DEVELOPING READING INSTRUCTIONAL MODULE FOR THE FIRST GRADE STUDENTS FOR ISLAMIC SENIOR HIGH SCHOOL OF MANBA'UL HIKAM PUTAT TANGGULANGIN SIDOARJO

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
SIDOARJO
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In Partial Fulfillment of Requirements For the Degree of Sarjana Pendidikan (S.Pd) in English Education

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(I)

This thesis entitled *Developing Reading Instructional Module for The First Grade Students for Islamic Senior High School of Manba'ul Hikam Putat Tanggulangin Sidoarjo* prepared and submitted by Amanda Amelia Yuni Vera, NIM. 1788203004 has been approved to be examined by the Thesis Board of Examiners.

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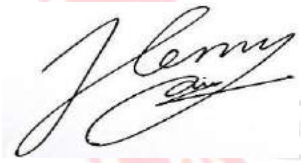

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This thesis entitled *Developing Reading Instructional Module for The First Grade Students for Islamic Senior High School of Manba'ul Hikam Putat Tanggulangin Sidoarjo* prepared and submitted by Amanda Amelia Yuni Vera, NIM. 1788203004 has been approved and examined by the Thesis Board of Examiners. Sidoarjo, October 21th, 2021.

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing and it is true and correct that I did not take any scholarly ideas of work from others dishonestly. That is all the cited works were quoted in accordance with the ethical code of academic writing.

Sidoarjo, October 21th 2021

Amanda Amelia Yuni Vera
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DEDICATION

This thesis is dedicated to:

1. My lord, Allah SWT. Thank Allah for everything that gives to me, guidance, and strength in my life, especially to finish this thesis.
2. My beloved parent, my mother (Enik Susanti), my father (Agus Wijaya), my younger sister (Nurin Fatikah), my younger brother (M. Hamzah Izzul Haq), and also my best friend (Andrian Wahyu Kiswanto) who always help and give support when I was doing this thesis, thanks to always pray, guide, and motivate me to become a better person.
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MOTTO

"Don't expect to get knowledge if you don't want to feel difficult first"

(H. Ahmad Aflah Afriyadi, M.Pd.I)

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Finally, the researcher wishes that this thesis would be useful for the readers and the writer realizes that this thesis is far from being perfect, therefore any criticism and suggestion would gladly be accepted for the improvement of this thesis. Thank you.

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The Researcher

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The Researcher

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ABSTRACT

Vera, Amanda Amelia Yuni. 2021. Developing Reading Instructional Module For The First Grade Students For Islamic Senior High School Of Manba'ul Hikam Putat Tanggulangin Sidoarjo. Thesis. English Education Study Program. STKIP PGRI Sidoarjo. Advisor: 1) Dr. Lailatul Musyarofah, M. Pd. 2) Henry Rio Putranto, M. Pd.

Keywords: *Reading Comprehension, Reading Instructional, Instructional Reading Material, Material Development*

This study is aimed at developing reading instructional module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. Based on the observation done in the preliminary study, the problem of the students in reading comprehension is caused by the existing reading module does not appropriate for student needs. Therefore to overcome the students' problems, the researcher conducts research in developing an appropriate reading instructional module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The main purpose of this research is to improve the students' ability and students' interest in reading comprehension. In the process of need analysis, the researcher chose one class (X MIPA 1) that consist of 30 students. This study uses Design-Based Research (DBR) for its design. The researcher adapts the model from Purwiyanto (2014) to develop the reading material proposed. The procedures of reading module development are as follows: (1) Needs analysis, (2) Writing the Materials, (3) Expert Validation and Revision, (4) Final Product.

ABSTRAK

Vera, Amanda Amelia Yuni. 2021. Pengembangan Modul Pembelajaran Membaca Bagi Siswa Kelas I Madrasah Aliyah Manba'ul Hikam Putat Tanggulangin Sidoarjo. Skripsi. Program Studi Pendidikan Bahasa Inggris. STKIP PGRI Sidoarjo. Pembimbing: 1) Dr. Lailatul Musyarofah, M.Pd. 2) Henry Rio Putranto, M.Pd.

Kata kunci: *Pemahaman Bacaan, Pembelajaran Membaca, Bahan Bacaan Pembelajaran, Pengembangan Materi*

Penelitian ini bertujuan untuk mengembangkan modul pembelajaran membaca untuk siswa kelas I Madrasah Aliyah Manba'ul Hikam Putat Tanggulangin. Berdasarkan observasi yang dilakukan pada studi pendahuluan, permasalahan siswa dalam pemahaman bacaan disebabkan oleh modul bacaan yang ada tidak sesuai dengan kebutuhan siswa. Oleh karena itu untuk mengatasi permasalahan siswa tersebut, peneliti melakukan penelitian dalam mengembangkan modul pembelajaran membaca yang sesuai untuk siswa kelas I Madrasah Aliyah Manba'ul Hikam Putat Tanggulangin. Tujuan utama dari penelitian ini adalah untuk meningkatkan kemampuan dan minat siswa dalam membaca pemahaman. Dalam proses analisis kebutuhan, peneliti memilih satu kelas (X MIPA 1) yang terdiri dari 30 siswa. Penelitian ini menggunakan Design-Based Research (DBR) untuk desainnya. Peneliti mengadaptasi model dari Purwiyanto (2014) untuk mengembangkan bahan bacaan yang diusulkan. Prosedur pengembangan modul bacaan adalah sebagai berikut: (1) Analisis kebutuhan, (2) Penulisan Materi, (3) Validasi dan Revisi Ahli, (4) Produk Akhir.

CHAPTER I

INTRODUCTION

This chapter will present introduction, problem identification, problem limitation, statement of the problem, objectives of the study, specification of the product, significances of the study, assumption, and definition of the key terms.

1.1 Introduction

English is well known as an international language for people from different countries to communicate. It is a language used in science and technologies. It is reflected in the use of English as the main language of books, newspapers, computers, electronic media, business, conferences, airports, music, sport, advertising, and others. Therefore, mastering English is very important for people, especially for the students, they should master four English language skills; listening, speaking, reading, and writing.

Reading is considered as one of the language skills that supporting the development of other skills. As stated by Brown (2001: 313), he believes that reading is treated as one of two or more interrelated skills. It means that reading has a role as a subject matter for the students reading competence that provide opportunities to develop other skills as well.

Reading is also an essential skill for educational and professional success. By reading, students get various kinds of information printed in the form of media. According to Nunan (1991), reading is a process when the reader combining information from a text and their own background

knowledge to build meaning. Although reading is the main part of English skills, the results of research from Kweldju (2001 in Taufik 2014) indicated that the ability of Indonesian students to read English texts was very low. It is still a problem for most Indonesian students although they have studied English from elementary school. Besides that, according to Yeselson (2000 in Taufik 2014) students have problems in reading comprehension, such as they cannot understand the text at all, they misread the text by totally changing its meaning, and they misread the text by taking words and phrases out of context. So this problem makes students become easily frustrated, depressed, and they lose motivation to read because of incomprehension of what they read.

According to Kastaredja, (2008) stated that the results of teaching and learning English in senior high school have not been considered satisfying by parents, professionals as well as university lectures by considering the fact that most senior high school graduates cannot use their English for reading the scientific books or communicate orally. Furthermore, the English National Examination (UN) for senior high school learners is regarded as a hard job. The English test has a lot of reading comprehension tests. This shows that the students need to get lots of portion of learning in order the students can be understood in reading comprehension before the reading English test is done.

1.2 Problem Identification

In accordance with the introduction and based on the preliminary study have been done by the researcher on first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The researcher

conducted observation and survey of the existing module. The researcher gives the students guided questions to identify the weaknesses of the existing module. Several problems related to weaknesses were found. The first problem, the reading module has not an interesting and clear layout. The second problem, the reading module does not provide interesting topics and tasks. The third problem, the reading module does not provide up to date reading topics. The fourth problem, the task in the reading module does not provide clear instructions. The fifth problem, the reading module does not help students to learn more independently. Therefore, the students have low interest in reading comprehension. So that the teachers have difficulties providing and select reading materials that are appropriate for their students' needs. They only use the module from certain publishers and it is a foundation's policy.

Realizing the students' problems above, the researcher wants to solve the problems by developing the reading instructional module to improve students' English reading comprehension. To develop an appropriate reading instructional module which covers the students' need, need analysis is needed to show students' expectation about reading module they want to read. And the researcher also developing the reading instructional modules based on the curriculum. The development of the reading module in the form of the module expects the students can learn independently and actively with a lot of opportunities in the learning process. According to Hutchinson and Waters (1987) stated that the module should have criteria such as it contains interesting texts, fun activities that involve students' thinking abilities,

opportunities for students to use their existing knowledge and skills. In developing this reading module, the researcher adopted the model of development by Purwiyanto (2014). The design is chosen with the consideration that the development model appropriate as a development model to develop the reading instructional module of English.

For those reasons, the researcher wants to develop the English reading instructional module to improve the students' ability and students' interest in reading comprehension.

1.3 Problem Limitation

This study focuses on the process the developing reading instructional module in English as a supplementary in the first semester for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin because the reading module has not an interesting and clear layout, the reading module does not provide interesting topics and tasks, the reading module does not provide up to date reading topics, the task in the reading module does not provide clear instructions, the reading module does not help students to learn more independently. This research is limited only to the process of developing reading comprehension materials without conducting any tryouts on the module because tryouts will be continued in the next research. This research is also limited only to developing reading materials with only doing validating the expert and doing some necessary revision.

1.4 Statement of the Problem

Based on the problem identification, the problems can be formulated as follows:

1. What are the students' needs in the module of reading comprehension?
2. How to develop an appropriate module of reading comprehension for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin in English?

1.5 Objectives of the Study

Based on the statement of the problem above, the objectives of this research are:

1. To know the students' needs in the module of reading comprehension
2. To develop an appropriate module of reading comprehension for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin in English.

1.6 Specification of Product

In accordance with objective of the study, the reading material is accommodated in the interesting reading instructional module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The reading instructional module is developed based on the students' need. Reading passages with topics that are appropriate for the first grade students are provided in the reading module. The topics are interesting and up to date, such as religion, education, technology, teenagers, and hot

issues. Reading passage is also completed by picture illustration that relates to the topic.

To sharpen students' comprehension, the reading module provides various interesting tasks/exercises such as essay, true/false, etc. To gain the targets of reading comprehension, students' reading skills are also employed in the reading module. Therefore, the students are expected to be able to improve the students' ability and students' interest in reading comprehension. Vocabulary building and group work or discussion are also provided in the reading module.

1.7 Significances of the Study

This study has three significances as follows:

1.7.1 For Teachers

It is expected to help the English teacher to get a variety of activities in teaching reading comprehension in Senior High School.

1.7.2 For Students

It is expected to solve the students' problems in mastering English reading comprehension.

1.7.3 For Researchers

It is expected that the result of the research can be referenced for those who want to conduct research in developing reading instructional modules.

1.8 Assumption

This research was conducted by the researcher under the assumption that knowing the student's needs are very important in the module of reading comprehension. Therefore, the researcher wants to develop an appropriate module of reading comprehension for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin in English.

1.9 Definition of the Key Terms

1. **Reading comprehension**

   Reading comprehension refers to the ability to understand the text, message, or other written materials. It is a process of constructing meaning through interaction and involvement with written material by using word and world knowledge. Meanwhile, McNeil (1992) stated that reading comprehension is a process of using one's existing knowledge to get information from the text in order to know about the meaning.

2. **Reading Instructional**

   Reading instruction refers to how the students learn to read from kindergarten to senior grades. It helps the students to acquire strong reading comprehension skills. Meanwhile, Grabe and Stoller (2013) stated that reading instruction aims to develop skilled and strategic readers. Because so many students need to become better readers (e.g., to succeed in English senior high schools, to read textbooks, modules, or journals in the target language for academic or professional purposes, to access information on the Internet).

3. Instructional reading material

Instructional reading material refers to the reading module used in the process of teaching and learning in the first semester for the first grade of Islamic senior high school. It is a written product designed to prepare students to improve their reading comprehension.

4. Material development

Material development refers to the process of developing of reading instructional module based on needs analysis. The reading module is developed to fulfill the students' needs in reading comprehension. The validation of the module is gained from the experts. The model of development is adapted from Purwiyanto (2014), starting from identifying the problem, conducting needs analysis, writing the materials, expert validation and revision, and final product.

CHAPTER II

REVIEW OF RELATED LITERATURE

` In this chapter the researcher presents the definition of reading, reading comprehension, need analysis, a framework for materials development, module, and previous studies.

2.1 Definition of Reading

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. It is the process results from the negotiation of meaning between the text and its reader. Experts define reading in some ways. Harris and Sipay (1980) define reading as a receptive language process. It is a psycholinguistics process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which reader constructs. Similarly, Harmer (1991: 44) states that those skills are reading, listening, speaking, and writing. Reading and listening are called receptive skills, in which people need the ability to receive written or spoken language when they do it.

From the definition of reading above, it can be concluded that reading is not a simple activity, it is a process of interaction between the reader and the text in which the ability to understand what is written in the text is very important.

2.1.1 Reading Purposes

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique

a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. According to Sulistyo (2011:79), with reading purpose, the teachers can design suitable reading tasks related to the reading purpose. Besides that, Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive. Those views imply that reading has important roles in the teaching and learning process.

Therefore, the reader has to know why she or he reads. According to Nunan (1999: 251) suggest that there are seven main purposes of reading: to obtain information for some purposes or because we are curious about some topic, to obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works), to act in play (play game, do a puzzle), to keep n touch with friends by correspondence or to understand business letters, to know when or where something will take place or what is available, to know what is happening or has happened (as reported in newspaper, magazines, reports), and for enjoyment or excitement. Similarly, six academic purposes for reading are also stated by Grabe (2009: 8), they are as follows:

First, reading to search for information (scanning and skimming). Scanning and skimming are search processes to locate some specific information. The combination of scanning (identifying a specific

graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search for information.

Second, reading for quick understanding (skimming). Readers skim when they want to determine what a text is about and whether or not they want to spend more time reading the text. Readers skim when they need to work through many texts and want to make decisions about which texts to focus more attention on. Readers also skim when they are under intense time pressure and need to reach some decisions about the usefulness of the information in a text.

Third, reading to learn. Reading to learn is often carried out in academic and professional settings. Readers read to learn when the information in a text is identified as important and when that information will be used for some task or may be needed in the future. Readers also learn when they read for general comprehension, but the expectations for using supporting information, for creating an organizing frame of reference, and for building a close integration with prior knowledge are not usually assumed.

Fourth, reading to integrate information. Reading to integrate information requires that the reader synthesize information from multiple texts or bring together information from different parts of a long text. Readers often have to decide which aspects to select, prioritize, and highlight, and then create a coherent organizational frame around the full set of information to be synthesized. The key differences from reading to learn are that the reader typically must

evaluate the information and create his or her own organizational structure rather than follow an organizational structure provided by one of the texts.

Fifth, reading to evaluate, critique, and use information. Reading to evaluate, critique, and use information often also represents an increased level of demand and more complex interaction of reading processes. In academic and professional settings, readers are at the time asked to evaluate and critique information from multiple texts, or from one long text, requiring them to make decisions about which aspects of the text are most important, most persuasive, or most controversial.

The last is reading for general comprehension. This is reading that takes place when readers read a novel, an interesting newspaper story or feature article, or a magazine when readers are relaxing. Reading for general comprehension involves a complex set of processes when carried out by fluent readers. It is true that general comprehension processes provide a foundation for other reading purposes, such as reading to learn and reading to evaluate.

2.2 Reading Comprehension

According to Haris and Sipay (1980:8), reading comprehension is the result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. Here the readers try to create meaning intended by the writer. This involves all types of thinking, evaluating, judging, imagining, reasoning, and problem solving.

In accordance with the perspective above, Spears (2000:5) defines reading comprehension as the most important skill in both native and foreign language learning because it demands readers to be actively marked on the paper, working at constructing meaning by using prior knowledge that already exists in the brain. It is not only intellectual meaning may be involved, but also feelings of considerable intensity may be around and emotional attitudes may be profoundly altered through reading. To grasp the meaning, the readers need to bring their previous knowledge and experience to their reading, compare the facts and arguments presented by the author with those of another, and are on the alert for errors in logic.

According to McNeil (1992), reading comprehension is acquiring information from context and combining disparate elements into a new whole. He further states that reading comprehension is a process of using one's existing knowledge to interpret a text in order to construct meaning. There are three aspects that support this definition: a reader needs knowledge of the world to understand new things, a reader needs to be familiar with the variety of the text structure he/she is likely to encounter, and a reader needs to seek the meaning and not only passively rise up from the page. Meanwhile, Nunan (1999) defines that reading comprehension as a process that involves actively constructing meaning among the parts of the text, and between the text and personal experience.

Based on those definitions above, it can be concluded that reading comprehension is a process of grasping information and meaning from

written language including words, sentences, main idea, and supporting ideas of the paragraph with a reader's own prior knowledge and background. It requires a reader or student to read through comprehension, a skill that the students should achieve if they want to be successful readers.

2.3 Needs Analysis

Needs are often described in terms of linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do. According to Brindley (1984: 28), The term 'needs' is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements.

A different perspective comes from Porcher (1977, in Brindley 1984: 29), stated that 'need' is not a thing that exists and might be encountered ready-made on the street. It is a thing that is constructed, the center of conceptual networks and the product of a number of epistemological choices. What is identified as a need is dependent on a judgment. Teachers, learners, employers, parents, and other stakeholders may thus have different views as to what needs are.

2.3.1 Definition of Needs Analysis

Procedures that are used to collect information about learners' needs are known as need analysis. Need analysis as a distinct and necessary phase in planning educational programs emerged in the 1960s as part of the system approach to curriculum development and was part of the prevalent philosophy of educational accountability (Stufflebearn,

McCornick, Brinkerhoff, and Nelson; 1985). A needs analysis was introduced into language teaching through the ESP movement. From the 1960s, the demand for specialized language programs grew, and applied linguists increasingly began to employ needs analysis in language teaching.

Needs analysis produce information that can be used in different ways, for examples; it may provide the basis for the evaluation of an existing program or a component of a program, it may provide the basis for planning goals and objectives for a future program, it may assist with developing tests and other assessment procedures, it can help with the selection of appropriate teaching methods in a subject, it may provide the basis for developing a syllabus and teaching materials for the students.

2.3.2 The Purposes of Needs Analysis

According to Richard (2001:52), need analysis in language teaching may be used for a number of different purposes, for example: To find out what language skills a learner needs in order to perform a particular role, to help determine if an existing course adequately addresses the needs of potential students, to determine which students from a group are most in need of training in particular language skills, to identify a gap between what students are able to do and what they need to be able to do and to collect information about a particular problem learner are experiencing.

2.3.3 Procedures for Conducting Needs Analysis

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. Since anyone source of information is likely to be incomplete or partial, a triangular approach (collecting information from two or more sources) is advisable. Many different sources of information should be sought.

Additionally, Richard (2001) proposes procedures for collecting information during a needs analysis that can be selected from among the following: Questionnaire, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis, case studies, analysis of available information.

2.4 A Framework for Materials Development

Realizing material for language learning is one of the important things for learners' success in mastery of English. A framework for material development is recommended by Tomlinson and Masuhara (2004). They argue that the framework help writers not only to write principled and coherent materials quickly, effectively, and consistently but also to articulate and develop their own theories of language learning and teaching at the same time.

2.4.1 The Model of Development

Some considerations in the model of development stated by Purwiyanto (2014) are needed to be considered, are as follows:

2.4.1.1 Identifying The Problem

Identifying the problem is done to find out information about existing problems.

2.4.1.2 Conducting Needs Analysis

Needs analysis is used to obtain information in the process of developing the product. The needs analysis contains what instruments will be used in the process of needs analysis such as questionnaire, interview and etc.

2.4.1.3 Writing the Material

The writing of materials based on all the information got from the needs analysis. And then, it will be developed based on the curriculum.

2.4.1.4 Expert Validation and Revision

Validating is done by giving the developed materials to the English experts to be commented, and suggested for the completion of the product. The aspects and criteria in the expert validation form cover some points, like the layout, the content of the material, task, language, physical appearance, etc. After conducting validating to the experts, then the researcher revising the material. The material is revised to correct some of the deficiencies found in the validating in order to be better.

2.4.1.5 Final Product

From all the material development that has done. The final product is the result of product development that appropriate with what is expected.

2.5 Module

Modules are a printed teaching material for curriculum packages that are provided to be able to be used by self-learning students so that without the presence of teachers students can learn independently. In line with the statement above, Rosa (2015) states that the module is very helpful for students to learn independently and the module is needed by students as study guides. Additionally, Wibowo (2015) also states that the modules make students learn more systematically.

2.5.1 The Text

According to Fountas and Pinnel (2001), they state that teachers' purpose in preparing instruction and selecting text must move beyond simply learning more about reading, particularly in the case of upper elementary and adolescent readers. Text selection is critical to engaging students in purposeful reading (Guthrie and Davis 2003).

2.5.2 The Tasks

Related to the definition of the task Hutchinson and Waters (1987) define the task as the medium or the vehicle where the content and the language will be learned by the learners. Furthermore, Abdollazade (2008) also defines tasks as instances of communicative language use in which the users' attention is focused on meaning rather than form. The

task should have a sense of completeness. The learner should have an active role in task performance.

The value of tasks in language learning can be placed into two sides of the continuum, (Abdollazade, 2008). On the one side are the language specific goals which the students will mainly be learning the language. In this case, if the students are already proficient in the language area of the task, the task will have little value. On the other hand, even if the students are proficient in the language area of the task, the task will still have some value.

2.5.3 The Layout

The layout is also needed for developing the materials in the module. According to Nunan (1989 in Sholihah 2014), the layout of the materials should be able to arouse motivation, with a lot of pictures to help learners understand better about something they learn. The margins of the paper should be carefully set and the letters should be suitable. The quality of the paper should be guaranteed in order to make it more durable.

2.6 Previous Studies

There are some previous studies in developing reading materials for various levels of students. As conducted by Sholihah (2014) in her thesis entitled *"Developing Instructional Reading Material For Second Semester Students Of English Education Department Of Islamic University Of Malang"*. Her findings show that the existing materials have the topic is not interesting and the reading passages also contain long texts with many

difficult words. Therefore, Developing Instructional Reading Material has a big role in students' reading comprehension. Based on the finding, the proposed materials were developed and then tried out. The final product is presented in the textbook. The subject of the tryout was the second semester students of the English education department of Islamic University of Malang. There are two kinds of instruments that the researcher doing in collecting data information. The first is the students' questionnaire and the second is the result of the interview with the lecturer. Based on the result of the tryout and the questionnaire, some revisions were made: Improvement was made for the content of the material, and the physical appearance of the materials was improved, and comprehension questions were added. Having been revised, the materials are expected to fulfill the requirement of suitable materials for second semester students of the English education department of Islamic University of Malang.

Another research related to the developing reading material was conducted by Taufik (2014) in his thesis entitled *"Developing Reading Instructional Module Through Genre Based Approach For 12th Grade Students of MA Darut Taqwa Purwosari Pasuruan"*. His findings show that the English reading materials do not meet the students' needs, the students have difficulty in understanding text types and grammar structure. Therefore, through Genre Based Approach (GBA), the target of comprehending the text type, function, and generic structure can be gained. Therefore, developing Instructional Reading Material has a big role in students' reading comprehension. Based on the finding, the proposed

materials were developed and then tried out. The final product is presented in form of a module. The subject of the tryout was for 12th grade students of MA Darut Taqwa Purwosari Pasuruan. The researcher got in collecting data information from the students' questionnaire and the interview checklist for the teacher. Based on the result of the tryout and the questionnaire some revisions were made, and after having done the revised, the materials are expected to fulfill the requirement of suitable materials for 12th Grade Students of MA Darut Taqwa Purwosari Pasuruan.

Comparing this development with the previous studies, this study has similar steps in the process of development, especially in the data collection and the result is the final product. However, the special features of this study that different from previous studies are the final product that has presented the reading module for the first semester, and also the tryouts that will be continued in the next research. This reading module provides interesting topics and tasks, provides up to date reading topics, provide an interesting and clear layout, and also can help students to learn more independently.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter describes the method and procedure used to run the research. For this purpose, the chapter presents research design, the model of development, procedure of development, and materials mapping.

3.1 Research Design

The study employs Design-Based Research (DBR) study for its design because the aim of this study is to develop the reading instructional module that is appropriate to the needs of the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. Sugiyono (2010) states that Design-Based Research (DBR) is a research method used to produce the product. To be able to produce the product that is needs analysis is used and validate educational products based on expert judgment. Meanwhile, Barab & Squire (2004) defines Design-based research as a process used in the field of educational research to develop the design of curriculum, syllabuses, textbooks, instructional media, modules, assessment instruments, etc.

Based on those definitions, the researcher concludes that Design-Based Research (DBR) is one of the research designs which aim to develop the educational product based on needs analysis and validation of the educational product is based on experts.

3.2 The Model of Development

In Design-Based Research (DBR), there are some research design procedures. The researcher adapts the model from Purwiyanto (2014) shows

that the process of Design-Based Research (DBR) involves several steps as follows: Identifying the problem, Conducting Needs Analysis, Writing the Materials, Expert Validation and Revision, and Final Product.

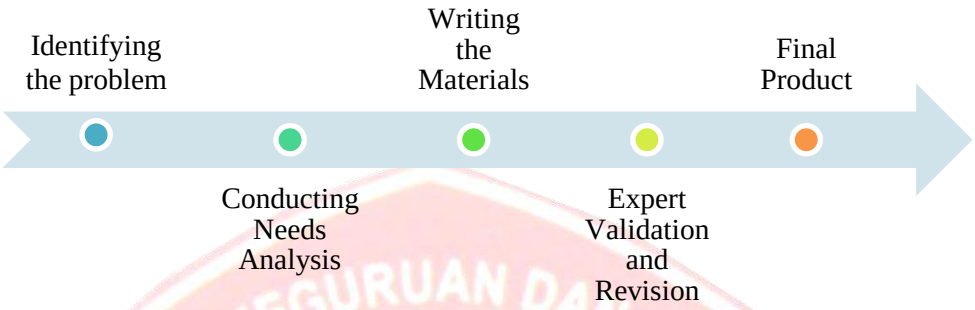

Figure 3.2: Model of Development by Purwiyanto (2014)

Before developing reading instructional module, the researcher starts with identifying the students' problem, after realizing the problems the researcher tries to solve the problem by studying theory related to the problem. Then, needs analysis is conducted to find the needs of the students. The result of conducting needs analysis is developed into the reading instructional module. Then, the reading instructional module is validated by the experts and after it is validated the reading instructional module is need revision for material improvement. And the last, the final product is published.

3.3 Procedure of Development

The procedure of development in this study as follows: Needs Analysis, Writing the Materials, Expert Validation and Revision, and Final Product.

3.3.1 Needs Analysis

Definition of needs is very dependent on the purpose of analysis but all take the student as a focus of analysis. The objective is to obtain

as much information as possible about the students' needs and the teacher's expectations of reading module development.

The subjects of the needs analysis are the students and the English teacher who teaches in the first grade for Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. For the students, the researcher chooses one class (MIPA 1) of five classes (MIPA 1, MIPA 2– IPS1, IPS2, IPS3). The subject of this study is 30 students are gathered in one class and involved in the process of obtaining information and need analysis. Actually in this class is 32 students, but 2 students were absent. The instruments used in the process of a needs analysis are students' questionnaires and the interview guide with the English teacher. The result of data collection would be analyzed descriptively.

3.3.1.1 Questionnaire

The questionnaire is one of the most general instruments used. The questionnaire is used to obtain the necessary information from the students' needs, the researcher giving the questioner to 30 students of the first grade in the class (MIPA1) of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin Sidoarjo. In this study, the researcher uses a structured questionnaire that contains a set of structured items and the respondents choose from a limited number of responses.

In the process of need analysis, there are two kinds of students' questionnaires that have different purposes. First, it is

used to evaluate the existing module. The questionnaire asks about the specification of the existing module and identifies the weakness of the existing module.

The second questionnaire is used to show students' expectations about reading module development that appropriates for the students' needs. The questionnaire contains about what kinds of aspects should choose the students to use in the development instructional reading module. This questionnaire is presented in Appendix IV.

3.3.1.2 Interview

In this study, the researcher conducts an interview with the English teacher who teaches in class (MIPA1) of the first grade Islamic senior high school of Manba'ul Hikam Putat Tanggulangin Sidoarjo. The researcher uses interviews with structured questions as an instrument to get detailed information for the needed analysis. There are two main issues in the process of the interview. The first is about the evaluation of the existing module and the second is about the teachers' expectation of reading module development. The guided questions of the interview are presented in Appendix V.

3.3.2 Writing the Materials

The researcher developing reading instructional module based on all information obtained from the need analysis. The first stage of writing material is compiling materials and sequencing them as need

analysis suggests. The selection of the text that will be presented in the reading instructional module must be related to the results of needs analysis, especially about the topics. Second, the researcher started to create some tasks/activities related to the topic. The material also will be selected from many sources. It will be developed based on the curriculum. The product expected an appropriate reading instructional module for the first grade Islamic senior high school students of Manba'ul Hikam Putat Tanggulangin Sidoarjo in the first semester.

3.3.3 Expert Validation and Revision

After the materials are developed, the material will be validated by experts. The aim of expert validation is to get some comments and suggestions about some aspects. The aspects and criteria in the expert validation form physical appearances, the content of the product, etc. In this process, there were two experts in validating this reading instructional module. Each expert had twice validation, many aspects in the form of validation that needed to be evaluated. The experts should have experience in teaching and learning English. In this research, the experts are the English teacher who teaches in the first grade student of Islamic senior high school and the lecturer who lectures in reading subjects. After the experts give comments and suggestions, the researcher revises the reading instructional module to be better and appropriate for the student's needs. The validation form is presented in Appendix VI.

3.3.4 Final Product

After all done, the final product is the developing reading instructional module in the first semester for the first grade students for Islamic senior high school of Manba'ul Hikam Putat Tanggulangin Sidoarjo. The researcher gives entitled the module is "Find Your Knowledge with Reading" because the goal of this module to improve students' English reading comprehension.

3.4 Materials Mapping

The result of need analysis becomes a base on how the researcher writes what content will be for the materials. The materials write about how many reading units will be developed in the material mapping. The result of material mapping could be seen in Table 1.

Unit and Topic	Activities	Learning Goal
Unit 1: Introduction about self	• Reading • Comprehension Questions and Discuss • Read and Identify • Vocabulary Builder	• Understand the expressions used in asking and giving self-introduction and family relationship • Understand how to ask and give information about self introducing and family relationship
Unit 2: Congratulating and complimenting others	• Reading • Comprehension Questions and Discuss • Read and Identify • Vocabulary Builder	• Understand the expressions of congratulating and complimenting others • Understand how to congratulate and compliment others with the responses
Unit 3: Intentions	• Reading • Comprehension Questions and Discuss • Read and Identify • Vocabulary Builder	• Understand the expressions of used in asking and giving self-introduction and family relationship • Understand how to ask and give information about self introducing and family

		relationship
Unit 4: Tourism places in Indonesia	• Reading • Comprehension Questions and Discuss • Read and Identify • Vocabulary Builder	• Understand descriptive texts with social function, text structure, and language elements • Understand the information in descriptive texts
Unit 5: Tourism places in the world	• Reading • Comprehension Questions and Discuss • Read and Identify • Vocabulary Builder	• Understand descriptive texts with social function, text structure, and language elements • Understand the information in descriptive texts
Unit 6: Announcement	• Reading • Comprehension Questions and Discuss • Read and Identify • Vocabulary Builder	• Understand announcement texts with the social function, text structure, and language elements • Understand the information in announcement text

Table 1

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research findings show how the researcher developing reading instructional module and the result of the development. It covers needs analysis, materials development, expert validation and revision, and final product.

4.1 Needs Analysis

There were three kinds of information that the researcher got in collecting data information. The information was so useful in designing the materials. The first data was the students' questionnaire about the evaluation of the existing module, the second data was the students' questionnaire about students' expectations about reading module development, and the third data was the result of the interview with the English teacher.

In the process of need analysis, the researcher chooses one class (MIPA1) of five classes (MIPA1, MIPA2–IPS1, IPS2, IPS3), and the class consists of 32 students but 2 students were absent.

4.1.1 The Result of the Questionnaire about the Students' Evaluation of the Existing Module

To find the students' problems in the use of the existing module, and to identify the weakness of the existing module, 30 students were asked to fill a guided questionnaire about the evaluation of the existing module. The questionnaire consists of eight questions that cover some criteria, such as whether the

reading module is appropriate for student needs, the reading module helps students to learn more independently, the reading module provides interesting topics and tasks, etc. The results of the questionnaire are the following:

Weaknesses of the Existing Module

Rank	Weaknesses' criteria
I	The reading module has not an interesting and clear layout
II	The reading module does not provide interesting topics and tasks.
III	The reading module does not provide up to date reading topics.
IV	The task in the reading module does not provide clear instructions.
V	The reading module does not help students to learn more independently

Table 2

According to the result of the evaluation of the existing module, there were the top five weaknesses' criteria of the existing module. Those criteria were important things taken by the researcher in the development reading instructional module. Those five weaknesses' criteria would be improved in the development of materials. To know the result of the students' questionnaire about the evaluation of the existing module was presented in Appendix VII.

4.1.2 The Result of the Questionnaire about the Students' Need in Reading Module Development

To know the student's expectations in the reading module development, 30 students were asked to fill a questionnaire about the students' expectations of reading module development. The questionnaire consists of eight questions. The results of the questionnaire are the following:

Result of Students' Questionnaire about the Expectation of Reading Module Development

No	Questions	Strongly Agree		Agree		Disagree		Strongly Disagree	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
1	Reading comprehension is very important to mastering	18	60	10	33	2	7	-	-
2	Students need an appropriate reading module	17	56	13	43	-	-	-	-
3	The reading module should provide an interesting and clear layout	18	60	12	40	-	-	-	-
4	The reading module should provide by picture illustration	15	50	10	33	4	14	1	3
5	The picture illustration should clear and colorful	15	50	12	40	2	7	1	3
6	The reading module should provide up to date reading topics and interesting tasks	21	69	9	30	-	-	-	-
7	The tasks in the reading module should provide clear instructions	20	66	10	33	-	-	-	-
8	The reading module should provide vocabulary (English to English)	5	17	10	33	11	36	4	14

Table 3

Based on the table above, questions 1 and 2 showed that reading comprehension is very important to master by the students. And the students need an appropriate reading module to help them mastering reading comprehension easily. It was shown by 18 students or 60% of students strongly agree that reading comprehension is very important to mastering. Then, 17 students, or 56% of students strongly agree that they need an appropriate reading module.

Questions 3, 4, and 5 indicated that how important the physical appearance of the reading instructional module is. The layout of the reading module was important to be regarded by researchers because it could make the reader be interesting and enjoy the reading module. It was shown by the result that 18 students or 60% strongly agree that the reading module should provide an interesting and clear layout. Then, 15 students, or 50% of students strongly agree that the reading module should be completed by picture illustration and they must be clear and colorful.

Question 6 and 7 were related to the topics and tasks provided in the reading module. The results indicated that the reading module should provide up to date reading topics and the tasks should be interesting. It was shown by the result that 21 students or 69% of students strongly agree that the reading module should provide up to date reading topics and interesting tasks.

Then, 20 students, or 66% of students strongly agree that the tasks in the reading module should provide clear instructions.

And question 8 indicated that the reading module doesn't should provide vocabulary (English to English) in order to improve student's vocabulary. The results show that 11 students or 36% of students disagree that the vocabulary (English to English). They more agree if the vocabulary (English to Indonesia). But, 10 students or 33% of students agree that the reading module should provide vocabulary (English to English). Therefore, related to the student's needs, the researcher added the vocabulary (English to Indonesia) in the reading module, and the researcher also added the vocabulary (English to English) only in some chapters. So, that vocabulary can be used to support their reading. To know the result of students' questionnaire of students' expectation about reading module development, it was presented in Appendix VIII.

4.1.3 The Result of Interview with the Teacher

In the developing reading instructional module, the researcher needed suggestions and opinions from the teacher. The researcher used structured interviews in the process of getting information from the teacher. The question covered some criteria about the expectation of the teacher in the developing reading instructional module for the first grade students and the weaknesses of the existing module that should be improved.

According to the teacher, students' interest in reading comprehension is low. Therefore, students need appropriate reading modules to improve their reading comprehension.

The teacher explained that the existing module they used in the teaching process is good especially in reading but the reading module is not up to date, the layout is not interesting and clear, the topics of the reading module also not interesting to read, and the content of the reading module just color black and white (like picture illustration). The teacher expectation in development of reading instructional module in the first semester for the first grade students of senior high school, the researcher should provide the topics of the reading module is up to date, the layout is interesting and clear, the task/exercises are interesting (like invite students to active and creative), and there are vocabularies (English to English) to improve their reading comprehension.

Based on the teachers' suggestion, the topics of the reading module can get about religion, education, technology, teenagers, and hot issues. In the process, the researcher should develop of reading instructional module is not just from the book but also from various sources. The researcher also should provide interesting tasks that are effective for the students like can create students thinking and involve then discuss among students. To know the result of the interview with the teacher, it was presented in Appendix IX.

4.2 Materials Development

The result of the need analysis became a base on how the researcher develops the material. What content would be for the materials and how many units would be developed in the reading module.

The materials involved in this reading instructional module were related to the students' needs. At the first, the researcher collected many sources from the internet and certain book. Then, the researcher filtered and selected the appropriate material based on students' needs in the need analysis.

Collecting interesting picture illustrations was also done by the researcher. The pictured illustration was colorful and was related to the topics. It would complete the texts or passages in the reading module. It would make the students more interesting and enjoyable when reading instructional modules.

After the researcher selected reading passages and beautified them with picture illustrations on each unit, the researcher started to create some tasks and activities that relate to the unit. By considering the need analysis about interesting tasks, the researcher developed some of the tasks and activities to be done by the students to sharpen students' reading comprehension in each unit. Other tasks were also provided in the reading module to make the students involved in discussion or group work, such as Read and Identify.

The vocabulary training was also added by the researchers to supported students' understanding of the reading text. In this part, the

discussion would concentrate on the meaning of difficult words that the students need to know, the words were taken from the text itself. In the reading module, it was recognized as Vocabulary Builder. After all the steps were done, the developed materials were ready to evaluate by the experts.

4.3 Expert Validation and Revision

To make the product of the reading module better, the suggestion from the expert was important. There were two experts in validating this reading instructional module. Each expert had twice validation, many aspects in the form of validation that needed to be evaluated.

The first expert is the English teacher who teaches in the first grade student of Islamic senior high school and the second expert is the lecturer who lectures in reading subjects. These experts contributed a precious suggestion to make the reading module eligible.

4.3.1 Expert Validation

In this process, the reading module was distributed to the experts. The researcher explained generally how the way the experts give their judgments. Then, the experts read and checked it accurately by giving a checklist based on the guided scale given in the validation form. Comments for revision and suggestions were also filled in for the improvement of the reading instructional module.

The first expert was conducted by Mulyanti Suhartinah, M.Pd. She graduated from the English Education Department of the Muhammadiyah University of Malang. Then, the Graduate Program of English Education Department of the Muhammadiyah University of Malang.

From the first validation of the expert, according to her evaluation, there were still some aspects to be revised especially in physical appearances such as cover design, title, and letter. However, the experts gave 'good' points for some aspects such as layout is interesting and clear, typing and spacing are clear and neat, the picture illustration is clear and colorful, task/exercises are appropriate, easily, and encourage the involvement of the students, instruction is clear, appropriate, and easy to understand, coverage of material is relevant to the students' needs and interests, the content of the material is clear and appropriate, language is suitable with the students' level and easy to understand. Besides that, the experts gave 'excellent' points for some aspects such as topics that are appropriate to the students' needs and interests and topics is up to date.

From the second validation of the expert, according to her evaluation, she had a different judgment from the first validation. She gave 'good' points for some aspects such as cover design, title, and letter. Besides that, she gave 'excellent' points for some aspects such as typing and spacing are clear and neat, picture illustration is

clear and colorful, task/exercises are appropriate, easily, and encourage the involvement of the students, language is suitable with the students' level and easy to understand.

The second expert was conducted by Khurin 'In S.S., M.Pd. She graduated from the English Education Department of the State University of Malang. Then, the Graduate Program of English Education Department of the State University of Malang.

In relation to the first expert, according to her evaluation, there were still some aspects to be revised in physical appearances such as cover design and title. She had a different judgment from the first expert in the first validation for some aspects such as spacing, the picture illustration, task/exercises are appropriate, easily, and encourage the involvement of the students. Besides that, She gave 'good' points for some aspects such as letter, topics that are appropriate to the students' needs and interests and topics is up to date.

In relation to the first expert, according to her evaluation, she had a different judgment from the first expert in the second validation for some aspects such as the title of cover design, letter, task/exercises encourage the involvement of the students, instruction is clear, appropriate, and easy to understand, the content of the material is clear and appropriate. Besides that, she gave 'good' points for some aspects such as language is suitable with the students' level and easy to understand.

4.3.2 Revision

The next procedure in the development was revising the product based on the experts' evaluation and suggestions. All of the suggestions given by experts in the development were very precious for the researcher to the improvement of the materials. The researcher did what experts suggested to make the revised materials better than before.

Although there was different judgment in evaluating the physical appearance of the reading module between the experts, the researcher had to revise some aspects in the physical appearance. The researcher made a significant effort to change the necessary appearance to be more interesting than before.

In the first revision, the researcher had to revise some aspects of the physical appearance such as the cover design, the title, and the letter. The changes were first made to the cover design. In the cover design, there is not center found. So, the researcher must revise the cover design to be better and more interesting. Second, the title of the reading module is not interesting. So, the researcher must find the title as interest as possible. Third, the letter of the reading module must more clear and appropriate. So, the researcher must revise the letter better. The improvement had also been made for the physical appearance and the content of the material. The researcher must improve the layout in order to be more clear and interesting. And then, the researcher

also must improve the task/exercise in order to make the creative thinking of the students.

The second revision is done after the reading instructional module is checked by the experts again. Therefore, it is sure that the material is revised based on the evaluation from the experts. In the second revision, the researcher did not get revised from the experts. Because the required revision gained from the experts had been accomplished. The researcher only had got comments/suggestions for improvement from the experts. The first expert said that overall the development of the reading instructional module so far so good, almost perfect. The first expert hopes the researcher suggests improving the reading instructional module in other skills such as listening, speaking, and writing. But, this research is limited only to developing reading instructional modules. Meanwhile, the second expert said that the reading instructional module was better than the first revision. Finally, feedback from the experts is used as the basis to create the final version of the reading instructional module. The result of the validation form could be seen in Appendix X.

4.4 Final Product

The final product of these developments was collected in the attractive reading module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The reading module is completely arranged after being validated by the expert. The researcher

entitled the module "Find Your Knowledge with Reading" because this module leads the students to improve students' reading comprehension. The module contained six unit topics.

The reading module is developed based on the students' needs. Interesting reading passages with various and beneficial topics that are appropriate for the first grade students of Islamic senior high school are provided in the reading module. The topics are related to religion, education, technology, etc. Reading passage is also completed by picture illustration that relates to the topic.

To sharpen students' comprehension in reading the text, the reading module provides various exercises or tasks such as essay, true/false, etc. To gain the targets of reading comprehension, students' reading skills are also employed in the reading module. The students are expected to be able to improve students' thinking. Vocabulary building is provided to enrich students' vocabulary. To know the result of the final product, it was presented in Appendix XI.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study. The conclusion explains the characteristics, the strength of the product, and the limitation of the study. Meanwhile, suggestions are given to the teacher and the further researcher.

5.1 Conclusion

This study discusses developing reading instructional module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. Based on the development, it can be inferred that developing appropriate instructional reading material for the students has an important role in increasing students' interest in reading English and overcoming students' problems in reading comprehension. Appropriate reading material means that the material which covers students' need and it is employed by conducting need analysis.

The final product of the development is a reading module entitled "Find Your Knowledge with Reading". It contains six unit topics, such as religion, education, technology, teenagers, and hot issues. It is also completed by various exercises, activities, and picture illustrations. The reading module is developed based on the result of expert validation. Many revision has been made according to the judgment and comments from the two experts, such as physical appearance and content of the material.

The strength of the module is that it is completed with up to date reading topics and interesting tasks therefore students can try and do exercises to sharpen students' minds in reading comprehension. The topics are appropriate for the student's needs. At the beginning of each chapter, the students are welcomed by pre-reading activities so that the students easily understand what they learn in the chapter.

However, the researcher realizes the weakness in the process of development. The researcher did not ask the graphic designer to evaluate the physical appearance of the reading module.

5.2 Suggestions

There are some points considering for those who want to develop the reading instructional module in this study or who want to do a similar study. Suggestions in this development highlight two major points suggestions for teachers and suggestions for the next researchers.

5.2.1 Suggestions for Teachers

In the use of the instructional reading module, the teachers are suggested to be more creative in using the materials, especially in giving a variety of activities in teaching reading comprehension. The teachers are also suggested to give motivation to the students and improve students' interest in studying reading comprehension.

5.2.2 Suggestions for Further Researchers

As stated at the goal of this study that it is intended to develop the reading instructional module for the first grade students

of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin, the researcher suggests for further researcher conduct similar studies for different levels with more various topics and exercises. The researcher also suggests that further researcher conduct a more complete and perfect evaluation.

SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
STKIP
PGRI
YAYASAN PEMBINA LEMBAGA PENDIDIKAN TINGGI
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APPENDIX I

CONSULTATION CARD

SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
STKIP PGRI SIDOARJO
Terakreditasi BAN-PT KEMENDIKNAS
Alamat: Jl. Kemiri Sidoarjo Telp.(031) 8950181/Faks. 8071354
Website: http://www. stkippgri-sidoarjo.ac.id. Email: info@stkippgri-sidoarjo.ac.id

KARTU BIMBINGAN SKRIPSI

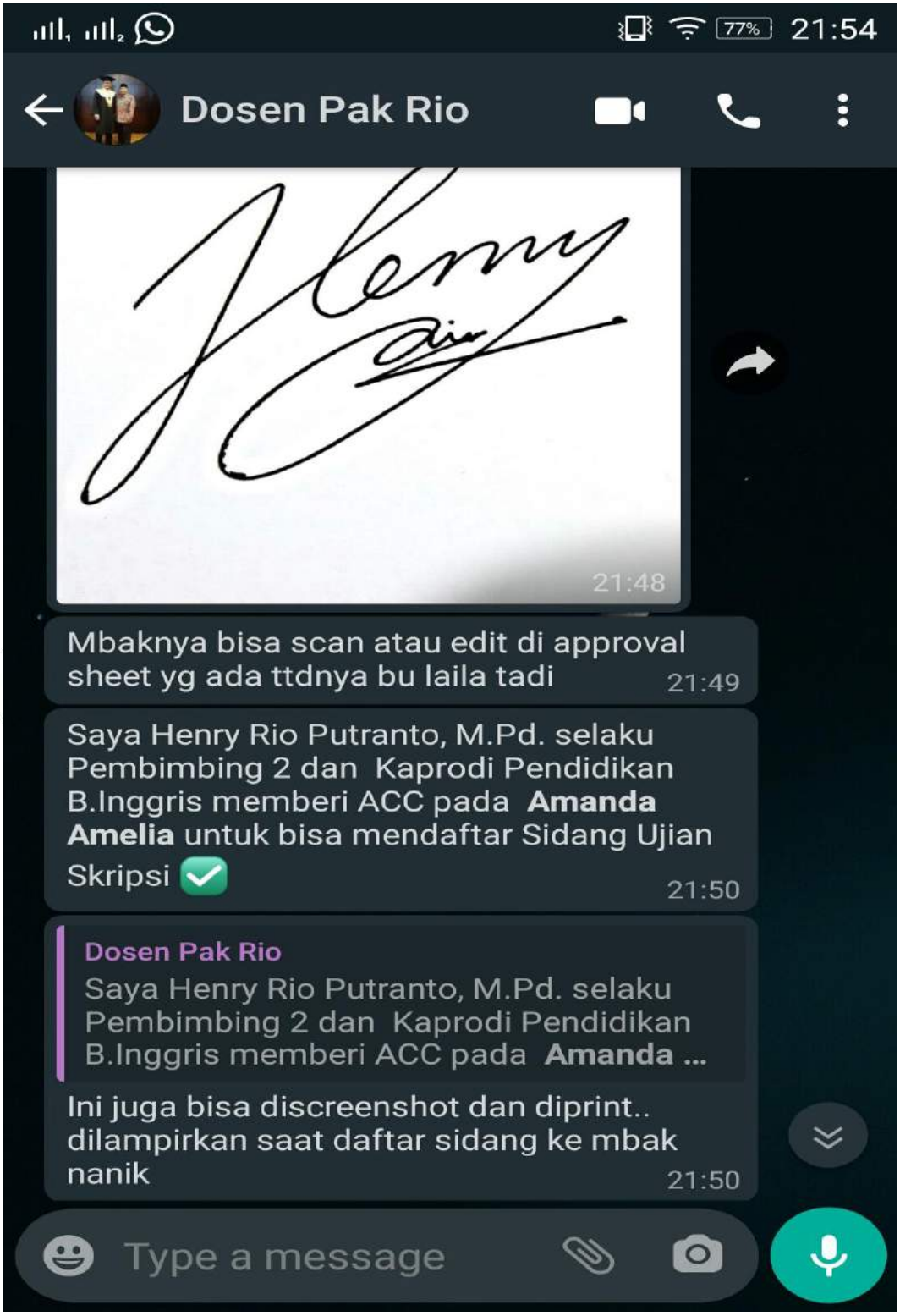
Nama : Amanda Amelia Yuni Vera
NIM : 1788203004
Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : Developing Reading Instructional Module for the first grade students for Islamic Senior High school of Manba'ul Hikam Putat Tanggulangin
Pembimbing I : Dr. Lailatul Musyarofah, M. Pd
Pembimbing II : Henry Rio P, M. Pd

Pengumpulan Data & Penulisan Laporan

No.	Tanggal	MATERI BIMBINGAN	Paraf Pembimbing I	Paraf Pembimbing II
1		Revisi Bab 3		
2		Bab 4		
3		Revisi dan Acc Bab 4		
4		Bab 5		
5		Revisi dan Acc Bab 5		
6		Appendix		
7		Final Thesis		
8				
9				
10				
11				
12				

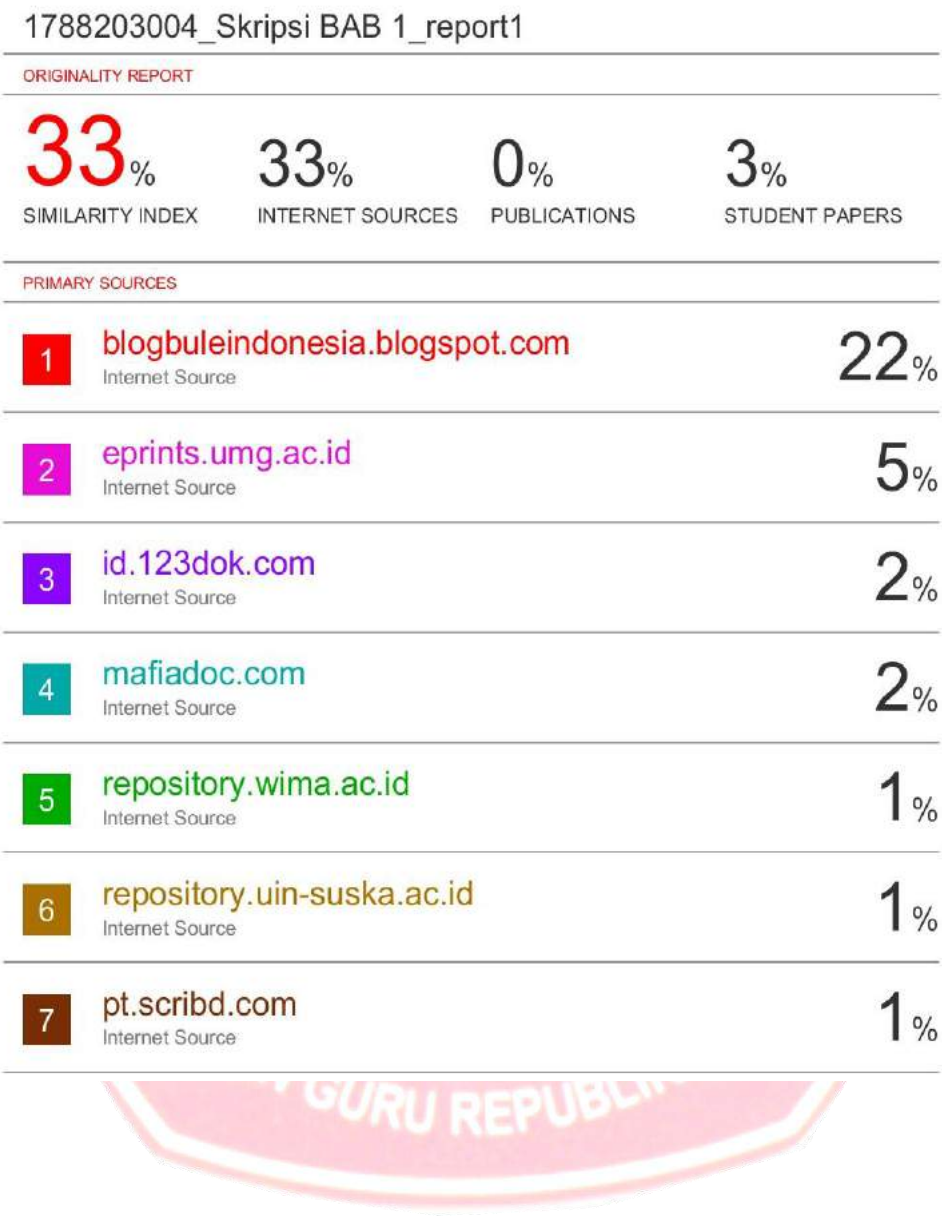
Catatan
1. Pembimbing / Penguji :
2. Setiap Bimbingan Kartu Harap dibawa

Mengetahui Kaprodi, (.....)
Pembimbing II, (.....)
Pembimbing I, (Laila.....)


21:54
Dosen Pak Rio
21:48
Mbaknya bisa scan atau edit di approval sheet yg ada ttdnya bu laila tadi 21:49
Saya Henry Rio Putranto, M.Pd. selaku Pembimbing 2 dan Kaprodi Pendidikan B.Inggris memberi ACC pada **Amanda Amelia** untuk bisa mendaftar Sidang Ujian Skripsi 21:50
Dosen Pak Rio
Saya Henry Rio Putranto, M.Pd. selaku Pembimbing 2 dan Kaprodi Pendidikan B.Inggris memberi ACC pada **Amanda** ...
Ini juga bisa discreenshot dan diprint.. dilampirkan saat daftar sidang ke mbak nanik 21:50
Type a message

APPENDIX II

PLAGIARISM REPORT



1788203004_Skripsi BAB 1_report1

ORIGINALITY REPORT

33%	33%	0%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	blogbuleindonesia.blogspot.com Internet Source	22%
2	eprints.umg.ac.id Internet Source	5%
3	id.123dok.com Internet Source	2%
4	mafiadoc.com Internet Source	2%
5	repository.wima.ac.id Internet Source	1%
6	repository.uin-suska.ac.id Internet Source	1%
7	pt.scribd.com Internet Source	1%

1788203004_Skripsi Bab 4_Report1

ORIGINALITY REPORT

4%	3%	2%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Islam Malang Student Paper	1%
2	serbaskripsilengkap.blogspot.com Internet Source	1%
3	eprints.umm.ac.id Internet Source	1%
4	eprints.iain-surakarta.ac.id Internet Source	1%
5	eprints.walisongo.ac.id Internet Source	<1%
6	Pelamonia, Johanes, and Aloysius Duran Corebima. "Syllogistic Reasoning and Cognitive Bias of Senior High School Students in Ambon, Indonesia", Indian Journal of Science and Technology, 2015. Publication	<1%

1788203004_Skripsi Bab5_Report1

ORIGINALITY REPORT

7%	7%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repo.iain-tulungagung.ac.id Internet Source	4%
2	jurnal.radenfatah.ac.id Internet Source	3%

APPENDIX III

SYLLABUS

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **X/Ganjil**

Tahun Pelajaran : **2020 / 2021**

KOMPETENSI DASAR	INDIKATOR	MATERI	KEGIATAN
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan	• Mampu memahami dan menanggapi struktur teks • Memahami unsur kebahasaan - Simple present - Subject and pronoun - Kata ganti possessive - Nominal singular and plural • Mampu mendeskripsikan diri sendiri dan kluarga	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonaldengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: *be, have, go, work, live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive *my*,	- Siswa menyimak beberapa contoh deskripsi terkait jati diri dan hubungan keluarga - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks deskripsi terkait jati diri dan hubungan keluarganya - Membuat contoh tentang deskripsi jati diri masing-masing - Melakukan refleksi tentang proses dan hasil belajarnya

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		*your*, *his*, dsb. - Kata tanya *Who*? *Which*? *How*? Dst. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapinya, sesuai dengan konteks penggunaannya 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan	• Mampu memahami dan menanggapi struktur teks • Memahami unsur kebahasaan - Ucapan selamat dan memuji - Nominal singular and plural • Mampu berinteraksi	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca,	- Siswa menyimak beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) - Bertanya jawab untuk mengidentifikasi ungkapan pemberian selamat dan pujian serta tambahannya, dan mengidentifikasi persamaan dan perbedaannya - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar

menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI	
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*) 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Mampu memahami dan menanggapi struktur teks • Memahami unsur kebahasaan - Modal - Nominal singular and plural • Mampu berinteraksi	• Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan - Ungkapan pernyataan niat yang sesuai, dengan modal *be going to, would like to* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengantampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Mampu mengidentifikasi, sifat, dan fungsi • Memahami unsur kebahasaan - Kosakata - Adverbial - Kalimat deklaratif dan interogatif - Nomina singular dan plural • Mampu mendeskripsikan tempat dan bangunan yang ada di Indonesia	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbial terkait sifat seperti *quite*, *very*, *extremely*, *dst.* - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

		bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Mampu mengidentifikasi, sifat, dan fungsi • Memahami unsur kebahasaan - Kosakata - Adverbial - Kalimat deklaratif dan interogatif - Nomina singular dan plural • Mampu mendeskripsikan tempat dan bangunan yang ada di dunia	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbial terkait sifat seperti *quite, very, extremely, dst.* - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca,	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain,

		dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (*announcement*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (*announcement*) 4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (*announcement*), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks,	• Mampu memberi istilah, informasi dan menanggapi gambar • Memahami unsur kebahasaan - Announcement - Nominal singular and plural • Mampu membuat pemberitahuan dalam text agar lebih menarik.	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.

dan unsur kebahasaan, secara benar dan sesuai konteks		termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	

Tanggulangin, Juli 2020

Mengetahui,

Kepala Sekolah MA Manba'ul Hikam

Hj. Anik Zahrotin Ni'mah, S.E.
NIP/NRK

Guru Mata Pelajaran

Mulyanti Suhartinah, M.Pd.
NIP/NRK

APPENDIX IV

QUESTIONNAIRE

EVALUATION OF THE EXISTING MODULE

This questionnaire is aimed to evaluate the existing module and indicate the students' problems in line with the use of the existing module
Please check the box indicating your choice for each item to evaluate the existing module

Scale:
4 : Strongly Agree
3 : Agree
2 : Disagree
1 : Strongly Disagree

The Characteristic of Existing Module	Frequency			
The reading module appropriate for students needs	4	3	2	1
The reading module helps students to learn more independently	4	3	2	1
The reading module provides interesting topics and tasks	4	3	2	1
The reading module provides up to date reading topics	4	3	2	1
The tasks in the reading module provide clear instructions	4	3	2	1
The contents of the reading module are clearly arranged	4	3	2	1
The reading module has an interesting and clear layout	4	3	2	1
The reading module provides vocabulary	4	3	2	1

EXPECTATION OF READING MODULE DEVELOPMENT

This questionnaire is employed to know the students' expectations about reading module development for the first grade Islamic senior high school in the first semester.
Please check the box indicating your choice for each item expectation of reading module development

The Expectation of Reading Module Development	Frequency			
Reading comprehension is very important to mastering	4	3	2	1
Students need an appropriate reading module	4	3	2	1
The reading module should provide an interesting and clear layout	4	3	2	1
The reading module should provide by picture illustration	4	3	2	1
The picture illustration should clear and colorful	4	3	2	1
The reading module should provide up to date reading topics and interesting tasks	4	3	2	1
The tasks in the reading module should provide clear instructions	4	3	2	1
The reading module should provide vocabulary (English to English)	4	3	2	1

APPENDIX V

INTERVIEW GUIDE

Guiding questions for interviewing the teacher:

1. What is your opinion about students' interest in reading comprehension?
   .....
   .....
2. What is your opinion about the existing module especially in reading?
   .....
   .....
3. What is the weakness of the existing module especially in reading?
   .....
   .....
4. What is your expectation about the developing reading instructional module in the first semester for the first grade students of senior high school?
   .....
   .....
5. What is your suggestion in the process of development?
   .....
   .....
6. What kinds of topics appropriate for the students?
   .....
   .....
7. According to your experience, what kinds of tasks or activities are effective and appropriate for the students in the reading module?
   .....
   .....

APPENDIX VI

EXPERT VALIDATION

Scale:

4 : Excellent	1 : Bad
3 : Good	0 : Totally lacking
2 : Enough	

Put a checklist (√) to the appropriate scale.

PHYSICAL APPEARANCE

No	***Aspects***	***Criteria***	***4***	***3***	***2***	***1***	***0***
1.	Cover design	Does the cover design interesting for students?					
		Is the title of the reading module interesting for students?					
2.	Layout	Is the layout interesting and clear?					
3.	Letter	Are the used of letters clear, appropriate and readable?					
4.	Typing	Is the typing clear and neat?					
5.	Spacing	Is the spacing clear and neat?					
6.	Picture Illustration	Are the picture illustration clear and colorful?					

CONTENT

No	***Aspects***	***Criteria***	***4***	***3***	***2***	***1***	***0***
1.	Topics	Are the topics are appropriate to the students' needs and interests?					
		Is the topic up to date?					
2.	Task / Exercises	Are the tasks are appropriate to the given context?					
		Can the task be done easily by the students?					
		Do the tasks encourage involvement of the students?					
3.	Instruction	Are the instructions clear and appropriate?					
		Are the instructions easy to understand?					
4.	Coverage of Material	Is the coverage of the material relevant to the students' needs and interests?					

5.	Content of Material	Is the content of materials clear and appropriate?					
6.	Language	Is the language suitable with the students' level?					
		Is the language easy to understand?					

Aspect for Revision :

Comment / Suggestion for Improvement :

Validator

_____

APPENDIX VII

THE RESULT OF THE QUESTIONNAIRE ABOUT THE EVALUATION OF THE EXISTING MODULE

No	Questions	Strongly Agree		Agree		Disagree		Strongly Disagree	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
1	The reading module appropriate for students needs	5	17	14	47	9	30	2	7
2	The reading module helps students to learn more independently	3	10	6	20	15	50	6	20
3	The reading module provides interesting topics and tasks	1	3	3	10	17	56	9	30
4	The reading module provides up to date reading topics	3	10	2	7	17	56	8	27
5	The tasks in the reading module provide clear instructions	1	3	8	27	16	53	5	17
6	The contents of the reading module are clearly arranged	4	14	13	43	9	30	4	14
7	The reading module has an interesting and clear layout	1	3	7	23	20	66	2	7
8	The reading module provides vocabulary	5	17	13	43	8	27	4	14

APPENDIX VIII

THE RESULT OF THE QUESTIONNAIRE ABOUT THE EXPECTATION OF READING MODULE DEVELOPMENT

No	Questions	Strongly Agree		Agree		Disagree		Strongly Disagree	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
1	Reading comprehension is very important to mastering	18	60	10	33	2	7	-	-
2	Students need an appropriate reading module	17	56	13	43	-	-	-	-
3	The reading module should provide an interesting and clear layout	18	60	12	40	-	-	-	-
4	The reading module should provide by picture illustration	15	50	10	33	4	14	1	3
5	The picture illustration should clear and colorful	15	50	12	40	2	7	1	3
6	The reading module should provide up to date reading topics and interesting tasks	21	69	9	30	-	-	-	-
7	The tasks in the reading module should provide clear instructions	20	66	10	33	-	-	-	-
8	The reading module should provide vocabulary (English to English)	5	17	10	33	11	36	4	14

APPENDIX IX

THE RESULT OF THE INTERVIEW WITH THE TEACHER

Guiding questions for interviewing the teacher:

1. What is your opinion about students' interest in reading comprehension?
   The students have low interest in reading comprehension

2. What is your opinion about the existing module especially in reading?
   The reading text of the module is not up to date

3. What is the weakness of the existing module especially in reading?
   - The layout is not interesting and clear
   - The topics of the reading module also not interesting to read
   - The content of the reading module just color black and white (like picture illustration)

4. What is your expectation about the developing reading instructional module in the first semester for the first grade students of senior high school?
   - The topics of the reading module are up to date
   - The layout is interesting and clear
   - The task/exercises are interesting (like invite students to active and creative)
   - The vocabulary (English to English)
5. What is your suggestion in the process of development?
   The process of development is not just put from the book but also various sources

6. What kinds of topics appropriate for the students?
   About religion, education, technology, teenagers, and hot issues

7. According to your experience, what kinds of tasks or activities are effective and appropriate for the students in the reading module?
   The task that can create students thinking and involve then discuss among students

APPENDIX X

THE RESULT OF THE EXPERT VALIDATION

THE FIRST EXPERT (The First Validation)

EXPERT VALIDATION

Scale:
4 : Excellent
3 : Good
2 : Enough
1 : Bad
0 : Totally lacking

Put a checklist (√) to the appropriate scale.

PHYSICAL APPEARANCE

No	Aspects	Criteria	4	3	2	1	0
1.	Cover design	Does the cover design interesting for students?			✓		
		Is the title of the reading module interesting for students?			✓		
2.	Layout	Is the layout interesting and clear?		✓			
3.	Letter	Are the used of letters clear, appropriate and readable?			✓		
4.	Typing	Is the typing clear and neat?		✓			
5.	Spacing	Is the spacing clear and neat?		✓			
6.	Picture Illustration	Are the picture illustration clear and colorful?		✓			

CONTENT

No	Aspects	Criteria	4	3	2	1	0
1.	Topics	Are the topics are appropriate to the students' needs and interests?	✓				
		Is the topic up to date?	✓				
2.	Task / Exercises	Are the tasks are appropriate to the given context?		✓			
		Can the task be done easily by the students?		✓			
		Do the tasks encourage involvement of the students?		✓			
3.	Instruction	Are the instructions clear and appropriate?		✓			
		Are the instructions easy to understand?		✓			
4.	Coverage of Material	Is the coverage of the material relevant to the students' needs and interests?		✓			

5.	Content of Material	Is the content of materials clear and appropriate?		✓			
6.	Language	Is the language suitable with the students' level?		✓			
		Is the language easy to understand?		✓			

Aspect for Revision :

The cover and title are more interesting
The letter is more clear and appropriate

Comment / Suggestion for Improvement :

Validator

Mulyanti Suhartinah, M.Pd.

THE FIRST EXPERT (The Second Validation)

EXPERT VALIDATION

Scale:

4 : Excellent	1 : Bad
3 : Good	0 : Totally lacking
2 : Enough	

Put a checklist (√) to the appropriate scale.

PHYSICAL APPEARANCE

No	Aspects	Criteria	4	3	2	1	0
1.	Cover design	Does the cover design interesting for students?		✓			
		Is the title of the reading module interesting for students?		✓			
2.	Layout	Is the layout interesting and clear?		✓			
3.	Letter	Are the used of letters clear, appropriate and readable?		✓			
4.	Typing	Is the typing clear and neat?	✓				
5.	Spacing	Is the spacing clear and neat?	✓				
6.	Picture Illustration	Are the picture illustration clear and colorful?	✓				

CONTENT

No	Aspects	Criteria	4	3	2	1	0
1.	Topics	Are the topics are appropriate to the students' needs and interests?	✓				
		Is the topic up to date?	✓				
2.	Task / Exercises	Are the tasks are appropriate to the given context?	✓				
		Can the task be done easily by the students?	✓				
		Do the tasks encourage involvement of the students?	✓				
3.	Instruction	Are the instructions clear and appropriate?		✓			
		Are the instructions easy to understand?		✓			
4.	Coverage of Material	Is the coverage of the material relevant to the students' needs and interests?		✓			

5.	Content of Material	Is the content of materials clear and appropriate?		✓			
6.	Language	Is the language suitable with the students' level?	✓				
		Is the language easy to understand?	✓				

Aspect for Revision :

So far so good, almost Perfect

Comment / Suggestion for Improvement :

Improve more in other skills such as writing, Listening and speaking

Validator

Mulyanti Suhartinah, M.Pd.

THE SECOND EXPERT (The First Validation)

EXPERT VALIDATION

Scale:	
4 : Excellent	1 : Bad
3 : Good	0 : Totally lacking
2 : Enough	

Put a checklist (√) to the appropriate scale.

PHYSICAL APPEARANCE

No	Aspects	Criteria	4	3	2	1	0
1.	Cover design	Does the cover design interesting for students?			√		
		Is the title of the reading module interesting for students?			√		
2.	Layout	Is the layout interesting and clear?		√			
3.	Letter	Are the used of letters clear, appropriate and readable?		√			
4.	Typing	Is the typing clear and neat?		√			
5.	Spacing	Is the spacing clear and neat?			√		
6.	Picture Illustration	Are the picture illustration clear and colorful?			√		

CONTENT

No	Aspects	Criteria	4	3	2	1	0
1.	Topics	Are the topics are appropriate to the students' needs and interests?		√			
		Is the topic up to date?		√			
2.	Task / Exercises	Are the tasks are appropriate to the given context?			√		
		Can the task be done easily by the students?			√		
		Do the tasks encourage involvement of the students?			√		
3.	Instruction	Are the instructions clear and appropriate?		√			
		Are the instructions easy to understand?		√			
4.	Coverage of Material	Is the coverage of the material relevant to the students' needs and interests?		√			

5.	Content of Material	Is the content of materials clear and appropriate?		✓				
6.	Language	Is the language suitable with the students' level?		✓				
		Is the language easy to understand?		✓				

Aspect for Revision :

- There is not the Center of the cover design
- The title of the reading module is not interesting

Comment / Suggestion for Improvement :

- So design the cover must better
- Find the title as interest as possible
- The layout must be more clear and interesting
- Make the creative thinking of the students from the task

Validator

Khurin' In S.s., M.Pd

THE SECOND EXPERT (The Second Validation)

EXPERT VALIDATION

Scale:	
4 : Excellent	1 : Bad
3 : Good	0 : Totally lacking
2 : Enough	

Put a checklist (√) to the appropriate scale.

PHYSICAL APPEARANCE

No	Aspects	Criteria	4	3	2	1	0
1.	Cover design	Does the cover design interesting for students?		√			
		Is the title of the reading module interesting for students?	√				
2.	Layout	Is the layout interesting and clear?		√			
3.	Letter	Are the used of letters clear, appropriate and readable?	√				
4.	Typing	Is the typing clear and neat?	√				
5.	Spacing	Is the spacing clear and neat?	√				
6.	Picture Illustration	Are the picture illustration clear and colorful?	√				

CONTENT

No	Aspects	Criteria	4	3	2	1	0
1.	Topics	Are the topics are appropriate to the students' needs and interests?	√				
		Is the topic up to date?	√				
2.	Task / Exercises	Are the tasks are appropriate to the given context?	√				
		Can the task be done easily by the students?	√				
		Do the tasks encourage involvement of the students?	√				
3.	Instruction	Are the instructions clear and appropriate?	√				
		Are the instructions easy to understand?	√				
4.	Coverage of Material	Is the coverage of the material relevant to the students' needs and interests?		√			

5.	Content of Material	Is the content of materials clear and appropriate?	✓				
6.	Language	Is the language suitable with the students' level?		✓			
		Is the language easy to understand?		✓			

Aspect for Revision :

Comment / Suggestion for Improvement :

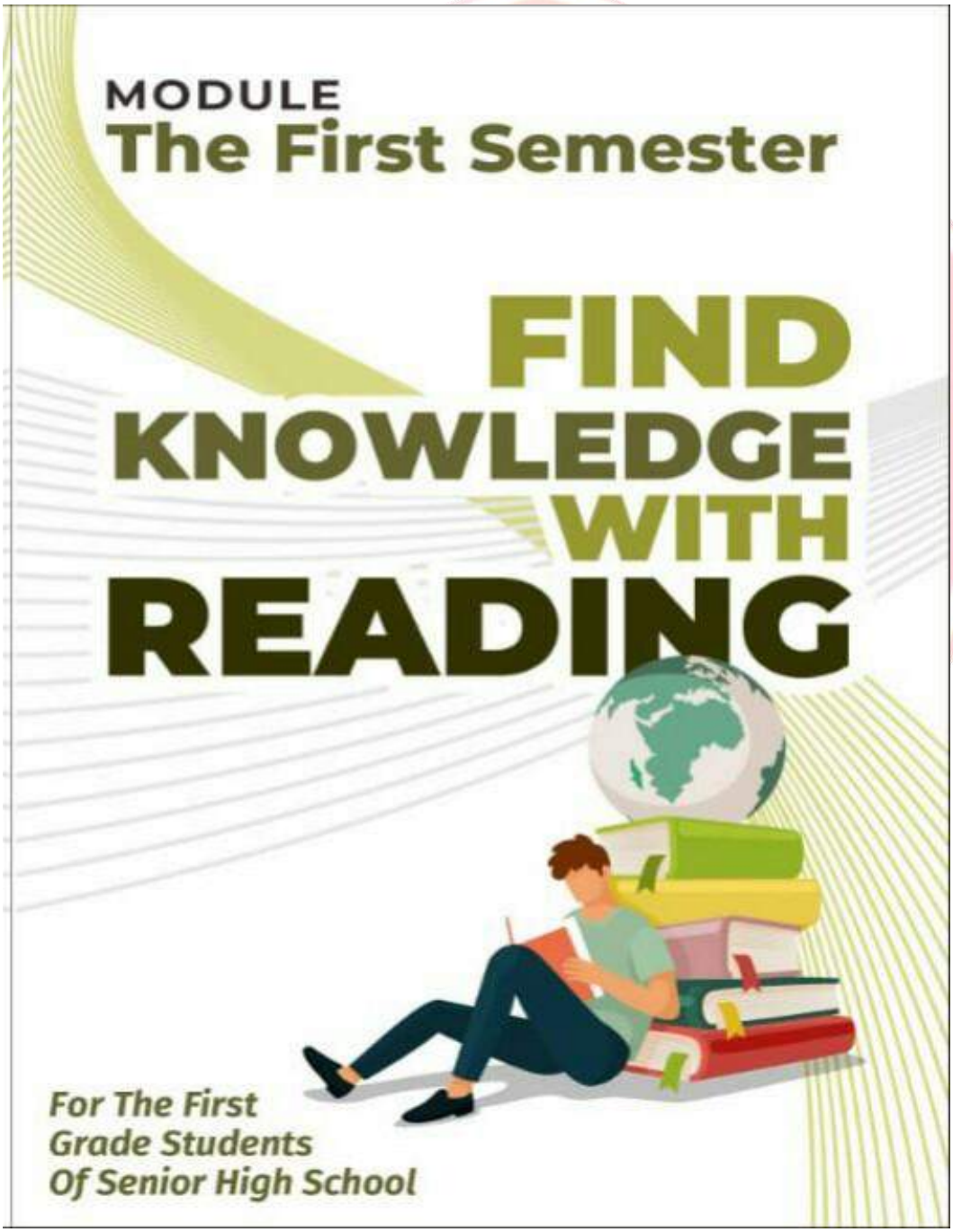
· Better than the first revision

Validator

Khurin'In S.S., M.Pd

APPENDIX XI

THE FINAL PRODUCT

Link Drive :

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