

**NEEDS ANALYSIS OF ENGLISH GRAMMAR RESOURCE FOR JUNIOR
HIGH SCHOOL STUDENTS IN THE FOURTH INDUSTRIAL
REVOLUTION**

THESIS

Submitted to the English Language Teaching Department of Tarbiyah and Teacher
Training Faculty at State Islamic Institute of Syekh Nurjati Cirebon as a part of
requirement fulfillment for an Undergraduate Degree



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2024

APPROVAL

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the writing of Muhammad Navis Zuhud with registered number 1808103152 titled “**NEEDS ANALYSIS OF ENGLISH GRAMMAR RESOURCE FOR JUNIOR HIGH SCHOOL IN THE FOURTH INDUSTRIAL REVOLUTION**”, we have decided that his thesis can be offered to be presented to the English Language Teaching Department of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Syekh Nurjati Cirebon.

Wassalamu'alaikum Warahmatullahi Wabarakatuh



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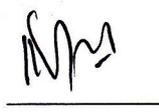
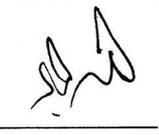
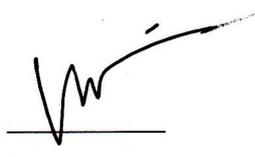
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RATIFICATION

The thesis titled “Needs Analysis of English Grammar Resource for Junior High School Students In The Fourth Industrial Revolution”, written by Muhammad Navis Zuhud, with the registered number 1808103152, has been examined on February 2025. It has been accepted by examiners as one of the requirements for an undergraduate degree in English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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States that this thesis is the result of my own work. To the best of my knowledge, this thesis does not contain materials written by others as a requirement for completion of studies at this college or other universities excepts certain parts that I take as a reference by following the proper procedures and ethics of writing a research thesis.

If it turns out that this research is not correct, it is entirely my responsibility.

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PREFACE

All praise is due to Allah, the Most Gracious and the Most Merciful, who has granted me the strength, patience, and perseverance to complete this thesis. This research, titled Needs Analysis of English Grammar Resource for Junior High School Students In The Fourth Industrial Revolution, was conducted to explore the characteristics and needs of an effective English grammar resource for junior high school students in the context of the Fourth Industrial Revolution.

This study would not have been possible without the support and guidance of many individuals. I would like to express my deepest gratitude to my family for their insurmountable support, invaluable insights, constructive feedback, and continuous encouragement throughout the research process. I also extend my appreciation to the teachers and students who participated in this study, providing essential perspectives that shaped the findings of this research.

Furthermore, I am sincerely thankful to my family and friends for their unwavering support and understanding during this journey. Their encouragement has been instrumental in helping me stay focused and motivated.

I acknowledge that this thesis is not without its limitations, and I welcome any constructive feedback for further improvement. I hope that this research will contribute meaningfully to the field of English language education and serve as a useful reference for educators and curriculum developers.

May this work be beneficial to those who seek knowledge and serve as a stepping stone for future studies in this area.

Muhammad Navis Zuhud

Cirebon, October 2024

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ABSTRACT

The Fourth Industrial Revolution has profoundly influenced education, underscoring the need for effective English grammar resources tailored to junior high school students. This qualitative descriptive study explores these needs through interviews with two English teachers and two students, highlighting grammar instruction's pivotal role in shaping students' academic and social communication skills. Both teachers emphasized the necessity of a robust grammatical foundation, aligning with linguistic theories that stress its importance in language development. They also noted the integration of traditional resources, such as textbooks and worksheets, with digital tools like educational apps and online platforms, which enhance interactivity and engagement in the learning process. However, the teachers identified a significant gap in the availability of advanced, adaptive, and regularly updated grammar resources that can better cater to the diverse needs of students. This gap reflects a broader trend in education, where personalized and technologically integrated teaching materials are increasingly recognized as essential for effective learning. The study further reveals that adapting teaching practices to incorporate digital tools is crucial for developing critical 21st-century skills, such as digital literacy and critical thinking. Additionally, the teachers highlighted challenges in student engagement, recommending the creation of more interactive, multimedia-rich, and gamified resources to make grammar instruction more relevant and enjoyable in today's rapidly evolving educational landscape.

Keywords: English grammar, junior high school, fourth industrial revolution

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