

**DEVELOPING WEB-BASED READING LEARNING
MATERIALS FOR 8th GRADE STUDENTS OF SMP NEGERI 2
TOWUTI**

A Thesis

Presented as Partial Fulfilment for the Final Assignment

In English Educational Study Program Tarbiyah and Teacher Training Faculty

State Islamic Institute of Palopo



IAIN PALOPO

Written by

IIN ANDRIANI

(2002020081)

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO
2025**

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Dr. Jufriadi, S.S., M.Pd.

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO**

2025

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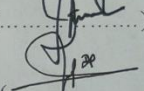
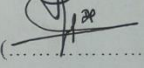
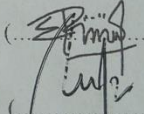
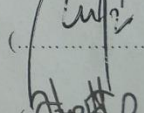
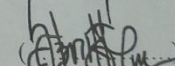
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THESIS APPROVAL

This thesis entitled "Developing Web-based Reading Learning Materials for Eighth-Grade Students of SMP Negeri 2 Towuti," which is written by Iin Andriani, Registration Number 2002020081, a student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/Munaqasyah which was carried out on Monday, 9 January 2025 M/18 Jumadil Awal 1446 H. The examiners have approved this thesis as a requirement to pursue the title of Sarjana Pendidikan (S.Pd)

Palopo, 7th February 2025

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
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ABSTRAK

Iin Andriani, 2025. "*Pengembangan Materi Pembelajaran Membaca Berbasis Web untuk Siswa Kelas 8 SMP Negeri 2 Towuti*". Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Jufriadi dan Andi Tenrisanna Syam.

Penelitian ini bertujuan untuk mengembangkan materi pembelajaran membaca berbasis web untuk siswa kelas 8 di SMP Negeri 2 Towuti. Penelitian difokuskan pada pertanyaan, "materi pembelajaran membaca berbasis web seperti apa yang tepat untuk siswa kelas 8 di SMP Negeri 2 Towuti?". Sebanyak 32 siswa dan 1 guru bahasa Inggris di SMP Negeri 2 Towuti. Data dikumpulkan melalui wawancara, kuesioner dan analisis kebutuhan. Bahan bacaan tersebut dirancang berdasarkan hasil analisis kebutuhan siswa dan dikembangkan menggunakan platform berbasis web digital yang berfokus pada teks naratif dengan dilengkapi fitur-fitur interaktif untuk mendukung keterampilan membaca siswa. Hasil validasi pakar menunjukkan bahwa produk yang dikembangkan masuk dalam kategori "sangat baik" dan hasil tanggapan siswa terhadap produk yang dikembangkan mendapat masuk dalam kategori baik dengan skor 38,9%. Berdasarkan hasil validasi ini, peneliti menyimpulkan bahwa bahan bacaan berbasis web yang dikembangkan layak digunakan sebagai sumber belajar di kelas. Penelitian ini diharapkan dapat memberikan kontribusi positif terhadap praktik pengajaran dan menjadi referensi untuk penelitian lebih lanjut di bidang pembelajaran bahasa dan pengembangan materi.

Kata Kunci : Bahan Bacaan, Berbasis Web, Penelitian dan Pengembangan


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ABSTRACT

Iin Andriani, 2025. *Development of Web-Based Reading Learning Materials for Grade 8 Students at State Junior High School 2 in Towuti*. Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Jufriadi and Andi Tenrisanna Syam.

This study aims to develop web-based reading learning materials for grade 8 students. The research focuses on the question, "what kind of web-based reading learning materials are suitable for grade 8 students at SMP Negeri 2 Towuti?". The participants included 32 students and 1 English teacher from SMP Negeri 2 Towuti. Data for this study were collected through interviews, questionnaires, and needs analysis. The reading materials were designed based on the results of the students' needs analysis and were then developed using a digital web-based platform, focusing on narrative texts and equipped with interactive features to improve students' reading skills. Expert validation results showed that the developed product falls into the "very good" category, and student responses to the developed product were categorized as "good" with a score of 38.9%. Based on these validation results, the researcher concludes that the developed web-based reading materials are suitable for use as learning resources in the classroom. This study is expected to contribute positively to teaching practices and serve as a reference for further research in the field of language learning and material development.

Keywords: Reading Materials, Web-Based, Research and Development


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الملخص

إيڤين أندرياني، ٢٠٢٥. "تطوير مادة تعليم القراءة المستندة إلى الويب لطلبة الصف الثامن في المدرسة المتوسطة الأولى الحكومية ٢ (SMPN 2) تونوي". رسالة جامعية، لشعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف جوفريادي، وأندي تينريسنا شام.

يهدف هذا البحث إلى تطوير مادة تعليم القراءة المستندة إلى الويب لطلبة الصف الثامن في المدرسة المتوسطة الأولى الحكومية ٢ (SMPN 2) تونوي. يركز البحث على السؤال: "ما نوع مادة تعليم القراءة المستندة إلى الويب المناسبة لطلبة الصف الثامن في المدرسة المتوسطة الأولى الحكومية ٢ (SMPN 2) تونوي؟". شارك في هذه الدراسة ٣٢ طالبًا وطالبة ومعلم واحد في مادة اللغة الإنجليزية. تم جمع البيانات من خلال المقابلات والاستبيانات وتحليل الاحتياجات. تم تصميم مادة القراءة بناءً على نتائج تحليل احتياجات الطلبة وتم تطويرها باستخدام منصة رقمية قائمة على الويب، مع التركيز على النصوص السردية، ومزودة بميزات تفاعلية لدعم مهارة القراءة لدى الطلبة. أظهرت نتائج التحقق من قبل الخبراء أن المنتج المطور يقع في فئة "ممتاز"، بينما حصلت استجابة الطلبة تجاه المنتج المطور على تصنيف "جيد" بنسبة ٣٨,٩٪. بناءً على نتائج التحقق هذه، خلصت الباحثة إلى أن مادة القراءة المستندة إلى الويب المطورة مناسبة للاستخدام كمصدر تعليمي في الفصل الدراسي. ومن المتوقع أن يساهم هذا البحث بشكل إيجابي في ممارسات التدريس وأن يكون مرجعًا للبحوث المستقبلية في مجال تعليم اللغات وتطوير المواد التعليمية.

الكلمات المفتاحية: مادة القراءة، المستندة إلى الويب، البحث والتطوير.

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Thesis Entitled: :DEVELOPING WEB-BASED READING
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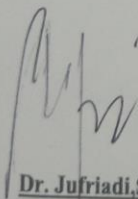
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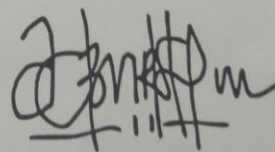
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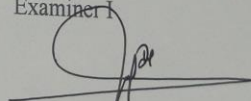
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STUDENTS OF SMP NEGERI 2 TOWUTI**

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Reg. Number : 2002020081

Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

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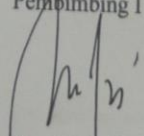
Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : DEVELOPING WE-BASED READING LEARNING
MATERIALS FOR GRADE VIIIN STUDENTS OF
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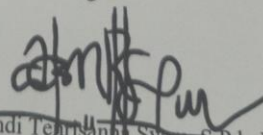
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Palopo, 30 Oktober 2024
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The researcher realize that the existence of this thesis receives much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thank to:

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2. Prof. Dr. H. Sukirman, S.S., M.Pd., as the Dean of Education and Tacher Training Facaulty of IAIN Palopo.
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Palopo, Desember th, 2024

The Researcher

Iin Andriani

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ABSTRACT

Iin Andriani, 2024. *“Developing Web-Based Reading Learning Materials for 8th Grade Students of SMP Negeri 2 Towuti.”* Thesis English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by Jufriadi and Andi Tenrisanna Syam.

This study aims to develop web-based reading learning material for the 8th grade students at SMP Negeri 2 Towuti. The research focuses on the question, “What is appropriate web-based for reading learning materials for the 8th grade students of SMP Negeri 2 Towuti?” And “What are the students' responses to the developed web-based reading learning materials for 8th grade students at SMP Negeri 2 Towuti?”. This study employs the Research and Development (R&D) method by applying the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The participants of this study consist of 32 students and one English teacher at SMP Negeri 2 Towuti. Data were collected through interviews and a needs analysis questionnaire. The reading materials were designed based on the results of the students' needs analysis and developed using a digital web-based platform. The materials focus on narrative texts, complemented by interactive features to support reading skills. Expert validation results indicate that the developed product falls into the “excellent” category. And students responses to the products developed received a good response with a score of 38.9%. Based on these validation results, the study concludes that the web-based reading materials developed are suitable for use as a learning resource in the classroom. This research is expected to contribute positively to teaching practices and serve as a reference for further research in the field of language learning and material development.

Keywords: *Reading Materials, Web-Based, Research and Development*

ABSTRAK

Iin Andriani, 2024. "Pengembangan Materi Pembelajaran Membaca Berbasis Web untuk Siswa Kelas 8 SMP Negeri 2 Towuti." Tesis Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Palopo. Dibimbing oleh Jufriadi dan Andi Tenrisanna Syam.

Penelitian ini bertujuan untuk merancang bahan bacaan berbasis web untuk siswa kelas 8 di SMP Negeri 2 Towuti. Penelitian ini berfokus pada pertanyaan, "Bagaimana peneliti menyesuaikan berbasis web untuk bahan bacaan untuk siswa kelas 8 SMP Negeri 2 Towuti?" Dan "Bagaimana persepsi siswa terhadap pengembangan bahan bacaan berbasis web untuk siswa kelas 8 SMP Negeri 2 Towuti?" Penelitian ini menggunakan metode Research and Development (R&D) dengan menerapkan model ADDIE (Analysis, Design, Development, Implementasi, dan Evaluasi). Partisipan penelitian ini terdiri dari 32 siswa dan satu guru bahasa Inggris di SMP Negeri 2 Towuti. Data dikumpulkan melalui wawancara dan kuesioner analisis kebutuhan. Bahan bacaan dirancang berdasarkan hasil analisis kebutuhan siswa dan dikembangkan menggunakan platform digital berbasis web. Materi berfokus pada teks naratif yang dilengkapi dengan fitur interaktif untuk menunjang keterampilan membaca. Hasil validasi ahli menunjukkan bahwa produk yang dikembangkan masuk dalam kategori "sangat baik". Dan respon siswa terhadap produk yang dikembangkan mendapat respon baik dengan skor 38,9%. Berdasarkan hasil validasi tersebut, penelitian menyimpulkan bahwa bahan bacaan berbasis web yang dikembangkan layak digunakan sebagai sumber belajar di kelas. Penelitian ini diharapkan dapat memberikan kontribusi positif terhadap praktik pengajaran dan menjadi referensi untuk penelitian selanjutnya di bidang pembelajaran bahasa dan pengembangan materi.

Kata Kunci : *Bahan Bacaan, Berbasis Web, Penelitian dan Pengembangan*

إين أندرياني، 2024. "تطوير مواد تعليم القراءة المستندة إلى الويب لطلاب الصف الثامن في مدرسة SMP Negeri 2 Towuti." أطروحة، برنامج تعليم اللغة الإنجليزية، كلية التربية

يهدف هذا البحث إلى تصميم مواد قراءة على شبكة الإنترنت لطلاب الصف الثامن في SMP Negeri 2 Towuti. يركز هذا البحث على السؤال "كيف يقوم الباحثون بتكييف مواد القراءة على شبكة الإنترنت لطلاب الصف الثامن في SMP Negeri 2 Towuti؟" و"ما هي تصورات الطلاب حول تطوير مواد القراءة على شبكة الإنترنت لطلاب الصف الثامن في SMP Negeri 2 Towuti؟" يستخدم هذا البحث طريقة البحث والتطوير (R&D) من خلال تطبيق نموذج ADDIE (التحليل والتصميم والتطوير والتنفيذ والتقييم). يتكون المشاركون في هذا البحث من 32 طالبًا ومعلمًا واحدًا للغة الإنجليزية في SMP Negeri 2 Towuti. تم جمع البيانات من خلال المقابلات واستبيانات تحليل الاحتياجات بناءً على نتائج تحليل احتياجات الطلاب وتم تطويرها باستخدام منصة رقمية على شبكة الإنترنت مع ميزات تفاعلية لدعم مهارات القراءة تظهر نتائج التحقق من صحة الخبراء أن المنتج الذي تم تطويره يقع في فئة "جيد جدًا". وحصلت استجابات الطلاب للمنتجات المطورة على استجابة جيدة بمعدل 38.9%. وبناءً على نتائج التحقق، يخلص البحث إلى أن مواد القراءة على شبكة الإنترنت التي تم تطويرها مناسبة للاستخدام كمصادر تعليمية في الفصول الدراسية. ومن المتوقع أن يقدم هذا البحث مساهمة إيجابية في ممارسة التدريس ويصبح مرجعًا لمزيد من البحث في هذا المجال لتعلم اللغة وتطوير المواد

مواد القراءة، على شبكة الإنترنت، البحث الكلمات المفتاحية:
وال تطوير

CHAPTER I INTRODUCTION

A. Background

English has become one of the tools to connect people in communicating with each other as it is the international language that covers almost all of aspects in people's life and that is why English is included as a lesson in the curriculum in Indonesia. In the national education curriculum in Indonesia, students learn English as a foreign language. They only learn English in the classroom situation with approximately six hours per week. Additionally, the students learn English mostly from textbooks and teachers' explanation.¹

The information given is sometimes inauthentic and unsatisfactory to improve their English acquisition. Students need additional sources to gain more information. One of the additional sources is using technology in the learning and teaching process. The example of using technology is by integrating the internet in the classroom. The internet refers to a global network which can connect all people around the world from one computer to another. Learning via internet accordance with the regulation of the Minister of Education and Culture No. 68 Year 2013 on the basic framework and curriculum structure of junior high school², the government develops the 2013 curriculum by introducing the changes of isolated learning patterns into networking learning patterns (learners can gain knowledge from anyone and from anywhere that can be contacted and obtained via the internet).

¹ The Importance of Learning English for Students in Indonesia Universitas Sari Mulia 28 Jun 2022

² Online learning during COVID19 and beyond Taylor & Francis Online oleh B Faturoti 2022

Three main concepts are particularly important for comprehending what "learning to read" entails among the different definitions of reading that have emerged in recent decades. Reading is a technique to clear up any confusion regarding a text's meaning transmits. The process is the outcome of the reader and the text negotiating meaning. The reader's approach to negotiating the meaning of the text is largely determined by their background knowledge, expectations, and methods for deciphering textual meaning. These are the views of professionals who define reading from their points of view. Reading is the intricate cognitive process of meaning-decoding symbols. The process's success is gauged by reading comprehension. Reading facilitates conversation, information sharing, and language learning. Usually visual (written or printed), the symbols can also be tactile (Braille).³

Based on the results of the pre-observation conducted by the researcher, it was found that the 8th grade students of SMP Negeri 2 Towuti experienced difficulties in learning English. These difficulties are mainly seen in their low reading skills, as well as their limited vocabulary. This condition is one of the factors inhibiting students from understanding English texts well, so efforts need to be made to develop effective and relevant learning strategies.

The advancement of information technology, particularly in education—for instance, Darwan Ali University Sampit's IT department plays

³Universitas Muhammadiyah Surakartacomplex cognitive process of decoding symbols in order to construct or derive meaning(2004:185)

a crucial role in enhancing students' English language learning process and reading proficiency. The web offers students an engaging and appealing way to learn. There are two benefits to using e-learning for students: first, it can help them comprehend what they are reading when they apply the development of⁴ e-learning-related reading materials; second, they can access information and reading materials in the form of media like text, pictures, and videos that entice them to participate.

حَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ ۲ إِفْرَأْ وَرَبُّكَ الْأَكْرَمُ ۚ ۳ (العلق/96: 2-3)

Translate:

“Read by calling upon the name of your Creator God. He formed man from a single drop of blood”.

In the era modern technology, various breakthroughs to support human life have increasingly developed. Website is an important technology and as the one of the most important technologies is in the learning system of each educational institution.⁵ For educational institutions that have implemented technology the learning system must have its own advantages, one example of the application of technology in educational institutions is E-learning, which is a platform that can improve the ability of students related to several things, one of that which is reading in English. Reading is an ability that must be possessed by students, where in terms of receiving learning that has been

⁴Windi. Abdillah, “No Ti,” *English Educational Program, State Universitas Medan*, 2018.

⁵Understanding The Role Of Digital Technologies In Education Sciencedirect.ComOleh A Haleem · 2022

explained by the teacher or lecturer, students can add it by reading. In English, reading is an important thing that must be owned by a student, because by reading students get more vocabulary and know how to pronounce it. Therefore the author chose the title using web (E-learning as a platform to increase the Student's reading comprehension skill.⁶

A web-based is an online resource that links documents locally and globally. Web pages are the documents found on the website. Hypertext links inside the website let visitors navigate between pages hosted on other servers as well as within the same server. Browsers like Netscape Navigator, Internet Explorer, and other browser apps are used to access and read pages. (Uno, 2016).⁷

One skill that students learning a foreign language need to have is reading. This is demonstrated by identifying the difficulties pupils had comprehending the reading's material, which the English lecturer had supplied to them outside of their area of expertise. This essay introduces a cutting-edge online learning program created especially to improve students' reading comprehension abilities. This piece of writing is qualitative and descriptive. Some scholars have developed web-based reading materials for the students. Abdullah et al. (2018) found that needs analysis questionnaire were analyzed using percentage and the expert judgment were analyzed using descriptive statistics. Data got from the result of need analysis was being the basis in

⁶“Penggunaan E-Learning Sebagai Media Dalam Proses Belajar Bahasa Inggris, Universitas Darwan Ali Sempit,,” *Wacana:Jurnal Ilmiah*, n.d.

⁷Modle Platfrom For The Construction Of Knogladge I Intensive, “De Domenico,E.B.L.,& Cohrs ,C.R,” 2016.

developing the product. The website was divided into five pages: Home, Start Up, Your Focus, Your Activity, and Grammar Corner. Then, based on the expert judgment, the website are appropriate for the grade eight students of junior high school. It was proved by the mean value of 4.2 for web based materials which cover the appropriateness of content, language, and presentation, and 4.5 for the website.⁸

Ali & Aslant (2011) found that the web (or e-learning) is an engaging and appealing learning tool for students. There are two benefits to using e-learning for students: first, it can enhance their comprehension of reading when they apply the creation of reading materials related to e-learning; second, they can obtain information and reading materials in the form of media, such as text, picture, and video, which entices them to participate.⁹

Based on the findings of this study, the researcher plans to design Web-Based Reading teaching materials with a focus on narrative text material. This learning media is designed to provide a more interactive and engaging learning experience, which is expected to help students improve their understanding of narrative text. By utilizing web-based technology, this teaching material also aims to support independent learning and optimize the learning process in the classroom.

⁸J.R. Abdillah, W., Dewi, N, R., Hasibun, "Developing Web Based Reading Learning Materials," *Of Applied Linguistics of FBS UNIMED*, 2018.

⁹F. Ari, M., & Arslan, "Web-Based Blended E-Learning Studies In Distance," *Education: A Case Studi Internasional Jour Art & Sciences* 4(21) (2011): 329–43.

B. Research Question

Based on the background, the researcher formulated the following research questions as follows:

- 1) What is appropriate Web-based for reading learning materials for the grade 8th students of SMP Negeri 2 Towuti?
- 2) What are the students' responses to the developed web-based reading learning materials for 8th grade students at SMP Negeri 2 Towuti?

C. Research Objective

According to formulation, this research aims to develop Web-Based reading learning materials for the 8th grade students of SMP 2 Towuti and how to find out students' responses to web-based reading learning materials developed for grade 8th students of SMP Negeri 2 Towuti?

D. Research significance

The significant of this research are:

- 1) Theoretically

The web-based is actually a place where everyone can get the information they need. However, of course with one special condition, namely having a computer, laptop, mobile phone, or tablet device connected to the internet. The benefit of the website for media development is a collection of many pages that function to display information on images, text, animation, sound, and/or a combination of everything. Then, the collection forms a series of interlocking and connected builds with pages networks.

2) Practically

- a. Students' interest in reading might be piqued by using platform applications.
- b. Students can take advantage of the product to improve their reading interest in English.
- c. Educators find it simpler to foster a love of reading when they employ materials that allow for the creation of engaging lessons.
- d. Researcher hopes that the results of this study can be a reference for further research.
- e. The outcomes of this platform may include more content to pique pupils' interest in reading.

D. Research Scope

The scope of the research focuses on the use of websites in reading problems of grade VIII students at SMP Negeri 02 Towuti, the website developed is Web-Based Reading which only focuses on narrative text material. the function of the website itself is used to assist students in improving their reading skills with the theme of narrative text material.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some previous studies related to the research they are

Abdullah et al. (2018) has written research article entitled “Developing Web-Based Reading Learning Materials For 8th Grade Students Of SMP Negeri 8 Medan” They study aimed at identifying the needs of grade eight students of SMP Negeri 8 Medan in learning reading English using website and concerns on how web-based reading learning materials are developed for grade VIII students of junior high school. The nature of this study is Research and Development (R & D). The steps were conducting the needs analysis, writing the course grid, storyboarding, writing the first draft, obtaining the experts’ judgments, revising the first draft, and finally writing the final draft. This study involved 32 students of the eight grade students of SMP Negeri 8 Medan as the research subjects.

The instruments for collecting the data were questionnaires (needs analysis questionnaire and expert judgment questionnaires). The results of the needs analysis questionnaire were analyzed using percentage and the expert judgment were analyzed using descriptive statistics. Data got from the result of need analysis was being the basis in developing the product. The website was divided into five pages: Home, Start Up, Your Focus, Your Activity, and Grammar Corner. Then, based on the expert judgment, the website are

appropriate for the grade eight students of junior high school. It was proved by the mean value of 4.2 for web based materials which cover the appropriateness of content, language, and presentation, and 4.5 for the website.¹⁰

Dirgantari & Susantiningdyah (2021) research about “Web-Based Learning Material for Raising Students’ Levels of Awareness and Use of Reading Strategies” Being active readers is beneficial to students’ academic success. To reach that, students need to understand what the reading strategies are, and how, when, and where to use them. Unfortunately, most of the students in ITK are not using the strategies effectively, which then hinders their comprehension of English texts. To help improve students’ reading ability through the usage of reading strategies, this research proposed to develop a web-based learning material containing materials and exercises in using reading strategies in an academic reading activity. The development model of the e-learning material is following the 4-D model: define, design, develop, and dissemination. The data collected were in the form of feedbacks from peer-review (qualitative) and developmental testing (quantitative). The feedback from peer-review contained suggestions for the improvement of the website; the testing resulted in the score for the web. With the average score of 3.63 on the Liker scale, most students believed that this website would be

¹⁰Abdillah, W., Dewi, N, R., Hasibun, “Developing Web Based Reading Learning Materials.”

able to help them become more familiar with the use of reading strategies in academic reading.¹¹

Malasari, Hikmah & Gani (2022) research about “Developing Digital Web-Based Teaching Materials for Indonesian Subject“ This research was conducted to propose digital web-based teaching materials using link trees. Research is a research and development study that aims to examine the level of need, practicality and effectiveness of developing digital web-based materials in Indonesian Subjects for seventh grade students of Amir Islam Payola Junior High School (SMP), Bone Regency. The type of research used is the type of development research (R and D). The development model used is the ADDIE model. Data collection techniques use observation techniques, questionnaires, documentation, pretest and posttest. Data analysis uses data analysis of validity, practicality and effectiveness by using data analysis techniques gain to find out how the level of effectiveness of digital web-based teaching materials is developed. Based on this research, it can be concluded that the teaching materials developed meet valid criteria with a validity level of 4.7, practical with a practicality level of 4.5 tested practically and effectively with an effectiveness level of 50 so that the teaching materials are effective enough to be used in the field. Digital web teaching materials are recommended for use in real learning.¹²

¹¹H. Dirgantari, A.C.,&Susantiningdyah, “Web-Based Learning Material for Raising Students Levels of Awareness and Use of Reading Strategies.,” *International Journal of Teaching ,Education and Learning*, n.d., 95–110.

¹²Hamsun Abdul gani Chece Nurmallasari,Nurhikmah H, “Developing Digital Web-Based Teaching Materials for Indonesian Subject,” 2020.

Vidianti & Wijaya (2020) research about “Developing Web-Based Teaching Materials on the Subject of School Curriculum Development” the development of science and technology has changed the elements in all fields, especially education. The learning patterns have also changed; one of which is using computer-based or internet / web-based learning, such as: E-learning, online courses, web-based education, and others. This paradigm shift sometimes requires lecturers to be more creative in delivering learning materials to students, especially, in this research, in the subject of school curriculum development. This aims to increase the effectiveness and flexibility of learning. In its implementation, the school curriculum development subject still ritualizes printed teaching materials during the learning process. The purpose of this research was to develop web-based teaching materials for the subject of school curriculum development. This research applied research and development method with ADDIE model (Analysis, Design, Development, Implementation, and Evaluation).¹³

The development of web-based teaching materials in this research was assessed through the expert review stage with an accumulation of assessment results from media experts, design experts, linguists, and media experts. The result showed that the percentage of the expert review was 86% very good category. Then, the percentage of the individual test (one to one) was 85% with very good category. After that, the percentage of small group test was

¹³ADDIE: 5 Steps To Effective Training CoursesLearnUpon The 5 Steps of The Addie Process 2023

85% with very good category. Based on these results, it can be concluded that web-based teaching materials are feasible to be applied to in the subject of school curriculum development.¹⁴

Raine (2018) research about “Developing web-based English learning applications: Principles and practice” In the 21st century, there is a near ubiquity of web-connected devices amongst language learners, and the considerable success of mass market web-based language learning applications shows a strong demand for such tools. Where does this leave EFL educators wanting to tap into the global trend, and create their own innovative web applications for learners of English? Having established the global demand for web-based digital English learning tools, this paper discusses the platforms and languages that can be used by English educators themselves to create new online learning activities.

The recent development of JavaScript as both a client-side and server-side language is discussed, and the possibility of integrating language learning web-apps with a range of powerful Application Programming Interfaces (APIs) is highlighted. “Lyric Learner”, a web applications developed by the author, is briefly examined, and a list of resources for those interested in learning to code is provided. In the second part of the paper, a range of theoretical underpinnings for language learning applications are considered, including structuralism, communicative, and interactional viewpoints. The

¹⁴Ade & Johan Wijaya DN Vidiанти, “Developing Web Based Teaching Materials on the Subject of School Curriculum Development,” *PAJAR (Pendidikan Dan Pengajaran)*, 2020, 1378.

argument is maintained that engaging and effective web applications can be created under each of these approaches to language pedagogy. The paper concludes with an invitation to English language educators to create their own web applications using sound theoretical principles and technological practices.¹⁵

B. Some Pertinent Ideas

1. The Definition of Reading

Reading is for many people, an enjoyable, intense and private activity, from which much pleasure can be derived, and in which one can become totally absorbed. Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading, the first think that we must know is reading habits. This ability is very important for being good reader.¹⁶

Reading in this case not only reads some table, diagram, chart and another picture but it is read everything that has the data can be read. The important thing is you can read and delivered it data correctly and disappear ambiguity

Reading is usually the third language skill that we learn, reading is the way of looking at order the sign of written and become meaningful from

¹⁵Paul Raine, "Developing Web-Based English Learning Applications," 2018, 126–38.

¹⁶the correlation between reading habit and readingJurnal Raden Fataholeh A Wahyudi2015

them. Reading is a communication process requiring a series of skills, such as reading is a thinking process rather than an exercise in eye movements.¹⁷ Based on the definition above, that reader's knowledge of the world depends on lived experience. This is different in different countries, regions and cultures. H. Douglas Brown said that reading is likewise a skill that teachers simply expect learners to acquire. Reading is arguably the most essential skill for success in all educational contexts.¹⁸

2. Reading skill

Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.¹⁹

Reading skill is the most important matter of involving appropriate, efficient comprehension strategies. Reading is one of the two skills in language learning that broadly studied. Reading can be viewed as an essential element in most reading activities.

¹⁷ Reading as One of the Significant Language Skillsoleh AX Aripovna 2022

¹⁸N.K. & Pearson Duke, "Effective Practices for Developing Reading Comprehension Uneversity Press," 2005.

¹⁹The Correlation Between Reading Interest, Grammatical Jurnal Universitas Sebelas Maretoleh AN Azizah · Grellet 1999.

3. The Aim of Reading

In general, the main aims in reading are to find and obtain information regarding the content of the reading and understand its meaning when reading the text.

Tarigan (2008: 9) says that there are several important things about the aim of reading, as follows:

- a. The readers try to find or know the experience of someone what he has done or something that happens to him or the way how to solve his/her problems.
- b. Reading for main idea. The readers try to know what the topic interest and the problem of the story.
- c. Reading for Sequence or Organization. The reader try to know what happens in each part of stories, action, etc.
- d. Reading for Inference. The readers try to find out the conclusion from the action or the idea in the text.
- e. Reading to Classify. The readers try to classify some information or actions of the writer in the text or paragraph.
- f. Reading to Evaluate. The reader try to evaluate what the writer has done or what he tries to explain in his paragraph.
- g. Reading to Compare or Contrast. The reader compares the plot of story or content, whether have similarity with him or even contrast.

The main purpose in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of reading text.

4. Different Types of Reading

The following are several types of general reading that are often encountered, as follows ²⁰:

- a. Extensive reading: extensive reading is one of the methods of reading that people use for relaxation and pleasure. Adopt this method when the purpose is to enjoy the reading experience. It places no burden upon the reader and due to its indulgent nature, it is seldom used if the text isn't enjoyable.
- b. Intensive reading: among the different types of reading skills, intensive reading is used when you want to read carefully by paying complete attention to understand every word of the text. It is where you would examine and decipher each unfamiliar word or expression.
- c. Scanning: Scanning is a speed reading technique for finding specific information in a text. Unlike regular reading, scanning focuses on searching for specific keywords or phrases relevant to the information needed.

²⁰Types of Reading Skills and Their Purpose CambriLearn19 Agu 2024

- d. Skimming: through this method, you try to understand the text in short.

Though one saves a lot of time through this method, one will gain only a shallow understanding of the text.

- e. Critical reading: among the different types of reading strategies, critical reading has a special place. Here, the facts and information are tested for accuracy. You take a look at the ideas mentioned and analyze them until you reach a conclusion.

5. The Definition of Web-based

A website is a place where we easily find information about your business, or a topic you like. It's like having your own corner of the web to show off ideas and connect with others. Whether you want to share your knowledge, sell online, communicate with others, learn something new, or just have fun—websites serve a variety of purposes. To access the website, users only need a device with a web browser, such as a laptop, smartphone, and Internet connection.

- a. Use of web-based in learning

It cannot be denied that the presence of website and web innovation has brought many changes in all parts of individual life in various parts of the world. There are lots of benefits can be obtained by using this web and

internet learning model. One of them in the field of education. The benefits of this model are: (Haryanto, 2007).²¹

1) Empowering learning communication

For learning exercises where learning assets are easily accessible to everyone instructors and educators have the option to communicate anytime and anywhere. In this way, this convenience causes educators to present their assignments to students teachers are more effective.

2) Can reach students worldwide/very broad in scope

The benefits of websites and the internet in learning can be adjusted according to the amount (educators) obtained by data collection that becomes broader and more diverse. hat is certain is that its existence is not the slightest obstacle to use website and internet that accompanies it. The opportunity to learn is truly open to you every individual who needs it. So, anyone, anywhere, and anytime someone will see it easy to do learning exercises.

3) Provides convenience in completing and storing learning materials

The presence of websites and the internet helps accommodation to progress learning materials. This is one of the advantages of websites and the internet for understanding study and exercise around/school. Learning material development exercises further improvements as referred to above should be possible effectively, improvements in Learning techniques can also

²¹Global education monitoring report, 2023: technology in UNESCO Digital Library 2023.

be made depending on student criticism and assessment results from students expert.²²

6. Understanding Educational Web-based

a. Introduction

Educational web-based have become a cornerstone in modern learning environments, offering a wide array of tools and resources to enhance educational experiences. This lesson focuses on exploring the various types of educational websites and their impact on learning experiences. By understanding the different forms these websites take and the unique benefits they offer, learners can better appreciate the role of digital platforms in education and leverage them effectively. This exploration will set the stage for deeper dives into the features, interactive tools, design principles, and content curation strategies that make educational websites successful.

b. Types of Educational Websites

Educational websites can be broadly categorized into several types, each serving a specific purpose and catering to different audiences. Some of the main types include: 1) E-Learning Platforms: These are comprehensive platforms like Courser, Demy, and Khan Academy that offer structured courses across various subjects. They often include video lectures, quizzes, and forums for discussion, providing a full-fledged learning experience. 2) Educational Resource Repositories: Websites like JSTOR, Google Scholar,

²²Henry Guntur. Tarigan, "Reading as a Language Skill. Bandung:Angkara Taylor," 2008.

and ERIC serve as repositories of academic papers, articles, and other resources. These sites are invaluable for students, researchers, and educators seeking reliable information. 3) Interactive Learning Tools: Websites such as Duo lingo and Code academy offer interactive learning experiences, often focusing on specific skills like language learning or coding. These sites use gamification and interactive elements to engage users. 4) Institutional Websites: Many educational institutions have their own websites that provide information about courses, faculty, events, and other resources. These sites often include portals for students and faculty to access course materials and administrative services. 5) Content Management Systems (CMS): Websites like Moodle and Blackboard are used by educational institutions to manage and deliver course content. They offer tools for creating, distributing, and managing educational materials and assessments. Each of these types of websites plays a unique role in the educational ecosystem, contributing to a richer, more diverse learning experience.²³

c. Features and Benefits of Educational Websites

Educational websites come equipped with a variety of features that enhance the learning experience. Some of the key features and their corresponding benefits include: - Accessibility: Educational websites are accessible from anywhere with an internet connection, allowing learners to access resources and participate in courses from virtually any location. -

²³Patrol ID ham. Kalakh, "Pemanfaatan Internet Dalam Pembelajaran Mahasiswa," *Komunikasi KAREBA* 2, no. 1 (2013): 110–20.

Flexibility: Many educational websites offer self-paced learning options, enabling students to learn at their own speed and on their own schedule. - Interactivity: Features like quizzes, forums, and interactive simulations engage learners and make the learning process more dynamic and enjoyable. - Diverse Content Formats: Educational websites often provide content in multiple formats, including videos, articles, podcasts, and interactive modules, catering to different learning styles. - Up-to-Date Information: Websites can be easily updated with the latest information and research, ensuring that learners have access to current and relevant content. - Collaboration Tools: Many educational websites offer tools for collaboration, such as discussion forums, group projects, and peer reviews, which enhance the learning experience by fostering a sense of community and teamwork.

Analytics and Feedback: Advanced educational websites provide analytics and feedback mechanisms that help learners track their progress and identify areas for improvement. These features collectively contribute to making educational websites powerful tools for enhancing learning outcomes and making education more accessible and effective.

d. Impact on Learning Experiences

The impact of educational websites on learning experiences is profound and multifaceted. Some of the key ways in which these websites influence learning include: Personalized Learning: Educational websites often use algorithms and data analytics to provide personalized learning

experiences.²⁴ By analyzing a learner's progress and preferences, these platforms can recommend resources and activities tailored to individual needs, thereby enhancing engagement and effectiveness. Increased Engagement: The interactive and multimedia-rich nature of educational websites helps to capture and maintain learners' attention. Gamification elements, such as badges and leaderboards, further motivate learners to engage with the material. Expanded Access: Educational websites break down geographical and economic barriers, making high-quality education accessible to a broader audience.

This democratization of education empowers individuals from diverse backgrounds to pursue learning and improve their skills. Lifelong Learning: The flexibility and accessibility of educational websites support lifelong learning. Learners can continue to acquire new knowledge and skills throughout their lives, adapting to changing personal and professional needs.²⁵ Collaborative Learning: Many educational websites facilitate collaborative learning through discussion forums, group projects, and peer reviews. These interactions enrich the learning experience by providing diverse perspectives and fostering a sense of community.

Real-Time Feedback: Immediate feedback on quizzes, assignments, and activities helps learners understand their strengths and areas for improvement. This real-time feedback loop enhances the learning process by

²⁴Personalized learning algorithms leverage data analytics to create customized educational experiences 18 Nov 2023

²⁵Democratized Learning and Teaching Democratized learning is a concept that embodies the idea of making education and knowledge 3 Sep 2023.

enabling timely adjustments and reinforcing knowledge. By transforming traditional educational paradigms, educational websites are reshaping how we learn, making education more engaging, accessible, and effective.

e. Challenges and Considerations

While educational websites offer numerous benefits, there are also challenges and considerations to keep in mind: **Digital Divide:** Access to educational websites requires internet connectivity and digital devices, which may not be available to all learners, particularly in underserved communities. Addressing the digital divide is crucial to ensuring equitable access to education. **Quality and Credibility:** With the proliferation of educational websites, ensuring the quality and credibility of content is essential. Learners must be discerning in selecting reputable platforms and verifying the accuracy of information. **Data Privacy and Security:** Educational websites collect and store a significant amount of personal data. Protecting this data and ensuring user privacy are critical concerns that require robust security measures and transparent policies. **Screen Time:** Prolonged use of digital devices can lead to issues such as eye strain and reduced physical activity.

Balancing screen time with other forms of learning and activities is important for overall well-being. **Technical Challenges:** Technical issues, such as website downtime or software glitches, can disrupt the learning experience. Reliable technical support and infrastructure are necessary to minimize these disruptions. **Pedagogical Approaches:** The effectiveness of educational web-

based depends on the underlying pedagogical approaches. Well-designed websites should incorporate sound educational principles and practices to support meaningful learning. By addressing these challenges and considerations, educational websites can continue to evolve and maximize their positive impact on learning experiences.²⁶

The developed website focuses on providing comprehensive materials and interactive activities related to narrative texts. It includes explanations of key features, such as the structure, language elements, and examples of narrative texts, along with exercises designed to enhance students' understanding and mastery of this text type. The website serves as a practical learning tool, enabling students to explore narrative texts independently and improve their reading and writing skills in an engaging digital environment. Said, Y.R., and Tabitah, P.N.(2023). The results showed that ninth grade students at Muhammadiyah Boarding School Palopo were able to improve their reading skills through the application of speed reading techniques in understanding narrative texts.²⁷

1. Project-Based Learning

Project-Based Learning (PBL), also known as Pembelajaran Berbasis Proyek in Indonesian, is an instructional approach that centers on real-world projects or activities to achieve competency in attitudes, knowledge, and

²⁶Abdillah, W., Dewi, N, R., Hasibun, "Developing Web Based Reading Learning Materials.

²⁷ Said, Yuyun Ruqiyat, and Puteri Naflah Tabitah. "The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students' Reading Ability." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 11.1 (2023): 936-947.

skills. In PBL, students engage in exploration, assessment, interpretation, synthesis, and information processing to create various forms of learning closely aligned with real-world work experiences.

Here are some key points about Project-Based Learning:

a. Definition:

- 1) PBL uses projects or activities as the means of learning, emphasizing problem-solving and the application of knowledge.
- 2) Projects involve multiple tasks, coordination, and often require specialized expertise to complete.
- 3) The focus is on solving contextual problems directly related to the projects or activities undertaken by students¹.

b. Characteristics:

- 1) Student-Centered: PBL places students at the center of their learning experience.
- 2) Problem-Based: It starts with a problem or challenge that students must address by gathering and integrating new knowledge based on their real-world experiences.
- 3) Contextual: PBL emphasizes contextual problems that students encounter directly through their projects or activities¹.

c. Principles:

- 1) Authenticity: Projects should mirror real-world scenarios.

2) Inquiry: Students explore questions, conduct investigations, and seek solutions.

3) Collaboration: PBL encourages teamwork and cooperation.

4) Reflection: Students reflect on their learning process and outcomes².

d. Steps in PBL:

1) Identify the Problem or Challenge: Start with a real-world problem or challenge.

2) Plan and Investigate: Students research, gather information, and plan their approach.

3) Create a Solution: Students work on the project, applying their knowledge and skills.

4) Present and Reflect: Students present their solution and reflect on their learning journey.

e. Advantages of PBL:

1) Deeper Understanding: Students gain a deeper understanding of content by applying it to real-world situations.

2) Critical Thinking: PBL promotes critical thinking, problem-solving, and creativity.

3) Collaboration and Communication: Students learn to collaborate and communicate effectively.

4) Motivation: Engaging in meaningful projects motivates students to learn¹.

f. Comparison with Problem-Based Learning (PBL):

While both PBL and Problem-Based Learning share similarities, PBL focuses more on creating tangible products or solutions, whereas Problem-Based Learning emphasizes understanding and solving complex problems without necessarily producing a final product.²⁸

C. Conceptual Framework

The process of teaching and learning is how students become better people who benefit both the environment and themselves by going from not knowing to knowing and from not being able to be. Elements like subjects, educators, and the media, the aforementioned process encompasses the transportation of supplies, supporting facilities, and the surrounding environment. Teachers, who play a central role in education, are supposed to select the most appropriate learning methods and media to ensure that learning proceeds smoothly.

Teachers face a number of choices and considerations when creating web-based learning programs or learning mechanisms in general. These choices and considerations have an impact on how students perceive instruction, acquire and process knowledge, feel satisfied with these experiments, and perform academically.

²⁸A. Dimitri Kokotsaki, Victoria Menses, & Andy Wiggins, "Project Based Learning A Review of the Literature 2016, 267–77.

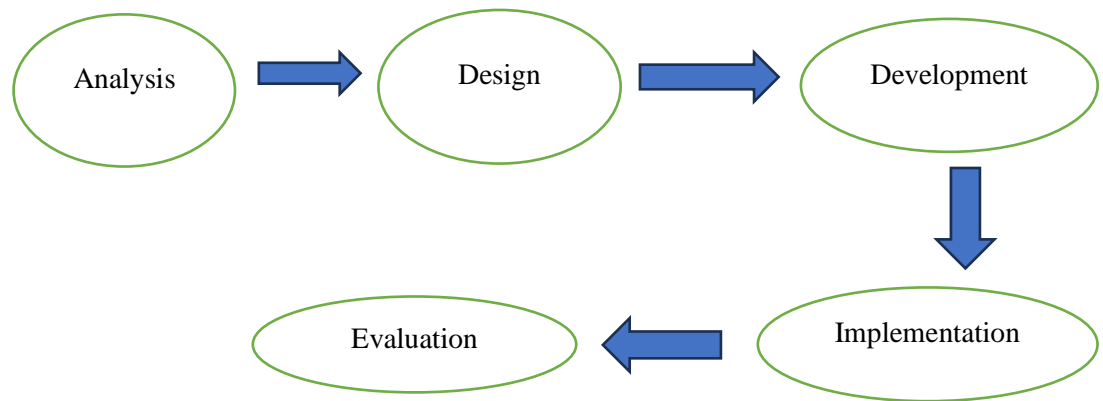


Figure 2.1 ADDIE Model

CHAPTER III

RESEARCH METHOD

In this study, the researcher will build a platform for SMP 02 students' reading skills using the Research and Development (R&D) technique.

A. Research Design

In this research, the researcher used the Research and Development method by adopting the ADDIE model to produce a website. ADDIE model is beneficial to educators, instructional designers, and training developers since having clearly defined stages makes it easier to use efficient training solutions. The ADDIE Model has gained widespread acceptance and uses.

B. Time and Setting of the Research

1. Location of Research

This Development research was carried out at SMP Negeri 02 Towuti, which located on Jl. Pendidikan, Kec. Towuti, East Luwu Timur, South Sulawesi.

2. Time for Research

The Research implemented during June until October 2024.

C. Research Participants

The study's subject is the students of SMP Negeri 02 Towuti grade VIII. The goal of this project is to improve students' reading skills through the construction of an English learning media platform, with a focus on English language acquisition. There were participants (20 females and 10 males) who will fill out a need analysis questionnaire. Their age range is between 16 years

old. There would be 30 students who follow the field tryouts. Two lecturers and one teacher will evaluate the product. There would be three lecturers who assess the website.

D. Development Procedure

1. Analysis Phase

In the analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified. Below are some of the questions that are addressed during the analysis phase:

- a. Who are the audience and their characteristics?
- b. Identify the new behavioral outcome?
- c. What types of learning constraints exist?
- d. What are the delivery options?
- e. What are the online pedagogical considerations?
- f. What is the timeline for project completion?

2. Design Phase

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

3. Development Phase

The development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed and revised according to any feedback given.

4. Implementation Phase

During the implementation phase, a procedure for training the learners is developed. Preparation of the learners includes training them on how to use the website. This is also the phase where the researcher ensures that the learning application or Web site is functional.

5. Evaluation Phase

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

E. Techniques of Data Collection

The researcher used two instruments to collect the data in this research :

1. Questionnaire
 - a. Need Analysis Questionnaire

This research used the fifteen questionnaires to collect data about target needs (necessity, wants, and lacks). Questions will be given to the tenth-grade students.

b. Questionnaire for Expert

Questions will be given to the lecturer, who will be the product validity tester. Questions are given to test whether the product is valid to be developed.

2. Interview

Interviews will be conducted with English teachers, and the researcher ask teen questions, to find out what is needed in the English learning process so that the learning process runs effectively and efficiently.

F. Technique of Data Analysis

1. Data Analysis of Questionnaire

Data from the needs analysis questionnaire, given to students at the need analysis step, it described based on the student's answers to represent their needs. It is managed through quantitative and qualitative descriptive methods. The results of the needs analysis questionnaire were calculated using the following formula:

$$X = \frac{\sum X}{N} 100\%$$

X = Score

$\sum x$ = The same answer given by students

N = Total students

The highest percentage stated the most accepted choices from the

students. It is the researcher's background in designing a folktales book.

2. Data Analysis of Expert Validation and Students' Perception

The researcher used the Likert scale to calculate the results of the expert's validation and students' perceptions. The data were analyzed by calculating the answer average based on experts' and students' scoring using the following formula.³¹

The number of answer very good = $VG \times 5 = \dots$

The number of answers good = $G \times 4 = \dots$

The number of answers fairly = $F \times 3 = \dots$

The number of answer poor = $P \times 2 = \dots$

The number of answer very poor = $VP \times 1 = \dots$

Total score =

....

The highest percentage stated the most accepted choices from the students. It is the researcher's background in designing a folktales book.

After calculating the total score, then the researcher calculated the average score by using the following formula:

$M = \frac{B}{N}$	
M	= Mean score
B	= Total scores
N	= Total number of material topics

After calculating the mean score, then the researcher continued

to calculate the value by using the following formula:

$$X = \frac{M}{N} 100\%$$

X = The value

M = Average score

N = Total number of value

The researcher found that each material topic was an appropriate medium for teaching SMP Negeri 02 Towuti students after calculating the average score for each topic.

G. Research Instruments

The research instrument through the analyzed by using quantitative and qualitative analysis. The instruments were such as Interview, Questionnaire and Expert Validation.

1. Questionnaires

Data from the needs analysis questionnaire, given to students at the need analysis step, it described based on the student's answers to represent their needs. It is managed through quantitative and qualitative descriptive methods.

2. Interviews

The technical analysis utilized is a qualitative data analysis technique. The researcher interviewed the English Teacher at SMP Negeri 2 Towuti. After completing the interview, the researcher transcribed the interview results by playing back the recorded interview results and then writing

down the words on the recording. The researcher conducted data reduction after writing the interview results into a transcript. Researcher reduce data by making abstractions, namely taking and recording information.

The questionnaires had number of items which were 16 items. Each item of the questionnaire had five alternative answers, which are symbolized by:

Table3.2*QuestionnaireStatement*

Series of Statement	Score
1.Very Agree (VA)	5
2.Agree(A)	4
3.Netral (N)	3
4.Disagree(D)	2
5.VeryDisagree(VD)	1

Table3.3*TheIntervalScoreByLikertScale*

Answer	Statement
0%-19.99%	Very Disagree
20%-39.99%	Disagree
40%-59.99%	Neutral
60%-79.99%	Agree
80%-100%	Very Agree

The researcher used the formula of Likert Scale to analyze the data from the questionnaire:



Notification:

P =Percentage

F=Frequency of the answer

N=Number of the respondents

2. Expert Validation

Analyzing those components based on the experts' suggestions such as usability, information and quality and design of media. Analyzing the whole of software based on the rubric assessment of instructional media by the experts.

Table 3.3 The Example of Expert Validation Table

No.	Indicator	Average Score	Qualification	Categories	Expert's Suggestion

The researcher utilize the table above to calculate the results of the product validation values by experts to determine the feasibility of the product being develop.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and the research procedure. The two primary topics presented are the discussion in this chapter's second part and the complete design process of the Developing Web-Based Reading Learning Materials for grade 8th in Students of SMP Negeri 2 Towuti. In developing the website, the researcher applied the ADDIE model of Research and Development, which was explained in chapter three. The following description provides more information on each stage.

A. Research Findings

In this stage, the researcher gives the detailed process of designing a web-based. As explained in Chapter Three, the researcher applied ADDIE (analysis, design, development, and evaluation) models. Before implementing ADDIE models in designing the website, the researcher did the observation at school. The specifics of all these steps are explained as follows.

a. Analysis

This phase is the first step in conducting the design product's data. The researcher analyzed the students' needs for the web-based. This part identified the students' needs, necessities, lacks, and wants. The researcher distributed a questionnaire to collect the data and interviewed the SMP Negeri 2 Towuti, the 8th grade students. The researcher started distributing the questionnaire after collecting the instrument validation from an expert. Fadhliyah R. Muin S.Pd., M.Pd. was the

expert on the need analysis validation. Additionally, the findings of the questionnaire validation instrument are displayed below.

No.	Description	Score
1.	Content	4
2.	Scope of the contents	3
3.	Language	3,3

Table 4.1 Instrument validation result for needs analysis

Total	3,4
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After the validator validates the questionnaire, the researcher process to the next stage, namely distributing the questionnaire data, the researcher then distributed questionnaires to 8th grade students of SMP Negeri 2 Towuti to find out the needs, shortcomings, and desires of students.

b. Questionnaire's result with the 8th grade students

Presents the results of the needs analysis of 8th grade students at SMP Negeri 2 Towuti. the percentage of student answers will be displayed in the graph below.

1) Target Needs

1) Necessity

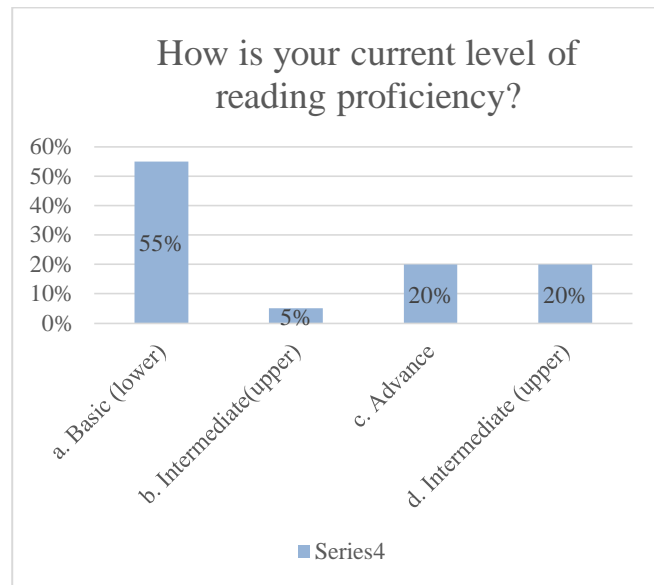


Chart 4.1 Percentage of Students English Proficiency

The first objective of this study was to determine the students' level of proficiency in English. The researcher provided 4 choices, with the highest choice being point A with a score of 55%. Most of the students have English proficiency at the basic level.

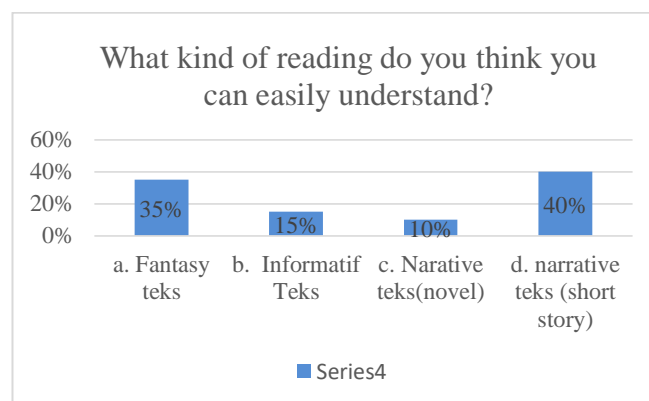


Chart 4.2 Percentage Kind of Reading easily understand

The second question is to find out the type of reading text that students in learning English easily understand. There are 4 choices listed in the chart above. the highest percentage of values is in choice D

narrative text (short story) with a value of 40%. students decided to choose narrative text for reading text that is easy to understand in learning English for reading skills.

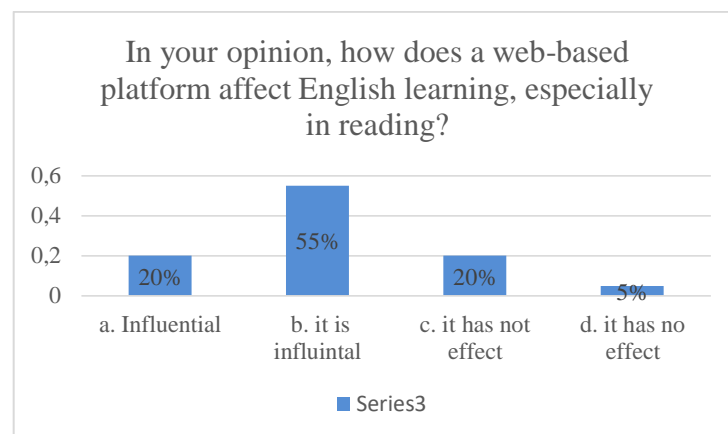


Chart 4.3 Percentage of Web-Based Platform effect on learning English

The chart above shows several options related to the influence of Web-Based in learning English, especially in improving reading skills. there are 4 options including influential (because some students can speak English with the help of learning media). Influential (because the existence of English learning media such as LKS which contains questions and interesting discourse can help students' understanding in learning. No effect (because learning media only plays a role in speaking skills). No effect (because in learning reading we only read the reading). Furthermore, the chart shows the highest number in option B with a value of 55%, this shows that the use of Web-Based in improving students' reading skills is very influential.

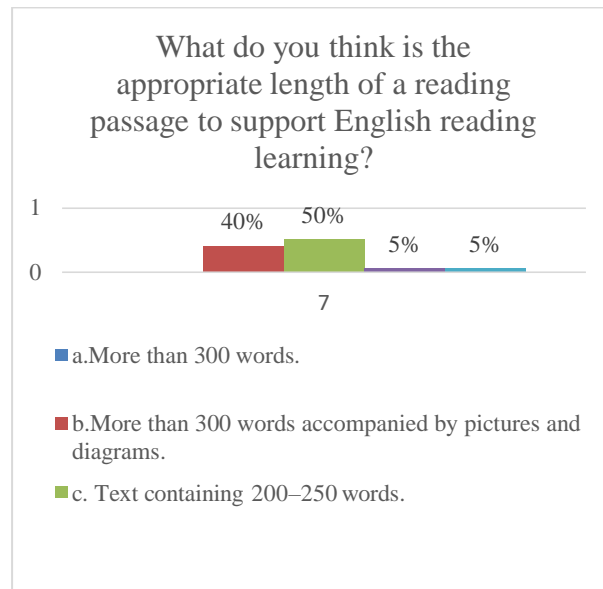


Chart 4.4 Percentage of the appropriate length of a reading

The graph shows 6 options related to the length of text that students need to support reading learning in English. the highest number is in option C 50% with text length options ranging from 200-250 words. while the second choice is in option B 40% which is 300 words accompanied by pictures and diagrams.

2) Lacks

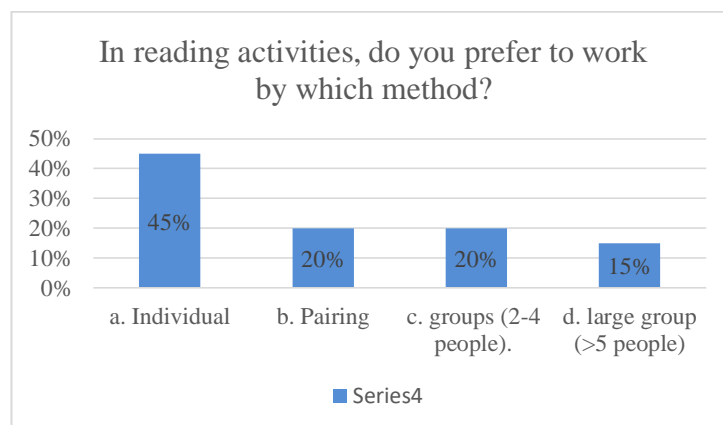


Chart 4.5 Percentage Method in Reading Activities

The chart above shows a selection of methods that can be used for reading assignments. With the highest choice option being option A 45% of students want to do the reading assignment individually.

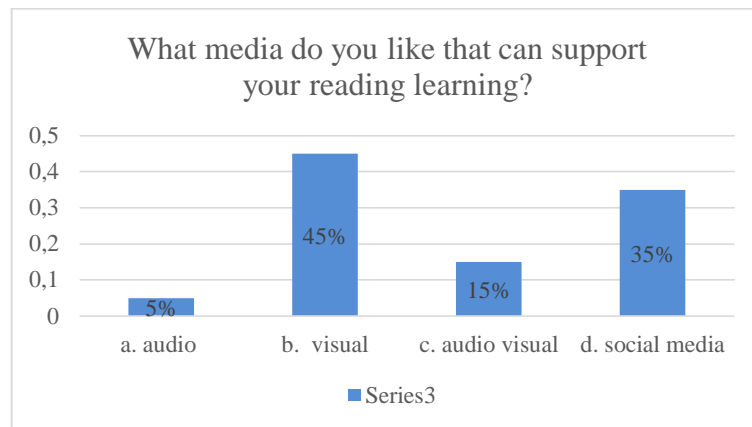


Chart 4.6 Percentage Media Can Support Reading Skill

The chart above is about media that can support English language learning in Reading skills. the first highest choice B 45% visual (pictures and writing). while choice D 35% social media. this means that students still lack media used in English language learning, especially in improving their reading skills.

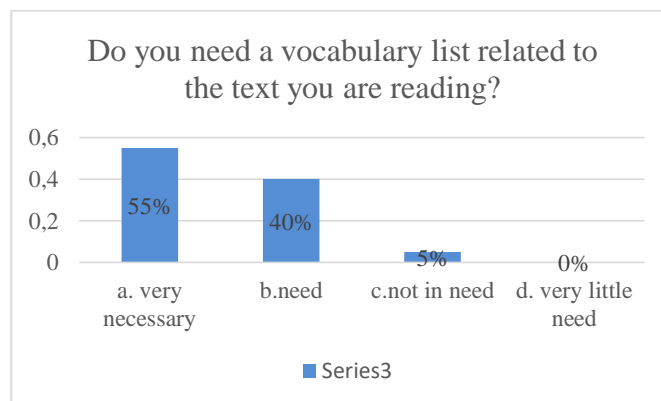


Chart 4.7 Percentage Media Can Support Reading Skill

The chart above is about the list of vocabulary needed by students. choice A 55% (urgently needed), this means that students are lacking in

mastering vocabulary that must be improved this shows that students are still struggling in reading skills.

3) Needs

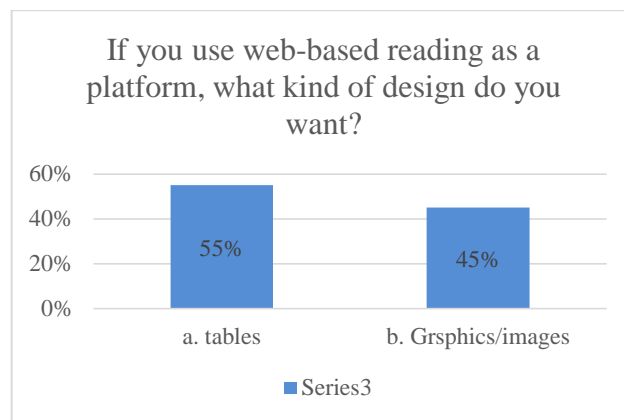


Chart 4.8 Percentage Design Web-Based Reading

The graphics provided show the design in Web-Based reading. most of the students' choices are option A table (containing instructions and steps to complete the task/activity) with a score presentation of 55%. while option B graphics/images (which contains images that match the reading text) with a presentation value of 45%.

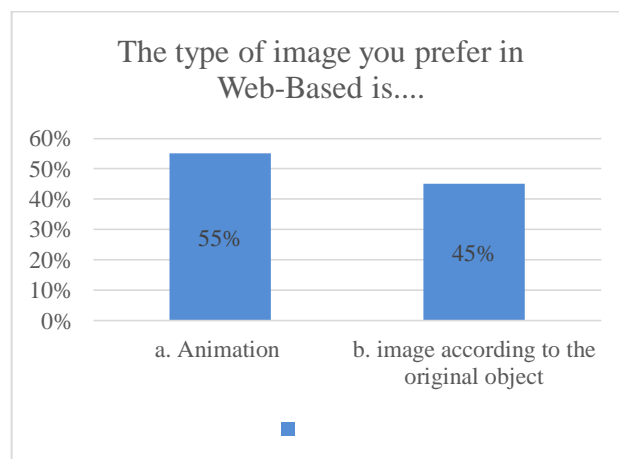


Chart 4.9 Percentage of Image Students Prefer in Web-Based

The chart above shows the choice of images that students want in a Web-Based design. with two options. Option A has a percentage value of 55% Animation. Option B has a percentage value of 45% of Images according to real objects. This shows that students are more interested in animated images in learning English, especially Reading skills.

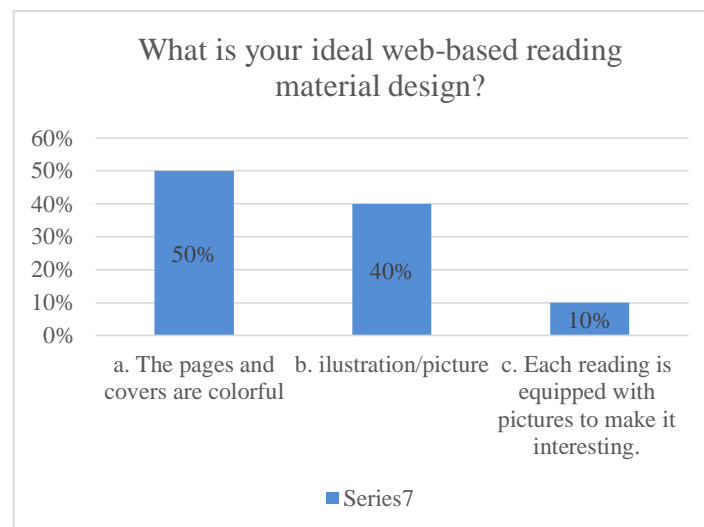


Chart 4.10 Percentage of Web-Based Reading Material Design

The chart presents information about ideal web-based reading material design. students choose Option A the pages and covers are colorful with a percentage value of 50%. This shows that students want the ideal web-based reading material design.

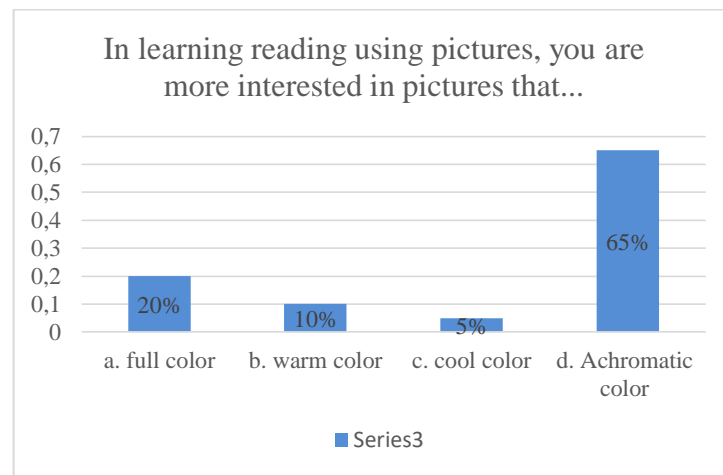


Chart 4.11 Percentage in learning reading using picture

This chart presents the use of image colors in Web-Based design. most students chose the D achromatic color option with a percentage value of 65%.

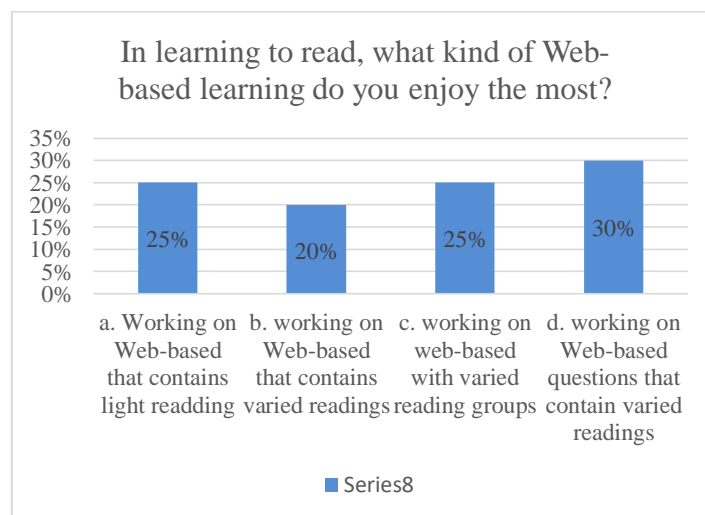


Chart 4.12 Percentage kind of Web-based learning

The chart above shows several options related to Web-Based that are most liked by students. Option D is working on Web-Based which contains varied reading and is combined with various questions which are done in groups. It has the first highest percentage score, namely 30% compared to other options.

2. Learning Need

Input

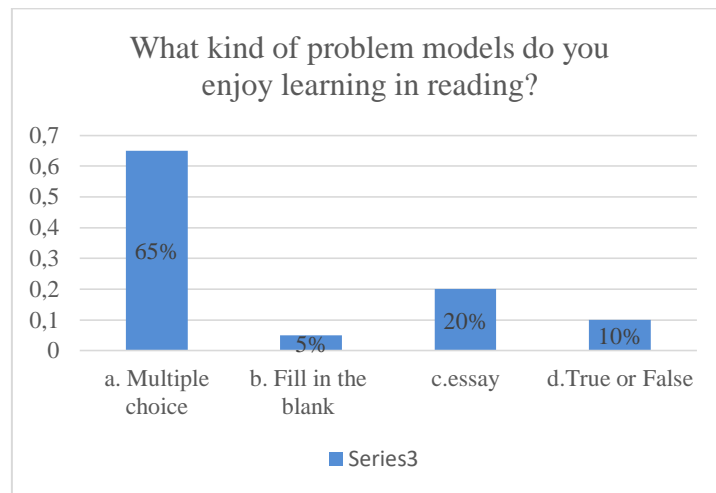


Chart 4.13 Percentage of kinds of problem models students enjoy learning in reading

The chart above shows several choices of activity models in learning reading. option A multiple choice has the first highest percentage value with a value of 65%.

c. The Result of the Interview Teacher

In June 2024, the researcher continued the research phase by interviewing the 8th grade student English teacher at SMP Negeri 2 Towuti. This research produced twelve questions, all the results of which were summarized in English. The research results are presented below:

1. Students' ability in English

The selection of teaching materials especially for Reading skills is very important in supporting English learning. This teaching reading Web-Based is designed for students and teachers. Based on interviews with an English teacher at SMP Negeri 2 Towuti, researcher found that most students need reading Web-Based to improve their skill. In learning reading, students' lack

of vocabulary makes it difficult for them to understand the reading they read. Web-based reading is designed according to students' English abilities.

“The abilities of students at SMP Negeri 2 Towuti are still at a basic level.”

2. Models, strategies, and teaching materials used in learning English

In the teaching process, teachers usually use different strategies, such as the teacher's technique of reading the descriptive text first and then taking turns with students to read the same text. The following is the teacher's statement:

“The material that I convey to students is light material, starting from conversation then grammar and some practice questions to train students in reading.”

“I will read the descriptive text first, then I will give directions to the students to take turns reading the same text that I read before.”

The media used by teachers in learning reading skills are modules and internet sites. Apart from that, teachers also usually use Web-Based teaching materials. The following is the teacher's statement:

“I use module teaching materials, and sometimes I open internet sites.”

“I used to apply web-based teaching materials in learning English, and now our school is implementing website teaching materials that are easy for students.”

The assignments given to students usually consist of writing, reading, practice and answering questions. The following is the teacher's statement.

"The activities that I usually give to students are writing, reading practice, practice, and answering questions. During the lesson, I gave them written grammar material, then gave them several patterns, after that they made practice sentences by coming forward one by one to make a sentence."

In today's digital era, cell phones can be an effective learning tool if used correctly. It aims to utilize technology to support the teaching and learning process by developing technology-based teaching materials such as Web-Based which can support effective learning using technology. The following is the teacher's statement.

"In my opinion, Web-Based development is very good because it can make things easier for students, that's why schools implement systems like this."

The student activities that English teachers expect in this Web-based development are tasks that are easy for students to understand and appropriate to their level of English language skills. The following is the teacher's statement:

"So regarding students' activities, when they do assignments or activities they don't feel any difficulty and don't have difficulty finding appropriate material."

At the beginning of learning, teachers usually do ice-breaking first so that students are interested in learning. The following is the teacher's statement:

"To attract students' attention, I usually do ice-breaking at the beginning of class and at the end of class so that students are interested in learning. Apart from that, I usually review the previous material so that students don't forget the material that was given previously."

b. Designing

1) Designing Reading Web-Based

In this study, researchers designed English learning objectives for 8th grade students, especially Web-Based reading materials. The researcher designed the topics of reading material according to the results of the needs analysis and the teaching materials currently used by students. These topics include narrative text. The researcher then developed learning objective for each topic based on students' needs. The learning objectives are explained in detail in this guide.

Table 4.2 The Learning Objectives of The Designing Product

Base Competence Indicators for Reading	
1. Comprehension	
	○ Indicator 1: Ability to summarize main ideas and details.
	○ Indicator 2: Ability to infer meaning from context.
	○ Indicator 3: Ability to analyze the author's purpose and tone.
2. Fluency	

	<ul style="list-style-type: none"> ○ Indicator 1: Ability to read aloud with appropriate speed and expression. ○ Indicator 2: Ability to recognize words automatically.
3. Vocabulary Development	
	<ul style="list-style-type: none"> ○ Indicator 1: Ability to use context clues to determine word meanings. ○ Indicator 2: Ability to understand and use a range of academic and domain-specific vocabulary.
4. Critical Thinking	
	<ul style="list-style-type: none"> ○ Indicator 1: Ability to evaluate arguments and evidence in texts. ○ Indicator 2: Ability to compare and contrast different texts and viewpoints.

Achievement Indicators

• Level 1: Basic understanding; can identify main ideas with support.
• Level 2: Developing skills; can summarize and make inferences with some errors.
• Level 3: Proficient; can analyze texts and articulate responses clearly.
• Level 4: Advanced; demonstrates critical thinking and deep analysis across diverse texts.

Table 4.3 *Learning of Materials*

Learning Materials	Materials Order
1. Active Reading	Engage with the text by highlighting, underlining, or taking notes. This keeps you focused and aids retention.
2. Summarization	After reading a section, summarize the main points in your own words. This helps reinforce understanding
3. Questioning	Ask questions about the material before, during, and after reading. This can deepen comprehension and critical thinking..
4. Visualization	Create mental images or diagrams of the information. Visual aids can enhance memory and understanding

5. Repetition	Review the material multiple times over spaced intervals. This spaced repetition strengthens memory retention
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Reading base competence, achievement indicator and learning materials placed on the “materials” menu on the web. The materials would be appearing by click on the blue button right under the reading base competence, achievement indicator and learning materials page. The material was posted on the posting section equipped with certain links that students may need and arranged based on the base competences and achievement indicators. The link was provided in order to help the students to find out more examples that they may need. Paper-based prototype design of the materials as follow:

2. Designing Web-Based

The researcher developed product in the form of media web, because e- Learning system it could utilize to increase the effectiveness of teaching and learning process between teacher and students and the

flexibility of time and place. To attained all of the usefulness in used E-learning the researcher had developed the media as good as possible.

The some previous of the web sites, was used as the reference for the researchertodevelopwebbyassessingallthefeaturesthatinvolvedonthe 10 websites. The development of the web as media of learning andteaching process has passed several processes and several software bases such as:

1. Blogger as the blogplatform that the researcher to beused in developing a media. Before buying a domain name, the researcher used *Blogger*, a free domain, part of *Blogger* that was used at the first address of theweb.

Service providers of web online had been used domain .Com <https://www.blogger.com>, an online provider wouldmake the web became more Professional, Credibel, and Safety.

2. MicrosoftWordasawordprocessorforthestudents'
3. Google drive was a storage service based online that could be used to create and collect the students' task or researchers' document and many more in the file or folder. Students should post their task to the web in form of Microsoft Word and did not write on the web directlyit was meant to streamlinestudents'reading and webpage.

Based on all the processes that had been passed the researcher started to develop the web including the materials that needed.

c. Developing

In the following phase, the design print of the reading Web-Based is developed as follows :

1) The First Draft of the reading Web-Based

the researcher developed the reading Web-Based by adopting TBLT (Task-Based Language Teaching) composed by David Nunan (2004). The TBLT is divided into three parts: the pre-task, task cycle, and language focus & feedback. Furthermore, those chapters are integrated with three steps involved in the task those are (a) Learning Material, (b) Let's Talk, and (c) Let's Practice More.

a) Learning Material

The learning material aims to define the material that will be learned. Besides, it supports the example and the expressions that correlate to the material.

b) Let's Talk

This part focuses on students speaking activities that probably let the students practice multiple choice.

c) Let's Practice More

This phase is prepared for students to practice more. It aims for the students will be doing activity in fill in the blank.

2) The Result of Experts' Validation

Awareness of instructional objectives to support teaching, better understanding and use of language learning strategies, greater

awareness of the learning context, greater fluidity and automatically in teaching, greater efficiency and effectiveness in lesson planning. The Expert's judgment of media is as follows:

No.	Expert's Name	Occupation
1.	Fadhliyah R. Muin, SPd.,M.Pd	Lecturer of English center at state Islamic university of IAIN PALOPO

Table 4.4 Expert Judgement of Media

The validity of Web, the researcher gave a validity sheet that involved three indicators such as, usability, information quality and design. The experts had provided recommendations on the validation outcome of media need to be revised as follows:

No	Description	Compatibility					Likert scale	Average
1	Content :	1	2	3	4	5		
A	The research objectives are clearly stated	0	0	0	2	0	83%	VV
B	the purpose of the questionnaire is clearly stated	0	0	0	1	1		
C	Instructions for filling out the questionnaire are easy to understand	0	0	0	2	0		
2	Coverage :	1	2	3	4	5	Likert scale	Average
A	Questionnaire items include data related to adequate coverage of material content	0	0	1	1	0	70%	V
B	Questionnaire items are formulated in good and correct Indonesian	0	0	1	1	0		
3	Language :	1	2	3	4	5	Likert scale	Average

A	Questionnaire items are formulated in effective Indonesian	0	0	1	1	0	76%	V
B	Questionnaire items are formulated in efficient Indonesian	0	0	0	1	1		
c	Questionnaire items are formulated in language that is easy to understand according to the respondent's level of language ability	0	0	1	1	0		
Average of meanscore							76,33%	V

Table 4.5 *The Average of Expert Validity*

Based on analysis outcome that consists of 3 indicators of weblog indicated such as usability, information quality and design that the average value of media was 76,33% (Valid). Based on the experts' judgment web the researcher conclude that the media Web was ready to apply in E-Learning process.

d. Implementation

In this section, the product that has been revised was carried to the students through a limited try-out in two days. the time limit for each meeting was 30 minutes. The schedule of try out can be seen as follows:

Meeting	Date & Time	Material	Layout
1	Monday, Sept 16 th 2024	Narrative Text (kinds of narasi text)	pages 3&4
2	Monday, Sept 23 rd 2024	Narrative text	pages 6&8

Table 4.6 *The Average of Expert Validity*

The researcher shared the web-based link with students through WhatsApp group. the try-out was held for the 8th grade students at SMP Negeri 2 Towuti, with a total of 20 students. in addition, the researcher also gave directions on how to use web-based reading and how to do the tasks in Web-Based reading.

e. Evaluation

Evaluation is an essential step in designing an improved product. To assess the product's effectiveness, the researcher distributed questionnaires to students. Before this, feedback was obtained from three experts who evaluated the product. The researcher then gathered students' perceptions by distributing questionnaires to 20 students using answer sheets. The summary of the student's perception results is presented as follows:

No	Statements	5	4	3	2	1	Likert Scale	Average
1.	Is the web based being developed attractive enough?	4	15	1	0	0	88%	VA
2.	In your opinion, the content provided is varied?	2	18	0	0	0	86%	VA
3.	Is the web based being developed easy to understand?	2	18	0	0	0	86%	VA
4.	Does this web-based tool make learning easier for you?	2	18	1	0	0	84%	VA
5.	Can this web-based application develop your reading skills?	0	18	2	0	0	78%	A
6.	Does this web-based system make you comfortable in learning?	1	19	0	0	0	84%	VA
7.	Is the web based developed in accordance with your needs?	1	19	0	0	0	84%	VA

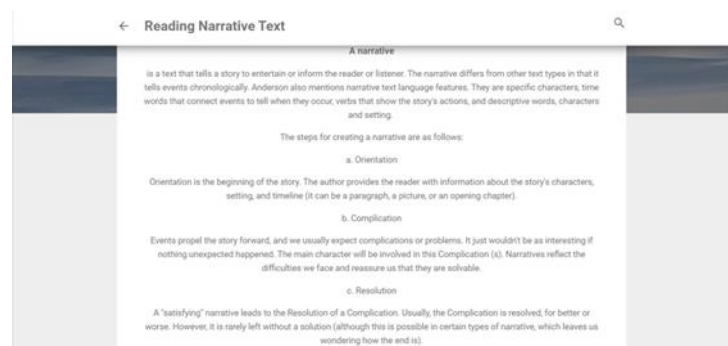
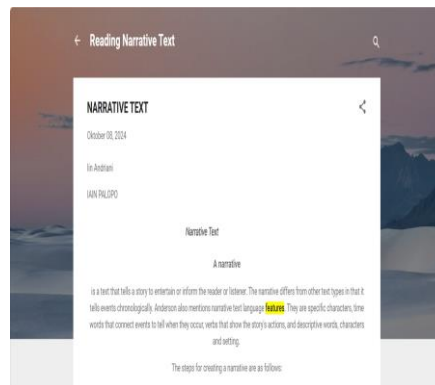
8.	Is the web based developed in accordance with your wishes?	0	19	1	0	0	79%	A
9.	Is the worksheet developed in accordance with your weaknesses?	3	16	1	0	6	86%	VA
10.	Is the length of the text in the worksheet according to your wishes?	2	17	1	0	1	84%	VA
TotalAveragemean score							83,9%	VA

Table 4.7 *The Students' perception*

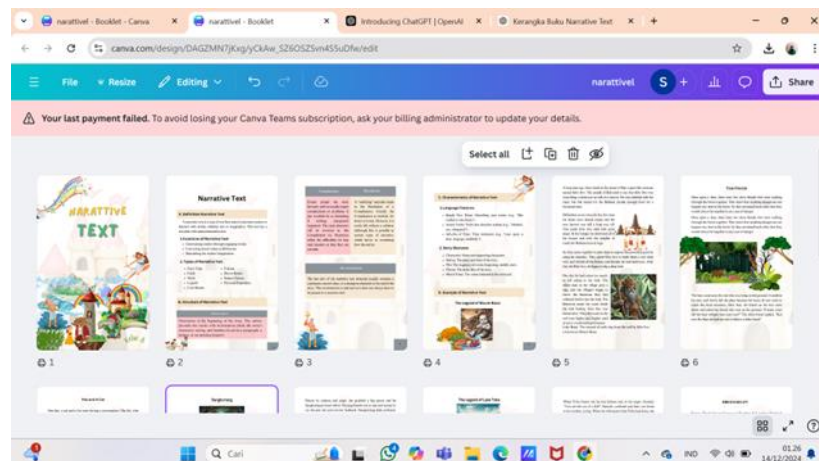
After giving questions about what was the students' effectiveness in applying media Web in learning English Reading materials, based on table 4.7 illustrated that the position of total average score 83,9% refers to the Very Agree category, the result that the researcher concluded the students agree to applying media Web in learning English Reading Materials because media Web gave them enthusiasm, spirit in learning reading, and be more focus and confidence to follow the learning process.

In addition, by evaluating the gifts from the previous experts, the researcher has made several improvements to the product drafts, and the suggestions described such as cover images, word selection in the content, and placement of task links. here, the look of several drafts renewed by the researcher for the reading Web-Based in the form of before and after editing and some additional suggestion contents are presented as follows:

Before



After



B. Discussion

Eighth-grade students at SMP Negeri 2 Towuti face challenges in accessing engaging and interactive learning materials, as they primarily rely on textbooks as their main resource. These textbooks often fail to meet students' diverse learning needs and do not fully support the development of their reading comprehension skills. This situation indicates the necessity for additional resources tailored to the student's learning objectives and specific requirements, which can be identified through a needs analysis.

The needs analysis suggests that web-based reading materials would be an effective solution for addressing these challenges. These materials can offer interactive content, enhance engagement, and provide opportunities for self-paced learning. Recognizing this, the researcher designed comprehensive web-based reading materials to facilitate students' learning. Moreover, considering the increasing importance of technology integration in education, web-based materials can help students develop their reading skills and digital literacy, preparing them for future academic and social challenges. Therefore, this research focuses on developing web-based reading materials aligned with the curriculum and designed to meet the specific needs of 8th grade students at SMP Negeri 2 Towuti.

The researcher adopted the ADDIE design model (analysis, design, development, implementation, and evaluation) in developing the Web-Based Reading. The researcher also used the theory of David Nunan's TBLT (Task-

Based Language Teaching) approach in developing the product. Hidayah, Sahraini, and Jufriadi (2024) also used this ADDIE model in their previous study entitled *Bridging Cultures Through language: developing English speaking materials for multicultural education context*. In addition, the product implements TBLT to develop speaking modules by conducting analysis, design, development, implementation, and evaluation in stages. The correlations of previous research with this study are (1) Product model design. (2) Method. Hidayah, Sahraini, and Jufriadi's research is different from this research, (1) The research subject is grade 11 high school, while this research leads to general students in 8th grade SMP. (2) The product produced is English-speaking materials, while this research is web-based reading.

Husnaini's research (2022), successfully developed a microteaching module designed to enhance self-esteem. The module received a "very good" evaluation with a score of 95% and was created using the ADDIE development model. Despite this, there are notable differences between Husnaini's study and the current research: (1) Husnaini's study involved fifth-semester students from an Islamic university, while this research focuses on eighth-grade junior high school students; and (2) the prior study resulted in a module, whereas the current research involves a web-based reading platform. The similarity lies in the use of the ADDIE model as the development framework in both studies.

As explained in the research design that this research applies ADDIE (analysis, design, development, implementation, and evaluation), this research begins by analyzing the results of the questionnaire through research instruments.

The needs analysis applied the principles of Target needs, and Learning needs compiled by Hutchinson and Waters (1987), which consists of three components: necessities, lacks, and wants. After obtaining the questionnaire results, the researcher analyzed them and then determined the product title, topic, learning objectives, and other content. This is intended to find out students' abilities and problems in learning. The needs analysis resulted in students wanting a technology-based teaching module, so the product was decided to be Web-Based Reading focusing on narrative text. The results correlate with the teacher's speculation in the interview that the website has been implemented in the school.

The third stage is developing. researchers develop Web-Based Reading which refers to the design stage. researchers develop products using the canva application after revisions from experts. previously product development used the blogspot.com website. this stage takes approximately 3 months to complete. Then the prototype results are presented to experts.

The fourth stage is implementation. The researcher has completed the limited trial for class 8th of SMP 2 Towuti. This trial was conducted for two meetings, on Monday of the first week and Monday of the second week. Researchers shared the web-based link with students through WhatsApp groups. The trial was held for grade 8 students at SMP Negeri 2 Towuti, with a total of 20 students. In addition, the researcher also provided directions on how to use the web-based reading and how to do the tasks in the web-based reading.

The implementation process brought the researchers to the final stage, namely the evaluation phase. This phase involved distributing perception

questionnaires to students to determine whether the product met their expectations. A total of 20 students participated in completing the questionnaire, resulting in a perception score of 83.9%, as presented in Table 4.7. Additionally, the researchers evaluated the product by incorporating feedback and suggestions provided by experts during the validation process. After revising all components based on this input, the final product draft was completed and is included in the appendix.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The researcher has developed web-based reading materials for grade 8th students at SMP Negeri 2 Towuti. The materials are designed to make reading activities more accessible by utilizing web-based technologies that are familiar to students. The results of the needs analysis and interviews with teachers showed a positive response to the development of this material, especially in answering the need for reading resources. The integration of a web-based platform makes the materials more interesting and motivates students to be actively involved in reading activities.

The developed materials effectively improve students' reading ability and interest in learning English. However, researchers faced several challenges during the development process, including remote research locations, limited infrastructure, and unstable internet networks. These issues impacted the research process, especially in terms of communication efficiency and data collection. Despite these obstacles, the developed materials successfully supported more effective and innovative English reading learning for Grade 8 students.

B. Suggestions

Due to the conclusion, the researcher would like to give suggestion to the students, the English teacher, and the further researchers.

1. For the Students

The students can use the product to improve their understanding of English, particularly for reading skills (narrative text).

2. For the English Teacher

The English teacher suggested using the product as a supporting media in teaching English, particularly reading skills.

3. For Further Researchers

Future researchers can develop web-based reading products not only one type of text, but add other types of text, make products with technological features that are easily accessible anywhere, and make the product more attractive.

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BIOGRAPHY



Ilin Andraini, was born on 30th December 2002 in Loeha village, luwu timur. She is the first child of 4 siblings. Her father's name is Irsan and his mother's name is Hamida. The writer completes her studies at TK Al-Muslihat Bantilan, graduated in 2008. Then continued their education at SDN 275 Rante Angin, graduated in 2014. Furthermore, continue their education at SMP Islam Darul Istiqamah Towuti, and

graduated in 2017. After graduating, the writer continues her study at MA DDI Lilbanat Pare-Pare, and graduated in 2020. After graduating, she continues the study at IAIN Palopo in department of English Education.

A P P E N D I C E S

Appendix 1

Surat Izin Meneliti



PEMERINTAH KABUPATEN LUWU TIMUR
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU

Alamat : Jl. Soekarno Hatta, Kecamatan Malili, Kabupaten Luwu Timur, Sulawesi Selatan
No. Telp. 0812 3457 7756 Website : www.dpmpstsp.luwutimur.go.id
email : dpmpstsp@luwutimurkab.go.id

Malili, 25 September 2024

Nomor : 500.16.7.2/282/PEN/DPMPSTSP-LT/IX/2024
Lampiran : -
Perihal : Izin Penelitian

Kepada
Yth. Kepala SMP Negeri 2 Towuti
Di-
Kab. Luwu Timur

Berdasarkan Surat Rekomendasi Tim Teknis Tanggal 25 September 2024 Nomor :282/KesbangPol/IX/2024, tentang Izin Penelitian.

Dengan ini disampaikan bahwa yang tersebut namanya di bawah ini :

Nama : IIN ANDRIANI
Alamat : Ds. Rante Angin, Kec. Towuti
Tempat / Tgl Lahir : Loeha, Luwu Timur / 30 Desember 2002
Pekerjaan : Mahasiswi
Nomor Telepon : 082343285953
Nomor Induk Mahasiswa : 2002020081
Program Studi : Pendidikan Bahasa Inggris – (S1)
Lembaga : INSTITUT AGAMA ISLAM NEGERI PALOPO

Bermaksud melakukan Penelitian di daerah/Instansi Bapak/Ibu sebagai syarat penyusunan Skripsi dengan Judul :

"DEVELOPING WE-BASED READING LEARNING MATERIALS FOR GRADE VIII STUDENTS OF SMP NEGERI 2 TOWUTI"

Mulai : 25 September 2024 s.d. 30 Oktober 2024

Sehubungan hal tersebut di atas, pada prinsipnya Pemkab Luwu Timur dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Menaati semua Peraturan Perundang-Undangan yang berlaku, serta mengindahkan adat istiadat Daerah setempat.
2. Menyerahkan 1 (satu) exemplar copy hasil "Laporan Kegiatan" selambat-lambatnya 7 (tujuh) hari setelah kegiatan dilaksanakan kepada Bupati Luwu Timur Cq. Kepala Dinas Penanaman Modal dan PTSP Kabupaten Luwu Timur.
3. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan tersebut di atas.

Demikian disampaikan untuk diketahui.

A.n Bupati Luwu Timur
Kepala DPMPSTSP



Andi Habil Unru, SE,
Pangkat : Pembina Utama Muda (IV.c)
Nip : 19641231 198703 1 208

- Tembusan :
1. Bupati Luwu Timur (sebagai Laporan) di Malili;
 2. Kepala Badan Kesatuan Bangsa dan Politik di Malili;
 3. Kepala Dinas Pendidikan di Tempati;
 4. Dekan INSTITUT AGAMA ISLAM NEGERI PALOPO di Tempati.

Appendix 2

The Result of the Instruments' Validation By the Experts

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

**Developing web-based Reading learning Materials for grade VIII in students
of SMP Negeri 2 Towuti**

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
		1	2	3	4	5
I	Aspek Isi					
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan kuesioner dinyatakan dengan jelas				✓	
c	Petunjuk pengisian kuesioner mudah dipahami				✓	
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.			✓		

b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.			✓		
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.			✓		
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.			✓		

C. Komentar

butir soal dalam instrument masih membutuhkan penambahan agar menegaskan informasi yang akan diperoleh

D. Saran

Tambahkan butir soal yang relate pada penelitian ini

E. Kesimpulan

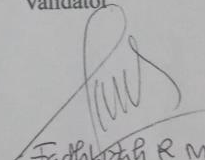
Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

.....
Terlampir pada instrument
.....
.....
.....

Palopo,

Validator


Fadlykati R Muin

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

Developing Web-Based Reading Learning Materials For Grade VIII In Students of SMP Negeri 2 Towuti

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
I	Aspek Isi	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan kuesioner dinyatakan dengan jelas					✓
c	Petunjuk pengisian kuesioner mudah dipahami				✓	
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	

b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					✓
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

.....

..... Tujuan penelitian disimpulkan dengan jelas.

.....

.....

.....

D. Saran

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

.....

.....

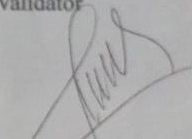
.....

.....

.....

Palopo,

Validator


Fadhilul R. Muin

Appendix 3

Need Analysis

Questionnaire

NAMA : Iin Andriani

**JUDUL: “DEVELOPING WEB-BASED READING LEARNING
MATERIALS FOR GRADE VIII STUDENTS OF SMP 2 TOWUTI”**

“ Analisis Kebutuhan (*Need Analysis*) ”

Identitas Responden

Nama :

Usia :

Jenis Kelamin :

Kelas :

Petunjuk Pengisian Kuesioner

Jawaban anda merupakan partisipasi anda bagi kami, maka jawablah seluruh pertanyaan dengan lengkap, jujur dan terbuka. Semua jawaban yang anda isikan di dalam lembar angket ini tidak mempengaruhi nilai pada pembelajaran Bahasa Inggris anda. Jika anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Bagaimana tingkat penguasaan *Reading* Anda saat ini?
 - a. *Basic (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa terbatas.
 - b. *Intermediate (upper)*, Meskipun masih mempunyai kesulitan dalam kosakata dan tata bahasa, dapat terlibat dalam Menulis.
 - c. *Advance* : mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
 - d. *Intermediate (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa yang terbatas.

- e. *Intermediate (upper)*, walaupun masih kesulitan dalam kosakata dan tata bahasa, namun dapat terlibat dalam Menulis.
- f. *Advanced*, mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.

2. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran *Reading* dalam bahasa Inggris adalah...

- a. Teks yang lebih 300 kata.
- b. Teks yang lebih 300 kata disertai gambar atau diagram.
- c. Teks yang berkisar antara 200-250 kata.
- d. Teks yang berkisar 200-250 kata dan disertai gambar atau diagram.
- e. Teks yang berkisar 150-2000 kata.
- f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram.
- g. Lain-lain (Tuliskan bila ada)...

3. Dalam *Reading*, Anda lebih suka mengerjakan dengan cara?

- a. Individu.
- b. Berpasangan.
- c. Kelompok kecil (2-4 orang).
- d. Kelompok besar (>5 orang).
- e. Lain-lain (Tuliskan jika ada)...

4. Menurut Anda bacaan seperti apa yang dapat dengan mudah Anda pahami..

- a. Teks Fantasi.
Fairy tale story
- b. Teks Informatif
Article, Journal, News
- c. Teks Narrative
Novel
- d. Teks Narrative

Short Story

- e. Lain-lain (tuliskan bila ada)...
5. Media yang dapat menunjang pembelajaran *Reading* yang Anda sukai adalah...
- a. Audio (rekaman suara, podcast, lagu, dll).
 - b. Visual (gambar dan tulisan).
 - c. Audio visual (Film, video, dll).
 - d. Social media (YouTube, Instagram, Facebook, WhatsApp, dll).
 - e. Lain-lain (Tuliskan bila ada).....
6. Jika Anda menggunakan *Reading Web-based* sebagai media, desain seperti apa yang Anda inginkan?
- a. Table-table (berisi petunjuk dan langkah-langkah untuk menyelesaikan tugas, dan tugas/aktivitas-aktivitas).
 - b. Grafik/gambar (grafik/gambar yang menggambarkan tugas/aktivitas-aktivitas yang berhubungan dengan text bacaan).
 - c. Lain-lain (Tuliskan bila ada)...
7. Desain materi reading dalam *Web-based* yang *Ideal* menurut Anda adalah..
- a. Halaman dan sampulnya warna-warni.
 - b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas.
 - c. Setiap *Reading* dilengkapi dengan gambar agar menarik.
 - d. Lain-lain (Tuliskan bila ada).....
8. Jenis gambar yang Anda sukai dalam *Web-based* adalah...
- a. Gambar kartun.
 - b. Gambar sesuai objek aslinya.
 - c. Lain-lain (Tuliskan jika ada)...
9. Dalam mempelajari *Reading* menggunakan gambar, Anda lebih tertarik pada gambar yang...

- a. *Full color* (warna-warni).
- b. *Warm color* (merah, orange, kuning, pink).
- c. *Cool color* (biru, ungu, hijau).
- d. *Achromatic color* (putih, hitam, abu-abu).
- e. Lain-lain (Tuliskan bila ada).

10. Apakah Anda butuh daftar kosakata yang berkaitan dengan teks *Reading* yang Anda baca..

- a. *Sangat butuh.*
- b. *Butuh.*
- c. *Tidak butuh.*
- d. *Sangat tidak butuh.*
- e. *Lain-lain (Tuliskan jika ada)...*

11. Dalam pembelajaran *Reading*, *Web-based* seperti apakah yang paling Anda senangi (boleh memilih lebih dari 1)

- a. Mengerjakan *Web-based* yang berisi bacaan ringan dan menjawab soal perorangan
- b. Mengerjakan *Web-based* yang berisi bacaan variatif serta menjawab soal secara berkelompok
- c. Mengerjakan *Web-based* yang berisi bacaan variatif serta mengerjakan soal secara berkelompok yang mengandung unsur games
- d. Mengerjakan *Web-based* yang berisi bacaan variatif dan dipadu dengan soal yang bervariasi yang dikerjakan berkelompok, serta aktivitas yang mampu mengasah kemampuan pribadi
- e. Lain-lain (Tuliskan bila ada).....

12. Menurut Anda, bagaimana pengaruh *Web-based* dalam bahasa Inggris terutama pada aspek *Reading*..

- a. Berpengaruh, karena sebagian besar siswa dapat berbahasa Inggris dengan adanya bantuan media pembelajaran.

- b. Berpengaruh, karena dengan adanya media pembelajaran reading seperti LKS yang berisi soal dan wacana menarik dapat membantu pemahaman siswa dalam belajar.
- c. Tidak berpengaruh, karena media pembelajaran hanya berperan pada skill speaking saja.
- d. Tidak berpengaruh, karena dalam pembelajaran reading kita hanya membaca bacaan saja.
- e. Lain-lain (tuliskan bila ada).....

13. Model soal seperti apa yang Anda senangi pada pembelajaran reading?

- a. Multiple choice (Pilihan ganda).
- b. Fill in the blank (mengisi bagian yang kosong).
- c. Essay (isian panjang).
- d. True or false (Benar atau salah).
- e. Lain-lain (sebutkan bila ada).....

Appendix 4

The Need

Analysis Result

NAMA : Iin Andriani

JUDUL: "DEVELOPING WEB-BASED READING LEARNING MATERIALS FOR
GRADE VIII STUDENTS OF SMP 2 TOWUTI"

" Analisis Kebutuhan (*Need Analysis*) "

A. Identitas Responden

Nama : ARIYA ARIYAH
Usia : 13 Thn
Jenis Kelamin : Perempuan
Kelas : VIII.C

B. Petunjuk Pengisian Kuesioner

Jawaban anda merupakan partisipasi anda bagi kami, maka jawablah seluruh pertanyaan dengan lengkap, jujur dan terbuka. Semua jawaban yang anda isikan di dalam lembar angket ini tidak mempengaruhi nilai pada pembelajaran Bahasa Inggris anda. Jika anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Bagaimana tingkat penguasaan *Reading* Anda saat ini?
 - a. *Basic (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa terbatas.
 - b. *Intermediate (upper)*, Meskipun masih mempunyai kesulitan dalam kosakata dan tata bahasa, dapat terlibat dalam Menulis.
 - c. *Advance* : mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
 - d. *Intermediate (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa yang terbatas.
 - ☒ e. *Intermediate (upper)*, walaupun masih kesulitan dalam kosakata dan tata bahasa, namun dapat terlibat dalam Menulis.
 - f. *Advanced*, mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
2. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran *Reading* dalam bahasa Inggris adalah...
 - a. Teks yang lebih 300 kata.
 - b. Teks yang lebih 300 kata disertai gambar atau diagram.
 - ☒ c. Teks yang berkisar antara 200-250 kata.

- d. Teks yang berkisar 200-250 kata dan disertai gambar atau diagram.
 - e. Teks yang berkisar 150-2000 kata.
 - f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram.
 - g. Lain-lain (Tuliskan bila ada)...
3. Dalam *Reading*, Anda lebih suka mengerjakan dengan cara?
- a. Individu.
 - b. Berpasangan.
 - ☒ c. Kelompok kecil (2-4 orang).
 - d. Kelompok besar (>5 orang).
 - e. Lain-lain (Tuliskan jika ada)...
4. Menurut Anda bacaan seperti apa yang dapat dengan mudah Anda pahami..
- a. Teks Fantasi.
Fairy tale story
 - ☒ b. Teks Informatif
Article, Journal, News
 - c. Teks Narrative
Novel
 - d. Teks Narrative
Short Story
 - e. Lain-lain (tuliskan bila ada)...
5. Media yang dapat menunjang pembelajaran *Reading* yang Anda sukai adalah...
- a. Audio (rekaman suara, podcast, lagu, dll).
 - b. Visual (gambar dan tulisan).
 - c. Audio visual (Film, video, dll).
 - ☒ d. Social media (YouTube, Instagram, Facebook, WhatsApp, dll).
 - e. Lain-lain (Tuliskan bila ada).....
6. Jika Anda menggunakan *Reading Web-based* sebagai media, desain seperti apa yang Anda inginkan?
- ☒ a. Table-table (berisi petunjuk dan langkah-langkah untuk menyelesaikan tugas, dan tugas/aktivitas-aktivitas).
 - b. Grafik/gambar (grafik/gambar yang menggambarkan tugas/aktivitas-aktivitas yang berhubungan dengan text bacaan).
 - c. Lain-lain (Tuliskan bila ada)...

7. Desain materi reading dalam *Web-based* yang *Ideal* menurut Anda adalah..
- a. Halaman dan sampulnya warna-warni.
 - ☒ b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas.
 - c. Setiap *Reading* dilengkapi dengan gambar agar menarik.
 - d. Lain-lain (Tuliskan bila ada).....
8. Jenis gambar yang Anda sukai dalam *Web-based* adalah...
- a. Gambar kartun.
 - ☒ b. Gambar sesuai objek aslinya.
 - c. Lain-lain (Tuliskan jika ada)...
9. Dalam mempelajari *Reading* menggunakan gambar, Anda lebih tertarik pada gambar yang...
- a. *Full color* (warna-warni).
 - b. *Warm color* (merah, orange, kuning, pink).
 - c. *Cool color* (biru, ungu, hijau).
 - ☒ d. *Achromatic color* (putih, hitam, abu-abu).
 - e. Lain-lain (Tuliskan bila ada).
10. Apakah Anda butuh daftar kosakata yang berkaitan dengan teks *Reading* yang Anda baca..
- a. *Sangat butuh.*
 - ☒ b. *Butuh.*
 - c. *Tidak butuh.*
 - d. *Sangat tidak butuh.*
 - e. *Lain-lain (Tuliskan jika ada)...*
11. Dalam pembelajaran *Reading, Web-based* seperti apakah yang paling Anda senangi (boleh memilih lebih dari 1)
- a. Mengerjakan *Web-based* yang berisi bacaan ringan dan menjawab soal perorangan
 - b. Mengerjakan *Web-based* yang berisi bacaan variatif serta menjawab soal secara berkelompok
 - ☒ c. Mengerjakan *Web-based* yang berisi bacaan variatif serta mengerjakan soal secara berkelompok yang mengandung unsur games
 - ☒ d. Mengerjakan *Web-based* yang berisi bacaan variatif dan dipadu dengan soal yang bervariasi yang dikerjakan berkelompok, serta aktivitas yang mampu mengasah kemampuan pribadi

- e. Lain-lain (Tuliskan bila ada).....
12. Menurut Anda, bagaimana pengaruh *Web-based* dalam bahasa Inggris terutama pada aspek *Reading*..
- a. Berpengaruh, karena sebagian besar siswa dapat berbahasa Inggris dengan adanya bantuan media pembelajaran.
 - ☒ Berpengaruh, karena dengan adanya media pembelajaran reading seperti LKS yang berisi soal dan wacana menarik dapat membantu pemahaman siswa dalam belajar.
 - c. Tidak berpengaruh, karena media pembelajaran hanya berperan pada skill speaking saja.
 - d. Tidak berpengaruh, karena dalam pembelajaran reading kita hanya membaca bacaan saja.
 - e. Lain-lain (tuliskan bila ada).....
13. Model soal seperti apa yang Anda senangi pada pembelajaran reading?
- a. Multiple choice (Pilihan ganda).
 - b. Fill in the blank (mengisi bagian yang kosong).
 - c. Essay (isian panjang).
 - ☒ True or false (Benar atau salah).
 - e. Lain-lain (sebutkan bila ada).....

NAMA : Iin Andriani

JUDUL : "DEVELOPING WEB-BASED READING LEARNING MATERIALS FOR
GRADE VIII STUDENTS OF SMP 2 TOWUTI"

" Analisis Kebutuhan (*Need Analysis*) "

A. Identitas Responden

Nama : MISRAH
Usia : 13 Tahun
Jenis Kelamin : Perempuan
Kelas : VIII c (8c)

B. Petunjuk Pengisian Kuesioner

Jawaban anda merupakan partisipasi anda bagi kami, maka jawablah seluruh pertanyaan dengan lengkap, jujur dan terbuka. Semua jawaban yang anda isikan di dalam lembar angket ini tidak mempengaruhi nilai pada pembelajaran Bahasa Inggris anda. Jika anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Bagaimana tingkat penguasaan *Reading* Anda saat ini?

- ☒ a. *Basic (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa terbatas.
- b. *Intermediate (upper)*, Meskipun masih mempunyai kesulitan dalam kosakata dan tata bahasa, dapat terlibat dalam Menulis.
- c. *Advance* : mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
- d. *Intermediate (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa yang terbatas.
- e. *Intermediate (upper)*, walaupun masih kesulitan dalam kosakata dan tata bahasa, namun dapat terlibat dalam Menulis.
- f. *Advanced*, mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.

2. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran *Reading* dalam bahasa Inggris adalah...

- a. Teks yang lebih 300 kata.
- b. Teks yang lebih 300 kata disertai gambar atau diagram.
- ☒ c. Teks yang berkisar antara 200-250 kata.

- d. Teks yang berkisar 200-250 kata dan disertai gambar atau diagram.
 - e. Teks yang berkisar 150-2000 kata.
 - f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram.
 - g. Lain-lain (Tuliskan bila ada)...
3. Dalam *Reading*, Anda lebih suka mengerjakan dengan cara?
- ☒ a. Individu.
 - b. Berpasangan.
 - c. Kelompok kecil (2-4 orang).
 - d. Kelompok besar (>5 orang).
 - e. Lain-lain (Tuliskan jika ada)...
4. Menurut Anda bacaan seperti apa yang dapat dengan mudah Anda pahami..
- a. Teks Fantasi.
Fairy tale story
 - b. Teks Informatif
Article, Journal, News
 - ☒ c. Teks Narrative
Novel
 - d. Teks Narrative
Short Story
 - e. Lain-lain (tuliskan bila ada)...
5. Media yang dapat menunjang pembelajaran *Reading* yang Anda sukai adalah...
- a. Audio (rekaman suara, podcast, lagu, dll).
 - ☒ b. Visual (gambar dan tulisan).
 - c. Audio visual (Film, video, dll).
 - d. Social media (YouTube, Instagram, Facebook, WhatsApp, dll).
 - e. Lain-lain (Tuliskan bila ada)....
6. Jika Anda menggunakan *Reading Web-based* sebagai media, desain seperti apa yang Anda inginkan?
- ☒ a. Table-table (berisi petunjuk dan langkah-langkah untuk menyelesaikan tugas, dan tugas/aktivitas-aktivitas).
 - b. Grafik/gambar (grafik/gambar yang menggambarkan tugas/aktivitas-aktivitas yang berhubungan dengan text bacaan).
 - c. Lain-lain (Tuliskan bila ada)...

7. Desain materi reading dalam *Web-based* yang *ideal* menurut Anda adalah...
- a. Halaman dan sampulnya warna-warni.
 - ☒ b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas.
 - c. Setiap *Reading* dilengkapi dengan gambar agar menarik.
 - d. Lain-lain (Tuliskan bila ada).....
8. Jenis gambar yang Anda sukai dalam *Web-based* adalah...
- a. Gambar kartun.
 - ☒ b. Gambar sesuai objek aslinya.
 - c. Lain-lain (Tuliskan jika ada)...
9. Dalam mempelajari *Reading* menggunakan gambar, Anda lebih tertarik pada gambar yang...
- a. *Full color* (warna-warni).
 - b. *Warm color* (merah, orange, kuning, pink).
 - c. *Cool color* (biru, ungu, hijau).
 - ☒ d. *Achromatic color* (putih, hitam, abu-abu).
 - e. Lain-lain (Tuliskan bila ada).
10. Apakah Anda butuh daftar kosakata yang berkaitan dengan teks *Reading* yang Anda baca..
- a. *Sangat butuh*.
 - ☒ b. *Butuh*.
 - c. *Tidak butuh*.
 - d. *Sangat tidak butuh*.
 - e. *Lain-lain (Tuliskan jika ada)...*
11. Dalam pembelajaran *Reading, Web-based* seperti apakah yang paling Anda senang (boleh memilih lebih dari 1)
- ☒ a. Mengerjakan *Web-based* yang berisi bacaan ringan dan menjawab soal perorangan
 - b. Mengerjakan *Web-based* yang berisi bacaan variatif serta menjawab soal secara berkelompok
 - c. Mengerjakan *Web-based* yang berisi bacaan variatif serta mengerjakan soal secara berkelompok yang mengandung unsur games
 - ☒ d. Mengerjakan *Web-based* yang berisi bacaan variatif dan dipadu dengan soal yang bervariasi yang dikerjakan berkelompok, serta aktivitas yang mampu mengasah kemampuan pribadi

- e. Lain-lain (Tuliskan bila ada).....
12. Menurut Anda, bagaimana pengaruh *Web-based* dalam bahasa Inggris terutama pada aspek *Reading*..
- a. Berpengaruh, karena sebagian besar siswa dapat berbahasa Inggris dengan adanya bantuan media pembelajaran.
 - ☒ b. Berpengaruh, karena dengan adanya media pembelajaran reading seperti LKS yang berisi soal dan wacana menarik dapat membantu pemahaman siswa dalam belajar.
 - c. Tidak berpengaruh, karena media pembelajaran hanya berperan pada skill speaking saja.
 - d. Tidak berpengaruh, karena dalam pembelajaran reading kita hanya membaca bacaan saja.
 - e. Lain-lain (tuliskan bila ada).....
13. Model soal seperti apa yang Anda senangi pada pembelajaran reading?
- ☒ a. Multiple choice (Pilihan ganda).
 - b. Fill in the blank (mengisi bagian yang kosong).
 - c. Essay (isian panjang).
 - d. True or false (Benar atau salah).
 - e. Lain-lain (sebutkan bila ada).....

NAMA : Iin Andriani

JUDUL: "DEVELOPING WEB-BASED READING LEARNING MATERIALS FOR
GRADE VIII STUDENTS OF SMP 2 TOWUTI"

" Analisis Kebutuhan (*Need Analysis*) "

A. Identitas Responden

Nama : FARA RAHMA
Usia : 13 THN
Jenis Kelamin : Perempuan
Kelas : 8C

B. Petunjuk Pengisian Kuesioner

Jawaban anda merupakan partisipasi anda bagi kami, maka jawablah seluruh pertanyaan dengan lengkap, jujur dan terbuka. Semua jawaban yang anda isikan di dalam lembar angket ini tidak mempengaruhi nilai pada pembelajaran Bahasa Inggris anda. Jika anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Bagaimana tingkat penguasaan *Reading* Anda saat ini?

- ☒ *Basic (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa terbatas.
- ☐ *Intermediate (upper)*, Meskipun masih mempunyai kesulitan dalam kosakata dan tata bahasa, dapat terlibat dalam Menulis.
- ☐ *Advance* : mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
- ☐ *Intermediate (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa yang terbatas.
- ☐ *Intermediate (upper)*, walaupun masih kesulitan dalam kosakata dan tata bahasa, namun dapat terlibat dalam Menulis.
- ☐ *Advanced*, mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.

2. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran *Reading* dalam bahasa Inggris adalah...

- ☐ a. Teks yang lebih 300 kata.
- ☐ b. Teks yang lebih 300 kata disertai gambar atau diagram.
- ☒ c. Teks yang berkisar antara 200-250 kata

☒ Teks yang berkisar antara 200-250 kata.

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cisar
- d. Teks yang berkisar 200-250 kata dan disertai gambar atau diagram.
 - e. Teks yang berkisar 150-2000 kata.
 - f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram.
 - g. Lain-lain (Tuliskan bila ada)...
3. Dalam *Reading*, Anda lebih suka mengerjakan dengan cara?
- ☒ Individu.
 - b. Berpasangan.
 - c. Kelompok kecil (2-4 orang).
 - d. Kelompok besar (>5 orang).
 - e. Lain-lain (Tuliskan jika ada)...
4. Menurut Anda bacaan seperti apa yang dapat dengan mudah Anda pahami..
- a. Teks Fantasi.
Fairy tale story
 - ☒ Teks Informatif
Article, Journal, News
 - c. Teks Narrative
Novel
 - d. Teks Narrative
Short Story
 - e. Lain-lain (tuliskan bila ada)...
5. Media yang dapat menunjang pembelajaran *Reading* yang Anda sukai adalah...
- a. Audio (rekaman suara, podcast, lagu, dll).
 - b. Visual (gambar dan tulisan).
 - c. Audio visual (Film, video, dll).
 - ☒ Social media (YouTube, Instagram, Facebook, WhatsApp, dll).
 - e. Lain-lain (Tuliskan bila ada).....
6. Jika Anda menggunakan *Reading Web-based* sebagai media, desain seperti apa yang Anda inginkan?
- ☒ Table-table (berisi petunjuk dan langkah-langkah untuk menyelesaikan tugas, dan tugas/aktivitas-aktivitas).
 - b. Grafik/gambar (grafik/gambar yang menggambarkan tugas/aktivitas-aktivitas yang berhubungan dengan text bacaan).
 - c. Lain-lain (Tuliskan bila ada)...

7. Desain materi reading dalam *Web-based* yang *Ideal* menurut Anda adalah..
- a. Halaman dan sampulnya warna-warni.
 - ☒ b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas.
 - c. Setiap *Reading* dilengkapi dengan gambar agar menarik.
 - d. Lain-lain (Tuliskan bila ada).....
8. Jenis gambar yang Anda sukai dalam *Web-based* adalah...
- a. Gambar kartun.
 - ☒ b. Gambar sesuai objek aslinya.
 - c. Lain-lain (Tuliskan jika ada)...
9. Dalam mempelajari *Reading* menggunakan gambar, Anda lebih tertarik pada gambar yang...
- a. *Full color* (warna-warni).
 - b. *Warm color* (merah, orange, kuning, pink).
 - c. *Cool color* (biru, ungu, hijau).
 - ☒ d. *Achromatic color* (putih, hitam, abu-abu).
 - e. Lain-lain (Tuliskan bila ada).
10. Apakah Anda butuh daftar kosakata yang berkaitan dengan teks *Reading* yang Anda baca..
- ☒ a. *Sangat butuh.*
 - b. *Butuh.*
 - c. *Tidak butuh.*
 - d. *Sangat tidak butuh.*
 - e. *Lain-lain (Tuliskan jika ada)...*
11. Dalam pembelajaran *Reading*, *Web-based* seperti apakah yang paling Anda senangi (boleh memilih lebih dari 1)
- ☒ a. Mengerjakan *Web-based* yang berisi bacaan ringan dan menjawab soal perorangan
 - b. Mengerjakan *Web-based* yang berisi bacaan variatif serta menjawab soal secara berkelompok
 - c. Mengerjakan *Web-based* yang berisi bacaan variatif serta mengerjakan soal secara berkelompok yang mengandung unsur games
 - ☒ d. Mengerjakan *Web-based* yang berisi bacaan variatif dan dipadu dengan soal yang bervariasi yang dikerjakan berkelompok, serta aktivitas yang mampu mengasah kemampuan pribadi

- e. Lain-lain (Tuliskan bila ada).....
12. Menurut Anda, bagaimana pengaruh *Web-based* dalam bahasa Inggris terutama pada aspek *Reading*..
- a. Berpengaruh, karena sebagian besar siswa dapat berbahasa Inggris dengan adanya bantuan media pembelajaran.
 - ☒ b. Berpengaruh, karena dengan adanya media pembelajaran reading seperti LKS yang berisi soal dan wacana menarik dapat membantu pemahaman siswa dalam belajar.
 - c. Tidak berpengaruh, karena media pembelajaran hanya berperan pada skill speaking saja.
 - d. Tidak berpengaruh, karena dalam pembelajaran reading kita hanya membaca bacaan saja.
 - e. Lain-lain (tuliskan bila ada).....
13. Model soal seperti apa yang Anda senangi pada pembelajaran reading?
- ☒ a. Multiple choice (Pilihan ganda).
 - b. Fill in the blank (mengisi bagian yang kosong).
 - c. Essay (isian panjang).
 - d. True or false (Benar atau salah).
 - e. Lain-lain (sebutkan bila ada).....

NAMA : Iin Andriani

JUDUL: "DEVELOPING WEB-BASED READING LEARNING MATERIALS FOR
GRADE VIII STUDENTS OF SMP 2 TOWUTI"

" Analisis Kebutuhan (*Need Analysis*) "

A. Identitas Responden

Nama : MUH. A. IKA
Usia : 14
Jenis Kelamin : Laki-laki
Kelas : 8A

B. Petunjuk Pengisian Kuesioner

Jawaban anda merupakan partisipasi anda bagi kami, maka jawablah seluruh pertanyaan dengan lengkap, jujur dan terbuka. Semua jawaban yang anda isikan di dalam lembar angket ini tidak mempengaruhi nilai pada pembelajaran Bahasa Inggris anda. Jika anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Bagaimana tingkat penguasaan *Reading* Anda saat ini?
 - a. *Basic (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa terbatas.
 - b. *Intermediate (upper)*, Meskipun masih mempunyai kesulitan dalam kosakata dan tata bahasa, dapat terlibat dalam Menulis.
 - ☒ c. *Advance* : mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
 - d. *Intermediate (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa yang terbatas.
 - e. *Intermediate (upper)*, walaupun masih kesulitan dalam kosakata dan tata bahasa, namun dapat terlibat dalam Menulis.
 - f. *Advanced*, mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
2. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran *Reading* dalam bahasa Inggris adalah...
 - a. Teks yang lebih 300 kata.
 - ☒ b. Teks yang lebih 300 kata disertai gambar atau diagram.
 - c. Teks yang berkisar antara 200-250 kata.

- d. Teks yang berkisar 200-250 kata dan disertai gambar atau diagram.
 - e. Teks yang berkisar 150-2000 kata.
 - f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram.
 - g. Lain-lain (Tuliskan bila ada)...
3. Dalam *Reading*, Anda lebih suka mengerjakan dengan cara?
- ☒ Individu.
 - b. Berpasangan.
 - c. Kelompok kecil (2-4 orang).
 - d. Kelompok besar (>5 orang).
 - e. Lain-lain (Tuliskan jika ada)...
4. Menurut Anda bacaan seperti apa yang dapat dengan mudah Anda pahami..
- a. Teks Fantasi.
Fairy tale story
 - b. Teks Informatif
Article, Journal, News
 - c. Teks Narrative
Novel
 - ☒ Teks Narrative
Short Story
 - e. Lain-lain (tuliskan bila ada)...
5. Media yang dapat menunjang pembelajaran *Reading* yang Anda sukai adalah...
- a. Audio (rekaman suara, podcast, lagu, dll).
 - b. Visual (gambar dan tulisan).
 - c. Audio visual (Film, video, dll).
 - ☒ Social media (YouTube, Instagram, Facebook, WhatsApp, dll).
 - e. Lain-lain (Tuliskan bila ada).....
6. Jika Anda menggunakan *Reading Web-based* sebagai media, desain seperti apa yang Anda inginkan?
- a. Table-table (berisi petunjuk dan langkah-langkah untuk menyelesaikan tugas, dan tugas/aktivitas-aktivitas).
 - ☒ Grafik/gambar (grafik/gambar yang menggambarkan tugas/aktivitas-aktivitas yang berhubungan dengan text bacaan).
 - c. Lain-lain (Tuliskan bila ada)...

7. Desain materi reading dalam *Web-based* yang *Ideal* menurut Anda adalah..
 - a. Halaman dan sampulnya warna-warni.
 - ☒ b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas.
 - c. Setiap *Reading* dilengkapi dengan gambar agar menarik.
 - d. Lain-lain (Tuliskan bila ada).....
8. Jenis gambar yang Anda sukai dalam *Web-based* adalah...
 - a. Gambar kartun.
 - ☒ b. Gambar sesuai objek aslinya.
 - c. Lain-lain (Tuliskan jika ada)...
9. Dalam mempelajari *Reading* menggunakan gambar, Anda lebih tertarik pada gambar yang...
 - a. *Full color* (warna-warni).
 - b. *Warm color* (merah, orange, kuning, pink).
 - c. *Cool color* (biru, ungu, hijau).
 - ☒ d. *Achromatic color* (putih, hitam, abu-abu).
 - e. Lain-lain (Tuliskan bila ada).
10. Apakah Anda butuh daftar kosakata yang berkaitan dengan teks *Reading* yang Anda baca..
 - a. *Sangat butuh*.
 - ☒ b. *Butuh*.
 - c. *Tidak butuh*.
 - d. *Sangat tidak butuh*.
 - e. *Lain-lain (Tuliskan jika ada)*...
11. Dalam pembelajaran *Reading*, *Web-based* seperti apakah yang paling Anda senangi (boleh memilih lebih dari 1)
 - a. Mengerjakan *Web-based* yang berisi bacaan ringan dan menjawab soal perorangan
 - ☒ b. Mengerjakan *Web-based* yang berisi bacaan variatif serta menjawab soal secara berkelompok
 - c. Mengerjakan *Web-based* yang berisi bacaan variatif serta mengerjakan soal secara berkelompok yang mengandung unsur games
 - d. Mengerjakan *Web-based* yang berisi bacaan variatif dan dipadu dengan soal yang bervariasi yang dikerjakan berkelompok, serta aktivitas yang mampu mengasah kemampuan pribadi

- e. Lain-lain (Tuliskan bila ada).....
12. Menurut Anda, bagaimana pengaruh *Web-based* dalam bahasa Inggris terutama pada aspek *Reading*..
- a. Berpengaruh, karena sebagian besar siswa dapat berbahasa Inggris dengan adanya bantuan media pembelajaran.
 - b. Berpengaruh, karena dengan adanya media pembelajaran reading seperti LKS yang berisi soal dan wacana menarik dapat membantu pemahaman siswa dalam belajar.
 - ☒ c. Tidak berpengaruh, karena media pembelajaran hanya berperan pada skill speaking saja.
 - d. Tidak berpengaruh, karena dalam pembelajaran reading kita hanya membaca bacaan saja.
 - e. Lain-lain (tuliskan bila ada).....
13. Model soal seperti apa yang Anda senangi pada pembelajaran reading?
- ☒ a. Multiple choice (Pilihan ganda).
 - b. Fill in the blank (mengisi bagian yang kosong).
 - c. Essay (isian panjang).
 - d. True or false (Benar atau salah).
 - e. Lain-lain (sebutkan bila ada).....

NAMA : Tin Andriani

JUDUL : "DEVELOPING WEB-BASED READING LEARNING MATERIALS FOR
GRADE VIII STUDENTS OF SMP 2 TOWUTI"

" Analisis Kebutuhan (*Need Analysis*) "

A. Identitas Responden

Nama : Jihan Parisa
Usia : 13 tahun
Jenis Kelamin : Perempuan
Kelas : 8C

B. Petunjuk Pengisian Kuesioner

Jawaban anda merupakan partisipasi anda bagi kami, maka jawablah seluruh pertanyaan dengan lengkap, jujur dan terbuka. Semua jawaban yang anda isikan di dalam lembar angket ini tidak mempengaruhi nilai pada pembelajaran Bahasa Inggris anda. Jika anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Bagaimana tingkat penguasaan *Reading* Anda saat ini?

- a. *Basic (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa terbatas.
- b. *Intermediate (upper)*, Meskipun masih mempunyai kesulitan dalam kosakata dan tata bahasa, dapat terlibat dalam Menulis.
- c. *Advance* : mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
- d. *Intermediate (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa yang terbatas.
- e. *Intermediate (upper)*, walaupun masih kesulitan dalam kosakata dan tata bahasa, namun dapat terlibat dalam Menulis.
- ☒ f. *Advanced*, mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.

2. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran *Reading* dalam bahasa Inggris adalah...

- a. Teks yang lebih 300 kata.
- ☒ b. Teks yang lebih 300 kata disertai gambar atau diagram.
- c. Teks yang berkisar antara 200-250 kata.

NAMA : Tin Andriani

JUDUL : "DEVELOPING WEB-BASED READING LEARNING MATERIALS FOR
GRADE VIII STUDENTS OF SMP 2 TOWUTI"

" Analisis Kebutuhan (*Need Analysis*) "

A. Identitas Responden

Nama : Jihan Parisa
Usia : 13 tahun
Jenis Kelamin : Perempuan
Kelas : 8C

B. Petunjuk Pengisian Kuesioner

Jawaban anda merupakan partisipasi anda bagi kami, maka jawablah seluruh pertanyaan dengan lengkap, jujur dan terbuka. Semua jawaban yang anda isikan di dalam lembar angket ini tidak mempengaruhi nilai pada pembelajaran Bahasa Inggris anda. Jika anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Bagaimana tingkat penguasaan *Reading* Anda saat ini?

- Basic (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa terbatas.
- Intermediate (upper)*, Meskipun masih mempunyai kesulitan dalam kosakata dan tata bahasa, dapat terlibat dalam Menulis.
- Advance* : mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.
- Intermediate (lower)*, mengetahui sedikit kosakata dan penguasaan tata bahasa yang terbatas.
- Intermediate (upper)*, walaupun masih kesulitan dalam kosakata dan tata bahasa, namun dapat terlibat dalam Menulis.
- ☒ *Advanced*, mampu membaca dengan lancar pada sebagian besar topik, dan hanya memiliki sedikit kendala.

2. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran *Reading* dalam bahasa Inggris adalah...

- Teks yang lebih 300 kata.
- ☒ Teks yang lebih 300 kata disertai gambar atau diagram.
- Teks yang berkisar antara 200-250 kata.

- d. Teks yang berkisar 200-250 kata dan disertai gambar atau diagram.
 - e. Teks yang berkisar 150-2000 kata.
 - f. Teks yang berkisar antara 150-200 kata dan disertai gambar atau diagram.
 - g. Lain-lain (Tuliskan bila ada)...
3. Dalam *Reading*, Anda lebih suka mengerjakan dengan cara?
- a. Individu.
 - b. Berpasangan.
 - c. Kelompok kecil (2-4 orang).
 - ☒ d. Kelompok besar (>5 orang).
 - e. Lain-lain (Tuliskan jika ada)...
4. Menurut Anda bacaan seperti apa yang dapat dengan mudah Anda pahami..
- a. Teks Fantasi.
Fairy tale story
 - b. Teks Informatif
Article, Journal, News
 - ☒ c. Teks Narrative
Novel
 - d. Teks Narrative
Short Story
 - e. Lain-lain (tuliskan bila ada)...
5. Media yang dapat menunjang pembelajaran *Reading* yang Anda sukai adalah...
- a. Audio (rekaman suara, podcast, lagu, dll).
 - b. Visual (gambar dan tulisan).
 - c. Audio visual (Film, video, dll).
 - ☒ d. Social media (YouTube, Instagram, Facebook, WhatsApp, dll).
 - e. Lain-lain (Tuliskan bila ada)....
6. Jika Anda menggunakan *Reading Web-based* sebagai media, desain seperti apa yang Anda inginkan?
- a. Table-table (berisi petunjuk dan langkah-langkah untuk menyelesaikan tugas, dan tugas/aktivitas-aktivitas).
 - ☒ b. Grafik/gambar (grafik/gambar yang menggambarkan tugas/aktivitas-aktivitas yang berhubungan dengan text bacaan).
 - c. Lain-lain (Tuliskan bila ada)...

7. Desain materi reading dalam *Web-based* yang *Ideal* menurut Anda adalah..
- Halaman dan sampulnya warna-warni.
 - ☒ Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas.
 - Setiap *Reading* dilengkapi dengan gambar agar menarik.
 - Lain-lain (Tuliskan bila ada).....
8. Jenis gambar yang Anda sukai dalam *Web-based* adalah...
- Gambar kartun.
 - ☒ Gambar sesuai objek aslinya.
 - Lain-lain (Tuliskan jika ada)...
9. Dalam mempelajari *Reading* menggunakan gambar, Anda lebih tertarik pada gambar yang...
- Full color* (warna-warni).
 - Warm color* (merah, orange, kuning, pink).
 - Cool color* (biru, ungu, hijau).
 - ☒ *Achromatic color* (putih, hitam, abu-abu).
 - Lain-lain (Tuliskan bila ada).
10. Apakah Anda butuh daftar kosakata yang berkaitan dengan teks *Reading* yang Anda baca..
- ☒ Sangat butuh.
 - Butuh.
 - Tidak butuh.
 - Sangat tidak butuh.
 - Lain-lain (Tuliskan jika ada)...
11. Dalam pembelajaran *Reading, Web-based* seperti apakah yang paling Anda senangi (boleh memilih lebih dari 1)
- Mengerjakan *Web-based* yang berisi bacaan ringan dan menjawab soal perorangan
 - Mengerjakan *Web-based* yang berisi bacaan variatif serta menjawab soal secara berkelompok
 - ☒ Mengerjakan *Web-based* yang berisi bacaan variatif serta mengerjakan soal secara berkelompok yang mengandung unsur games
 - Mengerjakan *Web-based* yang berisi bacaan variatif dan dipadu dengan soal yang bervariasi yang dikerjakan berkelompok, serta aktivitas yang mampu mengasah kemampuan pribadi

- e. Lain-lain (Tuliskan bila ada).....
12. Menurut Anda, bagaimana pengaruh *Web-based* dalam bahasa Inggris terutama pada aspek *Reading*.
- a. Berpengaruh, karena sebagian besar siswa dapat berbahasa Inggris dengan adanya bantuan media pembelajaran.
 - b. Berpengaruh, karena dengan adanya media pembelajaran reading seperti LKS yang berisi soal dan wacana menarik dapat membantu pemahaman siswa dalam belajar.
 - ☒ c. Tidak berpengaruh, karena media pembelajaran hanya berperan pada skill speaking saja.
 - d. Tidak berpengaruh, karena dalam pembelajaran reading kita hanya membaca bacaan saja.
 - e. Lain-lain (tuliskan bila ada).....
13. Model soal seperti apa yang Anda senangi pada pembelajaran reading?
- a. Multiple choice (Pilihan ganda).
 - b. Fill in the blank (mengisi bagian yang kosong).
 - c. Essay (isian panjang).
 - d. True or false (Benar atau salah).
 - ☒ e. Lain-lain (sebutkan bila ada).....

Lembar Interview Guru Bahasa Inggris

Narasumber :
 Sekolah : SMP NEGERI 2 TOWUTI
 Kelas Observasi : Kelas 8
 Hari/tanggal interview :

1. Bagaimana tingkat kemampuan Bahasa Inggris Inggris murid-murid yang ibu/bapak ajar?

Level kemampuan siswa-siswi di SMP Negeri 2 towuti itu saya katakan 60% kemampuan dari siswa-siswi MTs karena kami terkendala banyak hal mulai dari media intinya.

2. Materi apa yang ibu/bapak gunakan dalam pembelajaran bahasa Inggris?
 Materi yang saya sampaikan ke siswa-siswi itu sebenarnya materi ringan, mulai dari percakapan kemudian grammar kemudian beberapa latihan soal untuk melatih siswa dalam membaca.

3. Teknik apa yang ibu/bapak gunakan dalam pembelajaran bahasa Inggris?
 Karena memang kita disini terpencil yah artinya memang minat belajar siswa kurang, akhirnya saya menggunakan tehnik yang pertama kalau saya ambil materi tentang bacaan descriptive text saya bacakan dulu kemudian saya suruh siswa untuk membaca secara bergantian.

4. Bagaimana aktifitas yang ibu/bapak gunakan dalam pembelajaran bahasa Inggris?
 Aktifitas nya menulis, kemudian latihan membaca, kemudian praktek, menjawab soal. Kalau tadi saya memberikan materi tentang grammar ya ditulis kemudian diberikan beberapa pola setelah itu membuat kalimat latihan dengan satu persatu maju kedepan untuk membuat suatu kalimat.

5. Dalam pembelajaran bahasa Inggris bahan ajar apa yang ibu/bapak gunakan?
 Bahan ajar nya modul, kemudian sebagian saya juga membuka internet.

6. Apakah ibu guru pernah membuat atau menggunakan jenis bahan ajar web-based?
 Untuk bahan ajar Web-based pernah saya terapkan, dan sekarang sekolah kami menerapkan bahan ajar web-site yang mudah untuk siswa.
7. Menurut ibu, apakah pengembangan bahan ajar web-based dapat menunjang pembelajaran yang efektif serta mampu meningkatkan kemampuan bahasa Inggris siswa/siswi?
 Kalau saya pribadi itu justru lebih bagus dan mudah untuk siswa makanya

di sekolah kami menerapkan system seperti itu

8. Kegiatan apa saja yang ibu harapkan dalam penyusunan bahan ajar web-based untuk meningkatkan kemampuan siswa/siswi serta dibutuhkan dalam pembelajaran bahasa Inggris untuk siswa/siswi SMP Negeri 2 Towuti?

Jadi tentang kegiatan siswa-siswi jadi mereka ketika membuat atau melakukan sebuah aktifitas dalam bahasa Inggris itu mereka tidak kesusahan dan tidak kesulitan untuk mencari materinya karena hal-hal yang sering dilakukan mau saya seperti itu.

9. Pada tahap pendahuluan pembelajaran, apa yang ibu lakukan untuk menarik perhatian siswa, dan sekaligus menimbulkan motivasi belajar? Untuk menarik perhatian siswa jadi kita lakukan ice breaking lebih-lebih jika di jam terakhir. Lalu mereview materi-materi dari minggu lalu.

Appendix 5

The Result of

Students'

Perceptions

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : Fauzan Aulia Kadir
 Usia : 13 tahun
 Kelas : 8c
 Jenis kelamin : Perempuan

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan :

- 5 : Sangat Setuju
 4 : Setuju
 3 : Ragu-ragu
 2 : Kurang Setuju
 1 : Tidak Setuju

No.	Pernyataan	1	2	3	4	5
Keseluruhan isi web-based						
1	Apakah web-based yang dikembangkan sudah cukup menarik?				✓	
2	Menurut anda content-content yang disediakan sudah bervariasi?					✓
3	Apakah web-based yang dikembangkan mudah untuk dipahami?				✓	
4	Apakah dengan adanya web-based ini dapat memudahkan anda dalam pembelajaran?				✓	
5	Apakah dengan adanya web-based ini dapat mengembangkan kemampuan membaca anda?				✓	
6	Apakah dengan adanya web-based ini dapat membuat anda nyaman dalam pembelajaran?				✓	
7	Apakah web-based yang dikembangkan sudah sesuai dengan kebutuhan anda?				✓	
8	Apakah web-based yang dikembangkan sudah sesuai dengan keinginan anda?				✓	
9	Apakah worksheet yang dikembangkan sudah sesuai dengan kekurangan anda?					✓
10	Apakah panjang teks dalam worksheet sudah sesuai dengan keinginan anda?					✓

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : FASYA PIRANIA
 Usia : 13 tahun
 Kelas : 8C
 Jenis kelamin : Perempuan

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan :

- 5 : Sangat Setuju
 4 : Setuju
 3 : Ragu-ragu
 2 : Kurang Setuju
 1 : Tidak Setuju

No.	Pernyataan	1	2	3	4	5
Keseluruhan isi web-based						
1	Apakah web-based yang dikembangkan sudah cukup menarik?				✓	
2	Menurut anda content-content yang disediakan sudah bervariasi?				✓	
3	Apakah web-based yang dikembangkan mudah untuk dipahami?				✓	
4	Apakah dengan adanya web-based ini dapat memudahkan anda dalam pembelajaran?				✓	
5	Apakah dengan adanya web-based ini dapat mengembangkan kemampuan membaca anda?				✓	
6	Apakah dengan adanya web-based ini dapat membuat anda nyaman dalam pembelajaran?				✓	
7	Apakah web-based yang dikembangkan sudah sesuai dengan kebutuhan anda?				✓	
8	Apakah web-based yang dikembangkan sudah sesuai dengan keinginan anda?				✓	
9	Apakah web-based yang dikembangkan sudah sesuai dengan kekurangan anda?				✓	
10	Apakah panjang teks dalam web-based sudah sesuai dengan keinginan anda?			✓		

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : MOH. DAMIL
 Usia : 19
 Kelas : 8c
 Jenis kelamin : laki-laki

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan :

- 5 : Sangat Setuju
 4 : Setuju
 3 : Ragu-ragu
 2 : Kurang Setuju
 1 : Tidak Setuju

No.	Pernyataan	1	2	3	4	5
Keseluruhan isi web-based						
1	Apakah web-based yang dikembangkan sudah cukup menarik?				✓	
2	Menurut anda content-content yang disediakan sudah bervariasi?				✓	
3	Apakah web-based yang dikembangkan mudah untuk dipahami?				✓	
4	Apakah dengan adanya web-based ini dapat memudahkan anda dalam pembelajaran?				✓	
5	Apakah dengan adanya web-based ini dapat mengembangkan kemampuan membaca anda?			✓		
6	Apakah dengan adanya web-based ini dapat membuat anda nyaman dalam pembelajaran?				✓	
7	Apakah web-based yang dikembangkan sudah sesuai dengan kebutuhan anda?				✓	
8	Apakah web-based yang dikembangkan sudah sesuai dengan keinginan anda?				✓	
9	Apakah worksheet yang dikembangkan sudah sesuai dengan kekurangan anda?				✓	
10	Apakah panjang teks dalam worksheet sudah sesuai dengan keinginan anda?				✓	

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : Anugrah
 Usia : 14
 Kelas : VIII C
 Jenis kelamin : Laki - Laki

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan :

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Kurang Setuju
- 1 : Tidak Setuju

No.	Pernyataan	1	2	3	4	5
Keseluruhan isi web-based						
1	Apakah web-based yang dikembangkan sudah cukup menarik?				✓	
2	Menurut anda content-content yang disediakan sudah bervariasi?				✓	
3	Apakah web-based yang dikembangkan mudah untuk dipahami?				✓	
4	Apakah dengan adanya web-based ini dapat memudahkan anda dalam pembelajaran?				✓	
5	Apakah dengan adanya web-based ini dapat mengembangkan kemampuan membaca anda?				✓	
6	Apakah dengan adanya web-based ini dapat membuat anda nyaman dalam pembelajaran?				✓	
7	Apakah web-based yang dikembangkan sudah sesuai dengan kebutuhan anda?				✓	
8	Apakah web-based yang dikembangkan sudah sesuai dengan keinginan anda?				✓	
9	Apakah worksheet yang dikembangkan sudah sesuai dengan kekurangan anda?				✓	
10	Apakah panjang teks dalam worksheet sudah sesuai dengan keinginan anda?				✓	

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : FADA RAHMA
 Usia : 13 THN
 Kelas : 8C
 Jenis kelamin : Perempuan

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan :

5 : Sangat Setuju

4 : Setuju

3 : Ragu-ragu

2 : Kurang Setuju

1 : Tidak Setuju

No.	Pernyataan	1	2	3	4	5
Keseluruhan isi web-based						
1	Apakah web-based yang dikembangkan sudah cukup menarik?				✓	
2	Menurut anda content-content yang disediakan sudah bervariasi?				✓	
3	Apakah web-based yang dikembangkan mudah untuk dipahami?				✓	
4	Apakah dengan adanya web-based ini dapat memudahkan anda dalam pembelajaran?				✓	
5	Apakah dengan adanya web-based ini dapat mengembangkan kemampuan membaca anda?				✓	
6	Apakah dengan adanya web-based ini dapat membuat anda nyaman dalam pembelajaran?				✓	
7	Apakah web-based yang dikembangkan sudah sesuai dengan kebutuhan anda?				✓	
8	Apakah web-based yang dikembangkan sudah sesuai dengan keinginan anda?			✓		
9	Apakah worksheet yang dikembangkan sudah sesuai dengan kekurangan anda?				✓	
10	Apakah panjang teks dalam worksheet sudah sesuai dengan keinginan anda?				✓	

Appendix 6

The Result of Teacher Perceptions

KUESIONER EVALUASI UNTUK PENGGUNA (Guru)

A. Data Responden

Nama : PANIDI
 Usia : 46 TAHUN
 Pendidikan Terakhir : S1
 Pengalaman mengajar :

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan :

5 : Sangat Setuju

4 : Setuju

3 : Ragu-ragu

2 : Kurang Setuju

1 : Tidak Setuju

No.	Pernyataan	1	2	3	4	5
Keseluruhan isi Web-Based						
1	Materi yang di sajikan sesuai dengan level/tingkat kemampuan siswa					✓
2	Materi telah sesuai dengan kebutuhan siswa SMP Negeri 2 Towuti					✓
3	Materi yang disajikan sesuai dengan tujuan pembelajaran siswa SMP Negeri 2 Towuti					✓
4	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada teks yang di anggap penting					✓
5	Web-Based yang dikembangkan mampu mendorong siswa untuk aktif dalam proses mandiri					✓
6	Web-Based yang dikembangkan memiliki berbagai variasi soal					✓
7	Web-based yang dikembangkan fokus pada skill reading					✓
8	Web-Based yang dikembangkan tidak banyak menggunakan jenis tulisan					✓
9	Web-Based yang dikembangkan menggunakan jenis huruf yang mudah di baca					✓
10	Input materi secara keseluruhan beragam					✓

11	Input materi menarik dan mudah dipahami						
12	Bahasa yang disajikan mudah dan jelas						✓
13	Bahasa yang digunakan sesuai dengan tingkat kemampuan siswa					✓	
14	Ilustrasi yang diberikan mampu menambah pemahaman informasi yang disampaikan						✓
15	Ilustrasi yang ditampilkan sesuai dengan topik pembahasan					✓	
17	Panjang teks sesuai dengan tingkat kemampuan siswa						✓
18	Sumber teks input keseluruhan sesuai dengan kebutuhan siswa SMP Negeri 2 Towuti						✓
19	Kegiatan pada keseluruhan isi beragam						✓
20	Kegiatan dalam isi mendorong siswa berpartisipasi dalam kegiatan reading di dalam kelas						✓
21	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit					✓	✓
22	Latihan tugas bervariasi meliputi latihan individu, berpasangan dan berkelompok						✓
23	Petunjuk dalam keseluruhan isi mudah dipahami					✓	
Masukan lain :							

Kesimpulan :

Secara umum, pendapat bapak/ibu terhadap bahan ajar (Web-Based) yang dikembangkan :

- Layak
- Layak dengan perbaikan

.....

- Tidak layak

.....

KOMENTAR TERHADAP PRODUK YANG DIKEMBANGKAN

A. Kelebihan

TEKS MUDAH DIPAHAMI OLEH SISWA

B. Kekurangan

PERLU DITAMBAHKAN LAGI CUPATANYA

Towuti, 11. Oktober 2024
Penilai Kelayakan


PANDI

Appendix 7

Documentation







Appendix 10

Surat Keterangan

Telah Meneliti



**PEMERINTAH KABUPATEN LUWU TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 TOWUTI**

Alamat : Jl. Pendidikan, Desa Buntalang, Kec. Towuti, Kab. Luwu Timur Kode Pos 92983, Email : smp2towuti2@gmail.com



SURAT KETERANGAN
No. 423/042/UPT SMPN.02/TWT-LT/X/2024

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 2 Towuti, menerangkan bahwa :

Nama	: IIN ANDRIANI
Nomor Induk Mahasiswa	: 2002020081
Pekerjaan	: Mahasiswa
Program Study	: Pendidikan Bahasa Inggris
Alamat	: Dsn.Rante Angin Ds.Rante Angin Kec. Towuti

Telah selesai mengadakan penelitian di UPT SMPN 2 Towuti, pada tanggal 30 September s/d 11 Oktober 2024, berdasarkan surat izin Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Luwu Timur Nomor : 500.16.7.2/282/PEN/DPMTSP-LT/IX/2024, pada tanggal 25 September 2024 sebagai persyaratan untuk penyusunan skripsi dengan judul :

**“ DEVELOPING WEB-BASED READING LEARNING MATERIALS
FOR GRADE VIII STUDENTS OF SMP NEGERI 2 TOWUTI”**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan agar dipergunakan sebagaimana mestinya.

Towuti, 11 Oktober 2024

Kepala Sekolah

