

Appendix 1 Lampiran Penelitian (Hasil Penelitian)

Observation and Interview Sheet

Students' Interview Result

Category	Interview Questions	Students' Responses (Findings)
Reading Skills	What difficulties do you usually face when reading English texts?	Students found it hard to understand English texts due to unfamiliar words. They often had to look up many words in the dictionary, which slow down their reading comprehension.
	Was it easy or difficult for you to understand the reading materials used in the project?	Students recognized that the reading material was quite difficult to understand due to limited vocabulary and relied on dictionaries to help them understand the reading material.
Teaching Model	Do you understand the steps in project-based learning?	Students said they were involved in project-based learning by planning, organizing and presenting the project.
	What difficulties did you face when participating in project-based activities?	Students said the project tasks felt disconnected from the text they were supposed to understand, so the activity didn't help improve their reading comprehension.
Students Participation	Do your group members actively participate in the project assigned by the teacher?	Students said that members in the group would be motivated and responsible with projects related to daily life so that the instructions project was easy to complete.
	What usually makes you excited or discouraged to participate in projects?	Students said they enjoyed participating when the project topic was fun, related to real life, or involved creativity.
Teaching Media and Resources	Are the reading texts used in the lesson easy for you to comprehend?	Students said that they find it easier to understand the reading if the topic is interesting, using familiar words and related to real life.
	Do you need additional learning resources or media to facilitate and improve your comprehending?	The students said that additional media or resources such as images or visuals, project instructions related to the material learnt really helped them to comprehend the material more easily.

Teacher's Interview Result

Category	Interview Questions	Teacher's Responses (Findings)
Reading Skills	How do you assess students' reading comprehension of English texts?	The teacher explained that students' reading comprehension is mainly assessed through written tasks, oral presentations, and class discussions related to the project. These tasks are used to evaluate how well students understand the content, vocabulary, and main ideas of the reading texts.
	What challenges do you face when students are required to comprehend reading texts as part of a project?	Students' limited vocabulary is one of the obstacles in the learning process because it is difficult for them to understand the reading material before starting the project.
Teaching Model	Do you feel confident and comfortable implementing Project-Based Learning (PjBL) to teach reading skills?	The teacher stated that although Project-Based Learning (PjBL) is an innovative and engaging model, implementing it for reading comprehension still feels challenging and requires more preparation compared to traditional methods.
	What are the main obstacles you have faced in implementing this learning model?	It is difficult to balance the material or a reading covered with the project given so that it does not take very long and takes several meetings.
Students Participation	How do students participate during the project-based learning process?	The teacher stated that participation levels vary. Some students are enthusiastic and take initiative, while others remain passive due to low confidence or limited skills.
	Are there any students who are less active? If so, how do you deal with it?	The teacher gave additional explanations or assistance to students who struggled, especially when they didn't understand the reading material.

Teaching Media and Resources	Do the media and teaching materials you use support the successful implementation of PjBL in teaching reading?	The teacher stated that the current teaching materials and media used in the classroom do not fully support the successful implementation of Project-Based Learning (PjBL) in teaching reading. Most of the reading texts in the textbooks are too long, too difficult, or not relevant to the students' real-life experiences, making it hard to link them with meaningful projects.
	Do you feel the need for additional learning resources or media to support this process?	Teachers emphasized on learning resources or media that are visual, interactive, and relevant to students' real life to improve students' comprehension of reading texts through active engagement on project tasks.

Classroom Observation Result

Aspect Observed	Observation Findings
Reading Skills	Limited Reading Skills. Students struggled to understand English reading texts, especially those containing complex vocabulary and unfamiliar sentence structures. This made it difficult for them to analyze the text content and develop project ideas based on it.
Teaching Model	Monotonous Teaching. The teacher still dominated the learning process. Instructions were mostly delivered through lectures, and students had limited opportunities to explore or collaborate independently.
Students Participation	Lack of Students Participation. Most students were passive during the learning process. During group discussions, only a few students took the initiative to speak or lead the activity, while the majority remained quiet or waited for instructions.
Teaching Media and Resources	Lack of Resources. There was a notable absence of visual materials, digital tools, or printed project instructions to support the PjBL process.

Subject Matter Expert Validation Result Sheet

LEMBAR VALIDASI OLEH AHLI MATERI

Judul Penelitian : Developing the Eleventh Graders' Reading Comprehension
Material Utilizing Project-Based Learning Model

Materi : Explanation Text

Peneliti : Benedikta Gulo

Ahli Materi : Trisman Harefa, S.S., M.Pd.

Petunjuk:

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Bapak sebagai ahli materi dalam bidang pendidikan.
2. Pendapat, penilaian, saran dan kritik Bapak akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas bahan ajar ini.
3. Sehubungan dengan hal tersebut, mohon Bapak memberikan penilaian pada setiap pernyataan dalam lembar evaluasi dengan memberi tanda centang (✓) pada kolom yang sesuai.
4. Komentar dan saran untuk perbaikan, mohon dituliskan pada kolom yang telah disediakan.
5. Atas kesediaan Bapak dalam mengisi angket evaluasi ini, saya mengucapkan terima kasih.

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Kejelasan Tujuan Pembelajaran (Clarity of Learning Objectives)	Tujuan pembelajaran tertulis dengan jelas dan mudah dipahami oleh siswa.	✓			
2	Keterbacaan dan Kejelasan Bahasa	Materi disusun dengan bahasa yang sesuai dengan	✓			

	<i>(Readability and Language Clarity)</i>	tingkat pemahaman siswa.				
3	Kelengkapan Isi <i>(Content Completeness)</i>	Materi mencakup semua aspek penting yang dibutuhkan siswa untuk memahami topik.	✓			
4	Struktur dan Alur Materi <i>(Content Structure and Flow)</i>	Materi tersusun secara sistematis dan memiliki hubungan yang jelas antar bagian.	✓			
5	Kejelasan Contoh dan Ilustrasi <i>(Clarity of Examples and Illustrations)</i>	Contoh yang diberikan jelas, relevan, dan mendukung pemahaman siswa.	✓			
6	Kesesuaian dengan Kurikulum <i>(Curriculum Alignment)</i>	Materi sesuai dengan standar Kurikulum 2013 dan kebutuhan pembelajaran siswa.	✓			
7	Interaktivitas dan Keterlibatan Siswa <i>(Interactivity and Student Engagement)</i>	Materi mendorong siswa untuk aktif berpartisipasi melalui latihan, diskusi, atau aktivitas lainnya.	✓			
8	Relevansi dengan Kehidupan Sehari-hari <i>(Relevance to Real Life)</i>	Materi memiliki keterkaitan dengan pengalaman atau dunia nyata siswa.	✓			
9	Kemudahan	Konsep yang sulit				

	Pemahaman Konsep (<i>Concept Understanding Ease</i>)	dijelaskan dengan sederhana dan mudah dipahami.	✓			
10	Kreativitas dalam Penyajian (<i>Creativity in Presentation</i>)	Materi disajikan dengan cara yang menarik, inovatif, dan tidak membosankan bagi siswa.		✓		

Keterangan Skor:

1 = Sangat kurang

2 = Kurang

3 = Baik

4 = Sangat Baik

A. KEBENARAN MATERI

NO	Jenis Kesalahan	Saran Perbaikan
	✓	✓

B. KOMENTAR & SARAN

Sudah layak digunakan
dalam penelitian

C. KESIMPULAN DAN REKOMENDASI

Materi ini dinyatakan:

(Pilih salah satu dengan melingkari kesimpulan yang sesuai)

- ☒ 1. Layak untuk diujicobakan
- ☐ 2. Layak untuk diujicobakan dengan revisi sesuai saran
- ☐ 3. Tidak layak untuk diujicobakan

Gunungsitoli, 17 Februari 2025

Ahli Materi



Trisman Harefa, S.S., M.Pd.
NIDN. 0114028601

Practitioner Expert Validation Result Sheet

LEMBAR EVALUASI UNTUK PRAKTISI

Judul Penelitian : Developing the Eleventh Graders' Reading Comprehension
Material Utilizing Project-Based Learning Model

Materi : Explanation Text

Peneliti : Benedikta Gulo

Praktisi : Munieli Gulo, S.Pd.

Petunjuk:

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Bapak sebagai praktisi dalam bidang pendidikan.
2. Pendapat, penilaian, saran dan kritik Bapak akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas bahan ajar ini.
3. Sehubungan dengan hal tersebut, mohon Bapak memberikan penilaian pada setiap pernyataan dalam lembar evaluasi dengan memberi tanda centang (✓) pada kolom yang sesuai.
4. Komentar dan saran untuk perbaikan, mohon dituliskan pada kolom yang telah disediakan.
5. Atas kesediaan Bapak dalam mengisi angket evaluasi ini, saya mengucapkan terima kasih.

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Kejelasan Tujuan Pembelajaran (Clarity of Learning Objectives)	Tujuan pembelajaran dalam bahan ajar jelas dan mudah dipahami oleh siswa.	✓			
2	Relevansi Materi (Content Relevance)	Materi yang disajikan mudah dipahami dan sesuai dengan kebutuhan siswa.	✓			

3	Kesesuaian dengan Model Project-Based Learning <i>(Appropriateness of the Project Based Learning Model)</i>	Materi dan aktivitas mendukung pendekatan berbasis proyek yang mendorong keterlibatan aktif siswa.	✓			
4	Kemudahan Implementasi dalam Pembelajaran <i>(Ease of Implementation in Learning)</i>	Bahan ajar mudah diterapkan di dalam kelas yang sesuai dengan kondisi sekolah.		✓		
5	Keterbacaan dan Kejelasan Bahasa <i>(Readability and Clarity of Language)</i>	Bahasa yang digunakan mudah dipahami dan sesuai dengan tingkat pemahaman siswa.	✓			
6	Keefektifan Latihan dan Aktivitas <i>(Exercise and Activity Effectiveness)</i>	Latihan dan kegiatan proyek yang disediakan membantu siswa memahami materi.		✓		
7	Daya tarik dan Kreativitas <i>(Attractiveness and Creativity)</i>	Penyajian materi menarik dan tidak membosankan bagi siswa.	✓			
8	Kejelasan Instruksi dalam Buku <i>(Clarity of Instructions)</i>	Setiap instruksi latihan dan proyek dalam bahan ajar disampaikan dengan jelas dan tidak membingungkan siswa.	✓			
9	Kesesuaian dengan Kurikulum 2013 <i>(Compliance with the</i>	Materi sesuai dengan standar kompetensi dan tujuan pembelajaran	✓			

	2013 Curriculum)	dalam Kurikulum 2013.				
10	Dampak terhadap Kemandirian Belajar Siswa (Impact on Students' Learning Independence)	Bahan ajar mendorong siswa untuk belajar secara mandiri dan aktif. ✓				

Keterangan Skor:

1 = Sangat Kurang

2 = Kurang

3 = Baik

4 = Sangat Baik

A. KEBENARAN MEDIA

NO	Jenis Kesalahan	Saran Perbaikan
-	-	-

B. KOMENTAR & SARAN

Lanjutkan diseminasi

C. KESIMPULAN DAN REKOMENDASI

Materi ini dinyatakan:

(Pilih salah satu dengan melingkari kesimpulan yang sesuai)

- ☒ 1. Layak untuk diujicobakan
2. Layak untuk diujicobakan dengan revisi sesuai saran
3. Tidak layak untuk diujicobakan

Gunungsitoli, 24 Februari 2025

Praktisi



Munieli Gulo, S.Pd.

Tabulation Data of Students' Response

No	Students Initial	Statement								Total Score	Score (%)	Average
		1	2	3	4	5	6	7	8			
1	AKZW	4	4	3	4	4	3	4	4	30	93,75	3,75
2	ARSZ	3	3	3	3	4	3	4	3	26	81,25	3,25
3	AWW	4	4	4	4	4	4	4	4	32	100	4,00
4	AMW	4	3	3	4	4	4	4	3	29	90,63	3,63
5	AKFW	3	4	3	2	4	3	3	4	26	81,25	3,25
6	ADW	3	3	3	3	3	3	2	3	23	71,88	2,88
7	BG	4	4	4	3	4	4	3	4	30	93,75	3,75
8	CW	4	3	3	4	4	3	4	4	29	90,63	3,63
9	DPG	3	4	3	3	4	4	3	3	27	84,38	3,38
10	EBSW	4	4	4	4	4	4	4	4	32	100	4,00
11	EG	4	3	4	3	4	3	4	3	28	87,50	3,50
12	HW	3	3	3	4	4	3	3	4	27	84,38	3,38
13	JG	4	4	3	4	4	3	4	4	30	93,75	3,75
14	JNW	4	4	4	2	3	3	2	3	25	78,13	3,13
15	KW	4	4	3	3	4	4	3	4	29	90,63	3,63
16	LSW	3	3	3	4	4	3	3	3	26	81,25	3,25
17	MYG	4	3	3	2	4	3	4	4	27	84,38	3,38
18	MJMG	3	3	4	3	4	4	4	3	28	87,50	3,50
19	NG	4	4	4	3	4	4	3	4	30	93,75	3,75
20	RSW	4	4	3	3	4	3	4	3	28	87,50	3,50
21	RAN	4	4	4	3	4	3	4	4	30	93,75	3,75
22	RDNW	3	4	4	4	3	4	4	4	30	93,75	3,75
23	SG	4	3	4	4	4	3	4	4	30	93,75	3,75
24	SAW	4	4	3	4	3	4	4	4	30	93,75	3,75
25	TTBG	4	3	3	3	4	3	3	3	26	81,25	3,25
26	VCG	3	4	4	4	4	4	4	4	31	96,88	3,88
27	WDG	4	3	4	4	4	4	3	3	29	90,63	3,63
28	YW	4	4	4	4	4	4	4	4	32	100	4,00
Total Score										800	2500	
Total Average Score										28,57	89,29	
Category										Very Feasible		

SILABUS BAHASA INGGRIS

Satuan Pendidikan : SMA Negeri 1 Moro'o
 Kelas : XI (Sebelas)
 Semester : II (Kedua)

Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu (Menit)	Sumber Belajar
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan - Ungkapan keakraban yang	- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang		8 x 45	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru
4.5 Teks surat pribadi					
4.5.1 Menangkap makna secara					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu (Menit)	Sumber Belajar
kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.5.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar			
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i> ,	• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i>	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik		6 x 45	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu (Menit)	Sumber Belajar
due to ..., thanks to ...)					
4.6 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.	- menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar			
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>)	- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca		8 x 45	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu (Menit)	Sumber Belajar
explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	- Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	- Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya			
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya		4 x 45	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru
4.8 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK					

Mengetahui:



Hiliduho, 15 Juli 2024

Guru Mata Pelajaran,

MUNIELI GULO, S.Pd.
NUPTK. 5858764666200012

Product



READING MATERIAL BASED ON PROJECT- BASED LEARNING MODEL



PREFACE

Praise be to God Almighty for His mercy and grace, so that the author can complete this Reading material based on Project-Based Learning Model. The purpose of making this Reading Material is to assist teachers in preparing lessons and encourage students to be more active in exploring and understanding Explanation text through projects that are relevant to the life of learners. This Reading Material presents 'Explanation Text' material with the hope of improving reading comprehension of explanation text, able to arouse students' interest and motivation to learn.

The author fully realizes that this Reading Material is far from perfection. Therefore, constructive criticism and suggestions are expected for the sake of improving in the future. The author would like to thank all parties who have helped in the preparation of this Reading Material. Hopefully, this Reading Material can be an effective and useful learning resource for all those who use it.

Author
Benedikta Gulo





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LEARNING OBJECTIVES



Learners are able to differentiate the social function, text structure, and language features of an explanation text.



Learners are able to identify contextual meaning in an explanation text related to topics discussed in other subjects.



Learners are able to comprehend an explanation text that describes a natural or social phenomenon.



Learners are able to do project to support their comprehension of explanation texts.



EXPLANATION TEXT

A. Definition of Explanation Text

An explanation text is a text used to explain why or how something happens, especially in relation to natural, scientific or socio-cultural phenomena.

An explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanation text serves to explain the process and causes of an event or thing in detail. An explanation text usually comes from questions related to why and how to a phenomenon.



A natural phenomenon, for example about the cause or process of an earthquake, volcanic eruption, landslide, water cycle, tsunami, flood, and earthquakes, volcanic eruptions, landslides, water cycles, tsunamis, floods, and many other natural phenomena.



Explanation text is a non-fiction text that explains the processes that take place in the formation of something or an activity related to natural, social, scientific or social phenomena that aim to explain why and how these things happen.

B. Social Function of Explanation Text



The social function of explanation text is to explain the audience how and why something works or happens.



An explanation text is used to describe how or why a certain phenomenon happens.

C. Generic Structure of Explanation Text

TITLE

Identifies the topic to be explained.

GENERAL INFORMATION

Contains a general explanation of the phenomenon to be discussed, which can be an introduction to the phenomenon or an explanation of it.

SEQUENCE OF EXPLANATION

Consists of several sequential explanations of the process of how the phenomenon occurred or the reasons why the phenomenon occurred. Sequenced explanations are answers to the author's why and how questions when creating an explanation text. Sequenced explanations can consist of more than one paragraph.

CONCLUSION (OPTIONAL)

Conclusion is concluding paragraph that puts all the information together.



D. Language Features of Explanation Text

USE SIMPLE PRESENT TENSE

Used to express general facts or events that always occur.
Example: Rises, Flows, Happen, Changes.

USE ACTION VERBS

Indicates actions or processes that occur in a phenomenon.
Example: Absorb, Use, Improve, Practice.

USE PASSIVE VOICE

Used to emphasize the process, not the actor. Usually uses the 'to be + past participle' form. Example: Is Heated, Is Formed, Is Produced, Is Filled.

USE CONJUNCTIONS

Used to connect ideas and show cause-effect relationships.
Example: And, But, Or, So, Because, When, If.

USE TECHNICAL TERMS

Technical or scientific terms appropriate to the topic of explanation. Example: Photosynthesis, Hydrogen, Oxygen, Precipitation.



HOW FLOWERS GROW

Flowers are beautiful plants that brighten our environment and support the ecosystem. The process of flower growth happens naturally and involves several important stages. This explanation describes how flowers grow from seeds into blooming plants.

The process begins when a flower seed is planted in the soil. To grow well, the seed needs soil that is rich in nutrients, water, and air. The seed absorbs water from the soil, which activates enzymes that start the germination process. Next, the seed coat breaks open, and a small root begins to grow downward into the soil. At the same time, a tiny shoot grows upward toward the surface. This shoot will later become the stem and leaves of the plant.

As the shoot reaches the sunlight, the plant begins the process of photosynthesis. Using sunlight, carbon dioxide, and water, the plant produces its own food. The leaves grow larger, and the stem becomes stronger. Over time, the plant develops buds. These buds slowly open to become flowers. Flowers are the reproductive part of the plant, and they play a role in producing seeds for the next generation.

The growth of a flower is a natural process that starts from a seed and ends with a blooming plant. With enough sunlight, water, and nutrients, flowers can grow beautifully and continue the cycle of life.

HOW FLOWERS GROW



VOCABULARY LIST

WORD	PRONOUNCIATION	TRANSLATE
Activate	/ˈæk.tə.veɪt/	Mengaktifkan
Air	/er/	Udara
Begin	/bɪˈɡɪn/	Memulai
Bloom	/blu:m/	Mekar
Brighten	/ˈbraɪ.tʃən/	Mencerahkan
Break	/breɪk/	Istirahat
Bud	/bʌd/	Kuncup
Carbon dioxide	/ˌkɑːr.bən daɪˈɑːk.saɪd/	Karbon dioksida
Coat	/koʊt/	Lapisan/Mantel
Cycle	/ˈsaɪ.kəl/	Siklus
Develop	/dɪˈvel.əp/	Berkembang, Mengembangkan
Ecosystem	/ˈiː.koʊ.sɪs.təm/	Ekosistem
Enzyme	/ˈen.zaɪm/	Enzim

CONTINUED...

Environment	/Inˈvaɪ.rə.mənt/	Lingkungan
Flower	/ˈflaʊ.ə/	Bunga
Food	/fuːd/	Makanan
Germination	/ˌdʒɜː.məˈneɪ.fən/	Perkecambahan
Grow	/groʊ/	Tumbuh
Growth	/groʊθ/	Pertumbuhan
Happen	/ˈhæp.ən/	Terjadi
Leaves	/liːvz/	Daun
Life	/laɪf/	Hidup, Kehidupan
Natural	/ˈnætʃ.əl/	Alami
Nutrient	/ˈnuː.tri.ənt/	Nutrisi
Open	/ˈoʊ.pən/	Membuka
Part	/pɑːrt/	Bagian
Photosynthesis	/ˌfoʊ.təʊˈsɪn.θə.sɪs/	Fotosintesis

CONTINUED...

Plant	/plænt/	Tanaman
Play	/pleɪ/	Bermain, Berperan
Produce	/prəˈduːs/	Menghasilkan
Process	/ˈprɑː.ses/	Proses
Reproductive	/ˌriː.prəˈdʌk.tɪv/	Reproduktif
Reach	/riːtʃ/	Mencapai
Rich	/rɪtʃ/	Kaya/Subur
Root	/ruːt/	Akar
Seed	/siːd/	Biji, Benih
Seedling	/ˈsiː.d.lɪŋ/	Bibit
Shoot	/ʃuːt/	Tunas
Soil	/sɔɪl/	Tanah
Stage	/steɪdʒ/	Tahapan
Stem	/stem/	Batang

CONTINUED...

Strengthen	/ˈstreŋ.θən/	Menguatkan, Memperkuat
Sunlight	/ˈsʌn.laɪt/	Sinar matahari
Support	/səˈpɔːrt/	Bantuan, Mendukung
Surface	/ˈsɜː.fɪs/	Permukaan
Tiny	/ˈtaɪ.ni/	Kecil
Upward	/ˈʌp.wəd/	Ke atas
Water	/ˈwɑː.tə/	Air

Analyzing Generic Structure

Title	How Flowers Grow
General Statement	Flowers are beautiful plants that brighten our environment and support the ecosystem. The process of flower growth happens naturally and involves several important stages. This explanation describes how flowers grow from seeds into blooming plants.
Sequence of Explanations	The process begins when a flower seed is planted in the soil. To grow well, the seed needs soil that is rich in nutrients, water, and air. The seed absorbs water from the soil, which activates enzymes that start the germination process. Next, the seed coat breaks open, and a small root begins to grow downward into the soil. At the same time, a tiny shoot grows upward toward the surface. This shoot will later become the stem and leaves of the plant.

Sequence of Explanations	As the shoot reaches the sunlight, the plant begins the process of photosynthesis. Using sunlight, carbon dioxide, and water, the plant produces its own food. The leaves grow larger, and the stem becomes stronger. Over time, the plant develops buds. These buds slowly open to become flowers. Flowers are the reproductive part of the plant, and they play a role in producing seeds for the next generation.
Conclusion	The growth of a flower is a natural process that starts from a seed and ends with a blooming plant. With enough sunlight, water, and nutrients, flowers can grow beautifully and continue the cycle of life.

Analyzing Language Features

Use Simple Present Tense	- Flowers are beautiful plants brighten our environment and support the ecosystem. - The process begins when a flower seed is planted in the soil.
Use Action Verbs	- This explanation describes how flowers grow from seeds into blooming plants. - The seed absorbs water from the soil, which activates enzymes that start the germination process.
Use Passive Voice	- The process begins when a flower seed is planted in the soil. - Food is produced by the plant through photosynthesis.
Use Conjunctions	Next, the seed coat breaks open, and small root grows downward into the soil.
Use Technical Terms	- The seed absorbs water from the soil, which activates enzymes that start the germination process. - As the shoot reaches the sunlight, the plant begins the process of photosynthesis.

EXERCISE

Read the following statements carefully. On your answer sheet, write True if the statement is correct, and False if the statement is incorrect.

TRUE OR FALSE

1. The process of flower growth begins when a seed is planted in the soil.
2. Seeds can grow into flowers without needing water or nutrients from the soil.
3. The shoot that grows upward from the seed will later become the stem and leaves.
4. Photosynthesis happens before the seed starts germinating.
5. Flowers are important for reproduction because they help produce seeds for the next generation.

HOW TO USE SOCIAL MEDIA WISELY

Today, many people use social media every day. It helps us to communicate, share information, and express ourselves. However, if we use social media in the wrong way, it can bring problems such as stress, bad habits, or even danger.

First, we should be careful with what we post or share. We must avoid spreading hoaxes, hate speech, or bad words. Social media should be used to share positive and useful content. Second, we need to control our screen time. Spending too much time on social media can make us forget to study, sleep late, or feel tired. It is important to manage our time well and take breaks.

Third, we must protect our privacy. Do not share personal information like phone numbers, home addresses, or passwords. This can protect us from online crime or scams. Lastly, we can use social media for good purposes, like learning, joining school projects, or supporting others. This makes social media more helpful and meaningful.

Social media can give many benefits if we use it wisely. By thinking before posting, using time well, and protecting our privacy, we can enjoy social media safely and positively.

HOW TO USE SOCIAL MEDIA WISELY



VOCABULARY LIST

WORD	PRONOUNCIATION	TRANSLATE
Avoid	/ə'vɔɪd/	Menghindari
Bad	/bæd/	Buruk
Before	/bɪ'fɔːr/	Sebelum
Break	/breɪk/	Istirahat
Careful	/'ker.fəl/	Hati-hati
Communicate	/kə'mjuː.nə.keɪt/	Berkomunikasi
Content	/kən'tent/	Konten/Isi
Crime	/kraɪm/	Kejahatan
Danger	/'deɪn.dʒə/	Bahaya
Everyday	/'ev.ri.deɪ/	Setiap hari
Express	/ɪk'spres/	Mengekspresikan
Feel	/fi:l/	Merasa
Good	/gʊd/	Baik, Bagus
Helpful	/'help.fəl/	Bermanfaat, Membantu

CONTINUED...

Hoax	/hoʊks/	Tipuan, Berita bohong
Information	/ˌɪn.fəˈmeɪ.ʃən/	Informasi
Join	/dʒɔɪn/	Bergabung
Learning	/ˈlɜː.nɪŋ/	Pembelajaran
Manage	/ˈmæn.ədʒ/	Mengatur
Meaningful	/ˈmiː.nɪŋ.fəl/	Bermakna
Must	/mʌst/	Harus
Online	/ˈɑːn.laɪn/	Daring (Dalam Jaringan)
Ourselves	/ˌɑː.əˈselvz/	Diri kita sendiri
Personal	/ˈpɜː.sən.əl/	Pribadi
Phone number	/ˈfoʊn .nʌm.bə/	Nomor telepon
Positive	/ˈpɑː.zə.tɪv/	Positif
Post	/poʊst/	Mengunggah
Privacy	/ˈpraɪ.və.si/	Privasi
Project	/ˈprɑː.dʒekt/	Proyek

CONTINUED...

Protect	/prəˈtekt/	Melindungi
Reason	/ˈriː.zən/	Alasan
Safe	/seɪf/	Aman
Scam	/skæm/	Penipuan
Screen time	/ˈskriːn ˈtaɪm/	Waktu layar
Second	/ˈsek.ənd/	Kedua
Share	/ʃer/	Membagikan
Sleep	/sliːp/	Tidur
Social media	/ˌsoʊ.fəl ˈmiː.di.ə/	Media Sosial
Spread	/spred/	Menyebarkan
Study	/ˈstʌd.i/	Belajar
Tired	/taɪrd/	Lelah
Useful	/ˈjuː.s.fəl/	Berguna
Use	/juːz/	Menggunakan
Wisely	/ˈwaɪz.li/	Dengan bijak
Word	/wɜːd/	Kata

Analyzing Generic Structure

Title	How to Use Social Media Wisely
General Statement	Today, many people use social media every day. It helps us to communicate, share information, and express ourselves. However, if we use social media in the wrong way, it can bring problems such as stress, bad habits, or even danger.
Sequence of Explanations	First, we should be careful with what we post or share. We must avoid spreading hoaxes, hate speech, or bad words. Social media should be used to share positive and useful content. Second, we need to control our screen time. Spending too much time on social media can make us forget to study, sleep late, or feel tired. It is important to manage our time well and take breaks. Third, we must protect our privacy. Do not share personal information like phone numbers, home addresses, or passwords. This can protect us from online crime or scams. Lastly, we can use social media for good purposes, like learning, joining school projects, or supporting others. This makes social media more helpful and meaningful.
Conclusion	Social media can give many benefits if we use it wisely. By thinking before posting, using time well, and protecting our privacy, we can enjoy social media safely and positively.

Analyzing Language Features

Use Simple Present Tense	- Social media helps us to communicate, share information and express ourselves. - This makes social media more helpful and meaningful.
Use Action Verbs	- First, we should be careful with what we post or share. - Third, we must protect our privacy.
Use Passive Voice	Social media should be used to share positive and useful content.
Use Conjunctions	- It helps us to communicate, share information, and express ourselves. However, if we use social media in the wrong way, it can bring problems such as stress, bad habits, or even danger.
Use Technical Terms	- We must avoid spreading hoaxes, hate speech, or bad words. - Second, we need to control our screen time.



EXERCISE

Complete the sentences below by filling in the blanks with the correct words based on the explanation text. Write your answers clearly on the answer sheet.

1. Social media helps us to _____, share information, and express ourselves.
2. We must be careful with what we post or _____ online.
3. Spending too much time on social media can make us feel _____ and forget to study.
4. Do not share your personal _____ like phone numbers or passwords.
5. Social media can give many benefits if we _____ it wisely.



HOW STUDENTS LEARN

Learning is a process that helps students gain new knowledge and skills. It involves both the mind and the body.

When students start learning, they first pay attention to the information. Their brain tries to understand the new ideas by connecting them with what they already know. This process is called comprehension. Next, students use their memory to keep the information. Sometimes, the information is stored in the brain after being repeated several times.

They may repeat what they learn or write notes to help them remember. The more they practice, the easier it becomes to recall the information later. Students also learn by doing. For example, when they try solving problems or practice speaking in a language, they are actively using what they've learned. This helps them improve and understand the material better.

Learning happens when students pay attention, connect new ideas with old ones, practice, and use their memory. It is a continuous process that helps them grow and succeed in school.

HOW STUDENTS LEARN



VOCABULARY LIST

WORD	PRONOUNCIATION	TRANSLATE
Active	/ˈæk.tɪv/	Aktif
Attention	/əˈten.ʃən/	Perhatian
Better	/ˈbet.ə/	Lebih baik
Brain	/breɪn/	Otak
Comprehension	/ˌkɑːm.prəˈhen.ʃən/	Pemahaman
Connect	/kəˈnekt/	Menghubungkan
Continue	/kənˈtɪn.juː/	Melanjutkan, lanjutan
Easy	/iː.zi/	Mudah, Gampang
Engage	/ɪnˈgeɪdʒ/	Tertlibat
Help	/help/	Membantu, Bantuan
Information	/ˌɪn.fəˈmeɪ.ʃən/	Informasi
Improve	/ɪmˈpruːv/	Meningkatkan
Knowledge	/ˈnɑː.lɪdʒ/	Pengetahuan

CONTINUED...

Learn	/lɜːn/	Belajar
Memory	/ˈmem.ər.i/	Ingatan
New	/nuː/	Baru
Pay	/peɪ/	Membayar
Practice	/ˈpræk.tɪs/	Latihan
Process	/ˈprɑːses/	Proses
Recall	/rɪˈkɑːl/	Mengingat kembali
Repeat	/rɪˈpiːt/	Mengulangi
Skill	/skɪl/	Keterampilan
Solve	/sɔːlv/	Menyelesaikan
Success	/səkˈses/	Keberhasilan, Sukses
Use	/juːz/	Menggunakan

Analyzing Generic Structure

Title	How Students Learn
General Statement	Learning is a process that helps students gain new knowledge and skills. It involves both the mind and the body.
Sequence of Explanations	When students start learning, they first pay attention to the information. Their brain tries to understand the new ideas by connecting them with what they already know. This process is called comprehension. Next, students use their memory to keep the information. Sometimes, the information is stored in the brain after being repeated several times. They may repeat what they learn or write notes to help them remember. The more they practice, the easier it becomes to recall the information later. Students also learn by doing. For example, when they try solving problems or practice speaking in a language, they are actively using what they've learned. This helps them improve and understand the material better.
Conclusion	Learning happens when students pay attention, connect new ideas with old ones, practice, and use their memory. It is a continuous process that helps them grow and succeed in school.

Analyzing Language Features

Use Simple Present Tense	- Learning is a process that helps students gain new knowledge and skills. - Next, students use their memory to keep the information.
Use Action Verbs	- This helps them improve and understand the material better. - The more they practice, the easier it becomes to recall the information later.
Use Passive Voice	- This process is called comprehension. - Sometimes, the information is stored in the brain after being repeated several times.
Use Conjunctions	- This helps them improve and understand the material better. - They may repeat what they learn or write notes to help them remember.
Use Technical Terms	- This process is called comprehension. - Next, students use their memory to keep the information.

EXERCISE

Match the words in Column A with the correct description in Column B.

Column A (Vocabulary)	Column B (Meaning)
1. Comprehension 2. Recall 3. Practice 4. Connect 5. Memory	A. The ability to remember information. B. To connect one thing to another. C. To remember something from memory. D. To do something repeatedly to improve a skill. E. Understanding or grasping information.

HOW RAIN IS FORMED

Rain is a natural phenomenon. It is the most important source of water on earth for human beings. So today, I'm going to talk about the process of rain formation.

The rain process starts with the heat of the sun. It is the main source of energy in the universe. The heat of the sun makes the surface water from the seas, rivers, and lakes evaporate into the air. Because of the sun's heat, the temperature becomes very high. This causes the water vapor to condense and then it turns into liquid droplets. Then, due to the high temperature, the liquid droplets become heavy and they change into clouds.

The wind helps the clouds move to other places and as they are transported by the wind, the sizes of the clouds increase. As a consequence, every cloud will overlap and reach the atmosphere, which is a lower temperature. At this temperature, the particles of water are formed.

Finally, when the wind cannot resist the weight of the cloud, the cloud which is filled with water, goes through a process called precipitation. In this last process of precipitation, the rain falls down to the earth.

HOW RAIN IS FORMED



VOCABULARY LIST

WORD	PRONOUNCIATION	TRANSLATE
Air	/er/	Udara
Atmosphere	/æt.mə.sfiə/	Atmosfer, Suasana
Become	/bi'kʌm/	Menjadi
Change	/tʃeɪndʒ/	Berubah
Cloud	/klaʊd/	Awan
Condense	/kən'dens/	Mengembun
Consequence	/'kɔːn.sə.kwəns/	Akibat/Konsekuensi
Droplet	/'drɔːp.lət/	Tetesan
Earth	/ɜːθ/	Bumi
Energy	/'en.ə.dʒi/	Energi, Tenaga
Evaporate	/'i:vəp.ə.reɪt/	Menguap
Falls	/fɔːlz/	Jatuh
Filled	/-fɪld/	Diisi, Terisi, Penuh

Finally	/'faɪ.nəl.i/	Akhirnya
Formation	/fɔːr'meɪ.ʃən/	Pembentukan
Heat	/hi:t/	Panas
Heavy	/'hev.i/	Berat
Help	/help/	Membantu
High	/haɪ/	Tinggi
Human	/'hjuː.mən/	Manusia
Important	/Im'pɔːr.tənt/	Penting
Increase	/In'kriːs/	Meningkat
Lake	/leɪk/	Danau
Liquid	/'lɪk.wɪd/	Cairan
Lower	/'ləʊ.ə/	Lebih rendah
Main	/meɪn/	Utama
Make	/meɪk/	Membuat

Move	/mu:v/	Bergerak
Natural	/'nætʃ.ə.əl/	Alam
Phenomenon	/fə'nɑ:..mə.nɑ:n/	Fenomena
Particle	/'pɑ:r.tɪ.kəl/	Partikel
Place	/pleɪs/	Tempat
Precipitation	/pri:..sɪp.ə'teɪ.ʃən/	Presipitasi/Hujan turun
Process	/'prɑ:..ses/	Process
Rain	/reɪn/	Hujan
Reach	/ri:tʃ/	Mencapai
Resist	/rɪ'zɪst/	Menahan
River	/'rɪv.ə/	Sungai
Sea	/si:/	Laut
Size	/saɪz/	Ukuran
Source	/sɔ:rs/	Sumber

Start	/stɑ:rt/	Memulai
Sun	/sʌn/	Matahari
Surface	/'sɜ:..fɪs/	Permukaan
Talk	/tɑ:k/	Berbicara
Temperature	/'tem.pə.ə.tʃə/	Suhu
Today	/tə'deɪ/	Hari ini
Transport	/træn'spɔ:rt/	Pengangkutan
Turn	/tɜ:n/	Berbalik, Belok
Universe	/'ju:..nə.vɜ:s/	Alam semesta
Vapor	/'veɪ.pə/	Uap
Very	/'ver.i/	Sangat
Water	/'wɑ:..tə/	Air
Weight	/weɪt/	Berat
Wind	/wɪnd/	Angin

Analyzing Generic Structure

Title	HOW RAIN IS FORMED
General Statement	Rain is a natural phenomenon. It is the most important source of water on earth for human beings. So today, I'm going to talk about the process of rain formation.
Sequence of Explanations	The rain process starts with the heat of the sun. It is the main source of energy in the universe. The heat of the sun makes the surface water from the seas, rivers, and lakes evaporate into the air. Because of the sun's heat, the temperature becomes very high. This causes the water vapor to condense and then it turns into liquid droplets. Then, due to the high temperature, the liquid droplets become heavy and they change into clouds. The wind helps the clouds move to other places and as they are transported by the wind, the sizes of the clouds increase. As a consequence, every cloud will overlap and reach the atmosphere, which is a lower temperature. At this temperature, the particles of water are formed.
Closing/Concluding Statement	Finally, when the wind cannot resist the weight of the cloud, the cloud which is filled with water, goes through a process called precipitation. In this last process of precipitation, the rain falls down to the earth.

Analyzing Language Features

Use Simple Present Tense	- Rain is a natural phenomenon. - The rain process starts with the heat of the sun.
Use Action Verbs	- The heat of the sun makes the surface water from the seas, rivers, and lakes evaporate into the air. - This causes the water vapor to condense and then it turns into liquid droplets.
Use Passive Voice	- The wind helps the clouds move to other places and as they are transported by the wind. - Finally, when the wind cannot resist the weight of the cloud, the cloud which is filled with water.
Use Conjunctions	- This causes the water vapor to condense and then it turns into liquid droplets. Because of the sun's heat, the temperature becomes very high.
Use Technical Terms	- The heat of the sun makes the surface water from the seas, rivers, and lakes evaporate into the air. - In this last process of precipitation, the rain falls down to the earth.

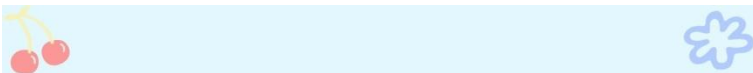
EXERCISE

Read the questions carefully and choose the correct answer. Select the letter of the answer that best fits the questions. Write the letter of your answer on the provided space.

1. What is the first step in the process of rain formation?
 - A. The clouds move to other places
 - B. Water evaporates because of the sun's heat
 - C. Rain falls down to the earth
 - D. The clouds become heavy
2. What happens to the water vapor after it evaporates into the air?
 - A. It falls back to the sea
 - B. It turns into ice
 - C. It condenses into liquid droplets
 - D. It disappears in the air
3. Which of the following helps the clouds move to other places?
 - A. The sun
 - B. Precipitation
 - C. The wind
 - D. The temperature

EXERCISE

4. What is the main purpose of the text?
 - A. To tell a story about rain
 - B. To persuade people to conserve water
 - C. To explain how rain is formed
 - D. To describe different types of weather
5. Which sentence best represents the conclusion of the rain formation process?
 - A. The clouds become heavy and float
 - B. The wind carries the clouds across the sky
 - C. The water evaporates from the sea
 - D. The rain falls down to the earth through precipitation

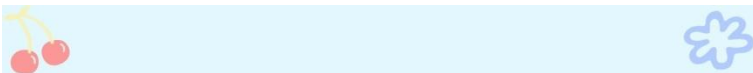
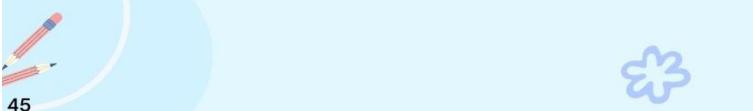


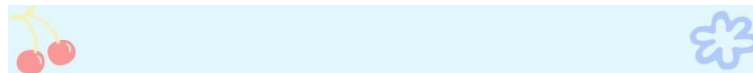
PROJECT 1

Name of the group :

Name of group member :

INSTRUCTIONS

1. Find a flower/plant in your neighborhood and bring it to school in one piece.
 2. Observe each part of the flower/plant and its growth process; discuss it with your group members.
 3. Make a simple report on the results of the discussion and present it in front of the class.
- 
- 



RESULTS

Name of the Flower/Plant :

Part of the Flower/Plant :

Growth Process :

PROJECT-BASED LEARNING MODEL CHECKLIST

NO	ACTIVITY INDICATOR	CHECK LIST
1	Bring the flower/plant in one piece	
2	Observe and record flower/plant parts	
3	Describe the function of each flower/plant part correctly	
4	Explain the process of flower/plant growth	
5	Compile a written report systematically and neatly	
6	All members are actively involved in the task	
7	Deliver presentation with confidence and clear language	
8	Answer questions from other groups well during the presentation	

PROJECT 2

Name of the group :

Name of group member :

INSTRUCTIONS

1. Observe how people around you (friends, family, influencers, or even yourself) use social media in daily life and find one example positive/wise use of social media and negative/unwise use of social media.
2. Make a written summary why each example is considered wise or unwise and what advice/comment/suggestion would you give to social media users regarding that example?
3. Present the results of your discussion in front of the class.

RESULTS

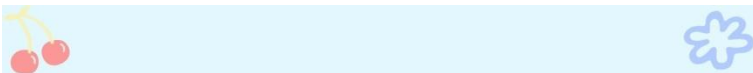
Title of Observation :
(Wise/Unwise)

Reason :

Advice/Comment/ :
Suggestion

PROJECT-BASED LEARNING MODEL CHECKLIST

NO	ACTIVITY INDICATOR	CHECK LIST
1	Group provides example of social media usage	
2	Each example is clearly identified as positive or negative	
3	Group gives a clear explanation of why each example is positive or negative	
4	Group give appropriate advice for social media users	
5	Project includes evidence (screenshots, summaries, or drawings)	
6	Work is submitted in handwritten form, neat and organized	
7	Report uses full sentences and clear language	
8	All group members contribute actively	

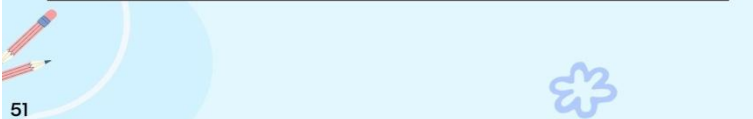


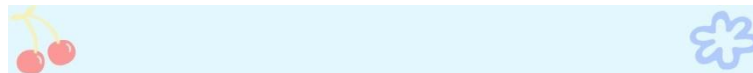
PROJECT 3

Name of the group :

Name of group member :

INSTRUCTIONS

1. Discuss your experiences during recent learning activities or study sessions.
 2. Write a group report about how to study effectively. Your report should include:
 - How much time you spent studying
 - What obstacles or challenges you faced during learning
 - What strategies helped you study better
 3. Present the results of your discussion in front of the class.
- 

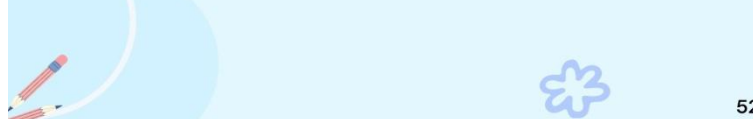


RESULTS

Time Spent :

Obstacles/Challenges :

Strategies :



PROJECT-BASED LEARNING MODEL CHECKLIST

NO	ACTIVITY INDICATOR	CHECK LIST
1	Group discusses learning experiences and strategies together	
2	Report includes time spent and obstacles faced	
3	Report includes useful learning strategies or methods	
4	Report is neat and complete	
5	All group members contribute to the discussion	
6	Each group member shares learning experience	
7	Group presents the results in front of the class	
8	Reflection includes future plans for improving study habits	

PROJECT 4

Name of the group :

Name of group member :

INSTRUCTIONS

1. Read a short text or watch a short video about how rain is formed and talk with your group about the process of rain.
2. Make a simple drawing and write 1 short paragraph to explain the process of how rain happens.
3. Present the results of your discussion in front of the class.

RESULTS

What Causes Rain? :

Group's Explanation :

PROJECT-BASED LEARNING MODEL CHECKLIST

NO	ACTIVITY INDICATOR	CHECK LIST
1	Group watches video or reads text about rain formation	
2	Group discusses the rain formation process	
3	Group creates a simple drawing/diagram showing the process	
4	Group writes an explanation text in their own words	
5	Diagram and text are neat, complete and creative	
6	All group members actively contribute to the project	
7	Deliver presentation with confidence and clear language	
8	Answer questions from other groups well during the presentation	



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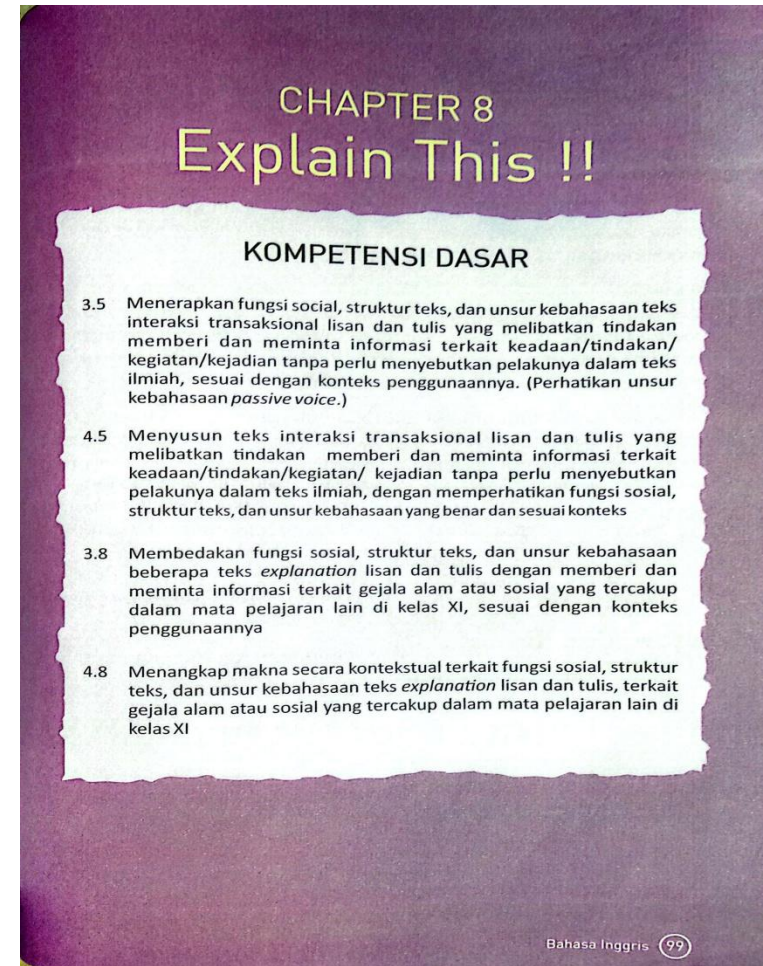
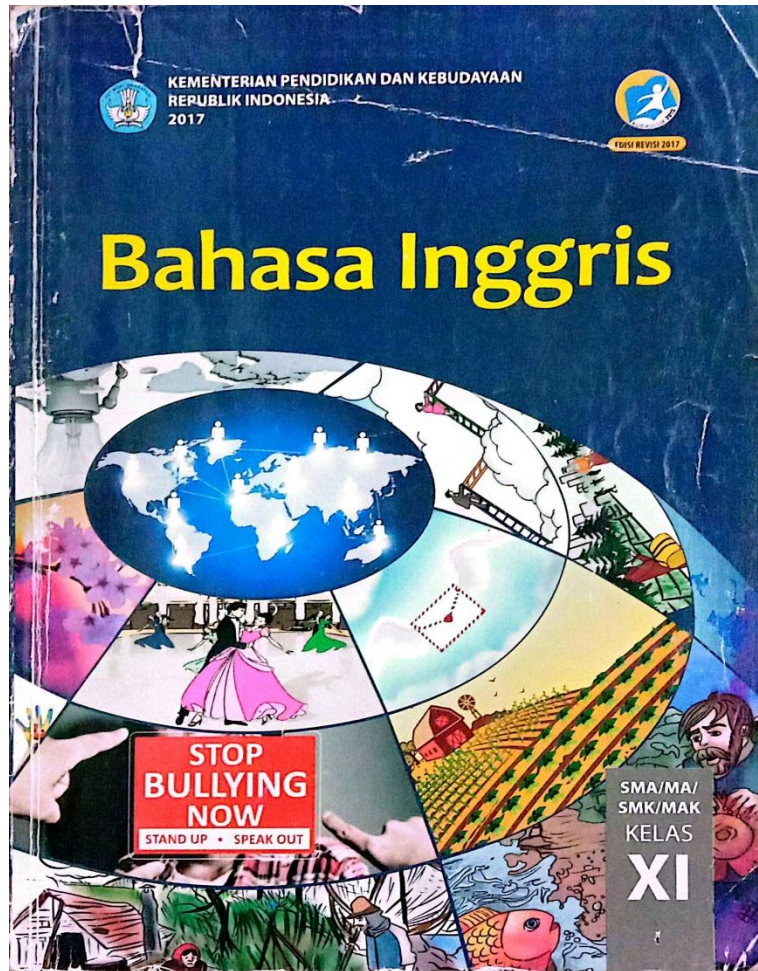
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Book Used at School



A

Pre-Activity

Read the text given below.

Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.



Figure 8.1 Earthquake disaster

Earthquakes are dreaded by everyone.

Discussion

1. Have you ever witnessed an earthquake? What effect did it have on you?
2. Why are earthquakes considered as the most deadly natural hazards?
3. Did you notice anything specific about the way this text is written?
4. What kind of text is this?

B

Building Blocks

Explanation Text

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).

For example:

- Rain
- The water cycle
- Earthquakes

Types of Explanation Texts

Explanation texts are categorized according to the type of process they describe.

Sequential Explanation

Explanations that describe natural and non-natural phenomena, for example life cycles.

Cause and Effect Explanation

Explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.

Structure of an Explanation Text

Social Function

An explanation text is used to describe how or why a certain phenomenon happens.

General Structure

- A title that identifies the topic to be explained
- An opening statement that identifies the process to be explained
- A clear order of paragraphs that describe how and why
- A concluding paragraph that puts all the information together
- Finally, a visual text (a labeled image)

Linguistic Features

- Focuses on general group rather than specific.
- Use of Linking words like **in general, rather, for instance.**
- Use of action verbs like **breaks, erupts.**
- Use of present tense like **is, wake, are.**
- Reference to people should not be given.
- Passive voice may be used.
- Use of technical terms and language relevant to the subject.
- Conjunctions should be used to make connections like **and, but.**
- Gives a detailed description to create a rich meaning.

Passive Voice

When emphasis is on the action (verb) and the object of a sentence rather than the subject of a sentence.

It means that

Action is more important than the subject.

Subject is unknown.

Even when the subject is known, it is put at the end.

Examples

- A letter is written by me.
- America was discovered by Columbus.
- Macbeth was written by Shakespeare.
- The door was opened by his son.
- The new ideas were suggested by Edo.

Changes of Pronouns from Active Voice to Passive Voice

Pronoun in Active Voice	Pronoun in Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

Table 8.1 Pronouns in active & passive voice

Rules for Changing Active Voice to Passive Voice

- Identify the subject, the verb and the object: SVO.
- Change the object into subject.
- Put the suitable helping verb or auxiliary verb. In case the helping verb is given, use the same verb but note that the helping verb given agrees with the object.
- Change the verb into the past participle form.
- Add the preposition "by".
- Change the subject into object.

Example

Active Voice	Passive Voice
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.
She closed the door.	The door was closed by her.

Forming Passive Voice

Tense	Be + Past Participle	Example
Present Simple	am, is, are + made	The painting is made by her.
Present Progressive	am, is, are + being + sent	The book is being sent right now.
Present Perfect	has, have + been + sold	The copyrights of the books have been sold.
Past Simple	was, were + invited	He was invited by Carl.
Past Progressive	was, were + being + washed	Their bikes were being washed while they were running in the park.
Past Perfect	Had + been + hired	All the employees had been hired before the school started.
Future (will)	Will be + signed	A contract will be signed by her.
Future (going to)	am, is, are + going to be + built	A bridge is going to be built by them within the next few years.
Future Perfect	Will + have been + started	The job will have been started by the first of June.

Table 8.2 Formatting of passive voice

An annotated explanation text

Structure	How volcanoes are formed	Linguistic features
Introduction	Have you ever wondered how volcanoes are formed?	
Opening statement	A volcano is a vent or an opening on the earth's surface which allows molten rock called magma , volcanic ash and gas to escape out onto its surface.	Present tense
Explanation Sequence 1	Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.	Technical terms
Explanation Sequence 2	When the pressure builds up in the chamber, the magma, gases and ash are pushed up through to the top of the tube on the earth's surface known as vent.	Action verbs
Explanation Sequence 3	The red-hot magma that escapes to flow over the Earth's surface is called lava which, when cools, forms into rocks.	Conjunction
Conclusion	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	Technical language

Table 8.3 Description of explanation text

C Let's Practice

The opening statement of a phenomenon is given below. Use the format of an explanation text to complete it.

Opening Statement

Have you ever wondered how rain is formed? Rain is nothing but droplets of water from the air.

D Active Conversation

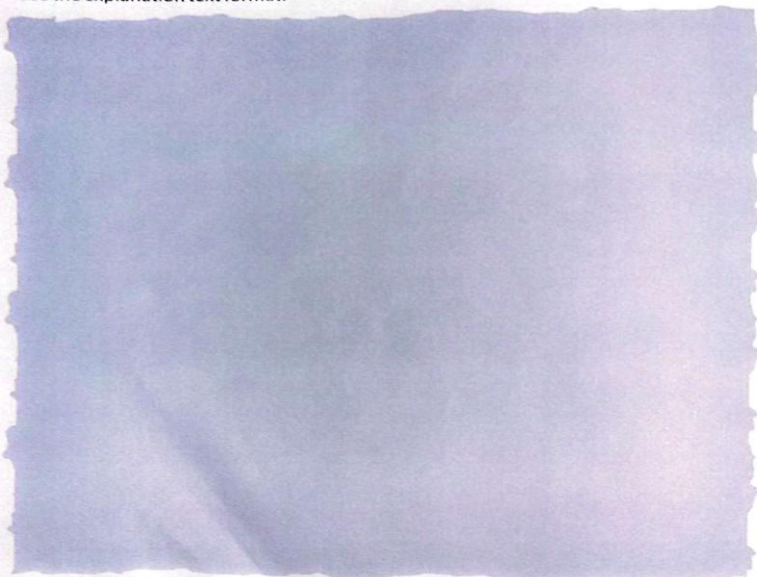
Choose one of the topics given below.

Formation of rainbows

Life cycle of any animal

How tsunamis are formed

Do research on any one of the above given topics and explain to a friend or present it in class.
Use the explanation text format.



E Writing Connection

Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process (drafts, edit, revise and publish).

Draft 1 (Show this draft to your teacher for the feedback.)

Students Needs Analysis Questionnaire

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : Abel Kristian T. Warouw

Class : XI-MTA-2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
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6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?		✓
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : Abel Kristian T. Warouw

Class : XI-MTA-2

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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : ADAM WISDOM WARUWA

Class : XI IPA 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : AGNES MONIKA WARUWA

Class : XI IPA 2

Instructions:

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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : Aigien Kristian Fawamas' Waruwu

Class : XI-MIA 2

Instructions:

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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : Awriend D. Waruwu

Class : XI - MIA - 2

Instructions:

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10	Related to the previous question, do you need to use teaching materials that involve project-based activities?		✓

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : BERTIANI GULO
Class : XI MIA - 2

Instructions:

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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : CELVIN WARUWU
Class : XI MIA - 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : *Delisa Putri Gula*

Class : *XI - MIA 2*

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : *ENLIFEN BRILIAN SEPTIAN WATUWU*

Class : *XI MIA 2*

Instructions:

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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : ERNITA GULO

Class : XI - mia - 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : Harmina Wawanu

Class : XI - mia - 2

Instructions:

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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : JELMIA GULO

Class : XI - MIA - 2

Instructions:

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STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : Mella Nur Hafidha Wicaksono

Class : XI IPA 2

Instructions:

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8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : Kristiani Watuvu

Class : XI - MIA - 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?		✓
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?		✓
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : LUCIAN SEPNIAT WARUWU

Class : XI MIPA II "Sebras mien dua"

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?		✓
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : MEIDIN YUSANTO GULO

Class : XI-MIA-2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?		✓
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : MESIK JERNI MARVELI GULO

Class : XI MIA 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?		✓
2	Do you have difficulty comprehending texts that have complex sentence structures?		✓
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?		✓
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?		✓
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : *Novita Guli*
Class : *XI - IPA II (dug)*

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?		✓
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : *RISNA Desrat Nawati waruwu*
Class : *XI IPA 2*

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?		✓
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : RISKY MITYA MURUKU

Class : XI (MIA) 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : RIFALDO S. WAK

Class : XI (MIA) 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?		✓
2	Do you have difficulty comprehending texts that have complex sentence structures?		✓
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : SANTOSH GULO

Class : XI - MTH 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?		✓
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : SEVEN A. WAR

Class : XI MID 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?		✓
2	Do you have difficulty comprehending texts that have complex sentence structures?		✓
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : *Thodoros Tri Boy Guio*

Class : *XI - MIA - 2*

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?		✓
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name : *Nicolas Christian Boio*

Class : *XI - MIA - 2*

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?		✓
2	Do you have difficulty comprehending texts that have complex sentence structures?		✓
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name :William DieDeV Gulo

Class :XI MIA 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?	✓	
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?	✓	
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?	✓	

STUDENT NEEDS ANALYSIS QUESTIONNAIRE

Name :Yusmani wasuwu

Class :XI mia 2

Instructions:

- Pay attention and read carefully the questions below. Choose the answer "Yes" if the question is in accordance with your experience or opinion, and "No" if it is not.
- Choose the appropriate answer by putting a check list mark (✓) on your choice.

No	Questions	Answer Options	
		Yes	No
1	Do you struggle to comprehend English texts because of unfamiliar vocabulary?	✓	
2	Do you have difficulty comprehending texts that have complex sentence structures?		✓
3	Do you use a dictionary when reading English texts?	✓	
4	Do you think an interesting topic makes it easier for you to comprehend the text?	✓	
5	Are you less motivated when learning is centered on teacher explanation?	✓	
6	Are you motivated by contextualized learning and engaging creativity?		✓
7	Do you find it easier to comprehend learning materials through group work?	✓	
8	Do visual media such as pictures help you comprehend the reading material?	✓	
9	Do you enjoy having the opportunity to express your ideas during group discussions?	✓	
10	Related to the previous question, do you need to use teaching materials that involve project-based activities?		✓

Students Evaluation Results

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : Abel Kristian Z. Waruwu

Kelas : XI - MIA-2

Jenis Kelamin : Laki - Laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : ACI REXMAN S-Zay

Kelas : XI-MIA2

Jenis Kelamin : Laki-Laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : ADAM WISDOM WARMAN.

Kelas : XI IPA 2

Jenis Kelamin : Laki-laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : AGNES MONIKA WARUWU

Kelas : XI IPA - 2

Jenis Kelamin : Perempuan.

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : *Angen kristin fa'owasi waruwu*

Kelas : *x1-mia 2*

Jenis Kelamin : *Perempuan*

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam			✓	

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : Alvin D. Waruw

Kelas : XI - MIA - 2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.		✓		
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.			✓	
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : Bertians Gulo

Kelas : XI MIA - 2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : CECILIA W/ARUWA

Kelas : XI-ARIZ

Jenis Kelamin : Laki-laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : DELTASA PUTRI GULO

Kelas : XI-mia 2

Jenis Kelamin : PEREMPUAN

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : ENLIFEN RILIAN SEPTIAN WARHUNI

Kelas : XI MIA 2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : ERNITA GRUO

Kelas : XI - MIA - 2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : HERMINDA WARUWU

Kelas : XI - MIA 2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : JELMIA GULO

Kelas : XI-MIA-2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : *Juwita Nofirman Waru*

Kelas : *XI IPA 2*

Jenis Kelamin : *Perempuan*

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam			✓	

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.		✓		
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.			✓	
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : kristiani waruwu

Kelas : XI - mia - 2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.			✓	
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : *LUCIAN SEPNIAT WARUWU*
 Kelas : *XI MIPA Dua*
 Jenis Kelamin : *Perempuan*

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

- 1 = Tidak setuju
 2 = Kurang setuju
 3 = Setuju
 4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : MEIDINI YUSHRITO GULO

Kelas : XI-MIA-2

Jenis Kelamin : Laki-laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam			✓	

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : Mesti Jemih Mawati Gulo

Kelas : XI MIA 2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : NOVATI GULIS

Kelas : XI - Mata (duka)

Jenis Kelamin : laki - laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : RIFALDO S. WAR

Kelas : XI (MIA) 2

Jenis Kelamin : Laki - Laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.		✓		
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : Risky Adruv
 Kelas : XI IPA - II
 Jenis Kelamin : Laki - Laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

- 1 = Tidak setuju
- 2 = Kurang setuju
- 3 = Setuju
- 4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : RISNA DESRA NAWAL WATUWA

Kelas : XI IPA 2

Jenis Kelamin : Pertemuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : SANTOSUS Gido

Kelas : XI - IPA - 2

Jenis Kelamin : Laki - Laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : SEVEN A. WAR

Kelas : XI MIA - 2

Jenis Kelamin : LAKI - LAKI

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.			✓	
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.		✓		
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : Theodorus Tri Boy Guno

Kelas : XI-Mia-2

Jenis Kelamin : Laki - Laki

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.			✓	
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam		✓		

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.		✓		
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa: *Nic*

Nama : *Victor Christian Gub*

Kelas : *XI - mip 2*

Jenis Kelamin : *Laki - laki*

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.		✓		
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : **WILYAM DIODEV GULO**

Kelas : **X 1 MIA 2**

Jenis Kelamin : **Laki-laki**

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.		✓		
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.		✓		
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.		✓		

Terima kasih atas partisipasi dan kerjasamanya.

LEMBAR EVALUASI UNTUK SISWA

Identitas Siswa:

Nama : Yurmani Waruwu

Kelas : XI MIA 2

Jenis Kelamin : Perempuan

Petunjuk Pengisian:

Angket ini bertujuan untuk mengumpulkan pendapat dan respon siswa mengenai penggunaan bahan ajar yang telah dikembangkan. Mohon siswa memberikan penilaian dengan memberi tanda centang (✓) pada kolom yang sesuai.

Keterangan Skor:

1 = Tidak setuju

2 = Kurang setuju

3 = Setuju

4 = Sangat Setuju

No	Aspek Penilaian	Indikator Penilaian	Skor (1-4)			
			4	3	2	1
1	Keterbacaan Materi (Readability of Content)	Materi mudah saya pahami dan tidak membuat saya bingung.	✓			
2	Kemenarikan Materi (Engagement of Content)	Materi menarik dan membuat saya lebih bersemangat belajar.	✓			
3	Dukungan terhadap Pembelajaran (Learning Support)	Materi dapat membantu saya dalam meningkatkan pemahaman terhadap teks bacaan.	✓			
4	Kesesuaian dengan Kebutuhan Siswa	Materi sesuai dengan apa yang saya butuhkan dalam	✓			

	(Relevance to Student's Needs)	memahami bacaan.				
5	Kemudahan Penggunaan Bahan Ajar (Ease of Use)	Bahan ajar ini mudah untuk saya gunakan.	✓			
6	Interaktivitas Bahan Ajar (Interactivity of Teaching Materials)	Bahan ajar ini memuat latihan soal dan kegiatan proyek yang berkaitan dengan materi.	✓			
7	Kepraktisan dalam Penggunaan (Practicality in Usage)	Bahan ajar ini dapat saya gunakan secara mandiri tanpa banyak bantuan dari guru.	✓			
8	Kelayakan dalam Pembelajaran (Feasibility in Learning)	Bahan ajar ini sesuai untuk saya gunakan dalam pembelajaran di sekolah maupun di rumah.	✓			

Terima kasih atas partisipasi dan kerjasamanya.

Appendix 2 Dokumentasi Foto Penelitian



The initial visit to the school and introduction to the students



Product validation by the experts



Disseminate Stage





Product Trial



Questionnaire completion by students for product evaluation



Appendix 3 Pengajuan Judul Penelitian

08 November 2024

Hal : Pengajuan Judul Rancangan Penelitian

Kepada Yth :

Bapak Afore Tahir Harefa, S.Pd., M.Hum

(Dosen Penasihat Akademik)

Dengan hormat,

1. Saya yang bertanda tangan di bawah ini :

Nama : **BENEDIKTA GULO**

NIM : 212108013

Jumlah SKS yang telah diselesaikan : 141 SKS

Dengan ini mengajukan Judul Rancangan Penelitian dan memohon kepada Bapak kiranya dapat berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

No.	Judul	Persetujuan	
		Tanggal	Paraf
1	DEVELOPING PROJECT BASED LEARNING READING COMPREHENSION MATERIALS ON ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 MORO'O	8/11-2024	
2	AN ANALYSIS TEACHER PERSPECTIVES ON IMPLEMENTING PROJECT BASED LEARNING IN ENGLISH LANGUAGE INSTRUCTION		
3	THE INFLUENCE OF SELF-CONFIDENCE ON THE ABILITY TO SPEAK ENGLISH OF STUDENTS AT THE ELEVENTH GRADE OF SMA NEGERI 1 MORO'O		

2. Demikian permohonan ini saya ajukan dengan harapan semoga Bapak dapat mempertimbangkannya.

Hormat saya:

Pemohon,

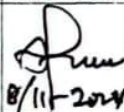
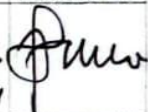


BENEDIKTA GULO
NIM. 212108013



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat: Jalan Yos Sudarso No. 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812
Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

Lembar Saran dan Perbaikan Judul Proposal

No	Judul	Saran-saran	Perbaikan	Tanda Tangan	
				KAPRODI	DOSEN PA
1	DEVELOPING PROJECT BASED LEARNING READING COMPREHENSION MATERIALS ON ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 MORO'O	(P3BL)	—	 8/11-2014	
2	AN ANALYSIS TEACHER PERSPECTIVES ON IMPLEMENTING PROJECT BASED LEARNING IN ENGLISH LANGUAGE INSTRUCTION				
3	THE INFLUENCE OF SELF-CONFIDENCE ON THE ABILITY TO SPEAK ENGLISH OF STUDENTS AT THE ELEVENTH GRADE OF SMA NEGERI 1 MORO'O				

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan terimakasih.

Hormat saya,
Pemohon,



BENEDIKTA GULO
NIM. 212108013

Tembusan

- 1 Yth. Kaprodi
- 2 Yth. Dosen PA

Appendix 4 Abstrak Pengajuan Judul Penelitian

OUTLINE TOPIK PENELITIAN SKRIPSI

Name : Benedikta Gulo
Reg.Number : 212108013
Program : Scholar
Study Program : English Education
Faculty : Teacher Training and Education

Title	Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o
Phenomenon	Nowadays, reading literacy is essential for secondary school students in building basic knowledge that supports learning in various fields. At SMA Negeri 1 Moro'o, as in many other schools, teaching reading comprehension often still uses conventional methods. These methods tend to focus only on literal comprehension without challenging students to think critically or connect the reading to real-world contexts. As a result, students may lack motivation in reading and fail to understand and apply the information they acquire in their daily lives. Another phenomenon is the importance of 21st century skills, such as critical thinking, collaboration, communication, and creativity, which need to be integrated in the learning process. Project Based Learning (PjBL) is an approach that places students as active learners who collaborate on real and relevant projects. PjBL also allows students to learn in a more in-depth and meaningful way, connecting the learning material to everyday situations. At SMA Negeri 1 Moro'o, the need for reading comprehension materials that use the PjBL approach is increasingly felt to support eleventh grade students in developing analytical and critical thinking skills. By developing project-based reading comprehension teaching materials, it is expected that students will be more motivated to learn because the reading materials are directly related to projects or topics that have relevance to them. In addition, through project-based learning, students can develop literacy skills more comprehensively, improving

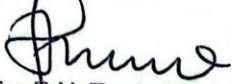
	their ability to understand, analyze and apply information in a broader context.
Locus	SMA Negeri 1 Moro'o
Address	Desa Hilifadolo, Kecamatan Moro'o, Kabupaten Nias Barat
Background of the Problem	Learning English is a complex process in learning activity, it consists of four skills; reading, writing, listening, and speaking. Reading is one of the skills that students have to mastery on it. Reading is an interactive process in which readers construct a meaningful image of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have established the special motivation on students' reading comprehension aptitude (Seventilofa, 2022). Reading is as the English language abilities that all English learners must be master. In learning a new language, we need reading as the important skill that we must have. In learning process, reading takes a crucial part because it can help with the development of other abilities and provide access to relevant information in the classroom or at work. Reading helps the students in understanding their material in learning processing. The ability to read effectively and efficiently will determine the success in study. Reading is an ability to build meaning from a text in obtaining information and thinking skills to understand the meaning of the text (Herlina in Kurniawati & Puspitasari 2023). Reading is one of the main ways students interact with language. Through reading, students can understand sentence structures, vocabulary and grammar used in different contexts. This helps them strengthen their English foundation. Reading is not only about recognizing words, but also understanding the meaning behind the text. Reading comprehension skills help students analyze, evaluate and draw conclusions from the information they read, which is essential for critical thinking. Reading comprehension as a complex process to get meaning from the author including word meaning, word knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He also added reading comprehension is not only the reader response to the

	author's meaning but multi complex process to involve many interactions between the reader and what they comprehend from the text. Is not only to understand the text or reading passage but also to interpret, to problem-solve, to visualize, hypothesizing, to observe, to report, to organize data, to follow directions, to draw conclusion, and to predict outcomes based on the text (Sahmal et al, 2022). One approach that can be applied to improve reading comprehension is Project Based Learning (PjBL). PjBL is a learning method that emphasises students' active engagement through real projects that are relevant to their lives. This approach not only increases students' motivation, but also helps them apply knowledge and skills in a broader context. PjBL as a teaching approach that is built on learning activities and real tasks that provide challenges for students related to everyday life to be completed in groups. From those definitions, the implementation of PjBL in learning language would be suitable, as according to social constructivist theory, the importance of learning language taking place when learners engage with one another is emphasized by the social and dynamic nature of language learning (Goodman in Lestari et al, 2023). English education in Indonesia, especially at the senior high school level, faces significant challenges in improving students' reading skills. Good reading skills are not only important for understanding academic texts, but also for preparing students for exams and daily life in the era of globalization. Therefore, the development of project based learning reading comprehension materials is necessary.
Formulation of the Problem	1. What are the challenges that eleventh graders face in comprehending English passages? 2. How can PjBL-based reading comprehension materials be designed to enhance students' motivation and engagement in learning?
Objectives of the Problem	1. To identify the challenges that eleventh graders face in comprehending English passages. 2. To develop PjBL-based reading comprehension materials be

	designed to enhance students' motivation and engagement in learning.
Research Methods	This research design uses a 4D (four-D) development model. The 4D research and development model consists of 4 stages, namely, define, design, develop, and disseminate initiated by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974: 5). The advantage of 4D models is that the steps are relatively uncomplicated, so they do not take a relatively long time. While the weakness of the 4D model is that the 4D model only reaches the sales stage and there is no evaluation. The 4-D model is a development model that can be used to develop various types of learning media (Arkadiantika in Johan et al, 2023).
Bibliography	Kurniawati, Desilia, Tahrin Tahrin, and Artanti Puspitasari. 2023. "The Influence of Reading Motivation and Reading Self-Concept on Reading Comprehension Achievement of the Eighth Grade Students of State Junior High School of Lempuing District." <i>Esteem Journal of English Education Study Programme</i> 6(1): 17–26. doi:10.31851/esteem.v6i1.10204. Lestari, Zubaedah Wiji, Kunkun Kurniady, Supian, and Erik Rusmana. 2023. "Implementing Project-Based Learning to Enhance Students' Reading Skills in Report Text." <i>JALL (Journal of Applied Linguistics and Literacy)</i> 7(2): 240. doi:10.25157/jall.v7i2.12289. Riani Johan, Jasmine, Tuti Iriani, and Arris Maulana. 2023. "Penerapan Model Four-D Dalam Pengembangan Media Video Keterampilan Mengajar Kelompok Kecil Dan Perorangan." <i>Jurnal Pendidikan West Science</i> 01(06): 372–78. Sahmal, A, Jusman. 2022. "Students Reading Comprehension in Reading English Textbook." <i>Jurnal Bilingual</i> 12(1): 57–62. doi:10.33387/j.bilingual.v12i1.4874. SEVENTILOFA, I GUSTI NGURAH OCTOVA. 2022. "Mastering Reading Skill Faster." <i>Ganec Swara</i> 16(2): 1674. doi:10.35327/gara.v16i2.333.

Gunungsitoli, 20 November 2024

Approved by:
The Thesis Advisor,


Afore Tahir Harefa, S.Pd.,M.Hum
NIDN. 0117038305

Approved by:
The Chair of EESP,


Afore Tahir Harefa, S.Pd.,M.Hum
NIDN. 0117038305

Tembusan:

1. Kepala LPPM Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan

Appendix 6 SK Dosen Pembimbing



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias I-5722812
Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

SURAT PENETAPAN DOSEN PEMBIMBING

Nomor:10/UN10/PP.10.06/2024

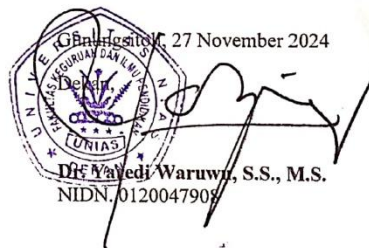
Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Nias, menetapkan

Nama : AFORE TAHIR HAREFA, S.Pd., M.Hum.
NIDN : 0117038305
Pangkat : Penata/III-C
Jabatan Akademik : Lektor
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

sebagai Pembimbing dalam penulisan skripsi mahasiswa FKIP, Universitas Nias:

Nama : BENEDIKTA GULO
NIM : 212108013
Program : S-1
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : DEVELOPING READING COMPREHENSION MATERIALS
BASED ON PROJECT-BASED LEARNING (PjBL) AT THE
ELEVENTH GRADE STUDENTS OF SMA NEGERI 1
MORO'O

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, 27 November 2024

Drs. Yatedi Waruwu, S.S., M.S.
NIDN.0120047908

Tembusan disampaikan kepada:

1. Plt. Rektor Universitas Nias u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (BENEDIKTA GULO)

Appendix 7 Riwayat Bimbingan Rancangan Proposal Penelitian



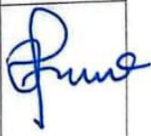
YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
 Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN PROPOSAL



Nama : Benedikta Gulo
 Nim : 212108013
 Program : Sarjana
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : Developing Project Based Learning (PjBL) Model on Reading Comprehension Materials the Eleventh Grade Students of SMA Negeri 1 Moro'o
 Pembimbing : Afore Tahir Harefa, S.Pd, M.Hum

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing*)	Tanda Tangan
1	26/11/2024	judul - Bab I	- Revisi: judul - Revisi: Formula unit	
2	18/12/2024	Bab I	- Linked of Reading Comprehension with PjBL	
3	17/12/2024	Bab I	- Memperbaiki Background keterkaitan antara Reading Comprehension and PjBL - Tata cara penulisan skripsi	

4	18/12/2024	Bab II	- Theoretical framework Reading Comprehension and PiBL - Menambahkan teori R and D di Bab 2	
5	18/12/2024	Bab II	- Memperbaiki : Theoretical framework; RC, PiBL, R and D. - Conceptual and Relevant - Tatacara Penulisan Skripsi	
6	19/12/2024	Bab II	- Menyempurnakan Conceptual framework - Perbaiki referensi	
7	19/12/2024	Bab II	- Aturan Penulisan karya tulis ilmiah	
8	07/01/2025	Bab I, II, III Lampiran	Acc Sampre	
9				
10				

Appendix 8 Lembar Persetujuan untuk Diseminarkan



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **BENEDIKTA GULO**
Reg. Number : 212108013
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o

has been approved to be presented in the research proposal seminar forum.

Gunungsitoli, January 7, 2025

Acknowledged by:

Chief of English Education Study Program,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Advisor,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 9 Berita Acara Seminar Rancangan Proposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA SEMINAR RANCANGAN SKRIPSI

Pada hari ini Senin, tanggal tiga belas bulan Januari tahun dua ribu dua puluh lima telah diselenggarakan Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias:

Nama : **Benedikta Gulo**
NIM : 212108013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o**
Waktu : 13.00 WIB s/d selesai

Susunan Dewan Pembimbing & Penelaah

1. Afore Tahir Harefa, S.Pd.,M.Hum
2. Dr. Yaredi Waruwu, SS.,M.S

Tanda tangan

1. 
2. 

Rekapitulasi Nilai	
Dewan Pembimbing & Penelaah	Total Nilai
Afore Tahir Harefa, S.Pd.,M.Hum	87
Dr. Yaredi Waruwu, SS.,M.S	82
Total Nilai	169

Rata-rata Nilai : 84.5

Gunungsitoli, 13 Januari 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd.,M.Hum
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN SEMINAR

Nomor: 028/UN10.03/PP.08.03/2025

Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

Nama : **Benedikta Gulo**
NIM : **212108013**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul R. Skripsi : **Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o**

Hari/tanggal : **Senin, 13 Januari 2025**
Pukul : **13.00 WIB s/d selesai**
Tempat : **Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias**

Dengan hasil penilaian:

☐	Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100)
☒	Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89)
☐	Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69)
☐	Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54)

Gunungsitoli, 13 Januari 2025
Ketua Program Studi,

Aford Tahir Harefa, S.Pd., M.Hum.
NIDN 0117038305

Catatan:

Berikan tanda cek (✓) pada salah satu kotak.

Appendix 10 Lembar Perbaikan Rancangan Proposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Penelaah

Nama : Dr. Yaredi Waruwu, SS.,M.S
NIDN : 0130047702
Jabatan : Penelaah
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Benedikta Gulo
NIM : 212108013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Senin, 13 Januari 2025
Pukul : 13.00 WIB s/d selesai
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Uraian
		look up the list of questions

Gunungsitoli, 13 Januari 2025
Penelaah,


Dr. Yaredi Waruwu, SS.,M.S
NIDN. 0130047702



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Pembimbing

Nama : Afore Tahir Harefa, S.Pd., M.Hum
NIDN : 0117038305
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Benedikta Gulo
NIM : 212108013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Senin, 13 Januari 2025
Pukul : 13.00 WIB s/d selesai
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Uraian
		Ikuti saran kami dengan dpa yang disampaikan. pembuat

Gunungsitoli, 13 Januari 2025
Pembimbing,


Afore Tahir Harefa, S.Pd., M.Hum
NIDN. 0117038305

Appendix 11 Lembar Persetujuan untuk Diteliti



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE EXAMINERS' BOARD APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **BENEDIKTA GULO**
Reg. Number : 212108013
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o

has been presented in the research proposal seminar forum and approved for research.

Advisor,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Gunungsitoli, February 1, 2025

Reviewer,

Dr. Yaredi Waruwu SS., M.S.
NIDN. 0130047702

Acknowledged by:

Chief of English Education Study Program,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 12 Surat Permohonan Izin Penelitian



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 22812
Home page: <https://fklp.unias.ac.id> email: fklp@unias.ac.id

Gunungsitoli, 03 Februari 2025

Nomor : 072/UN10/PN.01.02/2025
Lampiran : 1 (satu) set
Perihal : **Permohonan Izin Pelaksanaan Penelitian**

Yth.
Kepala SMA Negeri 1 Moro'o
di
Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

Nama : **Benedikta Gulo**
NIM : 212108013
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S-1)
Judul Skripsi : **Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o**

Lokasi Penelitian : SMA Negeri 1 Moro'o
Jadwal Penelitian : 10 Februari – 10 Maret 2025

Maka kami mohon kepada Bapak/Ibu kiranya dapat memberi izin kepada mahasiswa yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).

2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Dekan,

Dr. Yohani Warruwu, S.S., M.S.
NIDN: 9130047702

Tembusan Yth:
1. Rektor Universitas Nias
2. Wakil Rektor Lingkup Universitas Nias
3. Kepala LPPM Universitas Nias
4. Ketua Program Studi Pendidikan Bahasa Inggris
5. Peneliti yang bersangkutan (**Benedikta Gulo**)
6. Arsip

Appendix 13 Surat Izin Penelitian (dari Lokasi Penelitian)

	PEMERINTAH PROVINSI SUMATERA UTARA DINAS PENDIDIKAN SMA NEGERI 1 MORO'O Alamat : Jl. Pendidikan, Desa Hilifadolo, Kec. Moro'o, Kab. Nias Barat, KP. 22862	
---	--	---

SURAT KETERANGAN
Nomor : 421.3/018/SMANSAMOR/II/2025

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Negeri 1 Moro'o Menerangkan bahwa:

Nama	: SASTRAELI GULO, S.Ag
NIP	: 19801001 200904 1 004
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Negeri 1 Moro'o
Alamat	: Desa Hilifadolo, Kec. Moro'o, Kab Nias Barat

Menerangkan Bahwa:

Nama	: BENEDIKTA GULO
NIM	: 212108013
Jenjang Pendidikan	: Strata Satu (S-1)
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Berdasarkan surat Nomor 072/UN10/PN.01.02/2025, tertanggal 03 Februari 2025 tentang Permohonan Izin Pelaksanaan Penelitian. Maka dengan ini, SMA Negeri 1 Moro'o memberi izin untuk melakukan Penelitian dari tanggal 10 Februari s/d 10 Maret 2025 oleh Mahasiswa yang tertera namanya di atas.

Demikian Surat Keterangan ini, agar dipergunakan seperlunya.

Dikeluarkan di: Hiliduho
Pada Tanggal: 06 Februari 2025
Kepala SMA Negeri 1 Moro'o,




SASTRAELI GULO, S.Ag
NIP. 19801001 200904 1 004

Appendix 14 Surat Keterangan Telah Melaksanakan Penelitian (dari Lokus)



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 MORO'O**

Alamat : Hiliduho Desa Hilijadolo Kec.Moro'o, Kab.Nias Barat-22862, e-mail: sma_moro@pnsnias.go.id

SURAT KETERANGAN

Nomor: 421.3/067/TU-SMANSAMOR/VI/2025

Yang bertanda tangan dibawah ini kepala SMA NEGERI 1 MORO'O Kecamatan Moro'o Kabupaten Nias Barat Provinsi Sumatera Utara, menerangkan bahwa :

Nama	: BENEDIKTA GULO
NIM	: 212108013
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: Strata satu (S-1)

Benar telah melaksanakan penelitian di SMA Negeri 1 Moro'o sesuai dengan jadwal yang sudah ditetapkan yakni, 10 Februari- 10 Maret 2025 guna melengkapi data skripsi dengan judul penelitian "*Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o.*"

Demikian surat keterangan ini dibuat dengan benar, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Hiliduho
Pada Tanggal : 11 Maret 2025

Kepala Sekolah,



ASTRAELI GULO, S.Ag.
NIP. 19801001 200904 1 004

Appendix 15 Riwayat Bimbingan Skripsi



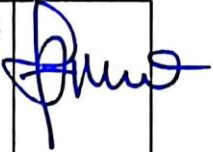
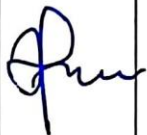
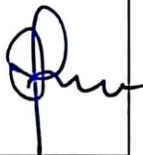
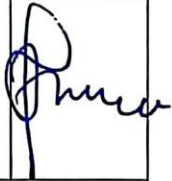
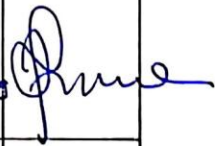
YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
 Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN SKRIPSI



Nama : Benedikta Gulo
 Nim : 212108013
 Program : Sarjana
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : Developing Reading Comprehension Materials Based on Project-Based Learning (PjBL) Model at the Eleventh Grade Students of SMA Negeri 1 Moro'o
 Pembimbing : Afore Tahir Harefa, S.Pd., M.Hum.

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing*)	Tanda Tangan
1	23/02/2025	Review article 4D	- Pahami ke 4 artikel 4D	
2	24/02/2025	Review article 4D untuk menjawab research question	- Research questions disesuaikan dengan need analysis	
3	04/03/2025	Need analysis questions	- Kenapa memilih likert Scale 5 - Bagaimana Perhitungannya - Source of Rubric	

4	10/03/2025	Define Stage	- Membuat diagram / infografis dari data yg diperoleh - Materi yang masuk tahap desain dan develop	
5	02/07/2025	Chapter IV Research Findings	- Contoh kasus difficulties to provide supporting data	
6	03/07/2025	Chapter IV Research Findings	- Worksheet Pada Produk buat poin indikator checklist setiap kegiatan Proyek	
7	05/07/2025	Chapter IV Research Findings and Discussion	- Memperbaiki tabel jawaban RQ 1 dan 2 - Dissemination Stage tabulasi data angket-respon siswa disertai dengan diagram	
8	05/07/2025	Chapter IV and Product	- Judul Cover Pada Produk "Reading Material Based on PBL Model".	
9	11/07/2025	Chapter IV Discussion	- Lanjutkan Bab 5 Conclusion dan Recommendation - Perubahan Judul menjadi "Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model"	
10	12/07/2025	Chapter V Conclusion and Recommendation	Acc Sidang Skripsi 	

Appendix 16 Lembar Persetujuan/Pengesahan Pembimbing untuk Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF UNDERGRADUATE THESIS

The undergraduate thesis proposed by:

Name : **BENEDIKTA GULO**
Reg. Number : 212108013
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Thesis Title : Developing the Eleventh Graders' Reading Comprehension Material
Utilizing Project-Based Learning Model

has been approved by undergraduate thesis advisor for further approval by the board of examiners.

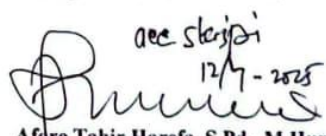
Gunungsitoli, July 12, 2025

Acknowledged by:

Chief of English Education Study Program,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Undergraduate Thesis Advisor,

acc skripsi
12/7 - 2025

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 17 Lembar Turnitin/Plagiasi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT

Rektorat : Jalan Pancasila No. 10 Kota Gunungsitoli ■ +626392620815 Nias 22814
Homepage: <https://unias.ac.id> email: admin@unias.ac.id

SURAT KETERANGAN

Nomor : 234/UN06.01/TU.01.20/2025

Yang bertanda tangan di bawah ini:

Nama : **Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.**
NIDK : 8934030021
Pangkat/Golongan : Penata/III/c
Jabatan : Plt. Kepala Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Nias

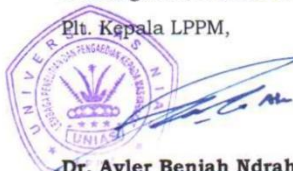
dengan ini menerangkan bahwa,

Nama : **Benedikta Gulo**
NIM : 212108013
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : DEVELOPING THE ELEVENTH GRADERS' READING COMPREHENSION MATERIAL UTILIZING PROJECT-BASED LEARNING MODEL

adalah benar telah melakukan pengecekan plagiarisme terhadap Skripsi mahasiswa tersebut di atas melalui aplikasi *Turnitin*, dan mendapat tingkat *Similarity* 12% dan tingkat *Artificial Intelligence* (AI) 21%, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi.

Gunungsitoli, 14 Juli 2025

Plt. Kepala LPPM,



Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.
NIDK. 8934030021

Tembusan:

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa an. **Benedikta Gulo**.

Appendix 18 Surat Keterangan Lulus Mata Kuliah



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN

No. **043** /UN10.03/PN.01/2025

1. Ketua Program Studi Pendidikan Bahasa Inggris menerangkan bahwa:
Nama : **BENEDIKTA GULO**
NIM : 212108013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Telah menyelesaikan mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 149 SKS.
2. Demikian surat keterangan ini diberikan untuk dapat digunakan seperlunya.

Dikeluarkan di : Gunungsitoli
Pada Tanggal : 05 Agustus 2025

✶ Ka. Prodi,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Tembusan
Dekan FKIP Universitas Nias

Appendix 19 Surat Permohonan Ujian Skripsi

17 Juli 2025

Perihal : **Permohonan Ujian Skripsi**
Lampiran : Satu Berkas

Kepada Yth.
Ketua Program Studi Pendidikan Bahasa Inggris
di
Gunungsitoli

Saya yang bertanda tangan di bawah ini:

Nama : **BENEDIKTA GULO**
NIM : 212108013
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Dosen Pembimbing : Afore Tahir Harefa, S.Pd., M.Hum.
Judul Skripsi : Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model

Mengajukan permohonan untuk diperkenankan menempuh ujian skripsi. Sebagai bahan pertimbangan, bersama ini saya lampirkan:

1. Biodata Peserta Ujian Skripsi
 2. Lembar Persetujuan Dosen Pembimbing Skripsi
 3. Lembar Konsultasi Bimbingan Skripsi (Print Out SIMAT)
 4. Fotokopi Surat Penugasan Dosen Pembimbing Skripsi
 5. Fotokopi KRS Semester 1 sampai Semester Berkenaan
 6. Fotokopi KHS dari Semester 1 sampai Terakhir
 7. Fotokopi Pembayaran Uang Ujian Skripsi
 8. Surat Keterangan Telah Menyelesaikan Semua Beban Studi Kecuali Skripsi/Penulisan Skripsi/Thesis Writing*)
 9. Transkrip Nilai yang Telah Ditandatangani Ketua Program Studi
 10. Surat Keterangan Telah Melakukan Pengecekan Plagiarisme dari LPPM.
 11. Undangan Ujian Skripsi
 12. Telah mengisi link bit.ly/MendaftarUjianSkripsiFKIP
- Atas perhatian Bapak, saya ucapkan terima kasih.

Hormat Saya
Pemohon,



Benedikta Gulo
NIM. 212108013

Tembusan

Yth.
Dekan FKIP Universitas Nias

Appendix 20 Lembar Kesiadaan Menghadiri Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **BENEDIKTA GULO**
NIM : **212108013**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material
Utilizing Project-Based Learning Model**

Yang dilaksanakan pada

Hari/tanggal : **Senin, 28 Juli 2025**
Pukul : **09.00 WIB s.d. selesai**
Tempat : **Ruang 01 FKIP Universitas Nias**

Dengan ini menyatakan kesiadaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 24 Juli 2025

Pembimbing,

Tanda Tangan,

1. Afore Tahir Harefa, S.Pd., M.Hum.

1.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PENGUJI I MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias:

Nama : **BENEDIKTA GULO**
NIM : 212108013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model**

Yang dilaksanakan pada:

Hari/tanggal : Senin, 28 Juli 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 24 Juli 2025

Penguji I,

Tanda Tangan,

1. Dr. Yaredi Waruwu, S.S., M.S.

1.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PENGUJI II MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **BENEDIKTA GULO**
NIM : **212108013**
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model**

Yang dilaksanakan pada

Hari/tanggal : **Senin, 28 Juli 2025**
Pukul : **09.00 WIB s.d. selesai**
Tempat : **Ruang 01 FKIP Universitas Nias**

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 24 Juli 2025

Penguji II,

Tanda Tangan,

1. Yasminar Amaerita Tel, S.Pd., M.Pd.

1.

Appendix 21 Surat Penetapan Dosen Penguji Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT PENETAPAN DOSEN PENGUJI

Nomor: 912/UN.10.03/PP.08.05/2025

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias

Nama : **Benedikta Gulo**
NIM : **212108013**
Program : **Sarjana**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model**

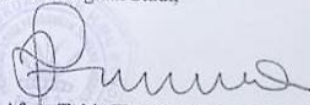
Waktu pelaksanaan ujian:

Hari/tanggal : **Senin, 28 Juli 2025**
Pukul : **09.00 WIB s.d. selesai**
Tempat : **Ruang 01 FKIP Universitas Nias**

Dewan Penguji:

No.	Nama	Jabatan dalam Ujian	Keterangan
1	Dr. Yaredi Waruwu, S.S., M.S.	Penguji I	
2	Yasminar Amaerita Tel, S.Pd., M.Pd.	Penguji II	
3	Afore Tahir Harefa, S.Pd., M.Hum.	Pembimbing Utama/ Penguji	

Gunungsitoli, 24 Juli 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 22 Undangan Pelaksanaan Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

Gunungsitoli, 24 Juli 2025

Nomor : 913/UN10.03/PP.08.05/2025
Lampiran : 2 (dua) cks.
Hal : Pelaksanaan Sidang Skripsi
atas nama **Benedikta Gulo**

Yth. Dosen Penguji Ujian Skripsi

1. Dr. Yaredi Waruwu, S.S., M.S.
2. Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.
3. Afore Tahir Harefa, S.Pd., M.Hum.

Penguji I
Penguji II
Pembimbing Utama/Penguji

di Gunungsitoli

Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:

Nama : **Benedikta Gulo**
NIM : 212108013
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model**

Diharapkan kehadiran Bapak/Ibu pada acara dimaksud yang diselenggarakan pada:

Hari/tanggal : Senin, 28 Juli 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP Universitas Nias

Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak/Ibu, diucapkan terima kasih.

Ketua Program Studi,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Tembusan

1. Plh. Rektor Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan
3. Benedikta Gulo

Appendix 23 Berita Acara Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini, Senin tanggal dua puluh delapan bulan Juli tahun dua ribu dua puluh lima telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

Nama : **Benedikta Gulo**
NIM : **212108013**
Program : **Sarjana**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model**

Waktu : 09.00 WIB s.d. selesai

Susunan Dewan Penguji

1. Dr. Yaredi Waruwu, S.S., M.S.
2. Yasminar Amaerita Tel., S.Pd., M.Pd.
3. Afore Tahir Harefa, S.Pd., M.Hum.

Tanda Tangan
1.

2.

3.

No.	Penguji	Tanda Tangan	
		Skor	Rata-rata
1	Dr. Yaredi Waruwu, S.S., M.S.		91
2	Yasminar Amaerita Tel., S.Pd., M.Pd.		80.76
3	Afore Tahir Harefa, S.Pd., M.Hum.		90
	Jumlah		261.76

Berdasarkan perhitungan, rata-rata nilai adalah: 87.25 (Delapan puluh tujuh koma dua puluh lima)

Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan A-

Gunungsitoli, 28 Juli 2025
Dewan Ujian Skripsi

Ketua,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN: 0117038305

Sekretaris,

Riswan Harefa, S.Pd., M.Hum.
NIDN: 0124108804

Appendix 24 Lembar Perbaikan Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://phing.unias.ac.id> email: phing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji I

Nama : Dr. Yaredi Waruwu, S.S., M.S.
NIDN : 0120047908
Jabatan : Penguji I
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Benedikta Gulo
NIM : 212108013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Senin, 28 Juli 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang 01 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		<u>Do it based on</u> <u>4D</u>

Gunungsitoli, 28 Juli 2025

Penguji I,

Dr. Yaredi Waruwu, S.S., M.S.
NIDN: 0120047908



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji II

Nama : **Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.**
NIDN : 0130047702
Jabatan : Penguji II
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Benedikta Gulo**
NIM : 212108013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : **Senin, 28 Juli 2025**
Pukul : **09.00 s/d selesai**
Tempat : **Ruang 01 FKIP Universitas Nias**

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		<i>Read my notes, comprehend, then revise it correctly.</i>

Gunungsitoli, 28 Juli 2025
Penguji II,

Yasminar Amaerita Tel, S.Pd., M.Pd.
NIDN. 0130047702



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbng.unias.ac.id> email: pbng@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Pembimbing

Nama : **Afore Tahir Harefa, S.Pd., M.Hum.**
NIDN : 0117038305
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Benedikta Gulo**
NIM : 212108013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : **Senin, 28 Juli 2025**
Pukul : **09.00 s/d selesai**
Tempat : **Ruang 01 FKIP Universitas Nias**

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		O. Semula dengan hal hal yang ditanyakan oleh penguji. ⓐ. Perbaikan.

Gunungsitoli, 28 Juli 2025
Pembimbing,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 25 Biodata Penulis

BIOGRAPHY



Benedikta Gulo was born in Sitolubanua Fadoro village, West Nias, on September 24, 2003. The author is the youngest of five children of Faoheta Gulo (father) and Yatina Hia (mother). The author completed her elementary education in 2015 at SD Negeri 071084 Dangagari. After that, the author continued her education at SMP Negeri 1 Moro'o and graduated in 2018. The author then continued her secondary education at SMA Negeri 1 Moro'o and completed it in 2021. In the same year, the author continued her higher education at Universitas Nias by enrolling in the English Education Study Program, Faculty of Teacher Training and Education. In 2024, the author began to conduct a scientific research project (thesis) as one of the requirements for completing undergraduate studies. After going through various stages of writing and mentoring, the author successfully defended the thesis before the Board of Thesis Examiners on July 28, 2025, and was declared "PASSED" with a Very Satisfactory predicate. The author officially received the academic degree of Bachelor of Education (S.Pd.). During the lecture period at Universitas Nias, the author was actively involved in various academic and student organization activities that supported her interest and self-development in the field of English teaching and learning, both in theory and practice.