

**DEVELOPING A MODEL OF READING COMPREHENSION
MATERIALS ON MULTIMODAL DESCRIPTIVE TEXT-BASED
GOOGLE SITE**

THESIS

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



Composed by:

MUHAMMAD SHOLAHUDDIN

1903046120

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

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof Dr. Hamka (Kampus II) Ngaliyan Semarang

Telp. 024-7601295 Fax. 7615387

THESIS STATEMENT

I am a student with the following identity

Nama : Muhammad Sholahuddin
Students' Number : 190304120
Department : Education
Field of Study : English Education Department

Certify that the thesis is untitled

DEVELOPING A MODEL OF READING COMPREHENSION MATERIALS ON MULTIMODAL DESCRIPTIVE TEXT-BASED GOOGLE SITE

Is definitely my own work. I am completely responsible for the content of the thesis. Other researchers' opinions on findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 20 December 2022
The Researcher,

Muhammad Sholahuddin
NIM. 1903046120



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Tel. (024) 7601295 Fax. 7615387
Semarang

RATIFICATION

Thesis with the following identity :

Title : Developing A Model of Reading Comprehension Materials on Multimodal
Descriptive Text-Based Google Site
Researcher : Muhammad Sholahuddin
Student Number : 1903046120
Department : English Education Department

Had been rectified by the board of examiner of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang can be received as one of any requirement for gaining
the Bachelor Degree in Engling Language Education.

Semarang, 26 December 2022

THE BOARD OF EXAMINERS

Chairperson,

Daviq Rizal, M.Pd.
NIP: 197710252007011015

Secretary,

Dr. Hj. Siti Mariam, M. Pd.
NIP: 196507271992032002

Examiner I,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP: 196506141992032001

Examiner II,

Agus Muthohar, M.A., Ph.D.
NIP: 198408012019031007

Advisor

Dr. Hj. Siti Mariam, M. Pd.
NIP: 196507271992032002

ADVISOR NOTE

To :

The Dean of Education and Teacher Training Faculty
Universitas Islam Negeri Walisongo Semarang

Assalamu'alaikum Wr. Wb.

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

Title : **DEVELOPING A MODEL OF READING
COMPREHENSION MATERIALS ON MULTIMODAL
DESCRIPTIVE TEXT-BASED GOOGLE SITE**
Name : Muhammad Sholahuddin
Student Number : 1903046120
Department : English Education Department

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Universitas Islam Negeri Walisongo Semarang to be examined at the Munaqasyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 20 December 2022
Advisor



Dr. Hj. Siti Mariam, M. Pd.
NIP: 196507271992032002

ABSTRACT

Name : Muhammad Sholahuddin
Student
Number : 1903046120
Title : Developing A Model of Reading
Comprehension Materials on Multimodal
Descriptive Text-Based Google Site

The purpose of this research is to analyze students and teachers needs analysis of the product, to explain product design, and to explain the effectiveness of the product. The research and development (R&D) method was used in this study, which aims to develop new products or improve existing products. Then the R&D model chosen in this study is the ADDIE development that developed by Dick and Carry which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The participants research were 31 students in the 10th grade of SMA N 8 Semarang. The results of this study indicated that: first, 31 students need interactive and fun material models for learning. 1 english teacher feels that need for alternative learning material models. Second, A model of reading comprehension materials on multimodal descriptive text-based Google Site for Senior High School students. Third, the effectiveness test of the products developed shows effective and can improve students' reading comprehension skills. Thus, a model of reading comprehension materials on multimodal descriptive text-based Google Site can be used as a recommendation for model material used in class to improve students' reading comprehension skills. Expected to become information for other researcher, so that they can develop a better Google Site-based learning material model.

Keywords: descriptive text, Google Site, multimodal, reading comprehension,

MOTTO

“... dan jangan kamu berputus asa dari rahmat Allah.
Sesungguhnya tiada berputus asa dari rahmat Allah melainkan
kaum yang kafir.”

Q. S. Yusuf ayat 87

DEDICATION

In the name of Allah Azza Wa Jalla, the Lord of this world, the beneficent and merciful. This research is done because of many supports and motivation. With sincerity and humanity, I dedicate this thesis to:

- Beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Departement.
- All of the lecturers who have educated and taught the writer.
- Beloved family who always spend their time to support the writer.
- All of friends who always give the writer solution and support to finish this thesis.

Thanks a lot, there is no word can express my gratitude but I pray may Allah multiply the best rewards for all your kindness.

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial for everyone especially in developing teaching and learning process.

Semarang, 20 December 2022
The researcher

Muhammad Sholahuddin
1903046120

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CHAPTER I

INTRODUCTION

This chapter presents the background, research questions, objectives, urgency, product specifications, and development assumptions from the products that have been made and tested by researcher.

1.1 Background of the Study

Teaching materials are an important element in making students interested in the subject. Because learning boredom goes hand in hand with the teaching materials used.¹ The demand in this post-pandemic era is the provision of varied materials, which are known as multimodality materials.² Google Sites can be the platform of choice for creating content with various modes into one hand.³ It is meant to be

¹ Tafonao, 'Peranan Media Pembelajaran dalam Meningkatkan Minat Belajar Mahasiswa | *Jurnal Komunikasi Pendidikan*' <<http://journal.univetbantara.ac.id/index.php/komdik/article/view/113>> [accessed 3 April 2022].

² 'View of PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI DAN KOMUNIKASI PADA MATERI POKOK JURNAL KHUSUS UNTUK KELAS XI AKUNTANSI SMK NEGERI 1 JEMBER' <<https://jurnal.unej.ac.id/index.php/JPE/article/view/20273/9501>> [accessed 4 April 2022].

³ Sumarie Roodt and Carina De Villiers, 'Using Google Sites© as an Innovative Learning Tool at Undergraduate Level in Higher Education', *ECIS 2012 - Proceedings of the 20th European Conference on Information Systems*, 2012.

able to answer several problems that hindered emerged, namely personal internal problems, difficulties in understanding texts, and lack of motivation to learn.⁴

To respond this problem, computer-based learning can be a promising solution because it is in line with technological developments and demands after the Covid-19 pandemic that has hit all parts of the world until the last few years. So that requires a change in learning methods to forms in the network (online). This method extends to many platforms, and over time teaching materials have also shifted to smartphone platforms that can support students' learning needs independently with flexibility in time and place to study.⁵ Multimodal learning as a transformation of learning to a more modern direction is the use of various modes or media in learning. These modes contribute to each other so that they can benefit students in increasing understanding

⁴ Dewi Vitria Canda and Ika Rakhmawati, 'An Analysis of Students' Achievement in Reading Comprehension at the Tenth Grade of SMKN 1 Rejotangan', *Bright: A Journal of English Language Teaching, Linguistics and Literature*, 4.1 (2021), 48–55.

⁵ Meidyanti Wahyu Eka, 'View of Pengembangan Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi Pada Materi Pokok Jurnal Khusus Untuk Kelas Xi Akuntansi Smk Negeri 1 Jember' <<https://jurnal.unej.ac.id/index.php/JPE/article/view/20273/9501>> [accessed 4 April 2022].

and mastery of concepts.⁶ With the availability of various modes for learning, students will be encouraged to explore their abilities.

According to the results of a study conducted by Palaigeorgiou, G., & Papadopoulou, A. that interactive independent learning in the classroom with the self-paced learning method can make students have impressive self-control, self-discipline, and autonomy in learning and successfully manage their own progress.⁷ This can be achieved because in learning activities, an interactive technology-based learning material model is provided. Google Site can be used by teachers to be more innovative so that student learning will be more effective and interesting.⁸

⁶ Firmansyah Mochammad Bayu, 'Literasi Multimodal Bermuatan Kearifan Lokal Serta Implementasinya Dalam Pembelajaran', *Jurnal Ilmiah Edukasi & Sosial*, 10.1 (2019), 60–68.

⁷ Palaigeorgiou George and Anthea Papadopoulou, 'Promoting Self-Paced Learning in the Elementary Classroom with Interactive Video, an Online Course Platform and Tablets', *Education and Information Technologies*, 24.1 (2019), 805–23 <<https://doi.org/10.1007/s10639-018-9804-5>>.

⁸ Kurniadi Wisnu, 'The Implementation of Google Site as E-Learning Platform for Teaching EFL during Covid-19 Pandemic', *English Review: Journal of English Education*, 10.1 (2021), 129–38 <<https://journal.uniku.ac.id/index.php/ERJEE>>.

It is very possible that the Google Site is used in education as a virtual classroom. Google Site has a service to flexibly create interactive virtual classes.⁹ Linking various learning modes in one interface at a time. Whether photos, presentations, videos, webSites, attachments, and various information from other Google applications (such as Google Docs, Google Calendar, YouTube and Picasa).¹⁰

With that much flexibility, researcher chose the Google Site as a medium that can display learning materials more interactively because of the incorporation of various modes or media in a learning process. So that it will have a good impact on teachers and students in the learning itself. Teachers will be more motivated to innovate learning models and media. And students will be encouraged to learn independently in accordance with what they like from the various modes or media available on the Google Site.

⁹ Roodt Sumarie and Carina De Villiers, 'Using Google Sites© as an Innovative Learning Tool at Undergraduate Level in Higher Education', *ECIS 2012 - Proceedings of the 20th European Conference on Information Systems*, 2012.

¹⁰ 'Google Sites' <http://p2k.unkris.ac.id/id3/1-3065-2962/Sites-Jotspot_127265_p2k-unkris.html> [accessed 10 October 2022].

1.2 Research questions

1. How are teachers and students' need analysis of reading comprehension materials on multimodal descriptive text?
2. How is the design of a model of reading comprehension materials on multimodal descriptive text- based Google Site?
3. How is the effectiveness of this product to facilitate students reading comprehension of descriptive text?

1.3 Objective of the study

1. To analyze the students and teachers needs analysis of having reading comprehension materials on multimodal descriptive text.
2. To explain the product design a model of reading comprehension materials on multimodal descriptive text-based Google Site.
3. To explain the effectiveness of the product to facilitate students reading comprehension of descriptive text.

1.4 Significant of the study

- a. For Students

This research is expected to be a solution to the problems felt by students in understanding descriptive

texts. Some of the solutions that are presented in this study namely the freedom of students to explore their interests in several different descriptive text reading topics; present an attractive display of learning material models; and will make students more active in their independent learning process with the method of self-paced learning methods.

b. For Teacher

This research is expected to provide an alternative model of learning material that can be used by teachers easily because it is based on Google Sites to students in English subjects in descriptive text material. This learning material model will make it easier for students to understand descriptive text because it has been packaged in an interesting way.

c. For other Researcher

This research is expected to become information for other researcher, so that they can develop a better Google Site-based learning material model.

d. For School

This research is expected to help schools in improving student competence. So that students can learn to be more active and will make them brave to innovate with their skills.

1.5 Product specification

- ❖ This research is expected to produce a model of reading comprehension learning materials based on the Google Site. The expected products are as follows:
 1. Products in the form of webSites that can be accessed online using the internet network
 2. The product can be operated via a smartphone, laptop, or computer
 3. The product is a model of reading comprehension learning material called EZRead
 4. I developed EZRead using the Google Site, internet, laptop, Adobe Indesign 2020, CorelDRAW 2020, and Adobe Photoshop 2020
 5. EZRead contains 6 menus in it, namely:
- ❖ Home: contains a brief description of the EzRead webSite and describes the basic competencies, core competencies, and learning objectives of the text descriptive material.
- ❖ Opening: page containing greetings to students and instructions to pray before learning.
- ❖ Materials: covers descriptive text material in a simple way to give a general idea of the descriptive text. This is

intended so that students do not get bored with the material.

- ❖ Trial Section (Hidden): contains a descriptive text game to suggest and stimulate that descriptive text is easy and fun text.
- ❖ Reading Activity (Hidden): contains 5 descriptive text reading topics packed with various modes (multimodal). Browse; video conversation, place; text, daily activities; audio conversation, animals; visual text, and things; video telling.
- ❖ Finish (Hidden): contains a goodbye greeting.

The equipment used during the process of making this EZRead include: Laptop with at least 4GB RAM, minimum HDD 500GB, Email at least 15GB, Adobe Indesign 2020 Application, CorelDRAW 2020 Application, Adobe Photoshop 2020 Application, and Mouse.

1.6 Development Assumption

1. I arranged EZRead in the form of a webSite based on the sequence of product development steps according to the ADDIE model
2. EZRead contains materials, practice questions, and descriptive text genre games that focus on reading comprehension

3. I designated this learning material model for the 10th grade of SMA N 8 Semarang
4. The validator I need to test EZRead is 1 lecturer, namely to test the material and design
5. To test the effectiveness of EZRead, a big class trial was conducted, consisting of the 10th grade of SMA N 8 Semarang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theory, previous research, and the conceptual framework for the research that has been carried out by the researcher. So there is a novelty from the research that has been done.

2.1 Theoretical review

1. Reading Comprehension

1a. Definition of Reading

Reading can be interpreted as a process of making meaning from what we read, by explaining the harmony of various related sources.¹¹ Reading can also be defined as the interaction between the reader and the text so that the meaning in the text can be extracted properly. There are 3 things that used to get the correct meaning, namely the reader's knowledge, text information, and contextuality.

1b. Definition of Reading Comprehension

Understanding can be a process of generating meaning through interaction with

¹¹ Richard C. Anderson, 'Reading.:', NatioCC', 1985, 1–155.

written language.¹² Other explains that this process becomes the task of the reader and factors in the text that are in a larger social context.¹³ Understanding is the process by which the reader makes meaning by combining prior knowledge and prior experience, information in the text, and the reader's views regarding the text.¹⁴

Reading comprehension is the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.¹⁵ This is

¹² C, 'Reading for Understanding: Toward an R&D Program in Reading Comprehension | RAND' <https://www.rand.org/pubs/monograph_reports/MR1465.html> [accessed 16 June 2022].

¹³ Danielle S. McNamara and Joe Magliano, 'Chapter 9 Toward a Comprehensive Model of Comprehension', *Psychology of Learning and Motivation - Advances in Research and Theory*, 51 (2009), 297–384 <[https://doi.org/10.1016/S0079-7421\(09\)51009-2](https://doi.org/10.1016/S0079-7421(09)51009-2)>.

¹⁴ Vita K Nell Duke and EdD EdM, 'Comprehension Instruction for Informational Text. Presentation at the Annual Meeting of the Michigan Reading Association, Grand Rapids, MI.', 2019.

¹⁵ Hansen, Jane & Pearson, P. David, 'ERIC - ED215312 - An Instructional Study: Improving the Inferential Comprehension of Good and Poor Fourth-Grade Readers., 1982-Mar'

called a mental model¹⁶ or a situation model.¹⁷ This model defines what has been learned¹⁸ expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. So that efforts are needed to improve skimming or scanning reading skills in students.¹⁹ Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

2. ADDIE Development

The ADDIE model in designing instructional systems uses a systems approach. The essence of the systems approach is to divide the lesson planning

<<https://eric.ed.gov/?id=ED215312>> [accessed 17 June 2022]. ; Vicki J. Skinner and others, 'Designing Relevant and Authentic Scenarios for Learning Clinical Communication in Dentistry Using the Calgary-Cambridge Approach', *Creative Education*, 03.06 (2012), 890–95 <<https://doi.org/10.4236/CE.2012.326134>>.

¹⁶ Hansen, Jane and Pearson, P. David, 'ERIC - ED215312 - An Instructional Study: Improving the Inferential Comprehension of Good and Poor Fourth-Grade Readers., 1982-Mar'.

¹⁷ Skinner et. al.

¹⁸ Snow, Catherine, 'Reading for Understanding: Toward an R&D Program in Reading Comprehension | RAND'.

¹⁹ Siti Mariam, 'Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy', *Indonesian EFL Journal*, 2.July (2016), 70–80.

process into several steps, to organize the steps into a logical sequence, then use the output of each step as input for the next.

The ADDIE instructional model is an instructional process that consists of five phases, namely dynamic analysis, design, development, implementation and evaluation. The stages of the ADDIE model are implemented as follows:²⁰

A. Analyze

Analyzing the need for the development of teaching materials in learning objectives.

B. Design

Planning for developing teaching materials includes the following activities: preparing teaching materials, designing learning scenarios, choosing teaching material competencies, planning learning devices, and designing learning materials.

C. Development

²⁰ Sinta Indi Astuti, Septo Pawelas Arso, and Putri Asmita Wigati, *Educational Technology A Definition, Analisis Standar Pelayanan Minimal Pada Instalasi Rawat Jalan Di RSUD Kota Semarang*, 2015, ⁱⁱⁱ <<https://www.routledge.com/Educational-Technology-A-Definition-with-Commentary/Januszewski-Molenda/p/book/9780805858617>> [accessed 27 December 2022].

Realizing the product design that has been planned in the 'development' stage.

D. Implementation

The stages for implementing the design of teaching materials that have been developed in real situations in class.

E. Evaluation

A process carried out to provide value to the development of teaching materials in learning.

3. Multimodality text

Multimodal text is text that utilizes many modes in it.²¹ The use of many of these modes to communicate with one another. to be a good integration in the material it carries. the combination can be audio, visual, or non-visual.²²

Many of these modes are steps to reveal the meaning contained in the text.²³ As well as the

²¹ M. Walsh, 'Reading Visual and Multimodal Texts :How Is "reading" Different?', 2005.

²² Jon Callow, 'The Shape of Text to Come: How Image and Text Work | Jon Callow' <https://www.academia.edu/21859228/The_Shape_of_Text_to_Come_how_image_and_text_work> [accessed 28 December 2022].

²³ Walsh.

development of many of these modes in multimodal texts which are intended to be a presentation of information that gives readers more understanding.²⁴

Multimodal text is very complex in the presentation of the text, because it requires many modes that are combined to form more understanding for the reader. several studies also show a positive impact on readers after using this multimodal text: increasing understanding of the content,²⁵ creativity,²⁶ and deepen the analysis.²⁷

The characteristics of reading multimodal text:²⁸

²⁴ Nicolas Guichon and Cathy Cohen, 'Multimodality and CALL', *The Routledge Handbook of Language Learning and Technology*, 2016, 509–21.

²⁵ M. McDermott, 'More Than Writing-to-Learn: Using Multimodal Writing Tasks in Science Classrooms', *The Science Teacher*, 2010.

²⁶ Marjorie Siegel, 'More than Words: The Generative Power of Transmediation for Learning', *Canadian Journal of Education / Revue Canadienne de l'éducation*, 20.4 (1995), 455
<<https://doi.org/10.2307/1495082>>.

²⁷ Jennifer McCormick, 'Transmediation in the Language Arts Classroom: Creating Contexts for Analysis and Ambiguity', *Journal of Adolescent & Adult Literacy*, 54.8 (2011), 579–87
<<https://doi.org/10.1598/JAAL.54.8.3>>.

²⁸ Dieni Amalia Zamzamy, 'DEVELOPMENT OF MULTIMODAL LANGUAGE TEACHING MATERIALS FOR INDONESIAN LANGUAGE FOR FOREIGN SPEAKERS (BIPA) DURING PANDEMIC TIME', 4 (2021), 21–31.

- a. Visual images: The images 'show' including layout, size, shape, colour, line, angle, position, perspective., screen, frames, icons, links, hyperlinks.
- b. Use of senses: visual, tactile, hearing, kinaesthetic.
- c. Interpersonal meaning: developed through visual 'voice': positioning, angle, perspective – 'offers' and 'demands'.
- d. Visual style: choice of medium, graphics, animation, frames, menu board, hypertext links.
- e. Visual imagery: use of colour, motifs, icons, repetition.

Reading pathway: use of vectors – non- sequential, non-linear. Reader has more choice and opportunity to interact.

4. Google Site

Google Site is a reduced version of jotspot. This service can be used by individuals or organizations to facilitate the publishing of new Sites.

This service allows users to easily link various digital information in the created webSite. Such as photos, presentations, videos, webSites, attachments, and more.

Google Site also makes it easy for users who do not have coding or webSite design knowledge to be able to easily adjust the appearance of their webSite. This service is very flexible, where users can create profile pages with interests, activities, and schedules. The Google Site can also function as a virtual classroom to make it easier for students to upload homework, class notes, and more.²⁹

As we knows, that the Google Site is the result of the development of internet technology with easy access to operate.³⁰ Another advantage that the Google Site brings is because it is connected to other Google services for free, and the Google Site is also very possible to be developed into an interactive android application.³¹

With the advantages of this feature, students can become more autonomous. They are active, aware,

²⁹ Roodt and De Villiers.

³⁰ Dwi Agus Suryanto, 'Analisis Perbandingan Antara Blogger Dan Google Site', *Fakultas Komunikasi Dan Informatika, Universitas Muhammadiyah Surakarta*, 2018
<<http://eprints.ums.ac.id/id/eprint/60091>>.

³¹ Kalyan, N Kumbhar, '(PDF) Creating a Library Portal by Using Google Sites'
<https://www.researchgate.net/publication/359082246_Creating_a_Library_portal_by_using_Google_sites> [accessed 12 June 2022].

responsible, and able to take control of their learning in all strategic metacognitive processes (planning, monitoring, problem solving and evaluation).³² Although in practice, this material model is still under the control of the teacher to monitor student activity.

5. Descriptive Text

Descriptive text is a text used by the author to describe something, it can be in the form of objects, places, people, animals, and others.³³ The writing model flows, explaining names, groups, behaviors, traits and so on. So that the reader seems to feel the impression of seeing or feeling it directly.

The elements that make up descriptive text are identification and general description. Identification is

³² Kartika Ayu Septiningrum, Siti Tarwiyah, and Siti Mariam, 'A Portrait of Learner's Autonomy through Metacognitive Strategy on Reading Comprehension (A Study At SMP N 32 Semarang)', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 66–82 <<https://doi.org/10.21580/vjv7i12805>>.

³³ L Nisaul H Musthafa Albar, '(PDF) Making Sense Of Functional Grammar (Gerot – Wignell) Chapter 1 | Academia.Edu' <https://www.academia.edu/36344944/Making_Sense_Of_Functional_Grammar_Gerot_Wignell_Chapter_1> [accessed 13 June 2022]. ; 'Genre, Text, Grammar: Technologies for Teaching and Assessing Writing - Peter Knapp, Megan Watkins - Google Books' <https://books.google.co.id/books?id=6VP1slspP7oC&printsec=frontcover&source=gbs_atb#v=onepage&q&f=false> [accessed 13 June 2022].

used to identify the object to be written in the text. While the general description is used to describe the characteristics of the object.³⁴

About the linguistic feature of descriptive text³⁵ ; Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) states the categorization as follows:

- a. Focus on specific participants as the main character;
- b. Use present tense as dominant tenses;
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant);
- d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;

³⁴ David But, et. al, 'Using Functional Grammar An Explorer's Guide Second Edition', 1998. ; Beverly Derewianka, *Exploring How Texts Work*, 1990 <<http://books.google.co.id/books?id=xgNKAAAYAAJ>> [accessed 13 June 2022]. ; Albar L Nisaul H Musthafa, '(Pdf) Making Sense Of Functional Grammar (Gerot – Wignell) Chapter 1 - Academia.Edu'. ; 'Genre, Text, Grammar: Technologies for Teaching and Assessing Writing - Peter Knapp, Megan Watkins - Google Books'.

³⁵ Derewianka.

- e. Use mental verb or mental process when describing feelings;
- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic;
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.³⁶

2.2 Previous study

A research conducted by Justriati, Nasriandi, Wisnu Kurniadi, and Ratna with the title ‘The Implementation Of Google Site As E-Learning Platform For Teaching EFL During the Covid-19 Pandemic’. This research was published on English Review: *Journal of English Education* in 2021 and conducted using the mixed method. The results of this study indicate that the implementation of the media, it can be said to be effective and attract the attention of students in EFL learning. This research has something in common with the research that was carried out is the method used, namely the mixed method which develops webSites for academic purposes. However, this research also has

³⁶ Descriptive Text, 67, 2.1

differences with the research to be carried out, namely choosing academic writing material.³⁷

A research conducted by Siti Mariam, Catur Kepirianto, Ma'rifatul Fadhilah, and Nafisah Mardhiana with the title 'Utilizing Quipper School for Improving Reading Comprehension of Recount Text'. This research was published on *Indonesian EFL Journal (IEFLJ)* in 2022. And the results of this study show that students and the teacher have been helped in the teaching and learning process using Quipper School application. Students can learn reading materials with this digital medium during online learning due to the Covid19 pandemic. Students also enjoy discussion and interest in educational materials that are easy to implement and have easy access to the digital media. There were also interactive conversations about student learning issues to help students understand the reading content materials more easily. This research has similarities with the research that was carried out, namely about reading comprehension skills. However, this research also has

³⁷ Kurniadi Wisnu, 'The Implementation of Google Site as E-Learning Platform for Teaching EFL during Covid-19 Pandemic', *English Review: Journal of English Education*, 10.1 (2021), 129–38 <<https://journal.uniku.ac.id/index.php/ERJEE>>.

differences with the research to be carried out, the recount text genre is used in this study.³⁸

A research conducted by Dilla Safira Adzkiya and Maman Suryaman with the title 'Penggunaan Media Pembelajaran Google Site dalam Pembelajaran Bahasa Inggris Kelas V SD'. This research was published on *Educate: Jurnal Teknologi Pendidikan* in 2021 and conducted using a qualitative descriptive method. And the results of this study indicate that the results of this study are (1) Google Sites have an effect on online learning, are easy to use by fifth grade elementary school students (2) Based on the results of learning observations, and results of interviews students are interested in Google Sites media because this media is very practical (3) There is a relationship between Google Sites and students' interest in learning English subjects. Students are more comfortable learning to use Google Sites which can present material in the form of colored text, images, videos , and audio. This research has similarities with the research that was conducted, which is to produce a simple and easy-to-use learning webSite for teachers and students through the

³⁸ Siti Mariam, et. al, 'Utilizing Quipper School for Improving Reading Comprehension of Recount Text', 8.1 (2022), 127–36.

Google Site platform. However, this research also has differences with the research that was used, namely the qualitative descriptive method used in this study.³⁹

A research conducted by Catur Kepirianto Kepirianto, Siti Mariam, and M. Ulya Ashari with the title ‘Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text’. This research was published on *Parole: Journal of Linguistics and Education* in 2022 and conducted using quantitative method in 2018. The results of this study show that experimental class taught by Mind-Mapping collaborated with Think-Pair-Share has higher achievement in posttest than control class taught by traditional method. The mean post-test of experimental class, 85.00 is higher than that of control class namely 49.50. The conclusion infers that Mind-Mapping collaborated with Think Pair Share is effective to teach reading in descriptive text.. This research has similarities with the research to be carried out, namely using descriptive text material to be studied. However, this

³⁹ Dilla Safira Adzkiya and Maman Suryaman, ‘Penggunaan Media Pembelajaran Google Site Dalam Pembelajaran Bahasa Inggris Kelas V SD’, *Educate : Jurnal Teknologi Pendidikan*, 6.2 (2021), 20 <<https://doi.org/10.32832/educate.v6i2.4891>>.

research also has differences with the research to be carried out, quantitative methods are used for this research.⁴⁰

A research conducted by Dian Puspita, Sandi Nuansa, and Annisaa Toya Mentari with the title 'Students' Perception toward the Use of Google Site as English Academic Diary'. This research was published on *Communnity Development Journal* in 2021 and conducted using qualitative measurements method. The results of this study indicate that the result showed that most students received the positive perception, especially at Perception of Digital Technology and the use of Google Site. This research has similarities with the research that was carried out, namely making the Google Site an online platform for learning English. However, it also has differences with the research to be carried out, namely the use of qualitative measurement methods with questionnaires used in this study.⁴¹

⁴⁰ Catur Kepirianto Kepirianto, Siti Mariam, and M Ulya Ashari, 'Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text', *Parole: Journal of Linguistics and Education*, 12.1 (2022), 119–29.

⁴¹ Dian Puspita, Sandi Nuansa, and Annisaa Toya Mentari, 'Students' Perception toward the Use of Google Site as English Academic Diary', *Community Development Journal : Jurnal Pengabdian Masyarakat*, 2.2 (2021), 494–98
<<https://doi.org/10.31004/cdj.v2i2.1980>>.

A research conducted by Dwi Oktalia and Nur Arifah Drajiati with the title 'English teachers' perceptions of text to speech software and Google Site in an EFL Classroom: What English teachers really think and know'. This research was published on *International Journal of Education and Development using Information and Communication Technology (IJEDICT)* in 2018 and conducted using qualitative methods. The results of this study indicate that EFL teachers give positive responses toward the integration of Text to Speech programs by using the TPACK model. EFL teachers found it useful to use this digital approach in the language learning process. This research has similarities with the research to be carried out, which intends to develop learning media using the Google Site. However, it also has differences with the research to be carried out, namely the development model used, namely TPACK (Technological, Pedagogical, Content, Knowledge to develop English Skill Listening learning media.⁴²

⁴² Dwi Oktalia and Nur Arifah Drajiati, 'English Teachers ' Perceptions of Text to Speech Software and Google Site in an EFL Classroom : What English Teachers Really Think and Know Dwi Oktalia and Nur Arifah Drajiati Universitas Sebelas Maret , Indonesia', *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 14.3 (2018), 183–92.

2.3 Conceptual framework

The conceptual framework is used by researcher as a basic line of thought to reach an understanding related to what will be studied. In this section, the researcher explained in general the problems that were studied. The results of the pre-research in the form of a literature study conducted by the researcher showed that there was a lack of use of flexible and interactive learning media for students. However, this framework is strengthened again if the researcher has made direct observations in 10th grade of SMAN 8 Semarang during Teaching Internship Program (PPL).

The results of literacy studies that have been carried out by researcher at the pre-research stage also show that the Google Site-based English material model can be a solution to the problems felt by students. This material model can make learning activities more interesting and flexible to be carried out independently by students. For these reasons, the development of a Google Site-based English material model needs to be carried out using the ADDIE model development steps.

The ADDIE model development method was used by researcher because this model is one of the most suitable models for the development of learning media. Likewise, the target to be addressed by the researcher also leads to this. So

this model is considered by the researcher to be very suitable to be used so that it can find effective results for the product that was developed by the researcher.

CHAPTER III

RESEARCH METHOD

The research and development (R&D) method is used in this study, which aims to develop new products or improve existing products. The results can be accounted for later.⁴³ This method is also longitudinal which requires that research with this method must be carried out in stages, and there is a possibility that each stage uses a different method.⁴⁴

This study employed mixed methods consisted qualitative and quantitative methods. Then the R&D model chosen in this study is the ADDIE development developed by Dick and Carry⁴⁵ which consists of five stages, namely

⁴³ Winarni, Endang Widi, 'Teori Dan Praktik Penelitian Kuantitatif Kualitatif: Penelitian Tindakan Kelas (PTK) Reserch And Devel Development (R&D) | Perpustakaan Daerah Kabupaten Tasikmalaya' <<http://perpus.tasikmalayakab.go.id/opac/detail-opac?id=11357>> [accessed 18 May 2022].

⁴⁴ Sugiyono, 'Metode Penelitian Kuantitatif, Kualitatif Dan R & D | OPAC Perpustakaan Nasional RI.' <<https://opac.perpusnas.go.id/DetailOpac.aspx?id=911046>> [accessed 18 May 2022].

⁴⁵ Sugiyono, 'Metode Penelitian Kuantitatif, Kualitatif Dan R & D | OPAC Perpustakaan Nasional RI.'

Analysis, Design, Development, Implementation, and Evaluation.⁴⁶

3.1 Development Model

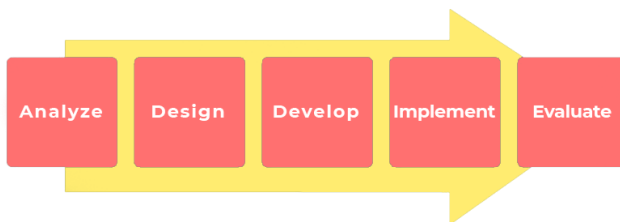
This research is entitled "Developing A Model of Reading Comprehension Materials on Multimodal Descriptive Text-Based Google Site" which is a Research and Development (RnD) type of research. This type of research was used to develop new products or improve existing products, and the results can be accounted for later. Thus, this research focused on developing a product, namely a model of English learning material based on the Google Site. The model that was used in this research is ADDIE which was developed by Dick and Carry⁴⁷ consists of 5 stages, namely analysis, design, development, implementation, and evaluation.

3.2 Development Procedures

The product development procedure used the ADDIE model has 5 stages, namely analysis, design, development, implementation, and evaluation.

⁴⁶ Cahyadi, Rahmat Arofah Hari, 'Pengembangan Bahan Ajar Berbasis Addie Model', *Halaqa: Islamic Education Journal*, 3.1 (2019), 35–42 <<https://doi.org/10.21070/halaqa.v3i1.2124>>.

⁴⁷ Cahyadi, Rahmat Arofah Hari, 'Pengembangan Bahan Ajar Berbasis Addie Model', *Halaqa: Islamic Education Journal*, 3.1 (2019), 35–42 <<https://doi.org/10.21070/halaqa.v3i1.2124>>.



Pic 1 : ADDIE stages.

1. Analyze

At this stage, the researcher analyzed the English learning materials in 10th grade of SMAN 8 Semarang to find the characteristics of the material model that has been used in the school. Then the researcher continued to analyze the needs of students and teachers, to find out how important the material model that is developed by researcher in learning English at the school is.

To analyze the needs of teachers and students for the material model to be developed, the researcher has prepared a research instrument in the form of a list of questions. The research instrument made by the researcher is of a semi-structured type according to the interview guide made by Gubrium, J. F., Holstein, J. A., Marvasti, A. B., and McKinney, K. D. in his book

entitled 'The SAGE Handbook of Interview Research: The Complexity of the Craft'.⁴⁸

Table 1

Teacher	<ol style="list-style-type: none">1. What is the material model that is often used in your school?2. What are the obstacles that you encounter when learning reading comprehension is carried out with this material model?3. How do you overcome these obstacles?4. What are the students' difficulties in reading comprehension?5. Is there a need for a modern reading comprehension
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⁴⁸ Jaber F. Gubrium and others, 'The SAGE Handbook of Interview Research: The Complexity of the Craft, Second Edition', *The SAGE Handbook of Interview Research: The Complexity of the Craft*, 2012, 1–570 <<https://doi.org/10.4135/9781452218403>>.

	<p>material model that is technology-based and can be operated independently by students?</p>
Students	<ol style="list-style-type: none"> 1. What is the model of reading comprehension material that you use to study? 2. What do you think about this material model? Is it hard, is it easy, is it boring? 3. Every time you study this material? At school or at home? 4. What kind of reading comprehension material do you want? 5. What is your response to the Ez Read? Is it interesting?

2. Design

According to Suryani et al, the design stage is carried out to design the product before it is used. In this stage, the researcher started to design a prototype of the learning material model product based on the results of the analysis that has been carried out in the previous stage. Then the researcher also developed an assessment instrument in the form of learning outcomes that have been carried out through the product that was developed by the researcher.

3. Development

At this stage the researcher began to realize the model product of English learning materials according to the prototype that has been prepared in the previous stage. Then the product of the learning material model went through the validation stage to the supervisor to get an assessment and comment on the product that was implemented to students. From the results of these assessments and comments, researcher has revised the product model of English learning materials. After the product is declared valid, then the product model of learning materials can be implemented to students.

4. Implementation

In the implementation phase, the product was experimented with research samples. In this case, the researcher implemented the English learning material model into employed experimental study. And the results of learning automatically recorded after students do the assessment in the material.

5. Evaluation

The last stage of the research procedure is evaluation, which aims to test the feasibility of the English learning material model that has been developed. The feasibility test uses the results of the assessment by students in the previous stage. At this stage, the model of the developed English learning material can be said to be feasible or not.

3.3 Research Participants and Setting

The participants of this research are 31 students in the 10th grade of SMA N 8 Semarang. The reason for choosing the 10th grade to be the subject of this research because the topic of descriptive text was discussed in the class when the researcher carried out Teaching Internship Program (PPL) and this class need the treatment of multimodal materials of descriptive text to improve their skill in reading comprehension materials. Also from

analysis to 1 English teacher and 31 students about what they needs.

This research was conducted in 2 weeks. The first week (Friday, October 14, 2022) for interviews and distribution of the pretest. And the second week (Friday, October 21, 2022) to conducted post test by testing the product.

3.4 Data Collection Techniques

Data collection techniques that were carried out in this study included 4 techniques. Namely interviews, literature studies, questionnaires, and tests. Interviews were conducted with teachers and students of 10th grade of SMAN 8 Semarang to collect data on their needs analysis of the product to be developed by the researcher. This data is in the form of qualitative descriptive. Then the literature study technique was carried out on the curriculum as well as descriptive text material which was inputted into the product to be developed by the researcher, this data also in the form of qualitative descriptive. Furthermore, the questionnaire technique was given to the supervisor to validate the product that was developed by the researcher. This data in the form of quantitative descriptive. Then, the test technique that was carried out is by testing the effectiveness of the product

that was developed by the researcher to high school students.

3.5 Data Analysis Techniques

Expert validation questionnaires, in addition to use a rating scale, the answers to the conclusions from the validation results use the Guttman scale. The Guttman scale was produced an unequivocal answer, namely "yes" or "no", in this questionnaire the "feasible" or "not feasible" scale is used. Conclusions can be drawn from the feasibility of the media can be searched using the following formula:

$$\frac{\Sigma \text{jawaban layak dari responden}}{\Sigma \text{responden} \times \Sigma \text{soal} \times 4} \times 100\%$$

Description: 0-50% = Not Feasible

51-100% = Feasible

The effectiveness test instrument is used to determine the level/degree of application of the theory, or model in a particular situation.⁴⁹ Akker development

⁴⁹ Frick Theodore and Charles Reigeluth, '(PDF) Formative Research: A Methodology for Creating and Improving Design Theories' <https://www.researchgate.net/publication/330741762_Formative_Research_A_Methodology_for_Creating_and_Improving_Design_Theories> [accessed 15 June 2022].

research⁵⁰ said: "Effectiveness referred to the extent that the experiences and outcomes with the intervention are consistent with the intended aims." The effectiveness test carried out by the researcher was to see how many students got the \geq KKM (Passing Grade) test results after learning to use the Google Site-based English learning material model.

Table of effectiveness criteria based on cognitive learning outcomes

Kategori Tafsiran Efektivitas N-Gain	
Persentase (%)	Tafsiran
< 40	Tidak Efektif
40 – 55	Kurang Efektif
56 – 75	Cukup Efektif
> 76	Efektif

Table 2

To test the effectiveness, the researcher used the N-Gain formula which was calculated on the SPSS application.

$$N\text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

⁵⁰ Jan van den Akker, 'Principles and Methods of Development Research', *Design Approaches and Tools in Education and Training*, 1999, 1–14 <https://doi.org/10.1007/978-94-011-4255-7_1>.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

A. Need analysis of reading comprehension materials on multimodal descriptive text

This analysis stage was carried out on learning materials, learning processes, and also interviews with teachers and students of class X9 in English learning subjects, specifically in learning reading comprehension. This analysis was carried out during the data collection process at SMA N 8 Semarang on October 20, 2022.

At this stage of needs analysis, it aims to define materials, learning methods, and analyze the needs of teachers and students of class X9 SMA N 8 Semarang in learning reading comprehension. And from this analysis process, it was found that reading comprehension learning was carried out using reading materials from the internet and English textbooks for SMA/MA/SMK/MAK Class X Semester 1. According to Mochammad Johari, S.Pd. as the English teacher in the class, the learning resources currently do not support the development of students' reading comprehension skills in English texts because the material is very limited and cannot attract students' attention in class.

In addition to this, he also added that the learning method used in learning reading comprehension is the conventional form, in which the teacher uses teaching materials by reading them in front of the class, asking questions, lecturing, and discussing. This learning method is very time-consuming when applied to learn Reading comprehension. Students are also less able to play an active role in learning activities.

When an interview was conducted with the X9 grade students of SMA N 8 Semarang, it was found that they had never learned reading comprehension in English-language texts with webSite-based multimodal materials. So that students also want to operate such material models in learning reading comprehension in English subjects. Because it is funnier if they learn independently using the electronic devices they have.

From the results of the analysis above, the researcher developed a Google Site-based reading comprehension learning media with various material models on the webSite. This webSite was developed to answer the problems of learning materials and methods. And the webSite developed by the researcher also aims to answer the needs of students and teachers. Students can learn reading comprehension with fun and teachers

can easily innovate learning media based on the Google Site easily.

Table 3

No	Pertanyaan	Skala Linier			
		1	2	3	4
1	Tampilan website EzRead sangat menarik perhatian saya.	-	2	15	14
2	Seberapa sering anda menggunakan buku sebagai sumber belajar?	-	1	17	13
3	Apakah anda menginginkan materi pembelajaran yang dapat dioperasikan melalui smartphoe pribadi?	-	-	14	17
4	Navigasi pada website EzRead mudah saya operasikan.	-	4	14	13
5	Website EzRead dapat saya gunakan belajar di rumah tanpa pendampingan guru.	-	-	17	14

Table 4

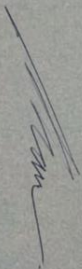
QUESTIONS FOR TEACHERS	
1. What is the material model that is often used in your school?	<p>Materialnya berupa buku teks dan biasanya gambar yang diambil dari sumber secara random di internet</p>
2. What are the obstacles that you encounter when learning reading comprehension is carried out with this material model?	<p>Anuswas dan motivasi siswa yang sangat kurang dalam reading comprehension mata pelajaran Bahasa Inggris</p>

3. How do you overcome these obstacles?	<p>Saya terus mengingatnya melalui coremah di depan kelas</p>
4. What are the students' difficulties in reading comprehension?	<p>Dengan sumber pembelajaran yang terbatas, menyajikan siswa kurang aktif dalam reading comprehension dan kesulitan dalam membaca kelengkapan seperti soal komprehensif seperti teks karena jain materi yang kebanyakan dari buku LKS yang mereka miliki.</p>

5. Is there a need for a modern reading comprehension material model that is technology-based and can be operated independently by students?

Sangat Perlu, karena sangat menunjang
semangat belajar siswa dalam memahami
materi.

Guru Mapel



Mochammad Johari, S.Pd.
NIP. 19741031999031002


B. Product design of reading comprehension materials on multimodal descriptive text-based Google Site



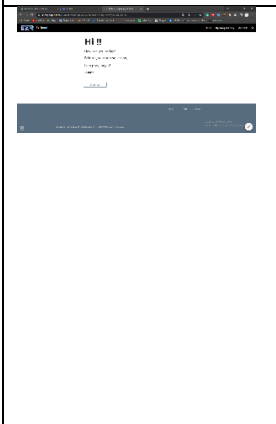

The researcher developed a learning webSite based on the Google Site which contains reading comprehension material, specifically related to descriptive text material which enriched with the material model (multimodal). This webSite is named EzRead which is intended to make it easier for students to learn reading comprehension, and do it more fun. The access link can be found at the following link:









(<https://Sites.Google.com/student.walisongo.ac.id/ezread/home>). There are 6 menus on this webSite, namely: Home, Opening, Materials, Trial, Reading Activity, and Finish. Then there are 3 other content in the footer, including: About, Profile, and Contact.

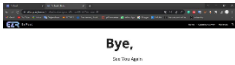
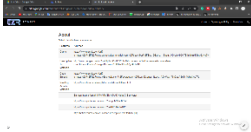

1. Menu list of webSite

In the following, the researcher explained from each menu and content on this webSite.

	Pic 2 <u>Home.</u> Contains a brief description of the EzRead webSite
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	<p>Pic 3</p>	<p>that the researcher developed. On this page, students can first get acquainted with the EzRead webSite that I developed. This page contains a brief description of the webSite, basic competencies, core competencies, learning objectivity, and also buttons to go to the next page.</p>
	<p>Pic 4</p>	
	<p>Pic 5</p>	<p>Opening. On this page students will get news questions and instructions to pray before starting the lesson. On this page there is also a button which when pressed will direct to the descriptive text material.</p>
	<p>Pic 6</p>	<p>Material. Tell the descriptive text materials simply.</p>

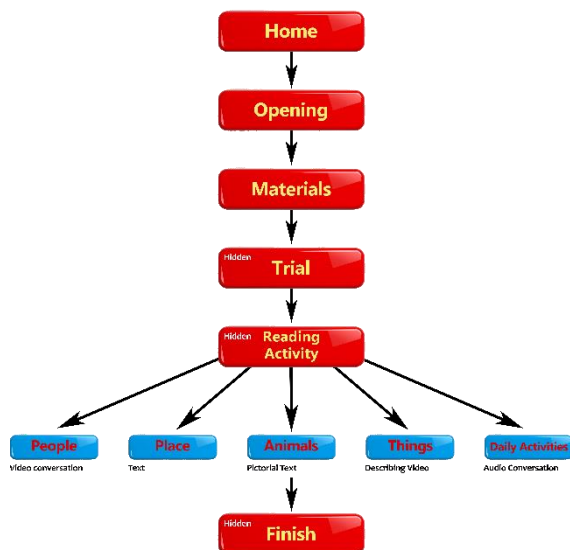
	<p>Pic 7</p>	<p><u>Trial.</u> Contains games about descriptive text. This game researcher use to motivate students to be able to do learning with fun.</p>
	<p>Pic 8</p>	<p><u>Reading Activity.</u> Contains 5 topics that you can choose. According to your preferences, these topics include: people, places, daily activities, animals, and things. Each topic contains vocabularies, reading materials, and comprehension questions related to the chosen topic. After working, students can press the 'Finish' button to go to the last page in learning.</p>
	<p>Pic 9</p>	
	<p>Pic 10</p>	
	<p>Pic 11</p>	
	<p>Pic 12</p>	
	<p>Pic 13</p>	
	<p>Pic 14</p>	<p><u>Finish.</u> This page serves to end the lesson or closing activity. However,</p>

	<p>after this page, students can still explore other topics that have not been selected before.</p>
	<p>Pic 15 <u>About.</u> A page in which there are sources of elements on the EzRead webSite. So that students can use it to find other related sources to be able to explore the reading comprehension skills they are learning.</p>
	<p>Pic 16 <u>Profile.</u> Contains biodata of developer and related institutions that play an active role in assisting the development of the EzRead webSite.</p>

2. Prototype

To carry out the functions on the EzRead webSite, there is an algorithm that researcher has arranged in such a way that it can represent the learning process, from opening activities, core activities, and closing activities. Here's the algorithm on the webSite that the researcher developed:

Pic 17



From the prototype above, it can be understood that the learning steps take place systematically. There is an opening step to invite students to pray. Then there is the delivery of

material. Then proceed with motivating students to be able to do learning with fun. This stimulus is given by using game media related to descriptive text. This step is deliberately hidden so that students can carry out the learning process in sequence, and do not go directly to a trial or reading activity. The next step is a reading activity, where students can choose a topic they like, with a material model that they also like. Because the material model for each topic is different. In this step it is also hidden for the same reason as in the previous step. And the last step is the closing activity which is on the finish page to close the lesson, or can re-explore topics that students have not chosen before.

3. User manual

❖ Required device

Software

Required software:

1. Internet network
2. Operating system as windows, android, or the like
3. Google chrome (recommended) or or the like.

Hardware

Required hardware:

1. Computer/laptop/smartphone or the like.
2. Mouse for smooth interface

❖ Menu and user manual

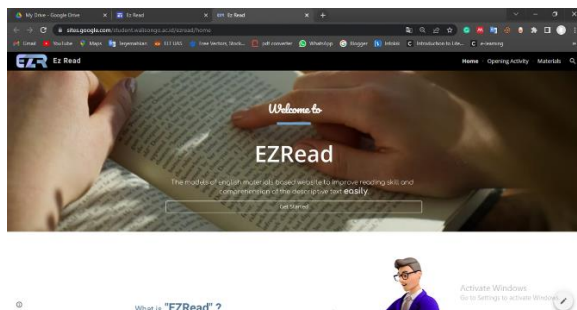
Menu List

There are 6 menus on this webSite: Home, Opening, Materials, Trial, Reading Activity, and Finish. Then there are also 3 other content in the footer, namely About, Profile, and Contact.

User Manual

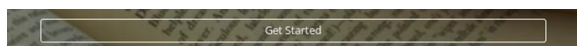
1. Prepare your hardware, and make sure it is connected to the internet.
2. (For smartphones), activate the desktop mode on Google Chrome and activate the rotation feature on the smartphone. So that the display on the smartphone can be landscaped like on a laptop and computer.
3. Open the Google chrome application, and enter the following link address:
<https://Sites.Google.com/student.walisongo.ac.id/ezread/home> in the search field or URL field.
4. Press enter or search on the search.
5. The Home menu display will appear on your monitor. You can read the information contained in it, to find out more about the EzRead webSite and a description of the lessons you will learn.

Pic 18



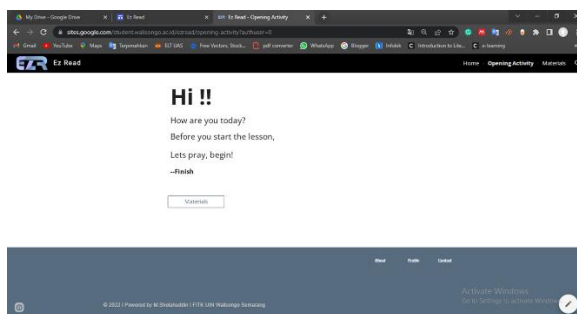
6. Click the 'Get Started' button on the Home menu to go to the Opening menu.

Pic 19



7. On the Opening menu, please pray before starting the lesson.

Pic 20



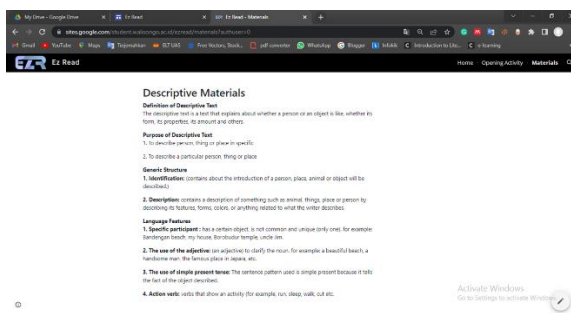
8. After praying, then click the button labeled 'Materials' to go to the materials menu.

Pic 21

Materials

9. In the Materials menu, you can read more about Descriptive Text material.

Pic 22



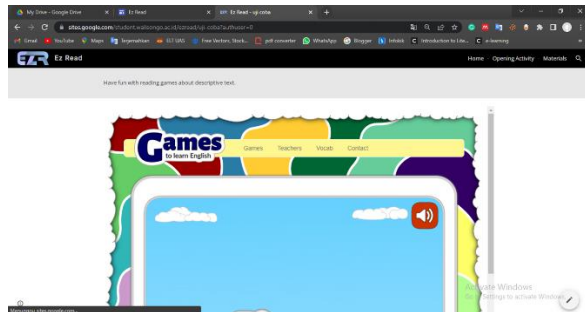
10. After reading the material, you can click the button that says 'Let's Try!!' to switch to the Trial menu.

Pic 23

Let's Try!!

11. In the Trial menu, you can operate games related to descriptive text. Do this step for about 3-5 minutes.

Pic 24



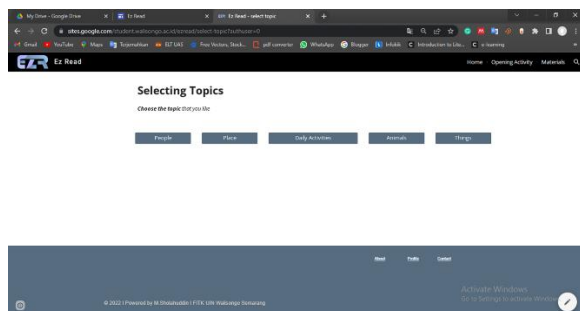
12. After reaching that time, then click the button that labels 'Reading Activity'.

Pic 25



13. On the reading activity menu, you can click on one of the topics and material models that you like.

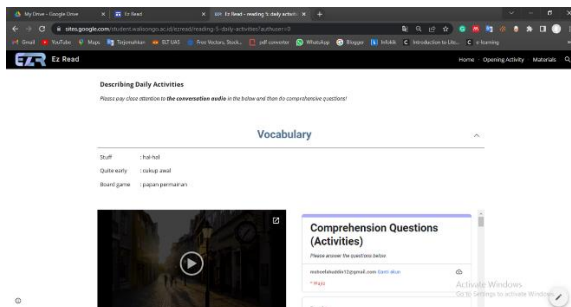
Pic 26



14. After the page appears according to the topic you chose, you can study the topic material on the left

side while working on the topic on the right side. If there are difficulties in interpreting a word, you can open the ‘Vocabularies’ feature to help you find the meaning of difficult words.

Pic 27



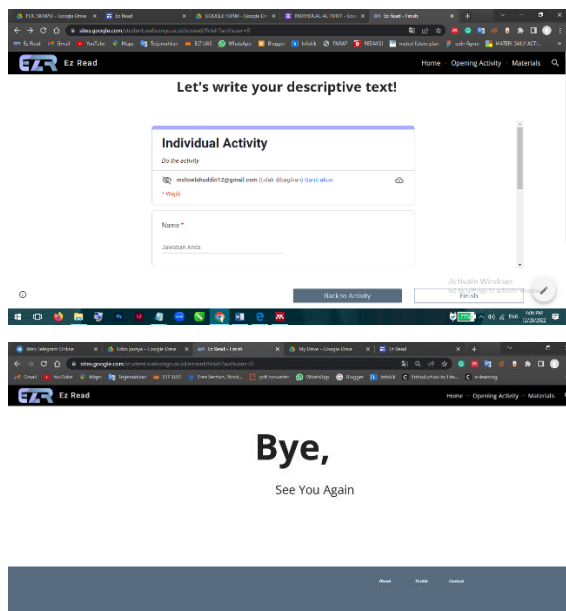
15. When finished, you can click the button that says ‘Finish’.

Pic 28



16. After being on the finish menu, and there are "individual activities" that students can do as learning outcomes from the treatment of multimodality materials that they have done before. After done, you can to pray to close the lesson or try another topic that you have not done before.

Pic 29



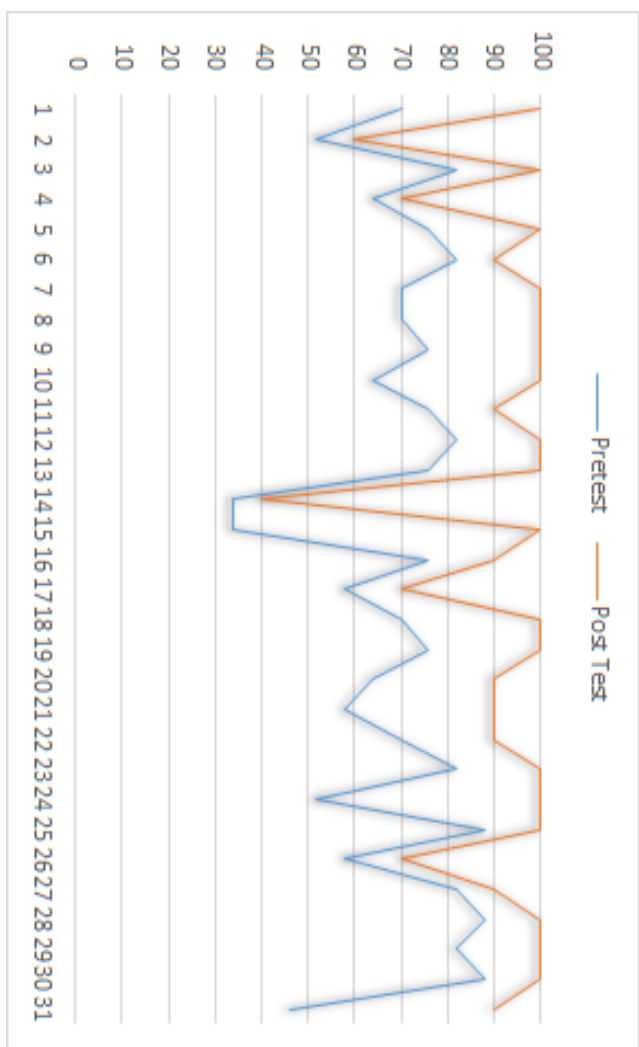
C. Effectiveness of the product to facilitate students reading comprehension of descriptive text

To test the effectiveness of the. Researcher has conducted Pre Test and Post Test on X9 grade students of SMA N 8 Semarang. In one class there are 31 children. The researcher conducted the pre test by distributing question sheets to each student on Friday, October 14, 2022. Then proceed to do the Post Test, namely testing

the product on Friday, October 21, 2022. The results of the Pre Test and Post Test are as follows.

NAMA	KKM	PRETEST	POST TEST		N - Gain	Uji Efektivitas (%)
			Score	Topic		
AGAPE CITRA HOMADEAR BR.S	75	70	100	animals	1	100
AHMED RIZKY	75	52	60	animals	0.17	16.67
ALYIA KESHA PRANANDHITA	75	82	100	animals	1	100
ARIAN BAKTI PRATIAMA	75	64	70	animals	-1.5	-150
ARREGGIO SHALOM	75	76	100	animals	1	100
CHALWA HIDAYATUL UMAH	75	82	90	daily activities	0.44	44.44
CHRISTIAN DAVIDSON	75	70	100	animals	1	100
DESTA PUTRI MAHARANI	75	70	100	animals	1	100
DIAZANDRO PUTRA WILLANSYAH	75	76	100	things	1	100
DWI ALYA NUR AZIZAH	75	64	100	animals	1	100
FAZAL MAULANA SETYATMOKO	75	76	90	animals	0.58	58.33
FABREL MAULFA FERDINANTA	75	82	100	animals	1	100
FATH MUHAMMAD DZIKRI	75	76	100	animals	1	100
IHAM RAKA RAMADHANI	75	34	40	things	0.81	81.48
INTAN ANGGUN SEPTIANI	75	34	100	people	1	100
JANU MUJI EKA PERKASA	75	76	90	place	0.58	58.33
KHARINA FITRI AMALIA	75	58	70	animals	0	0
LILA ANJANI	75	70	100	place	1	100
MIFTAKHUL JANNAH	75	76	100	animals	1	100
MUHAMMAD ARIKA ZOURISHAN	75	64	90	place	0.72	72.22
MUHAMMAD DAFA AFRIZAL	75	58	90	animals	0.76	76.19
MUHAMMAD SYAMSUL ARIFIN	75	70	90	place	0.67	66.67
NADHIN CITRA SAMITKA	75	82	100	animals	1	100
NASHVYA ALMIRA MAIDA	75	52	100	animals	1	100
NASWA NAWA AZALIA	75	88	100	animals	1	100
NURUL ALULA ASMI	75	58	70	daily activities	0.52	52.38
RINIANI BATHI ANGRANI	75	82	90	animals	0.44	44.44
RIZDI RAMADHAN ADI CAHONO	75	88	100	animals	1	100
SEFIYANA LUTHFI RAHMA	75	82	100	animals	1	100
SRIWARDANI CINTIA DWI	75	88	100	animals	1	100
TISHENTY CAHYA MECCA	75	46	90	place	0.81	81.48
Mean						77.4737

Pic 31



From the picture above, from the data above, it can be seen that from the pretest scores there were 16 students who scored below the KKM and 15 students scored above the KKM. Then the lowest value from the pretest results was 34 and the highest was 88. Then from the post test results it can also be seen that from the post test scores there were 5 students who scored below the KKM and 26 students scored above the KKM. Then the lowest value of the post test results is 40 and the highest is 100.

Some students who score below the KKM result from a lack of interest in learning due to limited topics in the product, so they cannot choose more related topics that they really like.

To test the effectiveness of the product in learning, researcher has carried out the test using the N-Gain Score formula, namely:

$$N\ Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

After the N-Gain Score is obtained, it is then converted into percentage form, and the last one looks for the average of the percentages that have been obtained. For the average obtained is 77.4737. This average value can be interpreted using the following N-Gain effectiveness interpretation categories:

Kategori Tafsiran Efektivitas N-Gain	
Persentase (%)	Tafsiran
< 40	Tidak Efektif
40 – 55	Kurang Efektif
56 – 75	Cukup Efektif
> 76	Efektif

Source: Hake, R.R. 1999

From the data above, it can be seen that the average value of the EzRead webSite effectiveness test shows effectiveness. This means that the Google Site-based learning media with multimodal material in it can be an effective product to be used in the classroom to learn reading comprehension material for the English-language descriptive text genre.

4.2 Discussion

Technology-based learning is a demand for teachers. Because students in the current era are already good at technology. This is very influential on the need for technology-based learning media to support student learning. This is supported by WE Meidyanti's research which says that the current development of learning media has reached technology-based learning media to be able to adapt to habits in the current era.⁵¹

⁵¹ Wahyu Eka Meidyanti, Sri Kantun, Tiara, Bambang Sutrisno, 'View of Pengembangan Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi Pada Materi Pokok Jurnal Khusus Untuk Kelas Xi Akuntansi Smk Negeri 1 Jember'. *JournalUNEJ*, < <https://jurnal.unej.ac.id/index.php/JPE/article/view/20273/9501> >

The advantage of the product developed by the researcher is that this product included in the type of technology-based learning media with the addition of multimodal material in it. This Google Site-based product can be operated using computers, laptops, tablets and smartphones. Of course students are familiar with these devices. So that students are more enthusiastic in learning. Because this media is very interactive. Where researcher applied this method because it is in accordance with the research conducted by Siti Mariam and Catur Kepirianto which shows the importance of interactive learning media to minimize student anxiety.⁵² Students can independently explore their skills in reading comprehension. In learning, students' independence in learning is very urgent to improve their skills in reading comprehension. Still with research conducted by WE Meidyanti which shows that technology-based learning media fits the needs of today's students, namely media that is flexible and can be operated independently anywhere and anytime.

⁵² Mariam, Siti & Catur Kepirianto (2021) Utilizing Flipped Classroom Strategy-Based Interactive Media to Minimize Students Reading Anxiety - Books on Google Play' <<https://play.google.com/store/books/details?id=GLNREAAAQBAJ>> [accessed 28 November 2022].

This product also has drawbacks. The drawback of this product is the limited topics that are used as material in this product. This is due to time limitations in the study. With these deficiencies, this product can be perfected again by other researcher or can also be developed again by researcher at the master degree.

Previous research entitled “The Implementation of Google Site as E-Learning Platform For Teaching EFL during Covid-19 Pandemic” students are only used as subjects who test the effectiveness of products that have been developed by researchers. Then proceed with interviews about the perceptions of the products they have used in EFL learning.⁵³ This research is different from previous research, this research entitled "Developing A Model of Reading Comprehension Materials on Multimodal Descriptive Text-based Google Site", in this study the researchers did not directly develop the product. Instead of carrying out a needs analysis for teachers and students first to find out gaps in learning. After the results were obtained, the researchers

⁵³ Kurniadi Wisnu, ‘The Implementation of Google Site as E-Learning Platform for Teaching EFL during Covid-19 Pandemic’, *English Review: Journal of English Education*, 10.1 (2021), 129–38 <<https://journal.uniku.ac.id/index.php/ERJEE>>.

carried out product development according to the needs of teachers and students. And the final stage is to test the effectiveness of the product on students, and the results show it is effective and can improve students' reading comprehension in the topic of descriptive text.

Students are also a weak factor of this product. this is shown by 5 students who scored below the KKM, this is due to the lack of student interest in the material in this product which is limited. In accordance with research conducted by Ayu Ardilla and Suryo Hartanto which states that there are 4 factors that cause low student learning outcomes. namely the lack of student interest in the lesson, lack of student concentration, low understanding of concepts, and lack of discipline.⁵⁴

The results of this study indicate that students and teachers need technology-based learning media. To design this media is also very easy with the features on the Google Site. And after being tested it shows effective results to be used as an English language learning media. So that this product can be used as a recommendation for

⁵⁴ Ayu Ardilla and Suryo Hartanto, 'Faktor Yang Mempengaruhi Rendahnya Hasil Belajar Matematika Siswa Mts Iskandar Muda Batam', *Pythagoras: Jurnal Program Studi Pendidikan Matematika*, 6.2 (2017), 175–86
<<https://doi.org/10.33373/PYTHAGORAS.V6I2.966>>.

interactive and technology-based English learning media.

CHAPTER V

CLOSING

5.1 Conclusion

First, according to the needs analysis carried out by the researcher, it was shown that 17 out of 31 students really wanted to learn English more interactively using a material model that could be run via their smartphone, and the rest (14 students) said they wanted to. The English teacher at this school also said that they really need a more interactive model of learning materials to increase their students' motivation to learn reading comprehension.

Second, the design of the product developed by the researcher is also very supportive towards improving the reading comprehension of each student. One of the things that causes this positive impact is because the product being developed emphasizes the appearance of the interface it carries. This is evident from the students' responses to the interface display and product content. 16 out of 31 students were very interested in the interface of the product, and the rest (15 students) answered that they were interested.

Third, the products showed effective results when tested on 10th grade students of SMA N 8 Semarang.

With the test results, the N-Gain score shows a result of 77.4737 which means that the product developed by the researcher is effective and can be used as a material model recommendation for reading comprehension of descriptive text material. Student achievement in reading comprehension of descriptive text material also increased, this is evidenced by the increase in students' pretest and posttest results.

5.2 Suggestion

Based on the results of the development of reading comprehension learning media for English subjects with descriptive text material, the researcher provides several suggestions as options in the future:

1. For further researchers, they can conduct research with different topics from this research. because the Google Site can be developed for any skill in English subjects: writing, listening, or speaking. And it would be better if it was related to other topics: learning motivation, and others.
2. For students, they can be more active in independent learning. Make good use of the tools you have. It can even develop learning media as desired with the

Google Site so that it can spur enthusiasm in learning that can be done in a relaxed and fun way.

3. For teachers, they can choose Google Site-based learning media as an option. Because it is easy to make and can be as creative as possible to be used as learning innovations.

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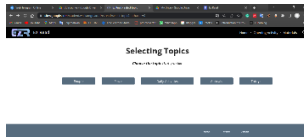
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APPENDICES

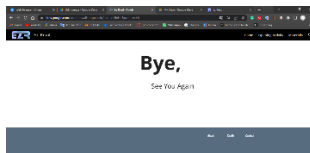
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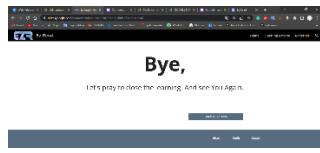
Pic 32



Pic 33



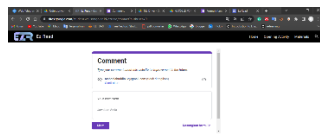
Pic 34



Pic 35



Pic 36



Pic 37

2. Appendic 2: Documentation in pretest



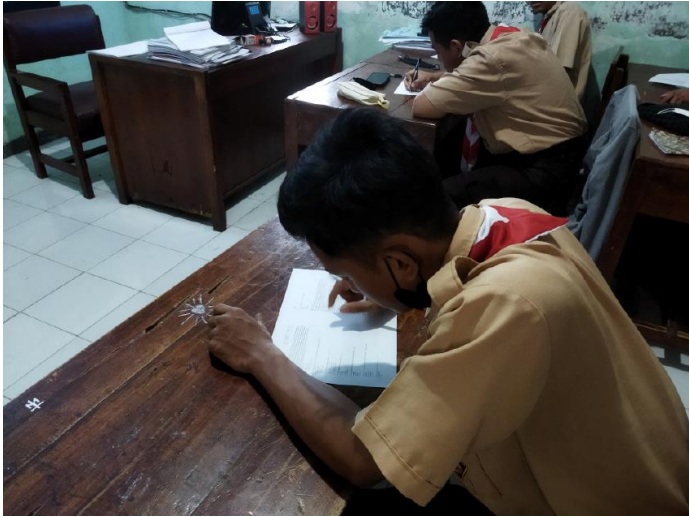
Pic 38

Students are working on the pre test



Pic 39

Students are working on the pre test



Pic 40

Students are working on the pre test



Pic 41

Students are working on the pre test

3. Appendic 3: Documentation in post test



Pic 42

The researcher explains the user manual of the product



Pic 43

The researcher explains the user manual of the product



Pic 44
Students are working on the post test

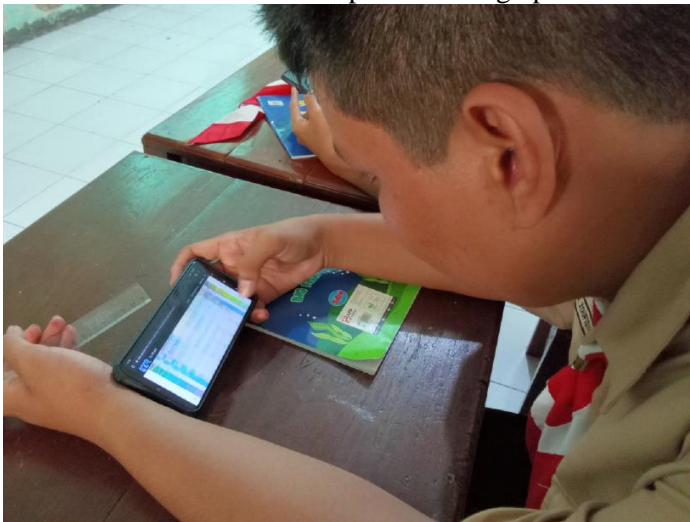


Pic 45
Students are working on the post test



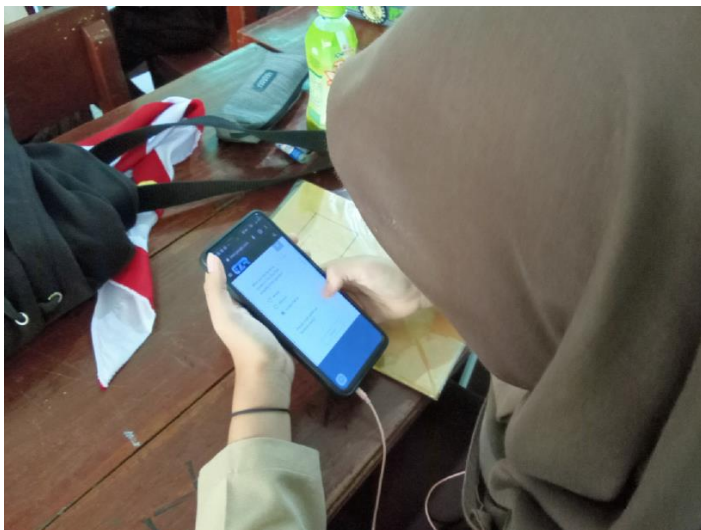
Pic 46

Students ask about the product being operated

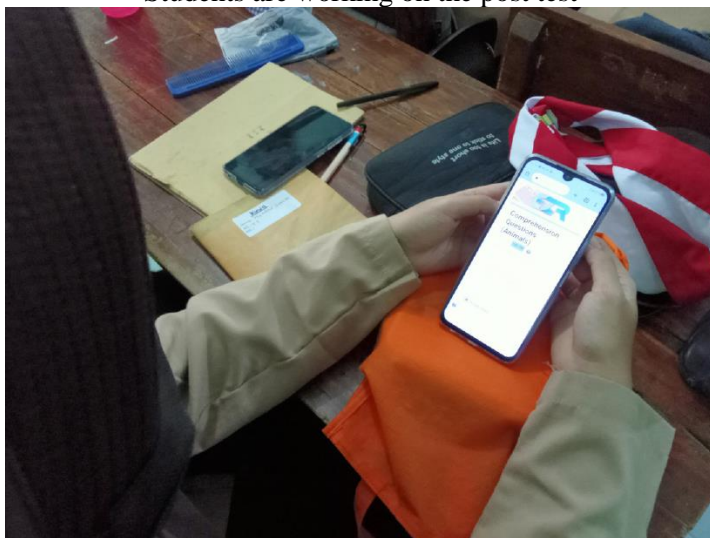


Pic 47

Students are working on the post test



Pic 48
Students are working on the post test



Pic 49
Students are working on the post test



Pic 50

The researcher checked the students while operating the product

4. Appendic 4: Pre test document

Name	:
Class	:

Daniel Radcliffe was born on July, 1989 in London. He is the only child in the family. He has become very famous after his role as the young and cute wizard Harry Potter. He wanted to be an actor since he was five years old. Now he has become a famous actor. He said, 'I want to continue to act. But also want to be director or the writer.' Daniel goes to an all boy school. It means there is no girl at all there. He loves to play pranks on his friends. As an English boy, Daniel loves football. He is a fan of Fulham football club. He also likes to watch wrestling and formula one racing. Music ? He is a big fan, too. But he prefers punk rock. (*source: <https://www.liveworksheets.com>*)

1. How many siblings does Daniel Radcliffe have ?
 - A. No one
 - B. Two brothers
 - C. Three sisters
 - D. One brother and sister
2. What is Daniel Radcliffe like when he acts in wizard Harry Potter ?
 - A. Arrogant
 - B. Humorous
 - C. Simple
 - D. Lazybones
3. Where does Daniel Radcliffe go to school?
 - A. To all wizard school
 - B. To all actor school
 - C. To all girl school
 - D. To all boy school
4. His bedroom is always messy. He is
 - a. tidy
 - b. order
 - c. untidy
 - d. managed

5. He is always making a lot of loud and shouting. He is
 - a. noisy
 - b. quiet
 - c. kind
 - d. shy
6. Tom is He always interrupts when teacher is talking in class.
 - a. polite
 - b. impolite
 - c. cheerful
 - d. creative
7. She always disturb other friends. She is....
 - a. annoying
 - b. kind
 - c. patient
 - d. sly
8. Daniel is always calm and unworried. He is....
 - a. brave
 - b. unkind
 - c. fearless
 - d. easygoing

Read the text below!

My best friend is Ernesto and he is my classmate. We go to school together Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in

examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

(source: <https://www.liveworksheets.com>)

9. Why does the writer like Ernesto ?
 - a. Because Ernesto comes from educated family
 - b. Because he is full of fear in the school
 - C. Because he inspires his friends to do good things
 - d. Because he always treats his friends at the canteen
10. What is possibly the reason why Ernesto has well-built body?
 - a. He is fearless
 - b. He is obedient to his teacher
 - c. He likes to play music
 - d. He likes to do sport
11.usually top of his class in examinations,...
The underlined words can be best replaced by....
 - a. getting the best score
 - b. his score is bad
 - c. he gets second rank
 - d. he always gets last rank
12. All teachers have a high opinion of him. The synonym of the underlined words is....
 - a. dislike
 - b. proud
 - c. disappointed
 - d. upset

Complete the text to answer questions 8-10

I want to describe my father. He is about forty-five years old. He is about 170 cm..... (10) He has a round face and short, black hair. He has big eyes and a flat nose. My father likes doing sports, especially.....(11) His favorite is Tae Kwon Do. He has a red belt. My father usually helps me when I find....(12) in doing my homework. He is also nice to my friends. My father is my idol. (source: <https://www.liveworksheets.com>)

13. a. short

b. thin

c. fat

d. tall

14. a. running

b. wrestling

c. martial arts

d. water sports

15. a. bonuses

b. trouble

c. information

d. Stories

5. Appendic 5: Presenter certificate of ezread

Pic 51



CURRICULUM VITAE

Name : Muhammad Sholahuddin
Place and Date of Birth : Pati, 12 December 2000
Original Address : Ds. Kajen, Kec. Margoyoso,
Kab. Pati, Jawa Tengah
Dominator Address : Ds. Beringin Kulon
Phone Number : 085326711758
Email : mshoelaahuddin12@gmail.com

Formal Education

1. 2007-2013 SD N Kajen
2. 2014-2016 MTs S I' anatut Thalibin
3. 2017-2019 MA S I' anatut Thalibin

Semarang,
26 December 2022

Muhammad Sholahuddin

1903046120