON SINGULAR
      - In the third person singular the verb always ends in -s:
        He needs, she thinks, he takes, she brings.

- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
  He wants a cup of coffee.
  He does not a cup of coffee.
  Does he want a cup of coffee?
- Verbs ending in -y : the third person changes the -y to -ies:
  Fry - fries, cry - cries, try - tries
  Exception: if there is a vowel before the -y:
  Play - plays, pray - prays, buy - buys
- Add -es to verbs ending in:-ss, -x, -sh, -ch:
  He passes, she catches, he fixes, it pushes

c. Function
   The simple present tense is used:
   - To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
     I smoke (habit); I work in London (unchanging situation); London is a large city (general truth)
   - To give instructions or directions:
     You walk for two hundred meters, and then you turn left.
   - To express fixed arrangements, present or future:
     Your exam starts at 09.00
   - To express future time, after some conjunctions: after, when, before, as soon as, until:
     He'll tell you when you come next Friday.
     I will take it as soon as you finish it.

   NOTE: Be careful! The simple present is not used to express actions happening now.

d. Time signal

Usually	Generally
Normally	Every day/ week/ month/ year
Every morning	Always
Seldom	Rarely
Once a week	Twice a year
Three times a day	Often
Frequently	Never
Sometimes	
Etc.	

Example

I usually go to the market with my brother.

They never think about that.

Agus eats three times a day.

2. Present continuous tense
   a. Definition

   Present continuous tense is a verb that composed of two parts or usually calls as verb phrase - the present tense of the verb to be + the present participle of the main verb. The pattern can be formulated as follows:

   VP = to be (am/is/are) + V$_{-ing}$

   Example

   Am reading

   Is going

   Are writing

   b. Form

(+) affirmative	S + to be (am/is/are) + V$_{-ing}$
(-) negative	S + to be (am/is/are) + not + V$_{-ing}$
(?) Interrogative	To be (am/is/are) + S + V$_{-ing}$?

   Example

   You are giving a good example.

   You are not giving a good example.

   Are you giving a good example?

   She is going to the office.

   She is not going to the office.

   Is she going to the office?

   My friends are writing a letter for me.

   My friends are not writing a letter for me.

   Are my friends writing a letter for me?

   Note:

   Alternative negative contractions:

   I am = I'm

   You are = you're

She is = she's
Are not = aren't
Is not = isn't

c. Function

As with all tenses in English, the speaker's attitude is as important as the time of the action or event. When someone uses the present continuous, they are thinking about something that is unfinished or incomplete.

The Present Continuous Is Used:

- To describe an action that is going on at this moment: You are using the Internet. You are studying English grammar.
- To describe an action that is going on during this period of time or a trend: Are you still working for the same company? More and more people are becoming vegetarian.
- To describe an action or event in the future: which has already been planned or prepared: We're going on holiday tomorrow. I'm meeting my boyfriend tonight. Are they visiting you next winter?
- To describe a temporary event or situation: He usually plays the drums, but he's playing bass guitar tonight. The weather forecast was good, but it's raining at the moment.
- With "always, forever, constantly", to describe and emphasize a continuing series of repeated actions: Harry and Sally are always arguing! You're constantly complaining about your mother-in-law!

NOTE: BE CAREFUL! Some verbs are not usually used in the continuous form

VERBS THAT ARE NOT USUALLY USED IN THE CONTINUOUS FORM

The verbs in the list below are normally used in the simple form because they refer to states, rather than actions or processes.

SENSES / PERCEPTION

- to feel*
- to hear
- to see*
- to smell
- to taste

OPINION

- to assume
- to believe
- to consider
- to doubt
- to feel (= to think)
- to find (= to consider)
- to suppose
- to think*

MENTAL STATES

- to forget
- to imagine
- to know
- to mean
- to notice
- to recognize
- to remember
- to understand

EMOTIONS / DESIRES

- to envy
- to fear
- to dislike
- to hate
- to hope
- to like
- to love
- to mind
- to prefer
- to regret
- to want
- to wish

MEASUREMENT

- to contain
- to cost
- to hold
- to measure
- to weigh

OTHERS

- to look (=resemble)
- to seem
- to be (in most cases)
- to have (when it means "to possess")*

EXCEPTIONS

Perception verbs (see, hear, feel, taste, smell) are often used with can: I can see...These verbs may be used in the continuous form but with a different meaning

- This coat feels nice and warm. (your perception of the coat's qualities)
- John's feeling much better now (his health is improving)
- She has three dogs and a cat.(possession)
- She's having supper. (She's eating)
- I can see Anthony in the garden(perception)
- I'm seeing Anthony later (We are planning to meet)

d. Time signal

Now	right now	at present
At the moment	today	still
This morning	tonight	next week
This weekend	etc…	

Example

She is sleeping at the moment.

My mother is not cooking right now.

Charles and Dave are going to the post office today.

3. Present perfect tense
   a. Definition

   The present perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself. Present perfect tense is actually a verb phrase consisting of the simple form or s-form of the auxiliary verb have and the past participle form (V_3) of the main verb. The pattern of the verb phrase can be formulated as follows:

   VP = have/has + V_3

   Example

   Have come

   Have gone

   Has eaten

Has made

NOTE: BE CAREFUL! There may be a verb tense in your language with a similar form, but the meaning is probably NOT the same.

b. Form
   (+) affirmative $S + have/has + V_3$
   (-) negative $S + have/has + not + V_3$
   (?) Interrogative $have/has + S + V_3$?
   Example
   She has written a letter.
   She has not written a letter.
   Has she written a letter?

   They have come.
   They have not come.
   Have they come?

   Arya has visited his brother.
   Arya has not visited his brother.
   Has Arya visited his brother?
   Note:
   Alternative negative contractions:
   Have not = haven't
   Has not = hasn't

c. Function
   The Present Perfect Is Used To Describe:
   - An action or situation that started in the past and continues in the present. I have lived in Bristol since 1984 (= and I still do.)
     They haven't lived here for years.
     She has worked in the bank for five years.
     We have had the same car for ten years.
     Have you played the piano since you were a child?
   - An action performed during a period that has not yet finished. She has been to the cinema twice this week (= and the week isn't over yet.)
     I have worked hard this week.

It has rained a lot this year.

We haven't seen her today.

- A repeated action in an unspecified period between the past and now. We have visited Portugal several times.
  They have seen that film six times
  It has happened several times already.
  She has visited them frequently.
- An action that was completed in the very recent past, expressed by 'just'. I have just finished my work.
  Have you just finished work?
  I have just eaten.
  We have just seen her.
  Has he just left?
- An action when the time is not important. He has read 'War and Peace'. (= the result of his reading is important)
  Someone has eaten my soup!
  Have you seen 'Gone with the Wind'?
  She's studied Japanese, Russian, and English.

d. Time signal

Just	just now	yet
Already	this morning	this week
As yet	so far	until now
Up to now	twice	never
Ever	several times	ever since
Not…. Yet	all day	all the time
Etc…….		

Since = since yesterday, since 2012, since two hours ago

For = for an hour, for two years.

Example

She has eaten just now.

Abi has not come yet.

They have studied since two hours ago.

4. Present perfect continuous tense
   a. Definition
      The present perfect continuous is used to refer to an unspecified time between 'before now' and 'now'. The speaker is thinking about something that started but perhaps did not finish in that period of

time. He/she is interested in the process as well as the result, and this process may still be going on, or may have just finished. Present continuous tense is a verb phrase consisting of the simple form or s-form of have, the participle form of be (been), and the ing-form of the main verb. the verb phrase can be formulated as follows:

VP = have/has + been + V$_{-ing}$

Example

Have been living

Have been playing

Has been working

Has been studying

b. Form

(+) affirmative   S + have/has + been + V$_{-ing}$

(-) negative   S + have/has + not + been + V$_{-ing}$

(?) Interrogative   have/has + S + been + V$_{-ing}$?

Example

Rina has been studying English since two years ago.

Rina has not been studying English since two years ago.

Has Rina been studying English since two years ago?

We have been reading the book.

We have not been reading the book.

Have we been reading the book?

You have been doing this homework.

You have not been doing this homework.

Have you been doing this homework?

NOTE:

VERBS WITHOUT CONTINUOUS FORMS

With verbs not normally used in the continuous form, use the simple present perfect instead (verbs such as: know, hate, hear, understand, want).

- I've wanted to visit China for years.
- She's known Robert since she was a child.
- I've hated that music since I first heard it.
- I've heard a lot about you recently.
- We've understood everything.

c. Function

The present perfect continuous tense is used to describe:

- Actions that started in the past and continue in the present

  She has been waiting for you all day (= and she's still waiting now).

  I've been working on this report since eight o'clock this morning (= and I still haven't finished it).

  They have been travelling since last October (= and they're not home yet).

- Actions that have just finished, but we are interested in the result

  She has been cooking since last night (= and the food on the table looks delicious).

  It's been raining (= and the streets are still wet).

  Someone's been eating my chips (= half of them have gone).

d. Time signal

Since	for	so far
Ever since	all day	the whole day
Lately	recently	long
Etc…..		

Example

I have been waiting for an hour.

She has been teaching since 2010.

They have been sleeping the whole day.

APPENDIX 8

Exercises

1. Parents always ….. their children.
   a. Are loving
   b. Is loving
   c. Love
   d. Loves
   e. loved

2. Everybody ….. work hard every day.
   a. Doesn't
   b. Isn't
   c. Don't
   d. Aren't
   e. Haven't

3. Dayat ….. the result of the experiment.
   a. Recording
   b. Did the recording
   c. Has already recorded
   d. Has recording
   e. Have recorded

4. ……. To the cinema every weekend?
   a. Does you go
   b. Do you go
   c. Are you go
   d. Have you go
   e. Are you going

5. Chiwan doesn't …… that Agus is my friend.
   a. Know
   b. Knows
   c. Knew
   d. Known
   e. knowing

6. Fika: What are you looking for?
   Dilla: My wallet, I don't know where I ... it.
   a. Have put
   b. Have been putting
   c. Had put
   d. Am putting
   e. Was putting

7. Agus: Dayat was promoted president of your company last week, wasn't he?

    Nanna: I'm glad he was, he ….. in this company for years.

    a. Worked

    b. Had worked

    c. Was working

    d. Has been working

    e. Would work

8. How often ….. coffee?

    a. Father drinks

    b. Father does drink

    c. Did father drink

    d. Does father drink

    e. Is father drinks

9. I think you had better tell her the truth before somebody else …..

    a. Can

    b. Tells

    c. Had

    d. Did

    e. Does

10. Riyan: do you hear something?

    Baim: yes, somebody ….. at the door!

    a. Knocks

    b. Knocked

    c. Is knocking

    d. Has knocked

    e. Was knocking

11. Nanna: which painting will be exhibited tomorrow?

    Fika: we don't know yet, they ….. by a team.

    a. Are still being selected

    b. Are still selecting

    c. Still be selected

    d. Still selected

    e. Still selecting

12. Dilla Gessa is looking forward to her birthday because she ….. a new mobile phone.

    a. Promised

    b. Has been promising

    c. Being promised

    d. Has been promised

    e. Has promised

13. One of my friends always ….. to the beach every weekend.
    a. Go
    b. Goes
    c. To go
    d. Going
    e. Went

14. ….. your aunt come here every year?
    a. Do
    b. Does
    c. Did
    d. Will
    e. Is

15. Rina doesn't ….. time to go to the library on Thursday.
    a. Having
    b. Had
    c. Has
    d. Have
    e. Is having

16. My math teacher ….. always kind to every student.
    a. Are
    b. Is
    c. Am
    d. Was
    e. has

17. The governor ….. what to do …..
    a. Either – or
    b. Both – and
    c. Has not decided – yet
    d. Neither – nor
    e. Also – and

18. Does the coach of the soccer club ….. the team regularly?
    a. Trains
    b. Trained
    c. To train
    d. Training
    e. Train

19. The earth ….. once within 24 hours every day.
    a. Rotating
    b. Rotates

c. Rotate
d. Rotated
e. Have rotated

20. Every day the security officer at my school ….. around the building once every hour.
a. Walks
b. Is walking
c. To be walking
d. Walking
e. Have walked

APPENDIX 9
Evaluation

EVALUATION 1
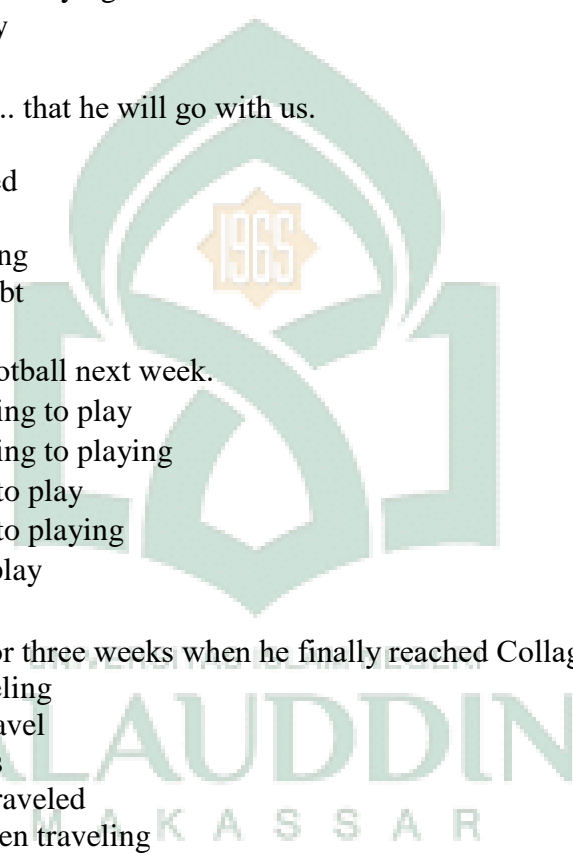
1. In the summer, Jian ….. to find a new job for six months.
    a. Will trying
    b. Will be trying
    c. Will have been trying
    d. Will have trying
    e. Will try

2. Ridwan ….. that he will go with us.
    a. Doubt
    b. Doubted
    c. Doubts
    d. Doubting
    e. To doubt

3. We ….. football next week.
    a. Are going to play
    b. Are going to playing
    c. Going to play
    d. Going to playing
    e. Go to play

4. He …… for three weeks when he finally reached Collage Town.
    a. Is traveling
    b. Will travel
    c. Travels
    d. Have traveled
    e. Had been traveling

5. Mila …… at the office when you arrive.
    a. Has working
    b. Will be working
    c. Have working
    d. Will be work
    e. Will work

6. I ….. with my computer all day, and all I wanted to do was eat some chocolates.
    a. Has work

b. Has been worked
c. Has been working
d. Had been worked
e. Had been working

7. Cristiano Ronaldo will not have ….. football for Juventus for 5 years at 2018.
    a. Been playing
    b. Been played
    c. Be play
    d. playing
    e. play

8. Reza: did the man ….. the beggar?
    Alla: yes he did, and he ….. some money.
    a. Helped – had given
    b. Help – give
    c. Help – gives
    d. Help – gave
    e. Helped – gave

9. Dayat: Have you delivered the package to the customers?
    Nanna: Not yet, some . . .
    a. were wrapped
    b. are still being wrapped
    c. will have been wrapped
    d. have been wrapped
    e. would be wrapped

10. Agus: You look so unhappy, Chiwan. What's the matter?
    Chiwan: My father ….. his job.
    a. Loses
    b. Has just lost
    c. Losing
    d. Has been losing
    e. Is losing

11. Fika : Can I borrow your laptop?
    Dilla : Certainly, but what's wrong with yours?
    Fika: It ..... now.
    a. Is going to repair
    b. Is being repaired
    c. Is repairing
    d. Repaired

e. Has repaired

12. The train always . . . . . on time.
   a. Arrive
   b. To arrive
   c. Arrives
   d. Arrived
   e. Arriving

13. Last week Rini ... a holiday, she didn't go for a picnic, she went camping.
   a. is has
   b. has
   c. had
   d. have
   e. having

14. Professor Hamdan …... a different class last year.
   a. Teaches
   b. Taught
   c. Teaching
   d. Have taught
   e. Was taught

15. When …… to Mr. Yaumi?
   a. Did you speak
   b. Did you spoke
   c. Did you spoken
   d. Do you spoke
   e. Do you speaking

16. She had ….. without a new watch when her sister bought her a new one.
   a. Gotten along
   b. Have gotten along
   c. Be gotten along
   d. Been getting along
   e. Be getting along

17. I saw weather forecast on TV that tomorrow . . . . . windy.
   a. Will be
   b. Is
   c. Going to
   d. Will
   e. Will go to

18. By the time Sara finished this course, she ….. the test.
   a. Will have taken
   b. Will had taken
   c. Will has taken
   d. Will have been taken
   e. Will have been taking

19. Ichwan was extremely tired when he arrived, because he …. For his flight for four hours.
   a. Is waiting
   b. Had been waiting
   c. Has waited
   d. Has been waiting
   e. Waited

20. The secretary ….. the letter now.
   a. Types
   b. Is typing
   c. Typed
   d. Type
   e. Has type

EVALUATION 2

1. The bridge ….. yesterday, so the traffic was delayed.
   a. Was repairing
   b. Was repaired
   c. Were repairing
   d. Were repaired
   e. Has repaired

2. My mobile phone …..
   a. Has been stolen
   b. Have been stolen
   c. Has stolen
   d. Have stolen
   e. Stolen

3. Mia hasn't seen her family …. Two years ago.
   a. Since
   b. For
   c. From
   d. Before
   e. To

4. I ….. a beautiful dream when the alarm clock rang.
   a. Am having
   b. Was having
   c. Has had
   d. Had had
   e. Have had

5. My friend and I have some jobs on abroad and we need to do it together as a team. We ….. in Australia next month.
   a. Flew
   b. Flown
   c. Fly
   d. Flying
   e. Are flying
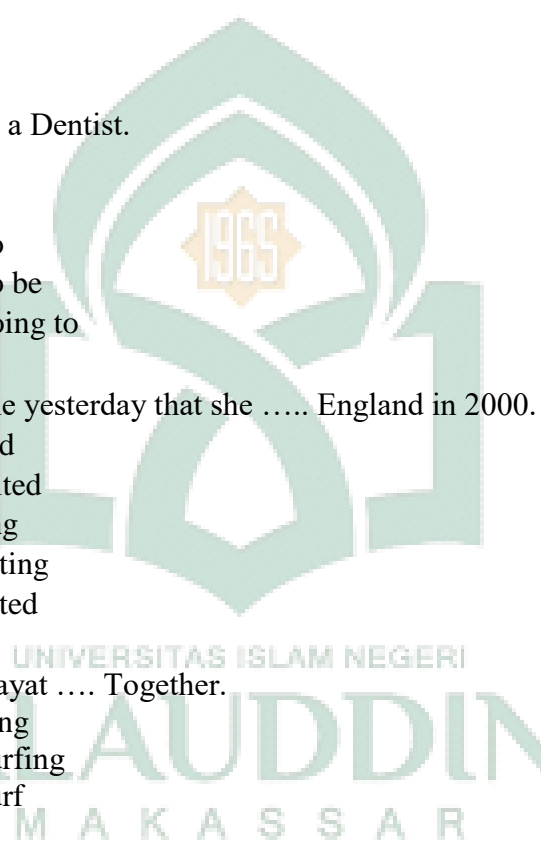
6. I will be ….. in the office while you watch a movie.
   a. Working
   b. Going to work
   c. Worked
   d. To work
   e. going to be working

7. I will return your book as soon as ….. reading it.
   a. I finish
   b. I finished
   c. I finishes
   d. I finishing
   e. I do finishing

8. What will she ….. in Japan?
   a. Doing
   b. Do
   c. Does
   d. Done
   e. To do

9. Anggun ….. the entire book.
   a. Has already read
   b. Has been reading
   c. Had been reading
   d. Is reading
   e. Read.

10. By the time the lecturer came, the students ….. a half part of the text.
    a. Had reading
    b. Has reading
    c. Has been reading
    d. Had been reading
    e. Has read

11. The sun …. From the East.
    a. It rises
    b. Is rising
    c. Which is rising
    d. Rises
    e. Rising

12. I ….. him later.
    a. Call
    b. Am calling
    c. Have called
    d. Shall call
    e. Called

13. Shall we . . . . . the suspect tomorrow?
    a. Arresting
    b. Arrest
    c. Arrested
    d. To arrest
    e. Arrests

14. Her friends had ….. of calling the police when she walked in.
    a. Being thinking
    b. Been thinking
    c. Been though
    d. Be thinking
    e. Be though

15. I didn't hear the thunder during the storm last night because I…..soundly.
    a. have slept
    b. have been sleeping
    c. am sleeping
    d. has slept
    e. was sleeping

16. Dannish ….. many books next day.

a. Bring
b. Will be bringing
c. Is bring
d. Will bringing
e. Will be bringing

17. Diana …. In her house for almost 10 years.
    a. Had lived
    b. Has been living
    c. Is living
    d. Lives
    e. Live

18. Ayu is …… a Dentist.
    a. Be
    b. To be
    c. Going to
    d. Going to be
    e. To be going to

19. April told me yesterday that she ….. England in 2000.
    a. Is Visited
    b. Was visited
    c. Is visiting
    d. Had visiting
    e. Had visited

20. Fadli and Dayat …. Together.
    a. Do surfing
    b. Don't surfing
    c. Don't surf
    d. Do surf
    e. Do surfs

EVALUATION 3

1. Sari ….. to school with her friends at 06.30 a.m. tomorrow.
   a. Walks
   b. Is going to walk
   c. Will be walking
   d. Will have walked
   e. Walked

2. …… discussed before the director proposed it.
   a. The economic crisis had been
   b. The economic crisis being
   c. The economic crisis has already been
   d. The economic crisis is already
   e. The economy crisis will

3. She ….. at me when she saw me at the airport.
   a. Waves
   b. Waved
   c. Is waving
   d. Has waved
   e. Will wave

4. Daru : What are you going to do after leaving the college?
   Dimas : Well, I don't want to be jobless. So I'm ….. getting a job soon.
   a. Planning
   b. Intending
   c. Thinking of
   d. Would like
   e. Going to

5. I ….. the street when it began to rain.
   a. am walking down
   b. have walked down
   c. have been walking down
   d. shall walk
   e. was walking down

6. A: Could you please book me on the next flight to Mexico City?
   B: I'm sorry, sir. Our airline … to Mexico City.

a. Will not fly
b. Has not been flying
c. Did not fly
d. Wasn't able to fly
e. Doesn't fly

7. Mom: Have the boys had their breakfast?
   Dad: Not yet, they ....
   a. Have taken a bath
   b. Were taking a bath
   c. Are still taking a bath
   d. Would still take a bath
   e. Will take a bath

8. Rini : .....
   Rina : for almost five years.
   a. When did you study English?
   b. How many years will you study English?
   c. How long have you studied English?
   d. When will you study English?
   e. When do you study English?

9. 'As a student, I always had instant noodles for breakfast.'
   This means that I…..for breakfast.
   a. Am having instant noodles
   b. Have instant noodles
   c. Like to have instant noodles
   d. Used to have instant noodles
   e. Am used to having instant noodles

10. Ayu: Since when hasn't she been feeling well?
    Fira: Since she…..from Italy.
    a. Returned
    b. Had returned
    c. Has
    d. Has been returning
    e. Was returning

11. My daughter ... a lot of photographs of the Borobudur when she went there
    on her last vacation.
    a. Has taken

b. Took

c. Has been taking

d. Had taken

e. Would take

12. Police : Yes, madam, what can we do for you? (at the police station)

Woman : I want to report. I parked my car in the parking lot. When I got back, the car wasn't there....

a. It is stolen

b. It was stolen

c. It will be stolen

d. It should be stolen

e. It stole

13. When you arrive on the 6th floor, give my note to the secretary and she ….. you to my office.

a. Directs

b. To direct

c. Directing

d. Will direct

e. Directed

14. Agus: Could you lend me your typewriter?

Akil: I am very sorry. It ... by my sister.

a. Be used

b. Will use

c. Was using

d. Is being used

e. Had been used

15. Jamilah: was there any trouble at the demonstration?

Adnan: yes, about 20 people … arrested.

a. are being

b. have been

c. will be

d. were

e. are

16. Jannah: Can I have your report soon?

Ridwan: Sure, I ….. it before you go to the meeting.

a. will finished

b. will have finished

c. am going to finish

d. am finishing
e. have finished

17. Aliayah: When do you plan to get married?
    Indah: After ….. school.
    a. I finish
    b. I finished
    c. I am finishing
    d. I have been finished
    e. I will finish

18. The children are watching TV now because they ….. their homework.
    a. are doing
    b. had done
    c. have done
    d. were doing
    e. will do

19. The team ….. along the river-bank when they, accidentally, found a big cave.
    a. Were walking
    b. Are walking
    c. Will walk
    d. Walked
    e. Had walked

20. Mother ….. the food by the time the children come home.
    a. Cooked
    b. Will cook
    c. Has cooked
    d. Will have cooked
    e. Are cooking

APPENDIX 10
Answer Keys of Exercise and Evaluation

A. Exercise

1. C	6. A	11. A	16. B
2. A	7. D	12. D	17. C
3. C	8. D	13. B	18. E
4. B	9. E	14. B	19. B
5. A	10. C	15. D	20. A

B. Evaluation

1. Evaluation 1

1. E	6. E	11. B	16. D
2. C	7. A	12. C	17. A
3. A	8. D	13. C	18. A
4. E	9. B	14. B	19. B
5. B	10. B	15. A	20. B

2. Evaluation 2

1. B	6. A	11. D	16. E
2. A	7. A	12. D	17. B
3. A	8. B	13. B	18. D
4. B	9. A	14. B	19. E
5. E	10. D	15. E	20. C

3. Evaluation 3

1. C	6. E	11. B	16. B
2. A	7. C	12. B	17. A
3. B	8. C	13. D	18. C
4. C	9. D	14. D	19. A
5. E	10. A	15. D	20. D

APPENDIX 11
DOCUMENTATION

Need Analysis Questionnaires

A. Personal Identity
   (You can fill it or not)
   Name: Sri Wahyuni Akbar
   NIM: 20400117067

B. Questionnaires
   Choose your answer and give a mark (X) to your answer based on the questions below
   1. What do you think about present tense materials?
      a. Difficult to understand
      X. Easy to understand
   2. Your English level, especially in comprehending Present Tense materials, is:
      a. Beginner: know the form of the tenses but couldn't make my own sentences and don't know the function of the sentences (when and where the sentences can be used).
      X. Intermediate: know the form of the tenses and can make my own sentences but don't know the function of the sentences (when and where the sentences can be used).
      c. Advance: know the form of the tenses, can make my own sentence, and know the function of the sentences (when and where the sentences can be used).
   3. How do you learn Present tense materials?
      a. I'm taught by someone (teachers/friends/others)
      b. I learn from book
      X. I learn from other media such as internet
   4. Why do you learn present tense?
      (You can choose more than one)
      X. I want to improve my speaking skill
      X. I want to improve my writing skill
      c. I want to improve my reading skill
      d. I want to improve my listening skill
   5. Is there any present tense learning media can be used in learning and teaching process?
      X. Yes
      b. No
   6. What do you think about present tense learning media?
      a. The media is good and enough to be used in learning process
      X. The media is good but not enough to be used in learning process
      c. The media is not good and not enough to be used in learning process
   7. How much the learning media can help you to understand the present tense materials?
      a. I cannot understand the materials well
      X. I can understand the materials but I still confuse how to use it in the real situation
      c. I can understand the materials and can use it in the real situation
   8. What is your learning style?
      a. Audio
      b. Visual
      X. Audio visual
   9. I like to learn:
      X. Individual
      b. In Pairs
      c. In Small group
      d. In big group
   10. What do you think about present tense learning media integrated with technology?
      X. Learning media is good, learn using the media will be easier because the flexibility of the media.
      b. Learning media is good but it is not effective to be used in learning because it can break the students' focus on learning.
      c. Learning media is not good to be used in learning.

11. What kind of present tense learning media technology based that you like?
   a. Android application
   b. e-book
   ✗ web blog

12. What kind of present tense materials that you want?
   a. Definition
   b. Kinds of present tense
   c. Function
   d. Form
   e. Time signal
   ✗ All aspects (a, b, ,c, d, and e)

13. Is it important to give some example in the materials?
   ✗ Yes
   b. No

14. How is the presentation of the materials that you want?
   ✗ Present the materials deductively (explain the formula first and give the example in the end of the materials)
   b. Present the material inductively (give the example first and conclude the formula in the end of the materials)

15. Is it important to give some exercises?
   ✗ Yes
   b. No

16. Is it important to give evaluation in the end of the materials?
   ✗ Yes
   b. No

17. I like the application that is:
   a. Black and white
   ✗ Colorful

18. Is it important to give some pictures or animation in the application?
   ✗ Yes
   b. No

19. What kind of font that can be used in present the materials?
   a. Calibri
   b. Times new roman
   ✗ Comic sans MS
   d. Arial
   e. Others......

20. Is it important to provide menu bar and icon that can help the students learn?
   ✗ Yes
   b. No

21. Is it important to provide some tools that can help the learner to use the application?
   ✗ Yes
   b. No

22. Is it important to provide audio to make the learning media more interactive?
   ✗ Yes
   b. No

23. Is it important to provide video in the application?
   ✗ Yes
   b. No

A. Personal Identity

(You can fill it or not)

Name: HAMDANIA

NIM: 20400117083

B. Questionnaires

Choose your answer and give a mark (X) to your answer based on the questions below

1. What do you think about present tense materials?
   a. Difficult to understand
   b. (X) Easy to understand

2. Your English level, especially in comprehending Present Tense materials, is:
   a. (X) Beginner: know the form of the tenses but couldn't make my own sentences and don't know the function of the sentences (when and where the sentences can be used).
   b. Intermediate: know the form of the tenses and can make my own sentences but don't know the function of the sentences (when and where the sentences can be used).
   c. Advance: know the form of the tenses, can make my own sentence, and know the function of the sentences (when and where the sentences can be used).

3. How do you learn Present tense materials?
   a. I'm taught by someone (teachers/friends/others)
   b. I learn from book
   c. (X) I learn from other media such as internet

4. Why do you learn present tense?
   (You can choose more than one)
   (a) I want to improve my speaking skill
   (b) I want to improve my writing skill
   (c) I want to improve my reading skill
   (d) I want to improve my listening skill

5. Is there any present tense learning media can be used in learning and teaching process?
   a. (X) Yes
   b. No

6. What do you think about present tense learning media?
   a. The media is good and enough to be used in learning process
   b. (X) The media is good but not enough to be used in learning process
   c. The media is not good and not enough to be used in learning process

7. How much the learning media can help you to understand the present tense materials?
   a. I cannot understand the materials well
   b. (X) I can understand the materials but I still confuse how to use it in the real situation
   c. I can understand the materials and can use it in the real situation

8. What is your learning style?
   a. Audio
   b. Visual
   c. (X) Audio visual

9. I like to learn:
   a. Individual
   b. In Pairs
   c. In Small group
   d. (X) In big group

10. What do you think about present tense learning media integrated with technology?
    a. (X) Learning media is good, learn using the media will be easier because the flexibility of the media.
    b. Learning media is good but it is not effective to be used in learning because it can break the students' focus on learning.
    c. Learning media is not good to be used in learning.

11. What kind of present tense learning media technology based that you like?
   a. Android application
   b. e-book
   c. web blog
12. What kind of present tense materials that you want?
   a. Definition
   b. Kinds of present tense
   c. Function
   d. Form
   e. Time signal
   f. All aspects (a, b, ,c, d, and e)
13. Is it important to give some example in the materials?
   a. Yes
   b. No
14. How is the presentation of the materials that you want?
   a. Present the materials deductively (explain the formula first and give the example in the end of the materials)
   b. Present the material inductively (give the example first and conclude the formula in the end of the materials)
15. Is it important to give some exercises?
   a. Yes
   b. No
16. Is it important to give evaluation in the end of the materials?
   a. Yes
   b. No
17. I like the application that is:
   a. Black and white
   b. Colorful
18. Is it important to give some pictures or animation in the application?
   a. Yes
   b. No
19. What kind of font that can be used in present the materials?
   a. Calibri
   b. Times new roman
   c. Comic sans MS
   d. Arial
   e. Others......
20. Is it important to provide menu bar and icon that can help the students learn?
   a. Yes
   b. No
21. Is it important to provide some tools that can help the learner to use the application?
   a. Yes
   b. No
22. Is it important to provide audio to make the learning media more interactive?
   a. Yes
   b. No
23. Is it important to provide video in the application?
   a. Yes
   b. No

A. Content of cognition

	indicators	Assessment				
		1	2	3	4	5
1	The application can be used as a learning media					✓
2	The materials presented are easy to be understood				✓	
3	The presented examples can help the students to understand the materials				✓	
4	The exercises can help the students to improve their comprehension				✓	
5	evaluations can help the students to measure their comprehension					✓
6	The application can help the students in learning					✓

B. Scope of Learning

No.	indicators	Assessment				
		1	2	3	4	5
7	The presented materials are appropriate					✓
8	The presented materials are comprehensive				✓	
9	The presented materials are explicit				✓	
10	The material presentation are right and good				✓	
11	The exercises are good				✓	
12	The evaluations are good					✓
13	The language used in the application is understandable					✓

C. Interface design

No.	Indicators	Assessment				
		1	2	3	4	5
14	The text size in the application is proportional, so the materials are easy to be read				✓	
15	The font used in the application is readable					✓
16	The text color are compatible with the background					✓
17	The pictures is attractive				✓	
18	The pictures size are good				✓	
19	The presentation of the application is attractive				✓	
20	The layout is good					✓

D. Ease of use and navigation

No.	Indicators	Assessment				
		1	2	3	4	5
21	The tool and navigation menu are easy to be reached					✓
22	The features of the application run well					✓
23	You can learn how to use the application easily					✓

No.	Aspects	Assessment			
		1	2	3	4
24	The presented materials are explicit			✓	
25	The presented materials are comprehensive			✓	
26	The systemic materials presentation are right and good			✓	

(Adapted from Yuntoto: 2015)

CONCLUSION

In my point of view, this present tense learning media is:

a. Proper to be used without revision

ⓑ Proper to be used with revision

c. Do not proper to be used

Comment/suggestion:

It's better to use bilingual for the aplication in order to make the students easier to study by themselves (individual Learning).
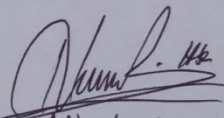
Needs more number of exercises.

Check the mistyping words.

Add picture to make it more interesting.
... the writing quality?

Samata-Gowa, 9 Juli 2019
Validator

Nur Aliyah Nur, S.Pd.I., M.Pd.

A. Content of cognition

	Indicators	1	2	3	4	5
1	The application can be used as a learning media					✓
2	The materials presented are easy to be understood					✓
3	The presented examples can help the students to understand the materials				✓	
4	The exercises can improve student's grammar knowledge				✓	
5	The evaluations can measure student's grammar knowledge				✓	
6	The application can be used as medium of learning				✓	

B. Scope of Learning

No.	Indicators	1	2	3	4	5
7	The presented materials are appropriate to be used for learning tenses				✓	
8	The presented materials are comprehensive for learning tenses				✓	
9	The presented materials are explicit to be understood				✓	
10	The material presentation are proper and valid in learning tenses				✓	
11	The exercises are proper to improve student's knowledge				✓	
12	The evaluations are proper to measure student's knowledge				✓	
13	The language used in the application is understandable				✓	

C. Interface design

No.	Indicators	1	2	3	4	5
14	The text size in the application is proportional, so the materials are easy to be read					✓
15	The font used in the application is readable					✓
16	The text color are compatible with the background				✓	
17	The pictures is attractive				✓	
18	The pictures size are good				✓	
19	The presentation of the application is attractive				✓	
20	The layout is good				✓	

D. Ease of use and navigation

No.	Indicators	Assessment				
		1	2	3	4	5
21	The tool and navigation menu are easy to be reached				✓	
22	The features of the application run well				✓	
23	You can learn how to use the application easily				✓	
24	You can remember how to use the application easily				✓	
25	The application is easy to be installed on the device			✓		
26	The application is save to be used				✓	

(Adapted from Wati: 2018)

CONCLUSION

In my point of view, this present tense learning media is:

a. Proper to be used without revision
ⓑ Proper to be used with revision
c. Do not proper to be used

Comment/suggestion:

* Make sure your application can be used for all kinds of android system.
* It will be better if you clarify the exercises into some level such as easy - medium - hard.
* the number of exercises is very limited. You need to add some questions to measure student's grammar knowledge.

Samata-Gowa, 11 July 2019
Validator

Muhammad Syahrullah Nazir Muthar

A. Personal Identity
(You can fill it or not)
Name: H
NIM: ─

B. Questionnaires

	indicators	Assessment				
		1	2	3	4	5
1	The application can be used as a learning media				✓	
2	The materials presented are easy to be understood				✓	
3	The presented examples can help the students to understand the materials					✓
4	The exercises can help the students to improve their comprehension					✓
5	evaluations can help the students to measure their comprehension				✓	
6	The application can help the students in learning				✓	
7	The presented materials are appropriate to be used for learning tenses				✓	
8	The presented materials are comprehensive for learning tenses				✓	
9	The presented materials are explicit to be understood				✓	
10	The materials presentation are proper and valid for learning tenses				✓	
11	The exercises are proper to improve students' knowledge					✓
12	The exercises are proper to improve students' knowledge			✗	✓	
13	The language used in the application is understandable			✗	✓	
14	The text size in the application is proportional, so the materials are easy to be read					✓
15	The font used in the application is readable					✓
16	The text color are compatible with the background					✓
17	The pictures is attractive			✗	✓	
18	The pictures size are good				✓	
19	The presentation of the application is attractive				✓	
20	The layout is good				✓	
21	The tool and navigation menu are easy to be reached					✓
22	The features of the application run well					✓
23	You can learn how to use the application easily					✓
24	You can learn how to use the application easily					✓
25	The application is easy to be installed on the device				✓	✗
26	The application is safe to be used				✓	

CURRICULUM VITAE

Nurjannah was born in Gowa on 29th September 1995. She is the first child of her parents, Hasanuddin and Almh. Syamsiah. She has two brothers, Takdir Ilahi and Muzakkir. She started her education in elementary school at SDN No. 103 Inp. Sompu and graduated in 2007. She continued her junior and senior high school at SMPN No. 2 Takalar in 2007-2010 and SMAN No. 3 Takalar in 2010-2013. After finished her school time she accepted at Alauddin State Islamic Univercity of Makassar in English Education Department, Tarbiyah and Teaching Science Faculity.