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Developing Printed English Grammar Materials For Grade Seven Students Of SMPS Karang Sari Medan Based On Merdeka Curriculum

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ABSTRACT

The objectives of this study were: (1) to find out the learning needs of seventh-grade students at SMPS Karang Sari Medan, and (2) to develop printed grammar English materials based on Merdeka Curriculum. This study employed a Research and Development (R&D) design. The respondents were seventh-grade students from SMPS Karang Sari Medan. The research stages were ADDIE (Analysis, Design, Develop, Implementation, Evaluation). These procedures included conducting a needs analysis, designing the outline of printed materials, developing the first draft of the printed materials, receiving feedback from the expert and teacher, evaluating the first draft, and revising the materials. The instruments used are needs analysis questionnaire and teacher's review questionnaire. The data from the needs analysis were analyzed quantitatively using percentage. The data from the expert judgment and teacher's review were analyzed qualitatively using descriptive statistics, and the suggestions were used to revise the first draft of the materials.The final product of this study is printed grammar English materials based on Merdeka Curriculum. The materials consist of two units: "My Daily Activities" and "What Are You Doing?". Based on the expert judgment, the score for unit 1 and 2 were 4. Based on teacher's review, the score for Unit 1 and 2 were 4. Based on students' response questionnaire, unit 1 received 3.73 and unit 2 obtained 3.79. These numbers fall in the range score of 3.24 to 4, categorizing the materials as "very good."

Keywords: Developing, Printed, Grammar, Materials

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INTRODUCTION

English grammar is a set of rules and guidelines that govern the structure and use of the English language. It encompasses various elements such as syntax, morphology, phonology, and semantics. The syntax is concerned with arranging words and phrases to create well-formed sentences in English. It involves understanding how words function within sentences, including their roles as subjects, objects, predicates, and modifiers (Williams, 2022). Morphology is concerned with the structure and formation of words in the English language. Morphology examines how words are formed from roots, prefixes, and suffixes and how they change form to indicate tense, number, gender, and other grammatical (Brown & Miller, 2020) features. Phonology is concerned with the sound system of language. Phonology examines how sounds are produced, perceived, and organized in speech, including the rules governing pronunciation, stress, and intonation (Sales, 2022). Semantics is concerned with the meaning of words, phrases, and sentences in English. It explores how language conveys meaning through words and symbols and how meaning can vary depending on context, intention, and interpretation. Semantics also examines relationships between words and their referents and the principles of truth, ambiguity, and metaphor (Kuzmina, 2013). English grammar also includes various aspects of usage and style, such as spelling, punctuation, capitalization, and word choice. These elements contribute to clarity, coherence, and written and

spoken communication effectiveness. Understanding and applying these aspects of English grammar is essential for producing grammatically correct and effective language use in various contexts (Babayeva, 2023). English grammar is essential for effective communication in the English language and is a fundamental part of language learning. It is the basis for listening, speaking, reading, and writing skills in English (Andriani et al., 2021).

English grammar can challenge learners due to its complexity and various irregularities. English grammar has many rules governing sentence structure, word order, verb conjugation, and more. These rules sometimes seem overwhelming, especially for non-native speakers. Understanding the differences between simple, compound, complex, and compound-complex sentences requires grasping distinct syntactical structures and their appropriate usage (Brown & Miller, 2020). English grammar has many irregular verbs which do not follow the standard verb conjugation rules. Instead, they have unique forms for past tense and past participle. For instance, "go" becomes "went" in the past tense instead of following the regular pattern of adding "-ed" (e.g., "walked," "talked"). Learning irregular verbs often involves rote memorization since their forms do not follow predictable patterns (Al Arief, 2016). It can be challenging for non-native speakers with different linguistic backgrounds to understand the irregularities in English verb conjugation.

English has borrowed words from numerous languages throughout history, reflecting the cultural influences and historical interactions of the people who have spoken it. Words from Latin, French, Greek, German, Spanish, and many other languages have become integrated into English vocabulary, enriching the language and leading to spelling, pronunciation, and usage inconsistencies. This borrowing has contributed to the complexity of the English language, as words with similar meanings can have different forms and pronunciations depending on their origins (Rao, 2018). English grammar has changed significantly from its Old English roots to its modern form. This evolution has resulted in many exceptions and variations in grammar rules. For example, the irregular verb conjugation and the variability in word order reflect the historical development of the language and the influence of various linguistic factors. The English language has been affected by various influences and circumstances, from its beginnings as a Germanic language spoken by tribes in England to its current role as a worldwide lingua franca. English's vocabulary, grammar, and pronunciation have undergone substantial changes throughout history, reflecting the intricate interplay between cultures, communities, and technological breakthroughs (Baseem, 2023). Homonyms are words that have the exact spelling or pronunciation but different meanings. English is replete with examples of homonyms, such as "bat" (a flying mammal) and "bat" (a piece of sports equipment).

Additionally, many words in English exhibit polysemy, meaning they have multiple meanings. For instance, "bank" can refer to a financial institution, the side of a river, or the act of inclining to one side. Homonyms and polysemous words can sometimes need clarification in communication, especially when the intended meaning is unclear or when the speaker or writer is unfamiliar with the specific usage of the word in question (Bogachyk & Bihunov, 2020).

Organizing English grammar learning materials means aiming to improve student competence so that it is based on the learner's needs and represents the material well. Unfortunately, most teachers in Indonesia still have problems regarding the availability of appropriate English grammar learning materials for their students. Materials provided by the government and released by some developers still use standard English. The material does not use a specific English grammar focus, while the English grammar and material in each unit students need in their future work will be different. Using inappropriate materials can hinder students from developing communication skills using English in situations in their target field of work. If conditions like this occur, the objectives of teaching English grammar will not be achieved. Therefore, developing appropriate English grammar learning materials for students is very necessary. Suitable material can help students to learn English more easily. This is because they learn helpful material related to their future work. However, even though English grammar material is essential in carrying out the English teaching and learning

process, unfortunately, in the current situation, English grammar material needs to be provided better in all schools. This is because several schools need to provide English as a compulsory subject for their students and only as an entertainment topic. The above facts result from the policies taken by the Ministry of Education and Culture regarding the Merdeka Curriculum.

The Merdeka curriculum promotes cultural awareness and intercultural competence by exposing students to diverse cultural perspectives and experiences. It includes materials and activities that reflect the cultural diversity of Indonesia and the English-speaking world ((Agustina & Kencana, 2023). The curriculum recognizes the role of technology in language learning and incorporates digital tools and resources to enhance instruction and student engagement. It includes opportunities for students to use technology for research, communication, and multimedia projects (Gurleyik & Akdemir, 2018). The Merdeka Curriculum for seventh-grade English grammar aims to provide a dynamic and student-centred approach to language learning that equips students with the skills and competencies needed for effective communication in English. It emphasizes active engagement, critical thinking, and cultural awareness, preparing students to succeed in an increasingly interconnected and globalized world (Dinda *et al*., 2025).

Seventh-grade students are at a crucial stage in learning English grammar, supported by various educational research and cognitive development theories. According to Piaget's stages of cognitive development, students around 11 to 14 transitions from concrete operational thinking to formal operational thinking, which enhances their ability to understand abstract concepts but still necessitates concrete examples for optimal learning. Vygotsky's social development theory also underscores the importance of social interaction and collaborative learning in this age group (Siregar, 2020). These students exhibit a blend of curiosity, concrete thinking, varied learning styles, social interaction, language development, and challenges with abstract concepts. Research by the National Council of Teachers of English (NCTE) indicates that middle school students are inquisitive about the rules and structures of English grammar. They tend to ask questions to understand why specific rules exist and how they function, reflecting their growing cognitive capabilities and desire for logical reasoning (Jackson, 2021). While becoming more capable of abstract thinking, seventh-graders still rely heavily on concrete examples and experiences to grasp concepts. This developmental stage benefits from real-life applications and visual aids, as these tools make abstract grammar rules more tangible and more accessible to comprehend. Studies show that visual aids and contextual learning significantly improve grammar retention and understanding in middle school students (Sakinah, 2018). Peer interaction is also significant at this age, fostering engagement through group activities and collaborative learning. According to Johnson and Johnson's cooperative learning theory, working in groups enhances students' understanding and retention of material. Grammar instruction provides a structured framework for refining skills and expanding vocabulary as language develops, supporting individual and group learning processes (Putri, 2023).

However, based on the results of preliminary observation at the 7th-grade at Karang Sari Private Middle School, the materials currently used in teaching grammar often need more elements to engage seventh-grade students fully. Many existing resources must be more abstract, failing to meet students' concrete thinking needs and not challenging emerging abstract reasoning skills. There is also a significant gap in resources that effectively integrate collaborative learning strategies with grammar teaching.

After observing the learning materials, an interview was then conducted to further investigate. One of the questions asked during the interview is related to students' outcome. The teacher stated that most of the students have unsatisfied learning outcome in English subject every year. In a previous study, it was found that the learning materials used by the students had a greater impact on students' outcome than their ways of learning (Sarip *et al.,* 2023). Thus, the thesis aims to develop new grammar teaching materials to address this gap. By aligning our resources with seventh-grade students' developmental needs and learning preferences, this thesis aims to increase their

engagement and mastery of English grammar. The authors hope these improved printable grammar materials will result in better understanding, retention, and application of grammar rules, ultimately supporting students' language development and overall academic success.

However, complex grammatical concepts such as subjunctive mood or conditional sentences may pose challenges, requiring educators to break them down into manageable parts and provide clear explanations. Encouraging a growth mindset where mistakes are seen as learning opportunities fosters a positive attitude towards grammar instruction, supporting students in building a solid foundation in language skills during this crucial stage of development (Kumayas & Lengkoan, 2023).

1. Developing printable English grammar materials tailored to the characteristics and needs of seventh-grade students involves several vital strategies:
2. Visual engagement is essential; colourful graphics, diagrams, and illustrations can make the material more appealing and comprehensible for this age group.
3. Interactive activities, such as fill-in-the-blank sentences and matching exercises, should be incorporated to encourage active participation and hands-on learning.
4. Choosing relevant topics and examples that resonate with seventh graders, like popular culture or hobbies, helps maintain their interest and motivation.

Clear instructions are crucial for each activity to ensure students understand expectations without feeling overwhelmed. Finally, offering opportunities for feedback and reflection enables students to assess their understanding and identify areas for improvement, fostering a more effective learning experience overall (Putri, 2023).

MATERIALS AND METHODS

The research design adopted for this study is Educational Research and Development (R&D). This approach is derived from industry-based development models, focusing on creating new products or procedures through systematic implementation, evaluation, and revision to meet specified criteria of effectiveness and quality. The researcher chose the R&D approach to produce specific products and assess their effectiveness (Ghufron et al., 2016). Following Borg and Gall's framework, the R&D process involves several stages. Initially, the researcher identifies a need or problem within the educational context and formulates clear objectives for the research. Then, the researcher designs and develops educational products or interventions to address the identified need or problem (Ramot & Bialik, 2023).

Once the products are created, they are systematically implemented in the target educational setting or community. During this implementation phase, data is collected to evaluate the effectiveness of the products in achieving the desired outcomes. This data may include measures of student performance, feedback from stakeholders, and observations of the product's impact on teaching and learning (Mardasari et al., 2021). Based on the evaluation results, the researcher revises and refines the products as needed to improve their effectiveness and quality. This iterative development, implementation, evaluation, and revision process continues until the products meet the specified criteria and demonstrate their efficacy in addressing the identified need or problem (Rusli et al., 2018). Sugiono's approach to testing the effectiveness of the products likely involves rigorous data collection and analysis methods to assess their impact on learning outcomes and instructional practices. By conducting systematic research, the aim is to provide empirical evidence of the product's effectiveness and inform decisions about their more comprehensive implementation and use in educational settings ((Renavitasari et al., 2023).

This research was conducted at SMS Karang Sari Medan. It is located on Jl. Mawar No. 9, Sari Rejo, Medan Polonia, Medan City. This research was carried out for the seventh-grade students of the academic year 2023/2024 to develop English grammar material for Simple Present Tense and Present Continuous Tense. This research itself was carried out in May 2024. It involved several research participants. They were selected based on Purposive sampling in order to conduct data

collection. Therefore, this research employed multiple data sources by inviting learners and English teachers at SMS Karang Sari Private, Medan.

Data collection techniques are systematic and standard procedures for obtaining the required data. Using data collection techniques makes it possible to be more objective in data collection. Concerning data collection techniques, the researcher uses several methods: To obtain data from subjects, this research used several instruments in this research such as interview guidelines, existing book and validation checklist.

1. Researchers will use interview guidelines when conducting interviews with teachers. This aims to obtain information about students' learning needs regarding grammar, student characteristics, English teachers' challenges in delivering material, students' motivation to learn English, and teachers' desires to teach English to students. The interview guide will be built based on the need framework analysis of Dudley-Evan and St. John (Noor, 2019). The interview guidelines are attached in the appendices.
2. Existing Book will be used as additional references for researchers to complete data before designing new materials.
3. Needs analysis to obtain students' needs regarding learning materials. The needs analysis questionnaire is attached in the appendices
4. A validation checklist will be distributed to experts to validate the product. The validation sheet for the expert and the teacher is attached in the appendices.
5. Students' response questionnaire to obtain students' feedack regarding the product.

The collected data will be analyzed qualitatively and quantitatively. Data obtained from interviews will be attached in transcript form and analyzed qualitatively. In addition, data from experts and teachers will become attachments and considerations for researchers in developing materials and exercises in the form of product descriptions, comments, notes and suggestions. Meanwhile, data from the validation checklist will be analyzed quantitatively using a manual formula:

Mean = $\sum$ fx/n

Notes:
Mean : average score
$\sum$ fx : the sum score
n : the number of questions

The needs analysis results used the following formula:

Percentage (%) = f/N (100

Notes:
Mean : average score
$\sum$ fx : the sum score
n : the number of questions

In the quantitative analysis phase, the researcher aims to evaluate the research product by distributing a validation checklist to experts. The validation checklist is constructed based on a Likert scale, which typically consists of statements or questions to which respondents indicate their level of agreement or disagreement ((Rusli et al., 2018).

RESULTS

Learning Needs consist of students' goal, necessities, lacks and wants (Hutchinson & Waters, 1987).

1. Goal; Students' goal is presented in the following table:

Table 1. Students' Goal in Mastering Tenses

Question	Options	Percentage
What is your purpose of mastering tenses?	a. To be able to write sentences without grammatical errors	27.27%
	b. To enhance my career opportunity	13.64%
	c. To pass the national examination with satisfying scores	59.09%

Based on the table above, it can be seen that most of the students or 59.09% of the students wanted to pass the national examination with satisfying scores, 27.27% of the students wanted to be able to write sentences without grammatical errors and the least percentage with 13.64% of the students aimed to enhance their career opportunity through mastering tenses.

2. Necessities; Necessities consist of students' opinion about tenses, the importance of tenses, students' desired aspect to learn in tenses. Each table is in the following:

   a. Students' Opinion about Mastering Tenses

Table 2. Students' Opinion about Mastering Tenses

Question	Options		Percentage
I think learning tenses is…	a.	Very difficult	9.09%
	b.	Quite difficult	54.55%
	c.	Easy	22.73%
	d.	Very easy	13.64%

Based on the table above, it can be seen that most of the students or 54.55% of the students think that learning tenses is quite difficult, 22.73% of the students assume that learning tenses is easy, 13.64% of them thought that learning tenses is easy and the least percentage with 9.09% of the students think that learning tenses is very difficult.

   b. Students' Opinion about the Importance of Mastering Tenses

Table 3. Students' Opinion about the Importance of Mastering Tenses

Question	Options		Percentage
In my opinion, mastering tenses is…	a.	Very important	68.18%
	b.	Important	22.73%
	c.	Quite important	9.09%
	d.	Not important	0.00%

Based on the table above, it can be seen that most of the students or 54.55% of the students think that learning tenses is very important, 22.73% of the students assume that learning tenses is important 13.64% of them thought that learning tenses is quite important and none of the students thinks that learning tenses is not important.

   c. Students' Desired Aspect to Learn in Tenses

Table 4. Students' Desired Aspect to Learn in Tenses

Question	Options		Percentage
Which aspect do you want to master in learning tenses?	a.	The active-passive changes	18.18%
	b.	The verb changes	0.00%
	c.	The formula usage	18.18%
	d.	All of them	63.64%

Based on the table above, it can be seen that 18.18% of the students wanted to learn the active-passive changes in tenses, the same amount of the students which is 18.18% wanted to learn the formula usage in tenses, most of the students or 63.64% of them wanted to learn all aspect of tenses and none of them wanted to learn only the verb changes.

3. Lacks; Lacks consist of students' grammar mastery, students current level of grammar mastery and students' difficulty in using tenses. Each table is in the following:

a. Students' Tenses Mastery

Table 5. Students' Tenses Mastery

Question	Options	Percentage
So far, I know…tenses	a. 1-4 tenses	77.27%
	b. 5-8 tenses	0.00%
	c. 9-16 tenses	0.00%
	d. I do not know any tenses	22.73%

Based on the table above, it can be seen that most of the students or 77.27% of them know around 1 to 4 tenses, 22.73% of the students do not know any tenses. None of the students knows more than 5 tenses.

b. Students' Current Level of Grammar Mastery

Table 6. Students' Current Level of Grammar Mastery

Question	Options	Percentage
My grammar mastery level right now is…	a. Beginner, able to use grammar in general context	68.18%
	b. Intermediate, able to use grammar in a variety of contexts	18.18%
	c. Advanced, able to solve grammar questions in TOEFL	13.64%

Based on the table above, it can be seen that 68.18% of the students are still beginers in grammar mastery. 18.18% of the students are in their intermediate level and only 13.64% of them have high or advanced mastery in tenses.

c. Students' Difficulty in Using Tense

Table 7. Students' Difficulty in Using Tense

Question	Options	Percentage
When using tenses, it is hard for me to…	a. Understand the formula	22.73%
	b. Understand the definition and the usage	22.73%
	c. Understand the examples of tenses	18.18%
	d. All of them	36.36%

Based on the table above, it can be seen that 36.36% of the students face difficulty in every aspect of learning tenses, the same amount of the students or 27.73% of them face difficulty in understanding the definition and the usage also the formula of tenses and least of them or 18.18% of them face difficulty in understanding tenses examples.

4. Wants; Wants refer to what students want to achieve through learning materials. The following table explains students' wants:

Table 8. Students' Wants

Question	Options	Percentage
Generally, I want to improve my grammar especially in mastering tenses because…	a. I will be able to use English correctly in writing and speaking	68.18%
	b. I will be able to understand many kinds of texts in English	4.55%
	c. I will be able to answer grammar questions in my exam	27.27%

Based on the table above, it can be seen that 68.18% of the students wanted to be able to use English correctly in writing and speaking, 27.27% of the students wanted to be able to answer grammar questions in my exam and 4.55% wanted to be able to understand many kinds of texts in English.

Target Needs consist of the input, procedures, setting, teacher's role and student's role (Nunan, 2004). Each table is in the following:

1. Input; Input is the content and every component in learning materials. In this research, input is related to the topic, amount of words and the main input. Each of them is explained in the following:
   a. Students' Preference for Tenses' Topic

Table 9. Students' Preference for Tenses' Topic

Question	Options		Percentage
The tenses examples that I want is related to…	a.	Daily life	40.91%
	b.	Politics	4.55%
	c.	Social	31.82%
	d.	Culture	22.73%

Based on the table above, it can be seen that most of the students or 40.91% of them wanted tenses materials related to daily life, 31.82% of the students wanted tenses materials related to social life, 22.73% of the students wanted tenses materials related to culture, and 4.55% of them would like tenses materials related to politics.

   b. Students' Preference for the Number of Words

Table 10. Students' Preference for the Number of Words

Question	Options		Percentage
The amount of words for tenses materials should have…	a.	< 1000 (brief)	63.64%
	b.	1000-2000 (quite complete)	18.18%
	c.	> 2000 (very complete)	18.18%

Based on the table above, it can be seen that most of the students or 63.64% of them wanted to have brief tenses materials, 18.18% of them wanted to have complete tenses materials and the same amount which is 18.18% goes to the students who wanted to have very complete tenses materials.

   c. Students' Preference for the Materials' Input

Table 11. Students' Preference for the Materials' Input

Question	Options		Percentage
The type of input that I want in tenses materials is…	a.	Pictures	40.91%
	b.	Interesting elements	13.64%
	c.	Colorful layout	45.45%

Based on the table above, it can be seen that most of the students or 45.45% of the students wanted colorful layout in tenses materials, 40.91% of the students wanted to have pictures in tenses materials and 13.64% of them wanted to have interesting elements in tenses materials.

   d. Students' Opinion about the Importance of Reading Passages

Table 12. Students' Opinion about the Importance of Reading Passages

Question	Options		Percentage
Do you think some reading passages would be helpful to improve your understanding about tenses?	a.	Yes	81.82%
	b.	No	18.18%

Based on the table above, it can be seen that most of the students or 81.82% of them think that reading passage would be helpful in tenses materials. However, 18.18% of them do not think that reading passages would be helpful.

2. Procedures; Procedures mean the way students use or carry out the exercises in learning materials. The following is the table for procedures:

Table 13. Procedures

Question	Options		Percentage
Tye type of extra quiz that I want is...	a.	Word match	22.73%
	b.	Jumbled words	40.91%
	c.	Wordsearch	22.73%
	d.	Mix	13.64%

Based on the table above, it can be seen that most of the students or 40.91% of the students would like to do jumbled words activity, 22.73% of the students would like to do word match, 22.73% of the students would like to do wordsearch and the rest of them which is 13.64% would like to do all of them.

3. Setting; Setting mean how students do their exercises in terms of the amount of people involved. The setting Is explained in the following table:

Table 14. Setting

Question	Options		Percentage
I want to accomplish tenses exercices…	a.	Individually	86.36%
	b.	In pairs	9.09%
	c.	In groups	4.55%

Based on the table above, it can be seen that most of the students or 86.36% of the students would like to do tenses exercises individually, 9.09% of the students would like to do tenses exercises in pairs and the rest of them which is 4.55% would like to do tenses exercises in groups.

4. Teacher's Role; Teacher's role is how teacher explains the materials. The table for teacher's role is in the following:

Table 15. Teacher's Role

Question	Options	Percentage
When I learn tenses, it is better if the teacher…	a. Observes the students while completing the writing task.	0%
	b. Explains the lesson while sitting in the front desk.	9.09%
	c. Give a brief explanation about the lesson and allow the students to explore the rest.	4.55%
	d. Leads or guides the students in writing activity.	86.36%

Based on the table above, it can be seen that most of the students or 86.36% of them wanted the teacher to lead them in writing activity, 9.09% of the students wanted the teacher to explain in the front desk, 4.55% of them wanted the teacher to explain briefly and let the students do the rest but none of the students wanted the teacher to only observe them in completing their tasks.

5. Student's Role; Student's role is how the students learn using the materials. The table for student's role is in the following:

Table 16. Student's Role

Question	Options	Percentage
When I learn tenses, it is better if the students…	a. Listen to the teacher's explanation and do the task based on teacher's instruction.	54.55%
	b. Actively engaged in classroom discussion with other students.	31.82%
	c. Learn quietly in the clasroom.	13.64%

Based on the table above, it can be seen that most of the students or 54.55% of them wanted to listen to the teacher's explanation and do the task based on teacher's instruction, 31.82% of them wanted to actively engaged in classroom discussion with other students and the rest of the students which is 13.64% wanted to Learn quietly in the clasroom.

After getting the results of needs analysis, the next stage is designing the outline of the printed materials. The following is the outline for the printed materials that has been designed:

The Outline of Printed Materials

- Cover : The unit title, key words
- Maps of the Materials : The aspects that will be learned
- Learning Objectives: The output of learning after using the materials
- Vocabulary Activities: Picture description, Word match
- Warm-Up Exercises: Easy tasks such as answering some questions briefly, True or False
- Grammar Explanation: Explanation about tenses, patterns, examples
- Main Exercises: Reading comprehension, Changing the verbs
- Reflection: How far students have understood the lesson

Figure 1. The Outline of Printed Materials

The outline that has been designed previously is used to develop the printed materials as follow:

1. Unit 1; The first unit is titled "Daily Activities". This unit integrates daily activities with the main focus of grammar which is Simple Present Tense as most of the students wanted this topic in the needs analysis. This unit consists of 17 activities: activity 1 and 2 is for vocabulary tasks, activity 3,4,5,6 are the warm-up exercises, activity 7 and 8 are the explanation and the rest are main exercises including reflection at the end. This unit also has Pancasila profile dimension because the printed materials are based on the book of Merdeka Curriculum.
2. Unit 2; The first unit is titled "What Are You Doing?". This unit integrates daily activities with the main focus of grammar which is Present Continuous Tense as most of the students wanted this topic in the needs analysis. This unit consists of 17 activities: activity 1 and 2 is for vocabulary tasks, activity 3,4,5,6 are the warm-up exercises, activity 7 and 8 are the explanation and the rest are main exercises including reflection at the end. This unit also has Pancasila profile dimension because the printed materials are based on the book of Merdeka Curriculum.

The next stage after developing the materials is distributing the materials to the expert and the teacher in order to get their feedback. The following are the results for the review: The final step is conducting evaluation where all suggestions and revisions from the expert and also the teacher with the references for the final development of the printed materials.

DISCUSSION

The objective of this study was to develop printed materials for seventh-grade students at SMPS Karang Sari. The respondents of this research were students from seventh-grade with 13 males and 9 females. The development of the printed materials included some key steps, such as conducting a needs analysis, making the outline, making the first draft of the materials, receiving expert and teacher's feedback, and creating the final draft after getting the feedback.

The very first step in developing the materials was giving a needs analysis. The data were collected by distributing questionnaires to the seventh-grade students. The purpose is to identify students' needs for learning materials. The needs analysis questionnaires were adopted based on Hutchinson and Waters (1987) and Nunan (2004). The questionnaire is divided in two: learning needs and target needs. The learning needs consist of students' goals, necessities, lacks and wants, meanwhile the target needs consist of the input, procedures, setting, teacher's role and student's role.

After conducting the needs analysis, the next step was developing the outline for the materials. It was needed as the guidance to develop printed materials. The materials encourage students to

improve their grammar mastery. The outline started with the cover and the maps of the materials. Then, it was followed by the warm-up activities, explanation, and main tasks.

The next step was developing the materials. In the developed materials, there are two units in these materials. Each unit is about a type of tense. The first unit is titled "My Daily Activities" which talks about Simple Present Tense with 17 activities. The second unit is titled "What Are You Doing?" which talks about Present Continuous Tense with the same amount of activities. These units have reflection at the end of the section in order to know how well the students learn from the unit.

The next step after the materials developed was the expert judgment. The materials were evaluated by an expert through questionnaires. The questionnaire items were adapted from BSNP (2014) which evaluates the appropriateness of the content, language, presentation and design. The score for unit 1 given by the expert was 4 and the second unit also received 4. Beside the expert, the teacher reviewed the materials as well. The score for unit 1 given by the teacher for both units was 4. It means that the developed materials are categorized "very good" because the final score was the highest within the range of 3.24 to 4.

The final step was conducting evaluation. The product was then developed again based on the suggestions obtained from the expert and the teacher to create the final form of the product.

CONCLUSIONS

The product of this research and development was printed grammar materials based on Merdeka Curriculum. The procedure of this research employed the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The data collection techniques used were interviews and questionnaires including needs analysis questionnaire, expert judgement and teacher's review questionnaire.

The first step in developing the printed materials was conducting an analysis, where the researcher analyzed the needs of seventh-grade students at SMPS Karang Sari for the needs of learning materials. The second step involved was creating the outline of the printed materials. The third step was realizing the outline into a product in the form of printed materials and the next step was getting the materials validated by the expert and the teacher through questionnaires. Based on the questionnaire results, the overall score for unit 1 and 2 by the expert was 4 and the overall for unit 1 and 2 was 4. The product was categorized as "very good" as it falls in the score range of 3.24 to 4. After that, the product was evaluated based on the suggestions from both the expert and the teacher to make the final draft of the printed materials.

After conducting this study, here are some suggestions proposed for several parties, which include:

1. For Teachers: It is suggested that the teacher use the developed printed materials during the teaching and learning activity
2. For Students: The students are encouraged to increase their grammar mastery by using the developed printer materials.
3. For Other Researchers: It is recommended to other researchers to conduct more studies related to materials development for the betterment of education.

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