

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

THESIS

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



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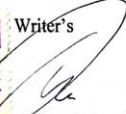
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ABSTRACT

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This research aims to address three key objectives: (1) to analyze the needs of teachers and students for reading comprehension materials on multimodal recount texts, (2) to design a model of reading comprehension materials using Google Sites, and (3) to evaluate the effectiveness of the developed product in improving students' reading comprehension skills. Employing a mixed-methods approach and the ADDIE development model which developed by Dick and Carey, this study gathered data through interviews, literature studies, questionnaires, pre-test and post-test assessments. The findings reveal that both teacher and students expressed a strong need for engaging, multimodal learning materials to address challenges such as limited vocabulary and low interest in English. The developed Google Sites-based learning media effectively integrated multimodal features, such as text for special day, picture for vacation, video for school activity, describing conversation for the journey, audio for unexpected experience, to enhance students' comprehension. The effectiveness test from 36 students used a N-Gain score of 88.36%, categorized as highly effective. Despite initial challenges, the Google Sites-based media significantly improved students' reading comprehension of recount texts. The study concludes that this model is not only effective for SMK Negeri 2 Semarang in 10th class but also has the potential for broader application in similar educational contexts. This innovative approach provides a practical solution for integrating technology and multimodal resources into English language learning. The integration of multimodal resources and Google Sites enhances language learning, supports curriculum innovation, teacher training, policy development, and future educational research.

Keywords : Google sites, Multimodal, Reading comprehension, Recount text,

DEDICATION

By saying Alhamdulillah, this simple work is the result of thought and hard work that goes with patience and prayer. With humble, I present this work to :

- I dedicate this thesis to Mr. and Mrs. Lecturers Education and Teacher Training Faculty who always provide the best for their students, especially for Dr. Mariam, M.Pd as my advisor. Thank you for providing assistance, encouragement and prayers so that this thesis can be completed.
- I dedicate this thesis to my father and mother, thank you for your prayers, enthusiasm, motivation, sacrifice, advice and love that has never stopped until now.
- The researcher would like to present this thesis to all friends as well as senior and junior classmates who are always willing to exchange ideas and provide endless motivation.

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Second prayers and greetings may be poured out on the prophet Muhammad sallallaahu alaihi wasallam who brought us from darkness to light. The writer is aware that in the expression or presentation and language in the thesis there are still many shortcomings due to the writer's limited experience. However, with the guidance and assistance of various parties, the deficiencies in this thesis can be overcome.

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Finally, the researcher realizes that this thesis is far from perfect and will gladly take constructive criticism to improve for the better. The researcher expects that everyone will benefit from this thesis, particularly in terms of improving the teaching and learning process.

Semarang, 12 December 2024
The researcher

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1. CHAPTER 1

INTRODUCTION

This chapter presents the background, research questions, objectives, urgency, product specifications, and development assumptions from the products that the researcher has created and evaluated are all presented in this chapter.

1.1 Background of the Study

In the post-pandemic educational landscape, engaging students in their studies has become paramount. To address this challenge, the need for multimodal resources is rising (Tafonao, 2018). These materials integrate various elements like text, images, audio, and video, offering a more dynamic and stimulating learning experience (Fitriyah et al., 2021). Google Sites emerges as an ideal platform for creating such multimodal content (Roodt & De Villiers, 2017). By presenting information in a variety of formats, educators can cater to diverse learning styles and capture student attention, promoting a deeper comprehension of the topic (Dewi & Rakhmawati, 2021).

Project based learning being able to address a number of issues that surfaced, such as internal issues, reading comprehension issues, and a lack of desire to study. Because Project based learning is in step with technical advancements and the demands made during Merdeka curriculum, it may be a potential answer to this problem for teacher and students. This means that learning techniques for learning forms must

alter. This may be done on various platforms, and sources of education can also be found on platforms that can help students with their individual learning needs and give them a sense of direction and where they can learn. (Eka Meidyanti et al., 2018). Using a variety of media or modes to study is known as multimodal learning, which is a modern take on education (Firmansyah, 2019). These modes complement one another to help students get a deeper comprehension and mastery of ideas. With the availability of various modes for learning, students will be encouraged to explore their abilities.

The findings of a study by Palaigeorgiou, G., & Papadopoulou, A. show that through interactive autonomous learning in the classroom using the self-learning technique, students can effectively manage their own development and acquire exceptional self-control, self-discipline, and autonomy in their learning (Palaigeorgiou & Papadopoulou, 2019). This is possible because interactive technology-based learning material models are offered in learning activities. Teachers can use Google Site to be more creative so that students learn in an engaging and effective way (Jusriati et al., 2021).

There is a good chance that the Google Site serves as a virtual classroom for educational purposes. A tool for creating flexible, interactive virtual classrooms is available on Google Site. Connecting multiple learning modalities simultaneously in a single user interface (Roodt & De Villiers, 2017). Including images, documents, videos, web pages, attachments, and different data from other Google products (including YouTube, Google Calendar, and Google Docs) .

Because of its great flexibility and ability to include other modes or media into the learning process, the researcher selected the Google Site as a platform for displaying learning materials in a more interactive manner. In order for it to positively affect both teachers and students during the actual learning process. Instructors will be more inspired to create cutting-edge teaching tools and media. Additionally, students will be encouraged to study on their own using the different media and mode options provided on the Google Sites.

1.2 Research Question

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

1.3 Objective of the study

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

1.4 Significant of the Research

A. For Students

It is anticipated that this research will provide a solution to the difficulties pupils have comprehending recount literature. Giving students the flexibility to explore their interests in a range of recount text reading topics, creating an attractive display of learning material models, and motivating students to take an active role in their own education by utilizing self-paced learning strategies are some of the solutions suggested in this study.

B. For the Instructor

This research is built on Google Sites, it is anticipated to offer teachers an alternate model of simply implementable learning materials for students studying recount text in English classes. This model of learning materials will make it simpler for students to understand about recount text because of the interesting way it has been packaged.

C. For another Researcher

It is anticipated that the insights gathered from this study will help other researchers create a more effective Google Site-based learning material model.

D. Regarding Education

It is anticipated that this research will assist schools in raising student competency. In order to teach pupils how to

be more proactive and to inspire them to be bold enough to use their skills for innovation.

1.5 Product Specifications

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. Web-based products that are accessible online over an internet network
2. A computer, laptop, or smartphone can be used to operate the product.
3. The product is a reading comprehension learning resource model known as Humble Bee.
4. The researcher used Google Site, the internet, a laptop, Adobe Indesign 2020, CorelDRAW 2020, and Adobe Photoshop 2020 to create Humble Bee.
5. Humble Bee contains 6 menus in it, namely:
 1. Home: contains a brief description of the Humble Bee website and describes the basic competencies, indicators, and objectives learning of the text recount material.
 2. Opening: page that welcomes students and advises them to pray before class.

3. Materials: a page containing interesting material about recount text aimed at students so that they don't get bored
4. Trial Section (Hidden): contains a recount text game to be played by Wordwall to suggest and stimulate that recount text is easy and fun text.
5. Reading Activity (Hidden): contains 5 recount text reading topics packed with various modes (multimodal). Browse; video conversation, place; text, daily activities; audio conversations, animals; visual text, and things; video telling.
6. Finish (Hidden): contains a goodbye and greeting.

The equipment used during the process of making this Humble Bee includes: 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 Limitation of study

1. Technological Platform Scope: Google Sites is the only platform on which this study is focused when it comes to create multimodal learning resources. This decision restricts the investigation of alternative potentially useful platforms that might provide different features or advantages, which could have an impact on how broadly applicable the results are.

2. **Participant Demographics:** Since the study focuses on students, results may not generalize to other educational levels. Strategies for engagement and effectiveness that work for this age group may not work for younger or older pupils.
3. **Testing and Validation:** The material and design are tested by a single lecturer as part of the validation procedure, which might not yield an exhaustive assessment. A more varied group of specialists could provide a wider range of comments and possibly point out more advantages or disadvantages in the content.
4. **Sample Size for Effectiveness Testing:** A big class trial with a particular set of 10th grade students is used to examine the efficacy of the Humble Bee learning materials. This small sample size and narrow demography might not adequately represent the diversity of technological access and learning preferences present in a larger student body.
5. **Technology Requirements:** The study makes the assumption that teachers and students have access to particular technology, such as internet connection and laptops meeting certain requirements. This presumption might not apply to all educational environments, especially in areas with poor access to technology, which could have an impact on how well the suggested instructional resources are implemented.
6. **Emphasis on recount text:** No other text types or themes are covered by the study, which focuses on reading comprehension

resources for recount texts. The results may not be as applicable to other curricular areas where various kinds of texts or learning resources may be required due to this restricted focus.

7. Long-Term Impact: The main objective of the study is to evaluate the multimodal learning materials' immediate efficacy. It doesn't investigate the long-term effects on pupils' reading comprehension skills or their sustained engagement and academic performance over an extended period.
8. Cultural Context: The study did not take into consideration possible cultural variations that could affect how well-received and useful multimodal learning resources are. The broad variations in educational procedures and student engagement strategies among many cultural contexts may have an effect on the results' generalizability.
9. Improvement students: There was no improvement for students after the research was carried out because in this research the final results were in the form of numbers and there was no improvement for students in the class

1.7 Development Assumptions

1. Humble Bee was organized by the author as a website using the ADDIE model's sequence of product development processes.
2. Humble Bee offers reading comprehension-focused resources, practice questions, and games in the recount text genre.

3. This learning material model was created by the author for the tenth grade.
4. In order to evaluate the content and design, the validator must test Humble Bee as one teacher.
5. A big class study comprising the 10th grade was carried out to evaluate the efficacy of Humble Bee.

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. There is a novelty from the research that has been done.

2.1 Theoretical review

1. Reading Comprehension

Ia. Definition of Reading

Making sense of what we read by elucidating the coherence of disparate connected sources might be considered reading. Reading can also be viewed as an interaction between the reader and the text in order to appropriately deduce its meaning (Anderson et al., 1984a). Contextualization, textual information, and reader understanding are the three factors that are employed to determine the correct meaning. Reading recount texts and the multimodal approach have a mutually supportive relationship in improving understanding and learning. Recount texts, which contain narratives about past events with a structure of orientation, series of events, and reorientation, help readers understand the chronology and context of the story, as well as enrich vocabulary and analytical skills.

With the addition of multimodal elements, such as images, video, or audio, readers can more easily understand text through visualization and stimulation of other senses. This approach not only increases understanding, but also motivates learning because it presents

more interesting and interactive material, while supporting various learning styles so that the learning process becomes more effective.

1.b Reading Comprehension

Reading comprehension involves the capacity to comprehend and interpret written text, encompassing not only decoding words but also grasping the conveyed meaning (Wade & Dewhurst, 1983). Proficient reading comprehension includes abilities such as grasping the main idea, making inferences, identifying crucial details, understanding the author's intent, and linking information within the text (McNamara & Magliano, 2009). This skill is vital for academic success and continuous learning.

To assess reading comprehension, a number of models and tests have been developed, each emphasizing distinct aspects of the reading process such as word recognition, syntactic and semantic signals, links between concepts, and reasoning (McNamara & Magliano, 2009). Standardized tests serve to offer a benchmark for assessing individual students against national standards, but they should be supplemented with informal evaluations by teachers to capture a more comprehensive and open-ended perspective of comprehension abilities. Assessment techniques like the cloze procedure, sentence completion exercises, and other tests are utilized to gauge reading comprehension and readability (Hansen & Pearson, 1983). These evaluations aim to assess a range of skills such as vocabulary comprehension, factual understanding, recognizing relationships, and making inferences.

Reading comprehension is, at its core, a sophisticated ability that requires one to understand, analyze, and critically interact with written material. It is essential for scholastic success, clear communication, and general cognitive development.

2 ADDIE MODEL

The ADDIE Learning Model comprises the elements of Analysis, Design, Development, Implementation, and Evaluation. This model refers to a work process design for education that is used to streamline the process of creating educational and training programs (Hidayat. 2020.). Below is a more detailed explanation on the ADDIE model:

- A. Analysis: The first step in the ADDIE model. At this point, an analysis is conducted to clarify concepts and highlight the relationships between the various components in the teaching program. The analysis's findings form the basis for the following actions.
- B. Design: At this point, the educational program is being evaluated. This involves adjusting the structure, goals, materials, and teaching methods that will be used. The design must balance the needs of the learner and the educational goal.
- C. Development: This phase involves creating educational materials based on the design that has already been created. This includes developing content, media, and educational resources that align with the design brief.

- D. Implementation: At this point, the educational program is implemented into the learning environment. The material is presented to the students in accordance with the previously created rencana. Continuous evaluation is carried out to ensure implementation effectiveness.
- E. Evaluation : This step involves analyzing data related to the overall program of education. The evaluation results are used to improve and advance the program in the future. Evaluations can focus on learning outcomes, program effectiveness, and efficiency.

The ADDIE model provides comprehensive support for learning and teaching strategies. By adhering to this procedure in a systematic manner, educational programs can be developed with more effectiveness and efficiency Dick and Carey in Chang (2006).

4. Multimodality text

Multimodal refers to the use of multiple modes of communication, such as visual, auditory, and gestural, to convey meaning (Dyah Retno Wulan, 2022).

Multimodality in reading recount texts involves the integration of various modes of communication to enhance the reader's engagement and comprehension (Amalia Zamzamy, 2021). The textual mode remains fundamental, as it forms the narrative structure, detailing events, characters, and contexts essential for understanding the plot. Visual elements, such as images and illustrations, supplement the text

by providing additional context, evoking emotions, and aiding visualization of the recounted events (McDonald et al., 2013). For example, a recount of a school trip enriched with photographs can make the narrative more vivid and relatable.

The aural mode, which includes sound effects, music, and spoken language, particularly in digital formats, enhances the immersive experience, evoking emotions and emphasizing specific moments within the recount (Farr & Murray, n.d.).

Gestural mode, though less direct in written texts, is significant as readers may mentally visualize the gestures associated with the described events, adding another layer of understanding.

The visual arrangement of the text, including font size, spacing, and layout, all affect readability and help focus the reader's attention (Anderson., 1984). This is referred to as the spatial mode. Recount texts must be multimodal in order to engage many senses, accommodate a variety of learning styles, promote critical thinking, and deepen readers' understanding of text design and the integration of various communicative modes.

5. Google sites

Google Sites is a user-friendly application created by Google for building websites effortlessly, even without coding expertise (Dwi Agus Suryanto, 2018). This online platform enables users to personalize websites for diverse needs like personal, educational, or project purposes. Google Sites provides tools like templates, drag-and-drop

editing, collaborative features, and seamless integration with various Google services such as Docs, Sheets, Forms, and YouTube (Waraga et al., 2023). Users can access Google Sites at no cost, benefiting from features like online storage, search functionality, and smooth integration with other Google tools to create and distribute content efficiently.

Google Sites was chosen in this thesis because of its ease of use, support for multimodal integration such as text, images, and video, its ability to increase flexibility and collaboration in technology-based learning, wide accessibility, and its relevance in supporting digital approaches for understanding recount texts interactively and effectively.

6. Recount text

Recount text is a text that used by author to recounts incidents or experiences that have already happened (Dianti et al., 2023). Its main goal is to give the reader a thorough account of these occurrences in order to either inform or amuse them. Recount writings are frequently organized chronologically, giving the events the order in which they occurred. They usually consist of an introduction, a sequence of activities, and a conclusion or closing statement (Maulana et al., 2023).

A recount text includes several important elements: an orientation that provides background information (who, what, where, when), a chronological sequence of events with time conjunctions, and details and descriptions to make the story come alive. An optional reorientation

can close the story with a personal reflection. The use of past tense verbs is very important because recount text tells events that have already happened (Marisca et al., 2021.). Specific participants should be identified, and recount language with adjectives helps make the story interesting. Example sentence: "On January 15th, our class visited the history museum in town. This experience made me appreciate our local history and culture more."

Language features as well as the work's general structure are taken into consideration when analyzing the student's work. Action verbs, past tenses (simple, continuous, perfect, or perfect continues), and time connectives/conjunctions (first, last, next, then, finally, eventually, this evening, last week, after a while, soon afterwards, meanwhile, but, and, nor, etc.) are among the linguistic elements found in recount texts.

2.2 Previous study

The study, entitled "The Implementation Of Google Site As E-Learning Platform For Teaching EFL During the Covid-19 Pandemic," was carried out by Justriati, Nasriandi, Wisnu Kurniadi, and Ratna. This study, which employed a mixed methodology, was published in *English Review: Journal of English Education* in 2021. The study's findings show that using the media in EFL instruction might be considered to be successful in attracting students' attention (Jusriati et al., 2021). The methodology used, particularly the mixed strategy that produces websites for educational aims, is one commonality between this study and the one that was done. But there are also some discrepancies

between this research and the one that needs to be done, specifically in the selection of academic writing content.

A study titled "Utilizing Quipper School for Improving Reading Comprehension of Recount Text" was carried out by Siti Mariam, Catur Kepirianto, Ma'rifatul Fadhilah, and Nafisah Mardhiana. In 2022, this study was published in the Indonesian EFL Journal (IEFLJ). Furthermore, the study's findings demonstrate how the Quipper School app has aided both teachers and students in the process of teaching and learning. Because of the COVID-19 epidemic, students can study reading materials online using this digital media (Siti Mariam, et al., 2022). Convenient to implement teaching products that provide convenient access to digital media also spark student interest in conversation. In order to facilitate students' understanding of the reading subject materials, interactive chats regarding student learning concerns were also held. There are connections between this study and the research that was conducted regarding reading comprehension abilities. Nevertheless, this study differs from the research that has to be done in that it makes use of quipper as a media.

A study entitled "Penggunaan Media Pembelajaran Google Site dalam Pembelajaran Bahasa Inggris Kelas V SD" was carried out by Dilla Safira Adzkiya and Mansuryaman. A qualitative descriptive methodology was used to conduct this study, which was then published in Educate: Jurnal Teknologi Pendidikan in 2021. Furthermore, the results of the study demonstrate that: (1) Google Sites influences online education; (2) students are drawn to Google Sites content due to its

practicality; and (3) there is a relationship between Google Sites and students' enthusiasm for studying English. These conclusions are supported by learning observations and interviews with elementary school pupils in the fifth grade (Adzkiya & Suryaman, 2021). Students find it easier to learn how to utilize Google Sites, which may show content as colorful text, images, videos, and music. There are parallels between this study and the last one, which used the Google Site platform to create a straightforward and user-friendly learning website for educators and learners. But there are additional variations between this study and the previous research, namely with regard to the qualitative descriptive method employed here.

"Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text" is the title of a study done by Catur Kepirianto Kepirianto, Siti Mariam, and M. Ulya Ashari. This study, which used a quantitative approach in 2018, was published in *Parole: Journal of Linguistics and Education* in 2022. The study's findings indicate that the experimental class, which was taught using Mind Mapping in conjunction with Think-Pair-Share, performed better on the posttest than the control group, which was taught using a conventional method. The experimental class's mean post-test score of 85.00 is greater than the control class's score of 49.50. The conclusion implies that teaching reading in descriptive literature through the use of Mind Mapping in conjunction with Think Pair Share is successful (Siti Mariam. et al., 2022). There are similarities between this study and the one that was be conducted in that both was used text for their analysis.

However, there are significant distinctions between this research and the one that has to be done. This research used quantitative methodologies.

Students' Perception about the Use of Google Site as English Academic Diary is the title of a study conducted by Dian Puspita, Sandi Nuansa, and Annisaa Toya Mentari. This study, which used a qualitative assessment approach, was published in the Community Development Journal in 2021. The study's findings demonstrate that the majority of students had good perceptions, particularly when it came to how they perceived digital technology and how to use Google Site (Puspita et al., 2021). This study and the last one are similar in that they both focused on creating an online English learning platform using the Google Site. It does, however, differ from the research that has to be done in that it makes use of qualitative measuring techniques with the questionnaires utilized in this investigation.

"English teachers' perceptions of text-to-speech software and Google Site in an EFL Classroom: What English teachers really think and know" is the title of a study conducted by Dwi Oktalia and Nur Arifah Drajati. Using qualitative research methods, this study was published in 2018 in the International Journal of Education and Development using Information and Communication Technology (IJEDICT). The study's findings show that EFL teachers are receptive to integrating Text to Speech programs through the use of the TPACK model (Oktalia & Drajati, 2018). The usage of this digital method in the language learning process was deemed to be beneficial by EFL

teachers. This study and the one that was conducted, which aims to create educational materials utilizing Google Site, are comparable. However, it is different from the required study since it uses a different paradigm of development, namely TPACK (Technological, Pedagogical, Content, Knowledge to construct English Skill Listening learning medium).

2.3 Conceptual Framework

The conceptual framework provides fundamental guidelines that enable students to fully comprehend the subject matter of their study. In this section, the researcher gave an overview of the topics under investigation. A literature study led to pre-research findings that showed a deficiency of adaptable and interactive learning resources for pupils. Direct observations made in X AKL 2 class during the Teaching Internship Program (PLP 2) serve to further confirm this conceptual framework. The observations reinforced the need for a more dynamic approach to learning materials by offering direct insights into the learning preferences and obstacles of the students.

According to the pre-research literature review, students' issues might be successfully resolved by using a Google Site-based English content model. By making learning activities more adaptable and interesting, this paradigm improves student learning and enables independent study. Because Google Sites are interactive, multimedia features can be added to enhance the learning experience and accommodate a variety of learning methods. Therefore, it is important

that this Google Site-based English material model be developed using the ADDIE development paradigm.

Because of its systematic and interactive approach which comprises phases for analysis, design, development, implementation, and evaluation the ADDIE model is especially well-suited for teaching media development. This model was chosen by the researcher because it fits in nicely with the goals of the study and the particular requirements of the intended audience. Student needs and existing gaps in learning media were determined during the analysis phase. During the Design phase, the content and structure of the Google Site-based content were planned. The content was developed during the Development phase, and then it was tested in a classroom during the Implementation phase. The Evaluation phase concluded with an assessment of the material's efficacy and any necessary adjustments.

The researcher hopes to develop an efficient and user-friendly educational tool by utilizing the ADDIE concept. The methodical approach of the model guarantees that every stage builds upon the one before it, enabling ongoing enhancement and modification in response to input. This approach guarantees that the educational tool fulfills the demands and preferences of the students while also assisting in the development of a high-quality learning tool. Enhancing the entire learning process by making it more flexible, interactive, and in line with contemporary educational standards is the aim.

CHAPTER III

RESEARCH METHOD

In order to create new items or enhance current ones, this study used the research and development (R&D) process. The outcomes can be explained later (Winarni, 2021). Due to the longitudinal nature of this approach, research using it may need to be conducted in phases, with a potential for varying methodologies at each stage.

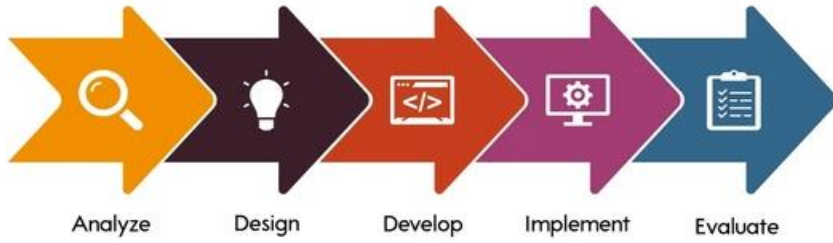
Mixed methods, including both qualitative and quantitative techniques were used in this study (Sugiyono, 2022). The ADDIE development model, developed by Dick and Carey, is the R&D model selected for this project. It comprises five stages: analysis, design, development, implementation, and evaluation.

3.1 Development Model

A research and development (R&D) study with the title "Developing A Model of Reading Comprehension Materials on Multimodal Recount Text Based google site" This type of research aimed to develop new products or improve ones that already existed, and the results can be considered later. Consequently, the purpose of this study was to develop a product, namely a model of English learning materials based on a Google website (Cahyadi, 2019). The five steps of the ADDIE model analysis, design, development, implementation, and evaluation were employed in this study and were developed by Dick and Carey.

3.2 Development Procedures

The five steps of the ADDIE model analysis, design, development, implementation, and evaluation are part of the product development process.



Picture 3.1 : ADDIE stages

1. Analysis

The researcher continued by looking at the 10th grade English learning materials to determine the characteristics of the material model that has been used in the school.

Table 3.1. Teacher and students interview

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 material model that is technology-based and can be operated independently by students?
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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. Do 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 Humble Bee? Is it interesting?
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Subsequently, the investigator proceeded to examine the requirements of both educators and learners, in order to determine the significance of the material model created by the researcher for English language instruction in schools.

The researcher has created a research tool in the form of a list of questions to examine the requirements of educators and learners for the material model that will be created. According to the interview guide created by Gubrium, J. F., Holstein, J. A., Marvasti, A. B., and McKinney. K. D. the researcher used a semi-structured research instrument. 'The SAGE Handbook of Interview Research : The Complexity of the Craft(Gubrium et al., 2012)

2. Design

According to Suryani et al (2018), Design indicates that the purpose of the design stage is to create the product before it is used. In this step, the researcher started creating a prototype of the learning material model product based on the results of the study that was finished in the previous step. Then, using the learning outcomes that were achieved by using the product that the researcher built, the researcher also created an assessment tool.

3. Development

At this point, the researcher started to develop the English learning materials model product in accordance with the stage-previous prototype. After that, the learning material model's output was validated and sent to the supervisor for review and feedback before being made available to the students. The product model for the English learning materials has been updated by the researcher based on the findings of these evaluations and feedback. Students can use the product model of learning materials if the product has been deemed legitimate.

4. Implementation

Research samples were used in product experiments during the implementation phase. In this instance, the researcher used an experimental investigation and applied the English learning material

model. and the learning outcomes are automatically recorded whenever students complete the material evaluation.

5. Evaluation

Evaluation, the final step in the research process, attempts to determine whether the generated English learning material model is feasible. The outcomes of the students' assessment from the previous step are used in the feasibility test. It is currently possible to determine whether or not the established English learning material's model is workable.

3.3. Research participants and setting

Thirty-six students 10th grade are the research participants. The 10th grade was selected as the research subject because the topic of recount text was covered in class during the researcher's Teaching Internship Program (PLP 2) and because this class needs to be exposed to multimodal recount text materials in order to improve their comprehension skills. Additionally, from analysis regarding the needs of 36 students and 1 English teacher.

Two weeks were spent conducting this study. the first week of interviews and pretest distribution. And the product was tested during the post-test phase on thursday, the second week of the test.

3.4 Data Collection Techniques

Four different methods of data gathering were used in this investigation. Specifically interviews, literature studies, questionnaires, pretest and posttest. Teachers and students were interviewed in order to gather information about their needs analysis for the product that the researcher was going to build. The format of this data is qualitative descriptive. Subsequently, the researcher employed the literature study technique to examine the curriculum and recount text content that was incorporated into the product under development. The data analyzed was qualitative descriptive. Additionally, the supervisor was given the questionnaire technique to validate the researcher's generated product. This information is provided in quantitative descriptive form. The researcher's designed product was tested for effectiveness using high school students as the next test procedure and this data is provided in quantitative descriptif form.

3.5 Data Analysis Techniques

In addition to a rating system for the answers to the conclusions based on the validation results, expert validation questionnaires use the Guttman scale. The "feasible" or "not feasible" scale is utilized in this questionnaire instead of the Guttman scale, which yielded an unambiguous "yes" or "no" response. It is possible to make inferences about the viability of the media by employing using the 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

To determine how much or to what extent a theory or model is used in a particular situation, the effectiveness test tool is utilized (Frick Theodore and Charles Reigeluth, 2022). "Effectiveness refers to the extent that the experiences and outcomes with the intervention are consistent with the intended aims," according to studies on Akker development (van den Akker, 1999). The researcher conducted an efficacy test to determine the number of students who achieved a passing grade (\geq KKM) on the test after being trained to use the Google Site-based English learning material model.

Table of effectiveness criteria based on cognitive learning outcomes

Table 3.2. N-Gain effectivity

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

The researcher employed the N Gain formula which is developed by richard hake (1998), which was computed using the SPSS program, to assess the efficacy.

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

CHAPTER IV

FINDING AND DISCUSSION

4.1 FINDINGS

A. Needs analysis of reading comprehension materials on multimodal recount text

This analysis stage is carried out by evaluating learning materials, learning processes, and interviews with teachers and students on English subjects, especially in the context of reading comprehension. Data collection was carried out at SMK Negeri 2 Semarang on 3 October 2024 – 17 October 2024, with the aim of identifying material needs, effective learning methods, and challenges faced by teachers and students in this learning process.

A needs analysis was carried out to determine the right approach in improving the reading comprehension of grade X students of SMA N 8 Semarang. Based on data collection, it was found that so far, learning materials for reading comprehension have used sources from the Bupena English textbook for SMA/MA/SMK/MAK class X semester 1. Prita Nusanti, S.Pd., M.Pd., an English teacher in the class, stated that the materials available today tend to be limited and less interesting because they contain short materials and some tasks are even more inclined to tasks that are considered less effective in student understanding because they contain personal tasks and contain reasoning, so they have not fully supported the development of students'

reading skills. Prita also said that the learning methods used as much as possible, where the teacher plays the role of the main source of information while the students only listen. This approach involves teachers reading the material, asking questions, and holding discussions, but unfortunately this method is considered less effective in encouraging active student involvement.

According to Prita Nusanti, this method often makes students passive because they only listen and listen without actively interacting with the reading material. The learning process with monotonous lectures is also time-consuming, limiting students' opportunities to practice understanding the text in depth. In addition, this method is considered not in line with the needs of students who are increasingly familiar with the use of digital media. Mrs. Prita added that the use of the lecture method in reading learning often makes students feel confused and look for additional sources of information, which indicates the lack of effectiveness of this method in meeting the needs of students' reading comprehension.

Interviews with students of class X AKL 2 reinforce this view. Students feel bored and have difficulty understanding the text because the material used tends to be monotonous and there are no visuals or multimodal elements that support learning. A number of students admitted that visual or audio-visual material would make learning more interesting. This shows the need for more interactive learning materials and supports the learning styles of today's students who are more connected to the digital world. Students also expressed interest in

utilizing web-based learning materials so that they can study independently at home.

In the context of English learning, research by Supriyadi et al. (2022) shows that digital media has been proven to increase students' reading interest by up to 30% higher than the lecture method. The research underscores the importance of using digital learning media that can attract students' attention while facilitating their understanding of the material. Another study by Setyawan (2021) also found that learning materials presented in a multimodal manner (text, images, and videos) have a positive impact on student retention and understanding. These studies show that more varied and interactive learning approaches can help students to be more involved in the learning process, especially in understanding reading in a foreign language.

In response to these findings, researchers developed a Google Sites-based learning media designed to overcome the various obstacles above. The website provides a diverse range of materials, including text, images, videos, and interactive Wordwall, which are expected to increase student engagement and strengthen their understanding. The Google Sites platform was chosen because it is accessible, flexible, and supports the integration of different types of media. By using web-based media, students can access the material anytime and from anywhere, which supports independent learning outside of the classroom. In addition, Google Sites also allows teachers to adjust and update materials as needed, making it easier for teachers to innovate in teaching.

In addition to its benefits for students, this Google Sites-based media also provides benefits for teachers. Teachers can develop and update content easily, so that the material presented is always relevant and in accordance with the desired learning development. On this site, teachers can include various text models that are interesting to students, such as real-life stories, legends, or historical stories, combined with visuals and audio to help students understand. The platform also allows teachers to assign assignments directly through the site, so students can complete exercises independently and teachers can monitor their progress more easily.

With the innovation of learning media based on Google Sites, it is hoped that English learning in class X AKL 2 SMK Negeri 2 Semarang can be more interesting, interactive, and effective in improving students' reading comprehension. Students can enjoy learning that is more dynamic and tailored to their needs, while teachers can teach with more modern and diverse methods. This approach not only supports improved reading comprehension, but also provides students with a fun and meaningful learning experience. However, web-based learning also makes it easier for educators to keep thinking up with new ways to help students learn English, particularly when it comes to reading comprehension. This phase of study involves assessing instructional materials, learning procedures, and teacher and student interviews in English classes, particularly with regard to reading comprehension. On October 17, 2024, data was gathered at SMK Negeri 2 Semarang in order to determine the material requirements, efficient teaching

strategies, and difficulties that instructors and students encounter during the learning process.

B. Developing Design Multimodal reading comprehension materials on recount text based google sites

In the process of research and development of multimedia learning, the researcher uses the ADDIE development model which consists of five stages, which are as follows:

Stage 1: Analysis

1. Curriculum Analysis

The results of the curriculum analysis that have been carried out by the researcher are that the curriculum applied in learning in class X AKL 2 SMK Negeri 2 Semarang has used the independent curriculum in accordance with existing regulations. Learning has been carried out thematically using a scientific approach. However, in classroom learning, there are still several problems, including the learning media used is not optimal, so it is considered less than optimal in helping the student understanding process. In addition, some students also find it difficult to understand the subject matter. There is a need for other learning media used by students to make it easier to receive and understand the material taught, as well as increase student activity in learning. These findings were obtained in the English lesson in the recount text material which discusses texts that tell the past. Competency analysis in the development of multimedia comprehensive learning was carried out to find out the basic competencies, learning indicators that must be achieved in the learning process in schools. As for basic competencies, learning indicators are presented in Tabel 3.

Table 4.1. Kompetensi dasar dan indikator

Komptensi Dasar	Indikator
<ul style="list-style-type: none"> • 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang peristiwa atau pengalaman sesuai dengan konteks penggunaannya. • 4.11 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang peristiwa atau pengalaman dengan memperhatikan fungsi sosial, struktur teks, 	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial dari teks recount. • Menentukan struktur teks recount (orientation, events, reorientation). • Mengenali unsur kebahasaan seperti past tense, kata kerja tindakan, dan konjungsi waktu pada teks recount. • Menyebutkan makna dan tujuan dari recount text terkait pengalaman atau peristiwa tertentu. • Menyusun kalimat-kalimat sederhana dalam bentuk past tense untuk recount text. • Membangun paragraf recount yang menceritakan

<p>dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>pengalaman pribadi dengan urutan peristiwa yang jelas.</p> <ul style="list-style-type: none">• Menyusun teks recount secara lengkap yang meliputi orientation, events, dan reorientation dengan menggunakan unsur kebahasaan yang tepat.• Memperbaiki teks recount sederhana untuk meningkatkan ketepatan unsur kebahasaan dan strukturnya.
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2. Analysis of Student Characteristics and Learning Problems

The purpose of this analysis is to identify the characteristics of students and the challenges that both teachers and students have when implementing the learning process. According to the findings of interviews with class X AKL 2 teachers, several problems were found, including student characteristics and the identification of learning problems in recount text material in English subjects are important to improve the effectiveness of the teaching and learning process. In general, 10th grade students have diverse cognitive and emotional development characteristics, which can affect their ability to understand recount texts. One of the main characteristics is the difference in basic skills in English. Students have varying abilities in vocabulary and grammar that are the basis for understanding recount texts, especially related to the use of past tense forms and action verbs. In addition, students' motivation to learn English tends to vary, with students with high interest more actively involved in learning, while students who are less interested or have difficulties tend to need more support.

Another characteristic that affects recount text learning is learning style. Some students find it easier to learn through visual methods, such as images or videos, while others prefer auditory or kinesthetic methods. The student's personal experience is also an important factor, as the recount text relates to the story or experience students who have relevant experience more easily understand the context of the text.

However, students often face a number of common issues when learning recount texts. First, comprehension of recount texts is

frequently hampered by a lack of vocabulary, particularly when it comes to past tense verbs. Second, students frequently struggle to comprehend the text's orientation, events, and reorientation structure. The inability to distinguish these passages often leads to difficulties in composing a coherent text. Third, the use of proper grammar, especially past tense, is still a challenge for some students. This is also followed by limitations in writing, where students tend to lack confidence in developing ideas or writing texts in English.

Another problem is the lack of motivation and interest in learning English, especially in the context of narrative texts such as recount texts. Some students are less interested in foreign languages or may not have relevant experience that can help them in understanding the content of the text. Therefore, efforts are needed to overcome these obstacles. Approaches that can be done include vocabulary enrichment, which can be given before the process of reading or writing recount text begins, to help students more easily understand the content of the text. In addition, the use of supporting media, such as videos, images, or experiential stories, can make it easier for students to understand the context of the text better. Exercises in structure and grammar, especially past tense, also need to be given gradually to assist students in structuring the text accordingly. Furthermore, project-based or collaborative learning, for example by sharing personal experiences in groups, can increase motivation and make the learning process more enjoyable. By understanding the characteristics of students and the challenges they face, teachers are expected to be able to design a more

appropriate and effective recount text learning approach for grade 10 students.

Stage 2: Design

After the analysis stage, data collection was carried out using interviews and questionnaire methods. A solution was found in solving these learning problems by developing learning media that combines many elements in it such as text, images, animations, audio and also games, namely multimedia comprehensive learning. The next stage that was carried out is the design stage. The stages that must be carried out at this stage are:

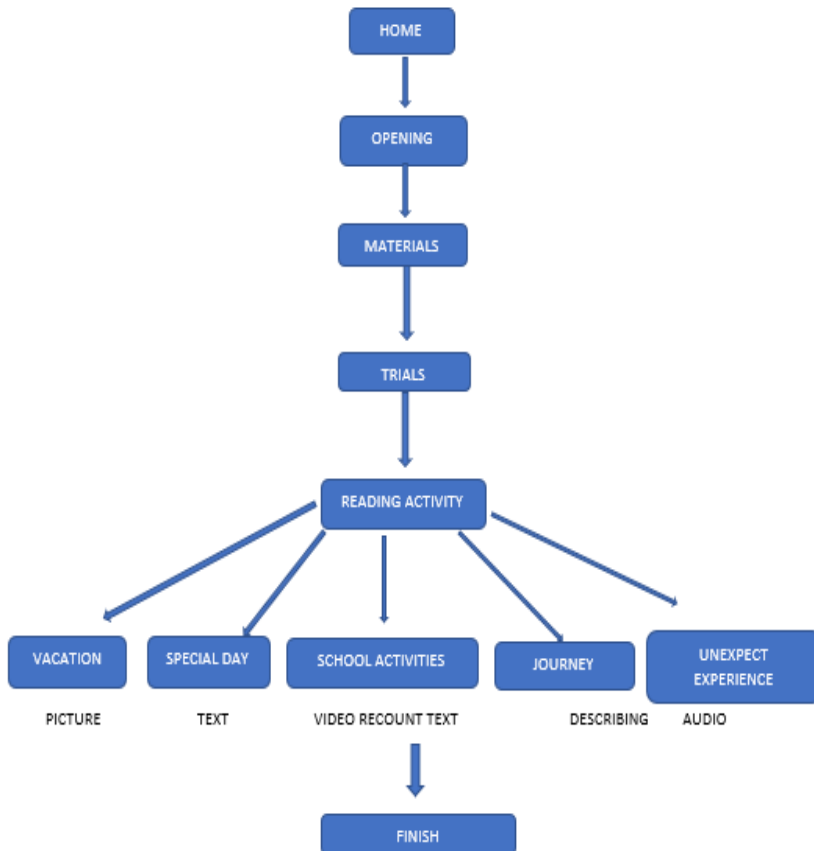
1. Choosing and Assigning Software

The first step that must be done at this stage is to choose and determine what software is used in the development of this comprehensive learning multimedia. The software used is google sites as the main software. Google sites is a website that can be used to create multimedia or multimodal comprehensive that can display text, images, animations, and audio together, so it is very possible if google sites are used as a means of developing learning media. The other software used is Microsoft Powerpoint, Canva and other supporting applications.

2. Creating a Flowchart

The next step that must be done at the design stage is to create a flowchart to help provide an overview of the workflow for the development of a multimedia comprehensive learning program on each menu in it, starting from the beginning of the opening of the media

program to the end of the closing of the media program. The flowchart for the development of multimedia comprehensive learning in this study is as shown in the following figure.



Picture 4.1: Flowchart steps

3. Compiling Teaching Modules

The lesson plan is prepared with the aim of directing learning activities so that they can run well and optimally in the learning process by using multimedia comprehensive learning to students, such that the learning objectives can be optimally achieved by organizing the learning phases in a systematic way. The multimedia lesson plan for comprehensive learning in this development research is presented in appendix 6.

Stage 3: Development

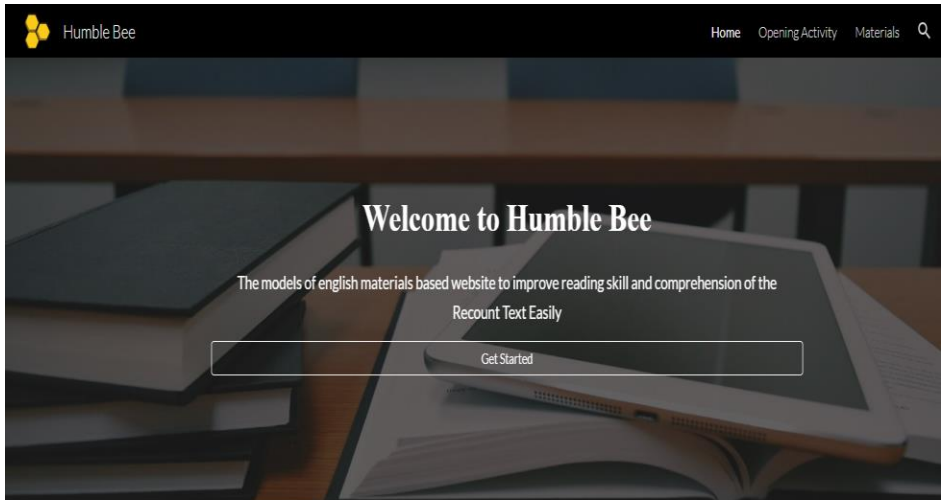
The next stage that must be carried out is the development stage. Multimedia comprehensive learning is transformed from flowcharts into real products and is ready to be implemented in the learning process. At this stage, the initial activity carried out is to collect teaching materials, materials, images, audio, and animation which will later be packaged into multimedia comprehensive learning.

After all the necessary components are collected, the next stage is to design a multimedia learning comprehensible. The components that have been collected previously will be processed into the humble bee web which is used as the main program of the multimedia comprehensive learning developed. Some of the things that need to be prepared in accessing the humble bee website are as follows.

- a) Software,
- b) Internet network,
- c) Operating system windows, android, or the like,
- d) Google chrome or the like,
- e) Computer/laptop/smartphone or the like,
- f) Mouse or headset (optional),

The results of the development of multimedia comprehensive learning developed gave the following results.

1. Home Page





What is Humble Bee?

Humble Bee is a learning website designed to assist pupils in exploring their reading comprehension and skill. The topic of this session will be "Recount Text." This section's fundamental and basic competencies are evident. additionally the readings and homework related to the session's subject. Let's get going!



Picture 4.2: Home Page

This page contains the opening and a brief description of humble bee and it contains get started when you press the button you will go to the next page.

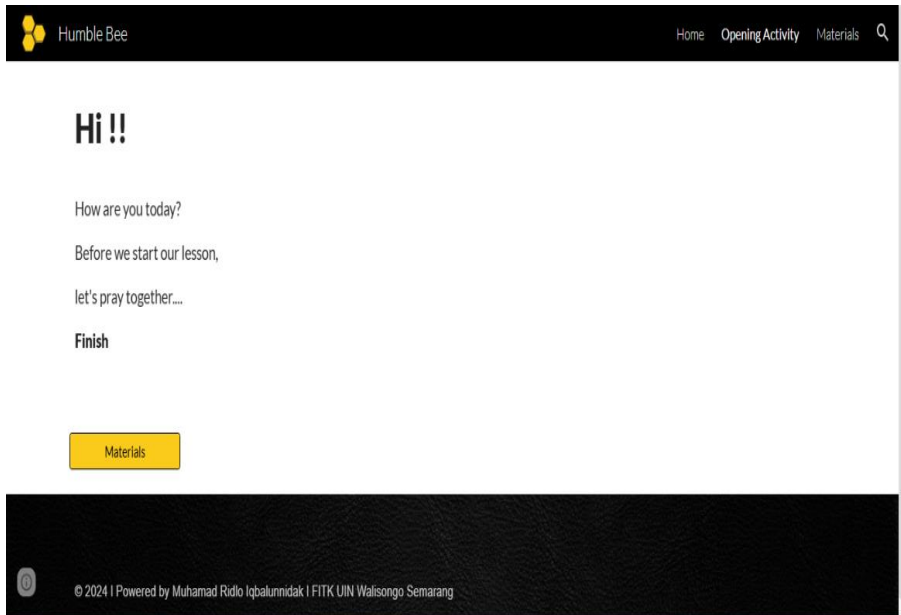
		
Basic Competence	Indicators	Objective Learning
<p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang peristiwa atau pengalaman sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang peristiwa atau pengalaman dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial dari teks recount • Menentukan struktur teks recount (orientation, events, reorientation) • Mengenal unsur kebahasaan seperti past tense, kata kerja tindakan, dan konjungsi waktu pada teks recount. • Menyebutkan makna dan tujuan dari recount text terkait pengalaman atau peristiwa tertentu. • Menyusun kalimat-kalimat sederhana dalam bentuk past tense untuk recount text • Membangun paragraf recount yang menceritakan pengalaman pribadi dengan urutan peristiwa yang jelas. • Menyusun teks recount secara lengkap yang meliputi orientation, events, dan reorientation dengan menggunakan unsur kebahasaan yang tepat. • Memperbaiki teks recount sederhana untuk meningkatkan ketepatan unsur kebahasaan dan strukturnya 	<ol style="list-style-type: none"> a. Peserta didik dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari recount text dengan menganalisa teks yang diperlihatkan oleh guru. b. Peserta didik dapat menganalisis struktur kebahasaan yang digunakan dalam recount text berdasarkan teks yang diperlihatkan oleh guru. c. Peserta didik dapat menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan recount text dengan baik dan benar. d. Peserta didik dapat menyusun recount text secara tertulis maupun lisan dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks yang dibahas

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Picture 4.3: home page items

Then on the bottom page it contains basic competencies, indicators of student achievement and the objectives of the recount text learning material obtained from the teaching module that has been made based on the independent curriculum.

2. Opening page



Picture 4.4: Opening page

On this page contains the greeting "Hi" and questions about how the students are doing that will be asked by the teacher and then followed by instructions to pray after each belief after praying there is a 'Materials' button which when pressed will go to the next page.

3. Materials page

Definition of Recount Text

A recount text is a type of text in English that aims to retell events or experiences that happened in the past. This text is informative and is often used to describe real or personal events.

Purpose of Recount Text

The main purpose of a recount text is to inform or recount past events or experiences to the reader. This text is usually written to provide information, recall memories, or simply share experiences.

Structure of Recount Text

A recount text has three main structures:

- Orientation:** This section serves to provide information about who, when, where, and why the event occurred. The reader is introduced to the background of the story.
Example:
Last year, my family and I went to Bali for a vacation.
- Events:** This section narrates the sequence of events that occurred in chronological order. Each event is written in the correct order according to when it happened.
Example:
On the first day, we visited the beautiful Kuta Beach. The next day, we went to Ubud to see the traditional Balinese dances.
- Reorientation:** The closing part of the recount text, which usually contains the writer's conclusion or feelings after the event. Reorientation can be optional, but it generally provides a final impression.
Example:
Overall, it was a memorable vacation that we will never forget.

Characteristics of Recount Text (LANGUAGE FEATURES)

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday, On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

Example of Recount Text

My Holiday in Jogja

Orientation:
Last holiday, I went to Jogja with my friends. We planned to visit some historical places and enjoy the local food.

Events:
On the first day, we visited Borobudur Temple. It was very crowded, but we enjoyed the scenery and took a lot of pictures. On the second day, we explored Malioboro Street, where we bought some souvenirs and tasted delicious street food. We also visited the Sultan's Palace, which was very beautiful and full of history.

Reorientation:
We had a great time in Jogja. The experience was unforgettable, and I hope to visit there again someday.

Tips for Writing Recount Text

- Choose an Interesting Topic:** Select an experience or event that is interesting and meaningful to you.
- Use the Simple Past Tense Correctly:** Ensure that the tense is consistent with the time of the event.
- Organize Events Chronologically:** Write the events in chronological order so the story is easy to follow.
- Provide Engaging Details:** Add relevant details to make the story more vivid and interesting.

Let's try...!

Picture 4.5: Materials page

Next is the material page which contains the definition of recount text, purpose, language structure of recount text, language features and the following is an example of recount text.

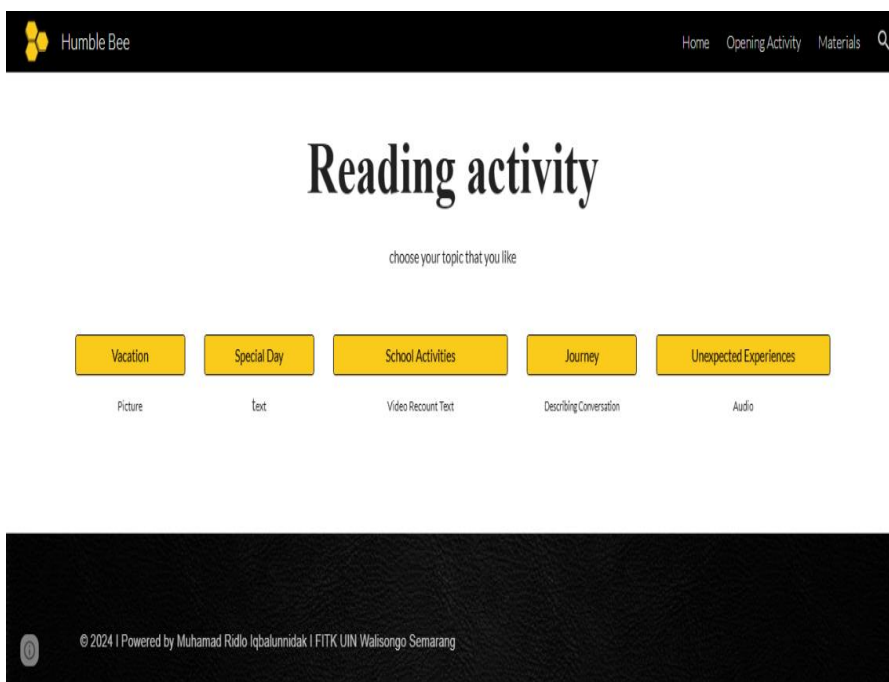
4. Trial page

The screenshot shows a digital reading activity interface. At the top, there is a navigation bar with the logo 'Humble Bee' and links for 'Home', 'Opening Activity', 'Materials', and a search icon. Below the navigation bar, the text 'Have fun with reading games about recount text' is displayed. The main content area features a large question: 'What is the purpose of Recount Text?'. Below the question are four colored boxes representing multiple-choice options: A (blue) 'To entertain the readers', B (red) 'To describe an object', C (orange) 'To list and describe past experiences by retelling events in order in which they happened.', and D (green) 'To tell how to make something.'. Below the options, the text 'pretest Recount Text' and 'Kuis Sorngkalan pertanyaan pilihan ganda. Klik jawaban yang benar untuk melanjutkan.' is visible. At the bottom of the activity area, there is a yellow button labeled 'Reading Activity'. The footer of the page contains a copyright notice: '© 2024 | Powered by Muhamad Rizki Iqbalumaidak | FITK UIN Walisongo Semarang'.

Picture 4.6: Trial page

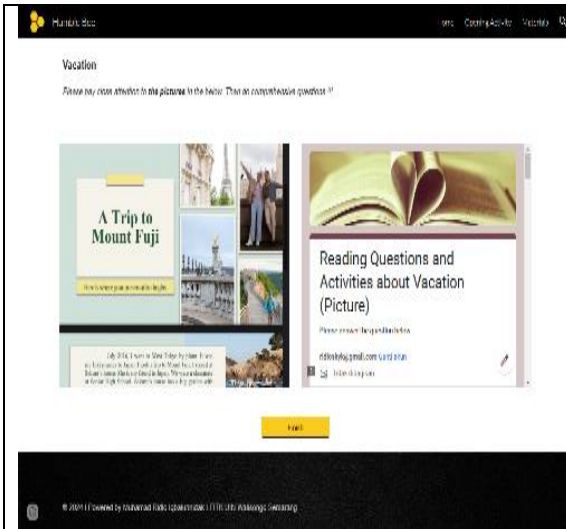
The next page is a trial containing a game, this game is used to attract students' attention and motivate them to use the web originating from Wordwall as well as check how far students understand the recount text material with fun learning.

1. Reading activities page



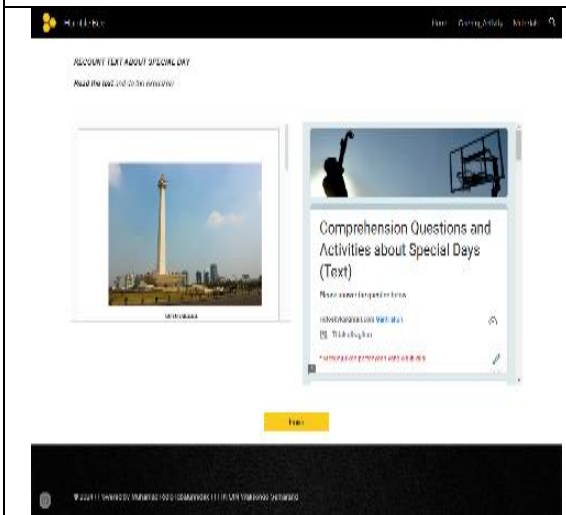
Picture 4.7: Reading activity

On this page, students will explore more deeply about what they understand and what they are interested in, this page contains five topics that contain vocabularies, reading materials, and comprehension questions.



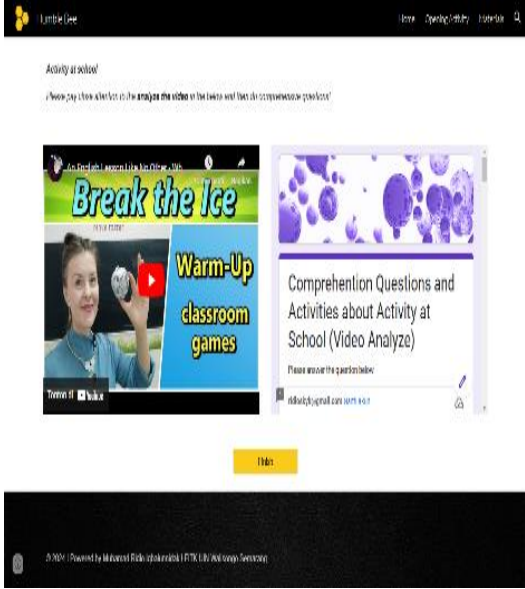
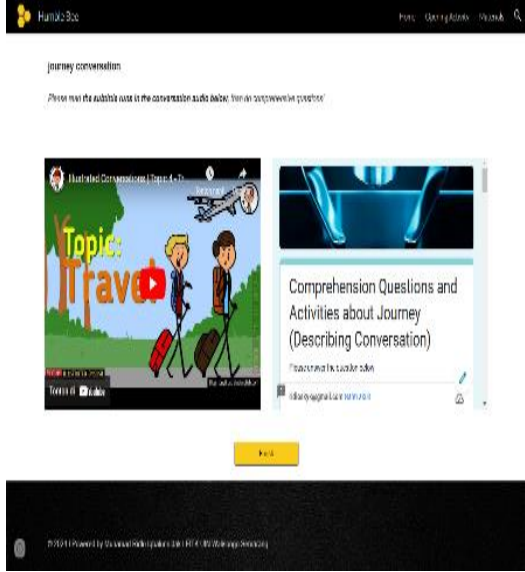
Picture 4.8

The first topic is vacation, this topic contains personal experiences about vacations and is designed using supportive pictures and text to attract attention.

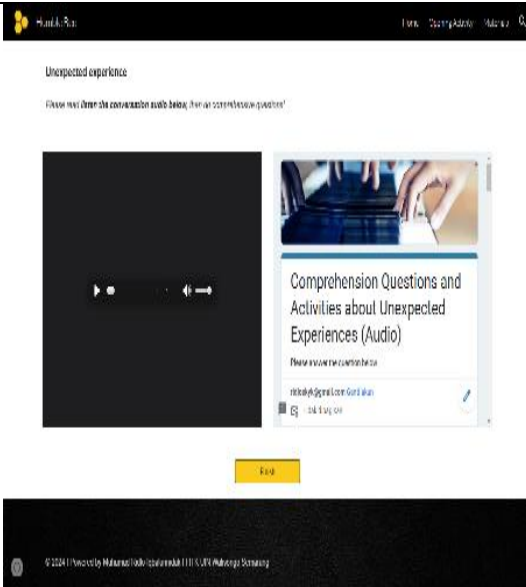


Picture 4.9

Special day is a recount text that tells the author's special day, designed using text and one main image as an enhancer and evidence of the story.

 <p>Activity at school</p> <p>Please play the video first to be analyze the video in the text and then do comprehension questions!</p> <p>Break the Ice</p> <p>Warm-Up classroom games</p> <p>Comprehension Questions and Activities about Activity at School (Video Analyze)</p> <p>Please answer the questions below!</p> <p>Play</p> <p>Powered by Microsoft Education © 2014. All Rights Reserved.</p>	<p>School activities can be in the form of learning experiences, organizations, intimate evenings or other events at school that are memorable in the author's heart, designed using videos obtained from youtube.</p>
 <p>Journey conversation</p> <p>Please read the audio first in the conversation audio below, then do comprehension questions!</p> <p>Topic: Travel</p> <p>Journey</p> <p>Comprehension Questions and Activities about Journey (Describing Conversation)</p> <p>Please answer the questions below!</p> <p>Play</p> <p>Powered by Microsoft Education © 2014. All Rights Reserved.</p>	<p>Next is the writer's journey or experience when he goes on an adventure and travels to a certain place such as a mountain, beach or other amazing place and is designed using video conversation.</p>

Picture 4.11



Picture 4.12

The last one is the theme of unexpected experiences which is made using audio and contains unexpected experiences such as discovering new things, silly things, and others.

5. Finish page

Individual activity

Do the activity

ridlosky@gmail.com [Ganti akun](#)

Tidak dibagikan

* Menunjukkan pertanyaan yang wajib diisi

Name *

Jawaban Anda

Class *

X AKL 2

What's your best experience in the past

Jawaban Anda

Back to activity

Finish

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Picture 4.13: Finish page

The finish page contains individual activities that can be filled in by students about topics that they think are interesting in learning recount text, below them there are 2 buttons, one 'go to activity' which can be pressed and Return to the reading activity page and is used to explore other things that students do not understand and they are interested in trying, the second is the 'finish' button which will lead to the last page.

Bye,

Let's pray to close the learning, see you again


About

Profile

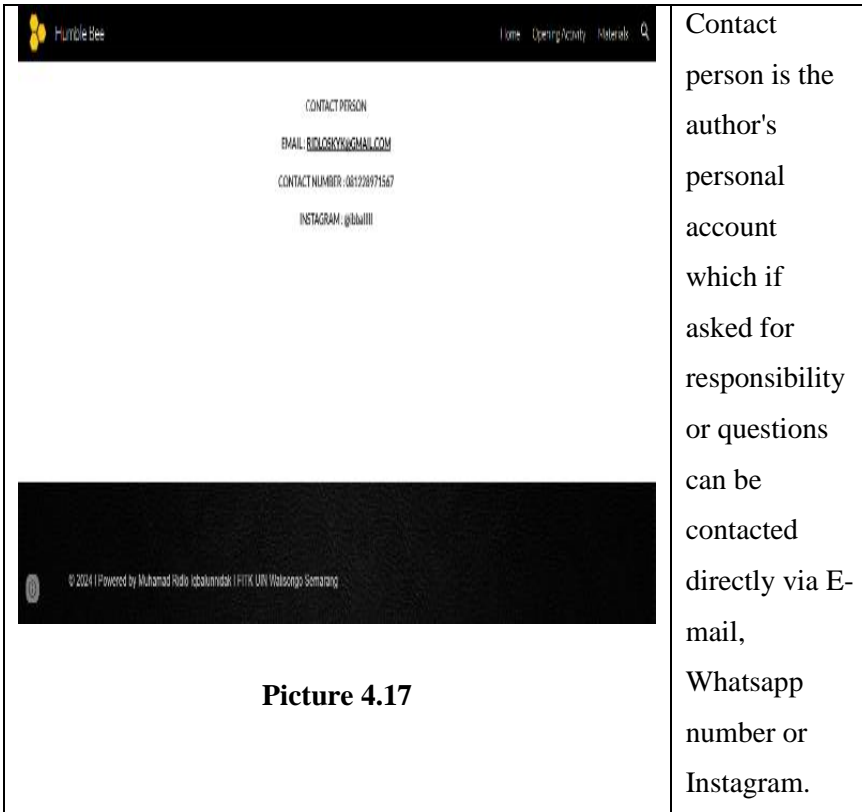
Contact Person

Picture 4.14: Closing

Then it was closed with the greeting 'Bye' and instructions for prayer and closing greetings by the teacher, below which there were 3 hidden buttons from the main page containing about, profile, and contact person.

 <p>The image shows a digital profile page for Muthamad Ridlo Iqbalunzidak. At the top left, there is a logo and the name 'Muthamad Ridlo'. At the top right, there are navigation links for 'Home', 'Open Access', and 'Yakindoo' with a search icon. The main content area features a circular portrait of a man with dark hair, wearing a light green blazer over a patterned shirt, set against a red oval background. Below the portrait, the following text is displayed: 'MUTHAMAD RIDLO IQBALUNZIDAK', 'NIM : 21403040158', 'Education Program : English Department Student', 'Faculty : Faculty of Tarbiyah and Teacher Training', and 'University : UIN Walisongo Semarang'. At the bottom of the page, there is a black footer bar with a small circular icon and the text '© 2021 Powered by Informatika Ridlo Iqbalunzidak PTK (Jurnal) Semarang'.</p>	<p>Profile contains the author's educational background.</p>
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Picture 4.16



Picture 4.17

Stage 4: Implementation

After going through the analysis stage, the implementation stage is the following phase of design and development. At this point, the created multimedia comprehensive learning will be used in the educational process.

To evaluate the practicality of the media products created and to see how students feel about the media products' challenge. Through <https://sites.google.com/student.walisongo.ac.id/humble-bee/home>

website students can access learning materials and models. The several stages of implementation that must be passed are: 1. Submission of material carried out in the first week of learning. 2. Assignments and presentations carried out by students independently and in groups in accordance with the applicable teaching modules. (Appendic 8).

Stage 5: Evaluation Stage

The evaluation stage is the last stage of the development of the ADDIE model. At this stage, multimedia products that have been developed will be assessed to validate the multimedia products that have been developed. The tests carried out are product validation tests that aim to test the level of feasibility of products that have been developed. The evaluation used at this stage is formative evaluation. The formative evaluation was carried out with the aim of assessing whether or not the comprehensive learning multimedia products that have been developed are applied in the learning process, this evaluation stage was assessed directly by Prita Nusanti, S.Pd., M.Pd.

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

To explain the effectiveness of this study, the researcher submitted a pretest and posttest in grade 10 AKL 2 at SMK Negeri 2 Semarang. One class contains 36 students and the researcher submitted a pretest on Thursday, October 3, 2024. then a posttest or product test was carried out on Thursday, October 17, 2024. The results of the pretest and posttest are as follows.

Table 4.2. Linier scale

NO	PERTANYAAN	SKALA LINIER			
		1	2	3	4
1.	Tampilan website Humble Bee sangat menarik perhatian saya. (The appearance of the Humble Bee website grabs my attention)		1	9	20
2.	Seberapa sering Anda menggunakan buku sebagai sumber belajar? (How often do you use books as a learning resource?)		2	16	15
3.	Apakah Anda menginginkan materi pembelajaran yang dapat		1	3	23

	dioperasikan melalui smartphone pribadi? (Do you want learning materials that can be operated through a personal smartphone?)				
4.	Navigasi pada website Humble Bee mudah saya operasikan. (The navigation on the Humble Bee website is easy to operate)		1	8	18
5.	Website Humble Bee dapat saya gunakan belajar di rumah tanpa pendampingan guru. (Humble Bee website can use to study at home without a teacher's assistance)		1	6	20

To analyze the effectiveness of each question based on the given linear scale data calculate the mean effectiveness score for each question (Frick Theodore and Charles Reigeluth, 2022). The scores can be mapped as follows:

- 1 = Strongly disagree / Not at all
- 2 = Disagree / Rarely
- 3 = Agree / Often
- 4 = Strongly agree / Very often

$$\text{Mean} = \frac{(1 \times \text{jumlah respons 1}) + (2 \times \text{jumlah respons 2}) + (3 \times \text{jumlah respons 3}) + (4 \times \text{jumlah respons 4})}{\text{Total Respons}}$$

Contoh Penghitungan untuk Pertanyaan 1:

Jika respons pengguna untuk pertanyaan tentang daya tarik visual website (pertanyaan 1) adalah:

- 1 (Sangat Tidak Setuju) sebanyak 1 kali,
- 2 (Tidak Setuju) sebanyak 9 kali,
- 3 (Setuju) sebanyak 20 kali,

Maka, kita hitung mean sebagai berikut:

$$\text{Mean} = \frac{(1 \times 1) + (2 \times 9) + (3 \times 20) + (4 \times 0)}{1 + 9 + 20} = \frac{1 + 18 + 60}{30} = \frac{79}{30} = 2,63$$

Question 1: "The appearance of the Humble Bee website grabs my attention"

- Mean Score: 2.63
- Analysis: The average score of 2.63 suggests that most users find the appearance of the Humble Bee website somewhat appealing. The score falls between "Disagree" (2) and "Agree" (3), with a slight tendency toward agreement, indicating room for improvement in visual appeal to fully engage users.

Question 2: "How often do you use books as a learning resource?"

- Mean Score: 2.39
- Analysis: With a mean score of 2.39, users tend to lean towards using books less frequently as learning resources. This score, closer to "Rarely" (2) than "Often" (3), may indicate a shift in

preference towards digital or alternative learning methods over *BUPENA* books among the user base. This could suggest that users are open to non-book resources for learning.

Question 3: "Do you want learning materials that can be operated through a personal smartphone?"

- Mean Score: 2.81
- Analysis: This is the highest score among all questions, at 2.81, close to "Agree" (3), suggesting a positive inclination toward mobile-accessible learning materials. This indicates a clear demand for smartphone-compatible content, reflecting the importance of mobile accessibility in users' learning preferences.

Question 4: "The navigation on the Humble Bee website is easy to operate"

- Mean Score: 2.63
- Analysis: With a mean score of 2.63, users generally find the navigation of the website manageable, though the score does not strongly indicate full satisfaction. There may be minor challenges in navigation, and simplifying or enhancing the navigation system could improve user experience.

Question 5: "Humble Bee website can be used to study at home without a teacher's assistance"

- Mean Score: 2.70
- Analysis: Scoring 2.70, this question reflects a moderately positive view of the Humble Bee website as a self-study tool. Users feel that it is somewhat functional for independent study, although the score suggests some users may feel additional support or guidance would improve their experience.

Table 4.3. N-Gain score

NO	NAMA PESERTA DIDIK	RECOUNT TEXT							
		KKM	PRETEST	POSTTEST		Posttest - Pretest	Skor Ideal (100-Pre)	N GAIN SCORE	N GAIN SCORE (%)
				SCORE	TOPIC				
1	AISHA VINA ESTININGTYAS	75	72	100	Vacation	28	28	1	100
2	Aisya Septiasa	75	58	100	Vacation	42	42	1	100
3	Andi Nathania Zahira	75	79	100	Vacation	21	21	1	100
4	ANGGI WULAN MADINA	75	72	100	Vacation	28	28	1	100
5	Anggita Putri Nur Cahyani	75	58	100	Vacation	42	42	1	100
6	Anggun Fatma Khurun In	75	79	100	Vacation	21	21	1	100
7	ANNISA KIREINA PUTRI ANAYA	75	58	100	Vacation	42	42	1	100
8	Assyfa Ayudhia Musyaqueena	75	72	100	Vacation	28	28	1	100
9	Aura Putri Ceryssa	75	72	100	Vacation	28	28	1	100
10	Ayu Nabilla	75	58	100	Vacation	42	42	1	100
11	Bintang Maiza Hasna Awaludin	75	58	80	Special day	22	42	0.523809524	52.38095238
12	CLARENCE NATHANIA CHANDRA	75	65	80	Special day	15	35	0.428571429	42.85714286
13	DEVYNZA SUKMA ARISTYA PUTRI	75	72	80	Special day	8	28	0.285714286	28.57142857
14	Elvina Ramaniya Tertia Sahda	75	79	100	Vacation	21	21	1	100
15	FILLIA CITRA NAZARETA	75	72	100	Vacation	28	28	1	100
16	Francisca Anugrah Wijaya	75	58	80	Special day	22	42	0.523809524	52.38095238
17	Hana Azimatul Karima	75	79	100	Vacation	21	21	1	100
18	INEKE HARDIANA	75	58	100	Vacation	42	42	1	100
19	JENIFER ANGELINE STEFANY	75	58	100	Vacation	42	42	1	100
20	Juanita Nova Cristiani	75	65	100	Vacation	35	35	1	100
21	Maria Angela Krismalesari	75	65	100	Vacation	35	35	1	100
22	MARIA MELANIDISTI PINONTOAN	75	72	100	Vacation	28	28	1	100
23	Maylanza Amelia	75	72	100	Vacation	28	28	1	100
24	NAERA DHINI NURAFIFAH	75	79	80	Special day	1	21	0.047619048	4.761904762
25	NAILAH AMELIA	75	44	100	Vacation	56	56	1	100
26	Nayssa Kirania	75	58	100	Vacation	42	42	1	100
27	Rehita Anzhini	75	58	100	Vacation	42	42	1	100
28	Renina Septia Ramadhani	75	65	100	Vacation	35	35	1	100
29	ROOSMAULIDA AURELLIA SALSABILA	75	58	100	Vacation	42	42	1	100
30	Safaraz Aulfa Maulida	75	79	100	Vacation	21	21	1	100
31	Senly Nur Maulidina	75	58	100	Vacation	42	42	1	100
32	Shadra Tsani Khansa Tufala	75	65	90	Journey	25	35	0.714285714	71.42857143
33	Shireen Ayu Ozhora	75	72	100	Vacation	28	28	1	100
34	Siti Ialatusholikhah Almaridyah Assalasiyah	75	72	100	Vacation	28	28	1	100
35	Theresia Hilda Suhartomo	75	79	90	school activity	11	21	0.523809524	52.38095238
36	YOMI PATRICIA MARIAN	75	58	90	journey	32	42	0.761904762	76.19047619
	MEAN	75	66.55555556	96.38888889	#DIV/0!	29.83333333	33.44444444	0.88397884	88.3978836

From the data SPSS above, it can be seen that from the pretest scores, there are 29 students below the KKM and 7 students get a score above the KKM, then the lowest score from the pretest results is 44 and the highest score is 79. Then from the post test, no students got a score below the KKM and got a score above the KKM. The lowest score of the post test is 80 and the highest score is 100. Some students who get a score below the KKM are due to a lack of understanding of vocabulary and the limitations of topics in the product so that they cannot choose a suitable topic and they find it difficult, especially the interest of some students in English lessons is also lacking. To test product activities in learning, researchers have conducted tests using the N Gain Score formula, namely:

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

After N Gain, the score is obtained, then it is converted into the form of a percentage that has been obtained. The average obtained is 88.35978836. This average value can be interpreted using the following categories of N Gain effectiveness interpretation:

Table 4.4. Effectivity by Hake (1998)

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

Source: Hake (1998)

From the data SPSS above, the data that efficacy is demonstrated by the effectiveness test's average score. This indicates that Google site-based learning resources that contain multimodal materials can be a useful tool for teaching reading comprehension for the English text recount genre in classrooms. It is also known as deductive and can be utilized in several schools.

4.2 Discussion

Technology-based education is essential for all teachers since students in this day and age are expected to be aware of technology, regardless of whether they are learning it or not. Using a searching tool like Google, students can easily increase their knowledge in a self-directed manner. They can also learn online courses which will help them understand anything they don't understand from their studies. This is explained in detail in an article by Adzkie (2021) where it is stated that Google's web-based media is considered a learning tool that is easy for students and teachers to use and understand in order to understand the material during online courses by creating innovative materials. According Tan (2020), helping students comprehend the advantages and disadvantages of various modes is the main goal of teaching multimodal writing. In this web-based multimodal, researchers conducted research at SMK N 2 Semarang and got quite satisfactory results and high student learning interest, they wanted this web-based learning model because it was considered innovative and easy to apply.

The advantages of this Google site-based product besides being able to be used personally using a laptop computer tablet smartphone students where to get easy access anywhere and anytime so they can be enthusiastic in learning because they can access it anywhere with the internet because this media is very interactive where this method is in accordance with research conducted by Siti Maryam (2022) which shows the importance of interactive learning media to minimize student anxiety. students can also independently explore comprehensive

reading comprehension skills in this English material and can also improve reading skills through flexible learning.

The study, which was formerly titled " The implementation of google sites as e-learning platform for teaching efl during covid 19 pandemic" only assessed the effectiveness of the products that the researchers had developed. Then researcher concludes with a discussion of the product perception that have used in EFL instruction. This study differs from the previous study, which was titled "Developing A Model of Multimodal Reading Comprehension Materials on Recount Text Based Google Sites." In this study, the researcher did not just develop the product in question. Researcher conducts a thorough analysis of the needs of teachers and students in order to understand the underlying principles of education. After the results are determined, the researchers develop the product in accordance with the needs of the teacher and students with ADDIE model by Dick and Carey in Chang (2006). The analysis of the effectiveness of the questions and the results of the pretest and posttest provide significant insights into the use of the Humble Bee website and Google site-based learning media. Based on the effectiveness analysis, the mean score for each question indicates varying levels of user satisfaction and areas that require improvement. For instance, the visual appeal of the Humble Bee website received a mean score of 2.63, indicating that while users find the appearance somewhat appealing, enhancements in visual design are necessary to fully engage users. Similarly, the navigation ease also scored 2.63, suggesting the need for improvements in user experience through more

intuitive and simplified navigation. Meanwhile, the highest mean score of 2.81, obtained for the question regarding smartphone compatibility, reflects a strong demand for mobile-accessible learning materials, highlighting the importance of mobile optimization in learning tools.

Further, the analysis of pretest and posttest scores demonstrates the potential effectiveness of the implemented learning media. From the pretest results, 29 students scored below the Minimum Competency Criteria (KKM), with the lowest score being 44 and the highest 79. However, the posttest results showed remarkable improvement, with no students scoring below the KKM, and scores ranging from 80 to 100. The improvement can be attributed to the multimodal materials integrated into the learning media, which enhance comprehension and engagement. Additionally, the N-Gain score analysis yielded an average effectiveness score of 88.36, categorized as highly effective based on Hake's (1998) interpretation framework. This result confirms that Google site-based learning media, enriched with multimodal materials, is not only effective for teaching recount texts in English but also holds potential for implementation in broader educational contexts.

The findings also highlight some challenges, particularly related to vocabulary understanding and the limited scope of topics in the product, which posed difficulties for some students during the pretest. Furthermore, a lack of interest in English lessons among certain students may have initially impacted their performance. These factors underline the importance of continuously developing and diversifying learning materials to cater to varying levels of student interest and

capability. Overall, the effectiveness of the learning media and the Humble Bee website demonstrates their value as tools for enhancing English learning, particularly in improving reading comprehension. Their deductive potential allows for application not only in a single institution but also across multiple educational settings, offering a scalable solution for English education.

The implications of this discussion cover various aspects relevant to the implementation of technology in education, particularly through the use of web-based learning media like Google Sites. One of the primary implications is the enhancement of student engagement and learning outcomes. Web-based technology can increase students' interest and motivation for self-directed learning, as evidenced by the improvement in posttest scores compared to pretest results. Interactive and multimodal learning media have also proven effective in enhancing students' understanding of the material, particularly in reading skills.

The accessibility of learning media on various devices, including smartphones, provides students with the flexibility to learn anytime and anywhere. This not only motivates students but also supports them in exploring learning materials independently. However, evaluation results also highlight the importance of a good user experience, such as appealing visual design and easy navigation, in ensuring the effectiveness of technology-based learning media.

In addition to its benefits, technology-based learning media can also reduce students' anxiety in the learning process. Interactive media create a supportive learning environment that helps students feel more

confident in understanding the material. On the other hand, teachers are expected to enhance their competencies in utilizing this technology to design relevant and effective materials tailored to students' needs.

This study emphasizes the importance of needs analysis before developing learning materials. Needs analysis ensures that the materials produced are relevant to the curriculum and meet students' requirements. Furthermore, technology-based learning media have the potential to be applied across various educational contexts, offering extensive scalability opportunities.

However, several challenges must be addressed, such as limited topic coverage, vocabulary difficulties, and low student interest in certain subjects. Continuous innovation is needed to overcome these challenges, including strategies to increase student interest, such as through more relevant content or gamification approaches. Integrated evaluations, such as pretests and posttests, are also crucial for measuring learning effectiveness and identifying areas for improvement.

Overall, technology-based learning provides an innovative approach to improving the quality of education. However, its success requires support in the form of adaptive material development, teacher training, and attention to the diverse needs and interests of students.

CHAPTER V

CLOSING

5.1 Conclusion

First, the analysis of reading comprehension learning in class X AKL 2 SMK Negeri 2 Semarang highlights significant challenges and opportunities for improvement. Data from evaluations and interviews on October 17, 2024, show that materials from the *Bupena English* textbook are limited and less engaging, while teaching methods hinder active student engagement and comprehension. Students expressed a preference for interactive, multimodal materials with visuals or audio-visual elements, aligning with their familiarity with digital media. To address these gaps, researchers developed a Google Sites-based learning platform featuring diverse materials, including texts, images, videos, and interactive Wordwall, promoting independent and engaging learning. This innovation benefits students by making learning more dynamic and accessible while enabling teachers to update and deliver content effectively, fostering a modern and enjoyable educational experience.

Second, the design is also very encouraging of each student's improvement in reading comprehension. The fact that the product being created places a strong emphasis on the interface's look is one factor contributing to this beneficial effect. This is evidence with data indicates a significant improvement in students' reading comprehension after

using the Google Sites-based learning media. Initially, 29 students scored below the KKM in the pretest, with scores ranging from 44 to 79, and only 7 students exceeded the KKM. However, in the post-test, all students scored above the KKM, with scores ranging from 80 to 100.

Third, the effectiveness of using the multimodal learning media, despite initial challenges such as limited vocabulary, topic selection difficulties, and low interest in English among some students. The N-Gain Score analysis further confirms this, with an average effectiveness score of 88.36%, categorized as highly effective. This indicates that the Google Sites-based media can not only improve reading comprehension for recount texts in the tested school but also has potential for broader application across other schools.

5.2 Suggestion

Based on the results of developing reading comprehension instructional tools for English classes that use recount text, the researcher makes several suggestions for potential future developments.

1. For another researchers, the following research can focus on the effectiveness of this multimodal approach in terms of student understanding and motivation when learning recount texts. In addition, research on how multimodal elements enhance students' digital literacy or the differences in learning outcomes amongst students with varying levels of digital literacy can also be quite interesting. Additionally, you might investigate other platform integrations that support technology-based education.
2. For student, make the most of Google Sites' feature by adding elements like images, videos, or infographics to help you illustrate your writing so it's easier to understand. Make sure it has a clear structure (orientation, events, reorientation) and uses multimodal elements that are relevant to enhancing the story. Put in some research, whether it's from personal experience or anything else, to make the content more reliable. Collaboration with the theme can improve ideas and project quality, while evaluation and coba by others will help ensure that multimodal text and elements can be understood correctly.
3. For teacher, provide clear explanations and a rubric for evaluation that covers both textual (structure, language, and vocabulary) and

multimodal (relevance, visual quality, and interactivity) aspects. As an example, the project aims to provide students with examples, foster their creativity, and facilitate class discussions so that students can come up with ideas. As we move forward, we'll be providing constructive feedback and offering one-on-one instruction on using Google Sites so that students feel confident in their work.

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APPENDICES

1. Appendic 1: Instrument

Needs Analysis: Developing a Model of Multimodal Reading Comprehension Materials for Recount Text Based on Google Sites

In order to conduct this analytical step, interviews with teachers and students in English language learning subjects more especially, reading comprehension as well as learning materials and learning processes were used. This analysis was done as part of the data gathering procedure. At this point in the requirements analysis process, the objectives are to identify resources, instructional strategies, and assess the needs of educators and learners in the area of reading comprehension. Furthermore, this analytical approach revealed that English textbooks and online reading materials were used to teach reading comprehension. Interviews with students revealed that they had never been taught how to read comprehension in English texts utilizing multimodal resources based on websites. Because they think learning independently using their own electronic devices would be more pleasurable, the students expressed a willingness to adopt such material models in reading comprehension courses for English topics. The researcher created a Google Site-based reading comprehension learning resource using different material models that are accessible on the website based on the findings of the aforementioned analysis. The purpose of this website is to address problems related to teaching strategies and resources. In addition, the researcher's website is designed to accommodate teachers' and students' demands. With Google Site-based learning resources, teachers can quickly innovate while students enjoy learning reading comprehension. The need to develop multimodal reading comprehension materials for recount texts using Google Site is driven by the following key reasons for both teachers and students:

1. Enhancing Students' Engagement and Interest in Learning

For Students: Traditional reading materials can be monotonous, especially for digital-native students who are accustomed to various types of media such as images, videos, and interactive elements. Multimodal materials combine text with these media, making the

learning process more dynamic and engaging. The use of Google Site allows for the integration of multimedia content like videos, images, and interactive Wordwall, which are more appealing to students, especially those with diverse learning styles (visual, auditory, kinesthetic).

For Teachers: By using multimodal content, teachers can foster students' interest and motivation to learn, which is critical in enhancing reading comprehension. Multimodal texts offer opportunities for creative teaching strategies that are more aligned with modern technology use in the classroom.

2. Improving Reading Comprehension

For Students: Multimodal texts provide a more comprehensive way for students to understand and interpret recount texts. Visual aids, such as images and videos, can reinforce textual information, helping students to build a deeper understanding of the narrative. This is especially beneficial for students who struggle with traditional text-heavy materials.

For Teachers: Developing these materials allows teachers to support various cognitive processes involved in reading comprehension. It enhances students' ability to make connections between text and multimedia elements, leading to better comprehension and retention of information.

3. Catering to Different Learning Styles

For Students: Not all students learn effectively through reading alone. Some may learn better through visual or auditory means. Multimodal materials accommodate diverse learning preferences by presenting information in multiple formats, which can help all students—regardless of their preferred learning style—access and comprehend the material more effectively.

For Teachers: With multimodal content, teachers can differentiate instruction more easily, providing personalized learning opportunities to meet the needs of all students. It helps in creating an inclusive learning environment where every student has the opportunity to succeed.

4. Fostering Digital Literacy

For Students: In today's world, digital literacy is a critical skill. Incorporating Google Site and multimedia elements into reading materials not only aids comprehension but also exposes students to

digital tools that they will need in their future academic and professional lives. Students learn how to navigate online platforms, understand multimedia content, and engage in self-directed learning, which are essential 21st-century skills.

For Teachers: Teachers need to stay updated with technological advances and integrate them into their lessons to make learning more relevant. By creating and using Google Site-based materials, teachers enhance their own digital literacy while providing students with modern tools that improve their learning experience.

5. Flexible and Accessible Learning

For Students: Multimodal materials hosted on Google Site offer flexibility and accessibility. Students can access the materials anytime and anywhere, allowing for self-paced learning and review. This is particularly important in accommodating different learning speeds and ensuring that all students can review materials outside of class hours.

For Teachers: The Google Site platform allows teachers to create and update materials easily. Teachers can modify content to suit different levels of student comprehension, making it easier to address individual learning needs. Additionally, Google Site is a free and accessible tool, making it a cost-effective solution for schools and teachers.

6. Aligning with Curriculum and Educational Standards

For Students: Multimodal reading comprehension materials provide a diverse way to meet the learning objectives outlined in educational standards. By using recount texts that integrate multimedia elements, students can achieve comprehension goals more effectively, especially in language learning contexts where understanding of narrative structure is key.

For Teachers: The materials align with modern curriculum demands, which emphasize not only content knowledge but also skills such as critical thinking, problem-solving, and the ability to use technology. Developing Google Site-based resources ensures that teachers can meet curriculum standards while using engaging, multimodal approaches.

7. Supporting Teachers in the Remote and Hybrid Learning Environment

For Students: In a post-pandemic world, the ability to access quality learning materials online is more important than ever. Multimodal materials on Google Site allow students to continue their learning

outside of the physical classroom, supporting remote and hybrid learning environments effectively.

For Teachers: As educators increasingly adopt online teaching methods, developing resources on Google Site allows teachers to offer structured, interactive lessons that can be used in both in-person and remote learning settings. Teachers benefit from the ease of delivering content digitally while still maintaining an interactive and student-centered learning environment.

2. Appendic 2 : Questionnaire

Table 1. Liniear scale

NO	PERTANYAAN	SKALA LINIER			
		1	2	3	4
1.	Tampilan website Humble Bee sangat menarik perhatian saya. <i>(The appearance of the Humble Bee website grabs my attention)</i>				
2.	Seberapa sering Anda menggunakan buku sebagai sumber belajar? <i>(How often do you use books as a learning resource?)</i>				
3.	Apakah Anda menginginkan materi pembelajaran yang dapat dioperasikan melalui smartphone pribadi? <i>(Do you want learning materials that can be operated through a personal smartphone?)</i>				
4.	Navigasi pada website Humble Bee mudah saya operasikan. <i>(The navigation on the Humble Bee website is easy to operate)</i>				

5.	Website Humble Bee dapat saya gunakan belajar di rumah tanpa pendampingan guru. <i>(Humble Bee website can use to study at home without a teacher's assistance)</i>				
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Table 2. Questionnaire

Questions for teacher	
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?	

<p>5. Is there a need for a modern reading Comprehension material model that is technology-based and can be operated independently by students?</p>	
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3. Appendic 3: Interview questions to students

For Grade Students X AKL 2:

1. Pengalaman Belajar:

- Apa saja materi pembelajaran yang biasa kalian gunakan saat belajar membaca pemahaman di kelas?
- Menurut kalian, apakah materi tersebut menarik dan membantu dalam memahami teks bahasa Inggris?

2. Kesenangan dalam Belajar:

- Apakah kalian merasa bosan dengan metode pembelajaran yang saat ini digunakan? Mengapa?
- Apa yang kalian harapkan dari materi atau metode pembelajaran yang baru?

3. Penggunaan Teknologi:

- Apakah kalian pernah belajar membaca pemahaman menggunakan materi berbasis web atau teknologi? Jika belum, apakah kalian tertarik untuk mencobanya?
- Bagaimana pendapat kalian tentang penggunaan Google Site atau platform berbasis web dalam pembelajaran membaca?

4. Pembelajaran Mandiri:

- Apakah kalian merasa lebih nyaman belajar menggunakan perangkat elektronik seperti ponsel atau laptop?
- Menurut kalian, apakah belajar secara mandiri dengan menggunakan materi berbasis teknologi bisa lebih menyenangkan?

4. Appendic 4: Pretest

Pre test

The following test is for question 1 to 4.

Vandra went to see his aunt in a village one holiday. Although it was his first time taking the train, he found it enjoyable. At 3 p.m., he reached the train station. He chose to take a horse-drawn cart to his uncle's house because it was close to the train station.

A horse cart was stopped by Vandra. The rider was a woman, which surprised him. She appeared robust and had black complexion. During the trip, they engaged in small talk. He was told about her life by the rider. She has three kids and is a wife. Despite her simplicity, she had a lofty aim. She wished for her kids to succeed. She was prepared to put in a lot of effort as a mother to support her kids' schooling. She never gave up. She is an amazing woman. Vandra was amazed at the horse cart rider's story. What a great woman.

(source:<https://nekopencil.com/pendidikan/bahasainggris/contoh-soal-recount-text-bahasa-inggris-dan-kunci-jawaban/>)

1. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.

- C. Vandra’s travelling experience.
- D. The life story of a horse cart rider.

2. What was the horse cart’s rider like?

- A. Honest
- B. Generous
- C. Kindhearted
- D. Hard working

3. Why did Vandra take a great respect to the horse cart’s rider?

- A. She struggled for the succes
- B. She lived with her three children
- C. She was simple, but had a great dream
- D. She was the only woman who rode a horse card

4. “She never gave up.”

What is the closest meaning of the bolded phrase?

- A. Felt sorry
- B. Surrendered
- C. Complained
- D. Fought against

The following test is for question 5 to 8.

Arin visited the school library during the first break. She headed toward her favorite section, the fiction section, as usual. She sat in the corner after removing an intriguing storybook from the shelf. In the book, a bold and attractive prince attempted to rescue a princess from a giant.

Arin is really drowsy. She was reading when she fell asleep, but she was unaware of it. In her dream, the prince protected her as the princess. Arin was not allowed to leave the behemoth. She fought to free herself from his firm grip. As a result, she collapsed to the floor. Arin heard laughter all of a sudden.

When she opened her eyes, a number of students were staring at her and giggling. Arin was perplexed. However, she eventually realized what had transpired. The story in the book she read was the

subject of her dream. In any case, she got up from the chair because of her dream.

(source:<https://nekopencil.com/pendidikan/bahasainggris/contoh-soal-recount-text-bahasa-inggris-dan-kunci-jawaban/>)

5. Why is the text written?

- A. To relate Arin's experience
- B. To amuse readers by telling a story
- C. To describe Arin's activity during the break
- D. To tell readers the story of a giant and a princess

6. In Arin's dream, the giant her.

- A. pulled
- B. pushed
- C. captured
- D. released

7. What kind of books does Arin like to read?

- A. Storybooks
- B. Biography books
- C. Science books
- D. Engineering books

8. What did Arin probably feel when her schoolmates laughed at her?

- A. Bored
- B. Upped
- C. Jealous
- D. Embarrassed

The following test is for question 9 to 12.

Adi was late in waking up on Monday morning. His mother reminded him to eat breakfast before he left for school, but he didn't. He feared arriving late. Adi got to school just in time to hear the bell ring. Every pupil made their way to the schoolyard. There would be a ceremony to raise the flag.

The sun was bright and the temperature was high. Adi's eyes were blurry and he felt lightheaded during the event. He attempted to remain still, but he was unable to do so. He shuddered and passed out. He had no idea what would happen next. He opened her eyes to find himself in the medical room with his best friend Riski and his class teacher. Riski offered him a hot tea glass and a piece of bread.(source: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-recount-text-bahasa-inggris-dan-kunci-jawaban/>)

9. What is the main idea of paragraph one?
- A. Adi woke up late.
 - B. Adi skipped breakfast.
 - C. Adi was afraid of arriving late at school.
 - D. Adi's mother reminded him of having breakfast.
10. Where did Adi tremble and faint?
- A. At home
 - B. In his classroom
 - C. At the school yard
 - D. In the medical room
11. What would happen if Adi had breakfast?
- A. His mother would be angry with him
 - B. He could attend the ceremony well
 - C. He would arrive at school early
 - D. He missed the hoisting flag ceremony
12. From the text we know that ...
- A. nobody cared about Adi
 - B. Adi arrived late at school
 - C. Adi felt unwell during the ceremony
 - D. Riski stood up next to Adi during the ceremony

The following test is for question 13 to 15.

I recently got back from vacationing at my uncle's home in Malang. I went to a lot of interesting places during that period, including

Mount Bromo, Batu Night Spectacular, Museum Angkut, and Jatim Parks 1 and 2. But my journey to Mount Bromo stands out the most. But my journey to Mount Bromo stands out the most. I have never seen a more unusual location.

I went with my uncle's family at the time. We arrived at roughly 3:30 a.m. after traveling there by car in the middle of the night. There were plenty of folks there already. Like them, we wore beanies, gloves, and heavy jackets. We were going to freeze because it was so chilly. We could adjust to the weather soon.

In order to witness the sunrise, we subsequently relocated to Penanjakan Peak. We later witnessed a breathtaking sunrise. Fortunately, the weather was so pleasant that everyone could easily see that shining golden ball. We then hiked to the summit of Mount Bromo. We had to go through a dense desert of sand, and it was chilly, so it was incredibly difficult. Reaching the summit was very incredible! Tell me, you ought to visit there someday. What a fantastic location!

All in all, I had the best time of my life during my most recent vacation. I have another opportunity to tour Malang City once I wash.

(source:<https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-recount-text-bahasa-inggris-dan-kunci-jawaban/>)

13. What is the next mainly about?

- A. The writer's experience in Mount Bromo.
- B. The writer's impression about the sunrise.
- C. The writer's unforgettable holiday in Malang.
- D. The writer's trip to climb a mount for the first time.

14. What is the main idea of the second paragraph?

- A. The place was full of visitors.
- B. The writer went to Bromo by car.
- C. The writer arrived at her destination.
- D. The weather at the moment was very cold.

15. From the text we know that...

- A. the writer went Bromo with her cousin
- B. the sky was cloudy when the morning broke

- C. it is quite easy to pass through the sand
- D. the writer wore a thick jacket and beanie

5. Appendic 5: Documentation



Picture 1: Interview with Mrs. Prita Susanti



Picture 2: Interview with students

6. Appendic 6: Pretest documentation



Picture 3: Students worked on pretest



Picture 4: Students worked on pretest



Picture 5: Students worked on pretest



Picture 6: Researcher gave feedback

7. Appendic 7: Posttest documentation



Picture 7: The researcher introduced the product of Humble bee



Picture 8: The researcher explained the product



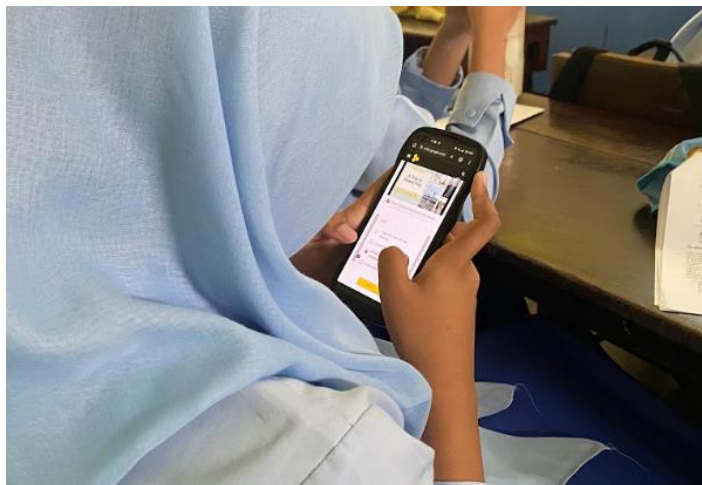
Picture 9: Students operated the Humble bee



Picture 10: Students played the game by Wordwall



Picture 11: Students operated the Humble bee



Picture 12: Students worked on posttest



Picture 13: Students asked about the product being operated



Picture 14: Researcher checked the students

6. Appendic 6: Modul ajar

MODUL AJAR RECOUNT TEXT

Mata Pelajaran	: Bahasa Inggris
Nama Guru	: Dra. Ovina Mulyani
Satuan Pendidikan	: SMK Negeri 2 Semarang
Jenjang Pendidikan	: SMK
Tahun Pelajaran	: 2024 / 2025
Fase/Kelas/Semester	: E/X/Gasal
Alokasi Waktu	: 7 X 2 JP X 45Menit
Elemen CP	: Menyimak-Berbicara / 2 Membaca-Memirsa / 2 Menulis-Mempresentasikan / 3

1. Capaian pembelajaran

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

2. Kompetensi awal

Peserta didik sudah memahami penggunaan *simple past tense* dan bagaimana cara menyusun kalimat menggunakan *simple past tense*.

Peserta didik mampu membedakan penggunaan *verb* dan *adjective* dalam suatu kalimat.

Peserta didik sudah memiliki keterampilan dasar melafalkan beberapa kata/ ungkapan yang berkaitan dengan fakta.

3. Profil pancasila

1. Beriman, Bertaqwa Kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
2. Berkebhinnekaan global
3. Gotong Royong
4. Mandiri
5. Bernalar Kritis
6. Kreatif

4. Sarana dan prasarana

1. Laptop/computer
2. LCD Proyektor
3. Smartphone
4. Jaringan Internet
5. Speaker

5. Target peserta didik

1. Peserta didik reguler/ tipikal
2. Dapat menjelaskan gambaran umum atau informasi tertentu dan rinci secara lisan dan tertulis dari teks recount
3. Peserta didik dengan kesulitan belajar
4. Pembelajaran dilakukan secara berkelompok
5. Mendapatkan pendampingan khusus

6. Bahan ajar yang diberikan tidak terlalu banyak menggunakan kata – kata baru
7. Peserta didik dengan pencapaian tinggi
8. Diberikan referensi bacaan tambahan terkait cara menceritakan ulang mengenai kejadian yang sudah terjadi di masa lampau
9. Seluruh peserta didik kelas X (maksimal 36 orang)

6. Model pembelajaran

Pendekatan: Genre Based Approach

Model: Merdeka

Metode: Discovery learning, discussion, project based learning

7. Tujuan pembelajaran

1. Peserta didik dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari recount text dengan menganalisa teks yang diperlihatkan oleh guru.
2. Peserta didik dapat menganalisis struktur kebahasaan yang digunakan dalam recount text berdasarkan teks yang diperlihatkan oleh guru.
3. Peserta didik dapat menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan recount text dengan baik dan benar.
4. Peserta didik dapat menyusun recount text secara tertulis maupun lisan dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks yang dibahas

8. Pemahaman bermakna

Recount text sering digunakan dalam kehidupan sehari – hari untuk menyampaikan kejadian atau peristiwa yang terjadi di masa lampau.

Menceritakan kembali sebuah kejadian dalam recount text harus secara urut berdasarkan waktu kejadiannya agar pembaca bisa membayangkan suatu peristiwa itu terjadi.

Recount text bertujuan untuk memberikan informasi dan/atau menghibur pembaca yang membacanya

9. Pertanyaan pemantik

Have you ever had a happy or sad experiences?
How did that event happen?

10. Materi

Recount Text

Definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. (sebuah teks yang menceritakan sebuah cerita, aksi ataupun aktifitas. Tujuan recount text adalah untuk menghibur atau memberi informasi kepada pembaca) Recount is a text which retells event or experiences in the past. (sebuah teks yang menceritakan kembali kejadian atau pengalaman di masa lampau)

The type of recount text;

Personal Recount

Personal recount text adalah salah satu jenis teks yang bertujuan untuk menceritakan mengenai pengalaman pribadi penulis. **Personal recount** adalah jenis paling umum yang sering ditemukan dalam penulisan *recount*. Contoh : Penulis menceritakan pengalamannya berlibur di rumah neneknya di desa. Pengalaman melaksanakan kegiatan camping dan lain sebagainya.

Factual Recount

Jenis Faktual Recount umumnya menceritakan suatu kejadian yang dialami oleh orang lain. Kemudian, yang paling penting adalah kejadian itu benar-benar terjadi. Selain itu, jenis ini juga dapat menerangkan suatu pengalaman ilmiah yang menyangkut konsep ilmu pengetahuan yang pernah dilakukan seseorang atau suatu kelompok. Kemudian,

tokoh di dalam cerita ini merupakan saksi mata dalam kejadian tersebut. Contohnya seperti laporan mengenai percobaan *sains* atau ilmu pengetahuan ataupun laporan kepolisiannya serta kisah para tokoh misal sejarah hidup para pahlawan. Termasuk jenis recount di sini Biographical Recount (bentuk ***recount text yang*** isinya menceritakan riwayat seseorang terutama tokoh yang berjasa, misal biography Kartini).

Historical recount (Biography Text)

Bentuk ***recount text yang*** isinya menceritakan peristiwa sejarah. Intinya, teks ini adalah cerita sejarah dalam bahasa Inggris. Sejarah yang diceritakan memang benar-benar terjadi di masa lampau. Contohnya tentang proklamasi kemerdekaan Indonesia

Imaginative Recount Text

Selanjutnya, teks ini merupakan teks *recount* yang diimajinasikan oleh penulis. Maka, dapat diartikan bahwa cerita tersebut tidak benar-benar terjadi. Namun, penulis menuangkan dalam bentuk kejadian atau peristiwa tersebut. Kemudian, satu hal yang mudah untuk mengenali jenis ini adalah, ceritanya sering berfokus tentang tokoh dunia khayal di dunia fantasi.

Generic Structure of Recount Text

Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

Events : A series of events, ordered in a chronological sequence

Re-orientation : A personal comment about the event or what happened in the end..

Purpose of Recount Text

To retell past experience

The Characteristics / Language Feature of Recount Text

Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Using temporal sequence, e.g. On Saturday. On Monday, On Sunday

Focus on specific participant, e.g. I (the writer)

Using the conjunctions, such as: then, before, after, etc.

Using action verb, e.g. went, stayed

ISI MODUL

FIRST MEETING

MENYIMAK-BERBICARA

KEGIATAN PEMBELAJARAN		WAKTU
Pendahuluan		
Mengawali memberi salam di kelas kepada peserta didik dan doa yang dipimpin salah satu siswa untuk menumbuhkan perilaku religius Meminta peserta didik untuk melaporkan kehadiran siswa oleh ketua kelas untuk pembiasaan perilaku jujur dan menerapkan sopan santun sesuai adat, etika dan agama yang dianutnya Memberi motivasi kepada peserta didik dengan menyampaikan perlunya belajar recount text dan kegunaannya dalam kegiatan sehari – hari Mengulas sedikit topik yang dipelajari sebelumnya Menyampaikan tujuan pembelajaran yang akan dicapai pada pertemuan ini Menanyakan pertanyaan pemantik pada pertemuan kali ini		15 Menit
Kegiatan Inti		
Langkah - Langkah	Kegiatan	
Mengamati (Observing)	Diperlihatkan sebuah recount text, peserta didik diminta untuk	60 Menit

	membaca dan mengamati teks tersebut. (BKoF)	
Mempertanyakan (Questioning)	Peserta didik dimotivasi untuk menemukan hal yang perlu ditanyakan dalam teks tersebut, misalnya struktur teks, kaidah kebahasaan, dsb. Peserta didik bisa saling menanyakan teks yang baru saja diamati. (MoT)	
Mengeksplorasi (Exploring)	Peserta didik diminta untuk mencari informasi mengenai recount text secara online untuk mencari apa struktur dan kaidah kebahasaan dari recount text.	
Mengasosiasi (Associating)	Bersama dengan guru, peserta didik membahas hasil temuan mereka mengenai struktur dan kaidah kebahasaan dari recount text. (JCoT)	
(Mengkomunikasikan) Communicating	Peserta didik diminta untuk membuat sebuah recount text sederhana dan maju ke depan kelas membacakannya. (ICoT)	
Kegiatan Penutup		
Peserta didik diberikan kesempatan untuk bertanya kembali mengenai materi yang baru saja disampaikan. Guru bersama peserta didik melakukan refleksi untuk mengidentifikasi kelebihan dan kekurangan dalam kegiatan belajar yang telah dilakukan.		15 Menit

Guru memberikan informasi mengenai kegiatan pembelajaran yang akan dilakukan pada pertemuan selanjutnya.
 Salah satu peserta didik diminta untuk memimpin doa.
 Guru mengucapkan salam penutup.

MENYIMAK-BERBICARA

SECOND

KEGIATAN PEMBELAJARAN		WAKTU
Pendahuluan		
Mengawali memberi salam di kelas kepada peserta didik dan doa yang dipimpin salah satu siswa untuk menumbuhkan perilaku religius Meminta peserta didik untuk melaporkan kehadiran siswa oleh ketua kelas untuk pembiasaan perilaku jujur dan menerapkan sopan santun sesuai adat, etika dan agama yang dianutnya Mengulas sedikit topik yang dipelajari sebelumnya, mengecek kembali pemahaman peserta didik Menyampaikan tujuan pembelajaran yang akan dicapai pada pertemuan ini Menanyakan pertanyaan pemantik pada pertemuan kali ini Peserta didik diminta membuat kelompok		15 Menit
Kegiatan Inti		
Langkah - Langkah	Kegiatan	60 Menit
Mengamati (Observing)	Peserta didik diminta untuk duduk berkelompok. Setiap kelompok akan diberikan sebuah recount text.	

Mempertanyakan (Questioning)	Peserta didik dipersilahkan bertanya mengenai recount text yang belum mereka pahami dari pertemuan sebelumnya.	
Mengeksplorasi (Exploring)	Setiap kelompok diminta untuk mencari apa struktur dan kaidah kebahasaan, dan juga jenis recount text yang sudah dibagikan. (JCoT)	
Mengasosiasi (Associating)	Secara berkelompok, peserta didik mendiskusikan mana struktur dan kaidah kebahasaan dari recount text tersebut.	
(Mengkomunikasikan) Communicating	Setiap kelompok diminta untuk mempresentasikan hasil pekerjaan mereka di depan kelas. Kelompok yang lain boleh memberikan pertanyaan ataupun tanggapan mengenai hasil pekerjaan kelompok yang sedang presentasi.	
Kegiatan Penutup		
Peserta didik diberikan kesempatan untuk bertanya kembali mengenai materi yang baru saja disampaikan. Guru bersama peserta didik melakukan refleski untuk mengidentifikasi kelebihan dan kekurangan dalam kegiatan belajar yang telah dilakukan. Guru memberikan informasi mengenai kegiatan pembelajaran yang akan dilakukan pada pertemuan selanjutnya. Salah satu peserta didik diminta untuk memimpin doa. Guru mengucapkan salam penutup.		15 Menit

KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	
<p>Mengawali memberi salam di kelas kepada peserta didik dan doa yang dipimpin salah satu siswa untuk menumbuhkan perilaku religius</p> <p>Meminta peserta didik untuk melaporkan kehadiran siswa oleh ketua kelas untuk pembiasaan perilaku jujur dan menerapkan sopan santun sesuai adat, etika dan agama yang dianutnya</p> <p>Mengulas sedikit topik yang dipelajari sebelumnya, mengecek kembali pemahaman peserta didik</p> <p>Menyampaikan tujuan pembelajaran yang akan dicapai pada pertemuan ini</p> <p>Menanyakan pertanyaan pemantik pada pertemuan kali ini</p>	15 Menit
Kegiatan Inti	
<p>Peserta didik diberikan sebuah recount text.</p> <p>Peserta didik diminta untuk membaca recount text tersebut.</p> <p>Peserta didik menganalisa kata kerja dan simple past tense pada recount text.</p> <p>Peserta didik membandingkan kata kerja yang digunakan dalam recount text (action verb dan linking verb).</p> <p>Peserta didik membandingkan bentuk simple past tense yang digunakan dalam recount text (verbal atau nominal, positive atau negative).</p>	60 Menit

Peserta didik mengerjakan soal latihan grammar verb dan simple past tense.	
Kegiatan Penutup	
Guru bersama peserta didik melakukan refleski untuk mengidentifikasi kelebihan dan kekurangan dalam kegiatan belajar yang telah dilakukan. Guru memberikan informasi mengenai kegiatan pembelajaran yang akan dilakukan pada pertemuan selanjutnya. Salah satu peserta didik diminta untuk memimpin doa. Guru mengucapkan salam penutup.	15 Menit

MEMBACA-MEMIRSA

FOURTH

KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	
Mengawali memberi salam di kelas kepada peserta didik dan doa yang dipimpin salah satu siswa untuk menumbuhkan perilaku religius Meminta peserta didik untuk melaporkan kehadiran siswa oleh ketua kelas untuk pembiasaan perilaku jujur dan menerapkan sopan santun sesuai adat, etika dan agama yang dianutnya Mengulas sedikit topik yang dipelajari sebelumnya, mengecek kembali pemahaman peserta didik	15 Menit

Menyampaikan tujuan pembelajaran yang akan dicapai pada pertemuan ini Menanyakan pertanyaan pemantik pada pertemuan kali ini .	
Kegiatan Inti	
Peserta didik diberikan sebuah recount text. Peserta didik diminta untuk membaca recount text tersebut. Peserta didik menganalisa kata kerja dan simple past tense pada recount text. Peserta didik menjawab soal – soal isi bacaan/ teks recount seperti, pikiran utama setiap paragraph, sinonim kata, pertanyaan tersurat, pertanyaan tersirat, ide/ isi paragraph, bagian dari teks, fungsi social teks, unsur kebahasaan teks	60 Menit
Kegiatan Penutup	
Guru bersama peserta didik melakukan refleski untuk mengidentifikasi kelebihan dan kekurangan dalam kegiatan belajar yang telah dilakukan. Guru memberikan informasi mengenai kegiatan pembelajaran yang akan dilakukan pada pertemuan selanjutnya. Salah satu peserta didik diminta untuk memimpin doa. Guru mengucapkan salam penutup.	15 Menit

KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	
<p>Mengawali memberi salam di kelas kepada peserta didik dan doa yang dipimpin salah satu siswa untuk menumbuhkan perilaku religius</p> <p>Meminta peserta didik untuk melaporkan kehadiran siswa oleh ketua kelas untuk pembiasaan perilaku jujur dan menerapkan sopan santun sesuai adat, etika dan agama yang dianutnya</p> <p>Mengulas sedikit topik yang dipelajari sebelumnya, mengecek kembali pemahaman peserta didik</p> <p>Menyampaikan tujuan pembelajaran yang akan dicapai pada pertemuan ini</p> <p>Menanyakan pertanyaan pemantik pada pertemuan kali ini</p>	15 Menit
Kegiatan Inti	
<p>Guru menjelaskan sedikit mengenai recount text untuk mengingatkan kembali peserta didik mengenai topik ini.</p> <p>Guru mempersilahkan peserta didik untuk bertanya apabila ada yang masih ingin ditanyakan.</p> <p>Guru menjelaskan proyek yang akan dilakukan oleh peserta didik.</p> <p>Peserta didik diminta untuk menuangkan pengalamannya dalam sebuah recount text dan diminta untuk membuat produk/proyek belajar dalam bentuk power point/ppt atau diferensiasi produk (ICoT)</p>	60 Menit

<p>Peserta didik diberi kesempatan untuk mencari informasi tambahan melalui internet guna melengkapi recount text mereka.</p> <p>Guru mengecek pekerjaan peserta didik, apakah sudah sesuai konteks dan benar secara grammar.</p> <p>Setelah pekerjaan peserta didik dirasa sudah cukup bagus, peserta didik diminta untuk presentasi di depan kelas</p>	
Kegiatan Penutup	
<p>Guru bersama peserta didik melakukan refleski untuk mengidentifikasi kelebihan dan kekurangan dalam kegiatan belajar yang telah dilakukan.</p> <p>Salah satu peserta didik diminta untuk memimpin doa.</p> <p>Guru mengucapkan salam penutup.</p>	15 Menit

KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	
<p>Mengawali memberi salam di kelas kepada peserta didik dan doa yang dipimpin salah satu siswa untuk menumbuhkan perilaku religius</p> <p>Meminta peserta didik untuk melaporkan kehadiran siswa oleh ketua kelas untuk pembiasaan perilaku jujur dan menerapkan sopan santun sesuai adat, etika dan agama yang dianutnya</p> <p>Mengulas sedikit topik yang dipelajari sebelumnya, mengecek kembali pemahaman peserta didik</p> <p>Menyampaikan tujuan pembelajaran yang akan dicapai pada pertemuan ini</p> <p>Menanyakan pertanyaan pemantik pada pertemuan kali ini</p>	15 Menit
Kegiatan Inti	
<p>Guru memberikan tugas jelaskan sedikit mengenai recount text untuk mengingatkan kembali peserta didik mengenai topik ini.</p> <p>Guru mempersilahkan peserta didik untuk bertanya apabila ada yang masih ingin ditanyakan.</p> <p>Guru menjelaskan proyek yang akan dilakukan oleh peserta didik.</p> <p>Peserta didik diminta untuk menuangkan pengalamannya dalam sebuah recount text dan diminta untuk membuat produk/proyek belajar dalam bentuk power point/ppt atau diferensiasi produk (ICoT)</p>	60 Menit

<p>Peserta didik diberi kesempatan untuk mencari informasi tambahan melalui internet guna melengkapi recount text mereka.</p> <p>Guru mengecek pekerjaan peserta didik, apakah sudah sesuai konteks dan benar secara grammar.</p> <p>Setelah pekerjaan peserta didik dirasa sudah cukup bagus, peserta didik diminta untuk presentasi di depan kelas</p>	
Kegiatan Penutup	
<p>Guru bersama peserta didik melakukan refleski untuk mengidentifikasi kelebihan dan kekurangan dalam kegiatan belajar yang telah dilakukan.</p> <p>Salah satu peserta didik diminta untuk memimpin doa.</p> <p>Guru mengucapkan salam penutup.</p>	15 Menit

7. Appendic 7 : CV (Curriculum Vitae)

Muhamad Ridlo Iqbalunnidak

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Jawa Tengah.

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Objective:

An English Education student with a strong interest in communication and public speaking. With excellent language skills and high self-confidence, I am able to convey ideas and information clearly and effectively in front of various audiences. I am passionate about developing a career in education and training, and contributing to creating a dynamic and inclusive learning environment.

Education:

- Undergraduate Bachelor degree, Education Department Major, Universitas Islam Negeri Walisongo Semarang.
- Senior high school Brabo .

Certificate:

- Workshop design Grafis “Building Creativity and Skills to Answer The Challenges 4.0”
- Committee in cooperative study event June 13 with EDSA UMS

- Committee Walisongo English language
- Comperative study with ESA UIN K.H ABDURRAHMAN
- Gathering night event “Get Solidarity and Find Creativity”
- Committee English language festival
- Committee of birthday major English Education 2022
- Staff Internal Division
- Seminar nasional “Anti Hoax”

Experience:

- 1) Teaching Experience
 - English Intern Teacher, SMK N 2 Semarang.
- 2) Organization Experience
 - Internal Staff member of EDSA UIN Walisongo Semarang.
 - Secretary of karangtaruna Bait alghafur.
 - Public relations on PMI GROBOGAN.
 - Paskibraka Grobogan 2019
- 3) Corporation Experience
 - Staff juro on CV. Rivan Financindo Indonesia.
 - Operator at DC Shopee Semarang
 - Waiters on Seven coffee Semarang

Skills

- Teaching English
- Public speaking
- Creative, Adaptable
- Communication

