

LAMPIRAN

Lampiran 1. Surat Pra Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI MEDAN
FAKULTAS ILMU PENDIDIKAN
Jalan Willem Iskandar Psr.V - Kotak Pos No.1589 - Medan 20221
Telepon. (061)6623943, 6613365
Laman : <https://fip.unimed.ac.id>

Nomor : 324/UN33.1.1/PP/2024
Hal : Izin Surat Pra Penelitian

Medan, 05 Juli 2024

Kepada Yth. : Kepala Sekolah SDS Yayasan Pembangun Didikan Islam
Jl. Letjen Jamin Ginting No. 271, PADANG BULAN
Kec. Medan Baru, Kota Medan
Prov. Sumatera Utara

Dengan hormat, sehubungan dengan penelitian yang akan dilaksanakan oleh mahasiswa tersebut di bawah ini:

Nama : Iswatun Hasanah
NIM : 1212411033
Jurusan/Prog. Studi : Pendidikan Pra Sekolah dan Sekolah Dasar/PGSD
Jenjang Studi : S-1
Judul Penelitian : PENGEMBANGAN E-MODUL KOMIK DIGITAL INTERAKTIF BERBASIS MODEL PQRST PADA PEMBELAJARAN BAHASA INGGRIS DI KELAS V SD SWASTA YPDI MEDAN

Mohon kiranya Ibu bersedia memberikan izin penelitian kepada yang bersangkutan guna mengumpulkan data yang dibutuhkan. Surat Pra Penelitian ini dimaksudkan untuk penyelesaian skripsi.

Demikian disampaikan, atas perhatian dan kerjasama yang baik diucapkan terimakasih.

Medan, 05 Juli 2024
Wakil Dekan Bid. Akademik,



Nani Bachrah Kasution, S.Psi, MA, Ph.D
NIP. 198405152009122005

Lampiran 2. Lembar Observasi

Instrumen Observasi

Nama Sekolah : SD swasta Yayasan Pembangun Didikun Islam
 Mata Pelajaran : Bahasa Inggris
 Hari/Tanggal : Kamis, 5 Sept 2024
 Kelas : V

No	Aspek yang diamati	Indikator	Hasil Pengamatan	
			Ya	Tidak
1	Kebutuhan Pendidik	Apakah pendidik memiliki kesulitan dalam menjelaskan materi Bahasa Inggris secara menarik?	✓	
		Apakah pendidik masih menggunakan bahan ajar berupa buku cetak?	✓	
		Apakah pendidik merasa perlu adanya penggunaan teknologi dalam pembelajaran?	✓	
		Apakah pendidik menggunakan metode PQRS dalam pembelajaran Bahasa Inggris?		✓
2	Kebutuhan Peserta Didik	Apakah peserta didik menunjukkan ketertarikan yang rendah dalam pembelajaran Bahasa Inggris?		✓
		Apakah peserta didik merasa kesulitan dalam memahami materi Bahasa Inggris yang diajarkan?	✓	
		Apakah peserta didik membutuhkan media pembelajaran yang lebih interaktif dan menarik?	✓	
		Apakah sistem pembelajaran berpusat kepada guru?	✓	
3	Perangkat Pembelajaran	Apakah sekolah memiliki perangkat teknologi yang memadai untuk mendukung pembelajaran digital?	✓	
		Apakah pendidik menggunakan alat bantu visual dalam mengajar Bahasa Inggris? Seperti bahan ajar komik digital?		✓
4	Materi dan Kurikulum	Apakah materi pembelajaran Bahasa Inggris saat ini sudah sesuai dengan kurikulum yang berlaku?	✓	
5	Tujuan Pembelajaran	Apakah tujuan pembelajaran Bahasa Inggris sudah tercapai dengan metode yang saat ini digunakan?		✓
		Apakah tujuan pembelajaran lebih mudah dicapai dengan media interaktif?	✓	
6	Hasil Belajar	Apakah peserta didik menunjukkan peningkatan nilai dalam pelajaran Bahasa Inggris setelah menggunakan metode yang ada saat ini? (dokumen)	✓	

Medan, 5 September 2024 Guru
 Bahasa Inggris Kelas V


M. Reza Anwar S.Pd.

Lampiran 3. Lembar Wawancara

Instrumen Wawancara

Nama Sekolah : SD Swasta Yayasan Pembangun Didikan Islam
 Mata Pelajaran : Bahasa Inggris
 Narasumber : Mhd. Reza Anwar
 Hari/Tanggal : Kamis, 5 Sept 2024
 Kelas : V

No	Pertanyaan	Jawaban
1	Apa saja kesulitan yang Ibu/bapak alami dalam menjelaskan materi Bahasa Inggris kepada siswa?	Kesulitan untuk menjelaskan beberapa materi seperti part of Body dikarenakan keterbatasan kemampuan membaca & menulis
2	Menurut Ibu/bapak, apa saja kesulitan yang sering dihadapi siswa dalam memahami pelajaran Bahasa Inggris?	Kesulitan yang mungkin mereka alami adalah kelidaktancaran, atau ketika praktik karena tidak terbiasa menggunakan Inggris
3	Pada saat proses pembelajaran berlangsung, apakah ibu/bapak menggunakan bahan ajar?	Ya, selama proses pembelajaran saya menggunakan bahan ajar
4	Bahan ajar jenis apa yang sering ibu/bapak gunakan pada saat proses pembelajaran?	Kalau saya menggunakan bahan ajar seperti buku pegangan yaitu buku paket dan LKS.
5	Bagaimana respon peserta didik pada saat ibu/bapak mengajar tanpa menggunakan bahan ajar?	Mereka senang karena mereka pikir tidak belajar, kalau sudah begini saya menggunakan metode bermain sambil belajar
6	Apakah ibu/bapak pernah membuat bahan ajar berbasis teknologi?	Pernah menggunakan teknologi seperti Hp, laptop, speaker, namun bahan ajar teknologi belum
7	Pada saat proses pembelajaran berlangsung, apakah ibu/bapak menyesuaikan materi dengan kurikulum yang berlaku? Materi apa saja yang diajarkan (RPP)	Iya, tentu saja Materi yang sudah diajarkan antara lain - greetings - my family - part of the body
8	Dalam proses pembelajaran Bahasa Inggris, model pembelajaran apa yang sering ibu/bapak gunakan?	Saya sering menggunakan metode bernyanyi/singing dan listening
9	Bagaimana perubahan nilai siswa dalam pelajaran Bahasa Inggris setelah menggunakan metode pengajaran yang ada saat ini? (Foto)	Setelah menggunakan metode tersebut mereka lebih mudah menghafal dan lama menghafalnya.
10	Menurut ibu/bapak apa yang dibutuhkan peserta didik agar lebih tertarik belajar Bahasa Inggris?	Yang dibutuhkan mereka yaitu menggunakan metode belajar bahasa Inggris yang menarik.

Medan, 5 September 2024

Guru Bahasa Inggris Kelas V


Mhd. Reza Anwar

Lampiran 4. Temuan Nilai UH Siswa Hasil Observasi dan Wawancara

DATA ULANGAN HARIAN SISWA KELAS V T.A 2023-2025
MATERI PARTS OF OUR BODY THAT WORKS TOGETHER

No	Nama Siswa	T.A 2023/2024				Nama Siswa	T.A 2024/2025			
		Listening	Speaking	Reading	Writing		Listening	Speaking	Reading	Writing
1	Anindito Pratama	75	70	75	60	Abrar Azizi	60	80	65	60
2	Bintang Lestari	65	70	60	65	Aisyah Raudah Putri	70	80	65	70
3	Mavinda Hutaeruk	60	55	60	70	Azka Fadil	70	55	70	70
4	Atifa Alifia	70	65	80	70	Bugas Arifin	70	55	70	60
5	Khavila Putri	80	80	65	55	Darel Tirtan Alden	70	60	60	60
6	Fadly Adriansyah	80	80	70	65	Pauzan Azhari	60	70	50	80
7	Risky Pratama Naibaho	70	80	55	75	Ichwan Habibi F.	50	70	60	80
8	Khalilah Balqis	75	65	50	70	Khaira Alya Azizah	60	70	70	65
9	Abizar Lutfi	70	60	60	65	M. Fadlan	70	70	50	70
10	Muhammad Jibran Arganta	60	60	70	55	Najwa	50	60	55	60
11	Muhammad Zikri Vino	70	50	65	55	Putri Laras Sari	60	50	60	70
12	Sarwin Raz	70	60	65	60	Nadhira Z. Praswita	60	60	65	70
13	Irfan Anggara Daulai	70	70	70	70	Siti Nur Nazwa	70	70	70	55
14	Rezky Prawira	65	50	70	70	Ilham Kamil	70	50	60	50
15	Billa Syahfira	70	75	60	55	Sakha Al-Kiram	70	75	70	80
16	Dirza Sakira	50	70	65	50	Aditia Rafani	80	80	75	80
17	Muhammad Wisnu Pratama	60	50	65	80	Adri Sastro Wiguna	80	80	60	75
18	Raisa Lidyia	75	55	60	80	Alifah Fikriyyah	70	65	60	60
19	Dafa Sabda Pratama	65	60	70	65	Aisyah Qolqikah Hidayah	75	70	80	70
20	Ester Ria Damani	60	70	50	65	Alva Egiarasya	70	60	80	70
21	Rivana Ardita	50	70	60	60	Azka	70	70	65	70
22	Jelita Sitto	60	55	70	60	Dhawiy	50	70	65	55
23	Nazifa Calista	70	70	50	70	Paeyza Albi	60	55	60	65
24	Syafilla Nurfi	50	60	55	70	Fransiska Azahra	75	80	70	75
25	Jihan Alpina Damani	60	80	60	60	Halizh Fawwaz Aldira	65	80	70	70
26	Ainun Jarrah Lubis	60	80	65	60	Husna Amirah	75	70	55	65
27	M. Rendi Pratama	70	55	70	80	Kenji Apitrandi	65	50	50	55
28	Mona Anyati	70	55	60	80	Mhd Ardi Lanuka Paeyza	60	55	60	55
29	Nazra Aulia Putri	70	60	70	75	Putra Juan Noral	70	60	70	60
TUNTAS		55%	52%	34%	55%		59%	55%	38%	52%
TIDAK TUNTAS		45%	48%	66%	48%		41%	45%	62%	48%

Lampiran 5. Validasi Ahli Materi Tahap 1 (Kelayakan)

SURAT PENGANTAR VALIDASI

Kepada Yth,
Ibu Nanda Ramadani, M. Hum.
Dosen FIP Universitas Negeri Medan

Dengan Hormat,

Yang bertanda tangan di bawah ini saya selaku dosen pembimbing dari mahasiswa:

Nama : Iswatun Hasanah
NIM : 1212411033
Program Studi : Pendidikan Guru Sekolah Dasar

Memohon kepada Ibu Nanda Ramadani, M. Hum bersedia sebagai validator ahli materi dalam penelitian skripsi yang berjudul **“Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRS pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan”**.

Demikianlah surat pengantar ini dibuat agar dapat dipergunakan sebagaimana mestinya. Atas perhatian dan bantuan yang diberikan, saya ucapkan terima kasih.

Medan, 10 Desember 2024

Dosen Pembimbing Skripsi

Mahasiswa


Albert Pauli Sirait, S. Pd., M. Hum
NIP. 198507312015041001


Iswatun Hasanah
NIM. 1212411033

Mengetahui,
Ketua Jurusan PPSD FIP

Elvi Mailani, S. St., M. Pd.
NIP. 1981050620121222001

ANGKET VALIDASI AHLI MATERI

Judul Penelitian	: Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan
Sasaran Program	: Siswa Kelas V SD Swasta Yayasan Pembangun Didikan Islam Medan
Peneliti	: Iswatun Hasanah
Pembimbing	: Albert Pauli Sirait, S. Pd., M. Hum.
Tanggal Validasi	: 8 Januari 2025

Dengan Hormat,

Sehubungan dengan adanya Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan, maka melalui instrument ini peneliti mohon bantuan Bapak/Ibu untuk memberikan penilaian terhadap materi yang terdapat di E-Modul yang telah dikembangkan. Penilaian Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki dan meningkatkan kualitas E-Modul Komik Digital Interaktif tersebut sehingga bisa mengidentifikasi kelayakan E-Modul tersebut digunakan dalam pembelajaran. Aspek penilaian E-Modul ini di adaptasi dari komponen penilaian aspek kelayakan muatan materi, penyajian materi, dan bahasa bahan ajar oleh Wibisana dkk. Atas perhatian dan kesediaannya, peneliti ucapkan terima kasih.

A. PETUNJUK PENGISIAN

1. Bapak/Ibu dimohon memberikan tanda *check list* (✓) pada kolom yang sesuai untuk menilai kualitas materi dari E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris materi "*Parts of Our Body that Work Together*" dengan keterangan:
 - Skor 5 : Sangat Baik (SB)
 - Skor 4 : Baik (B)
 - Skor 3 : Cukup Baik (CB)
 - Skor 2 : Tidak Baik (TB)
 - Skor 1 : Sangat Tidak Baik (STB)
2. Bapak/Ibu dimohon memberi penilaian berdasarkan butir penilaian yang sudah disiapkan.
3. Apabila ada saran/masukan dapat ditambahkan di kolom komentar/saran yang disediakan.
4. Sebelum melakukan penilaian, Bapak/Ibu dimohon mengisi identitas secara lengkap terlebih dahulu.

B. IDENTITAS AHLI MATERI

Nama Validator : Nanda Ramadani, M. Hum.

NIP : 199203262024062001

Jabatan : Dosen Jurusan Prasekolah dan Sekolah Dasar

Instansi : Universitas Negeri Medan

C. LEMBAR PENILAIAN

No	Aspek Penilaian	Skor Penilaian				
		STB (1)	TB (2)	CB (3)	B (4)	SB (5)
A	Muatan Materi					
1	Kesesuaian materi yang disajikan dalam e-modul dengan Capaian Pembelajaran				✓	
2	Kesesuaian materi yang disajikan dalam e-modul dengan Tujuan Pembelajaran				✓	
3	Keakuratan konsep dan definisi materi <i>Parts of Our Body that Work Together</i> yang disajikan				✓	
B	Penyajian Materi					
4	Kesesuaian cakupan materi yang disajikan				✓	
5	Kejelasan uraian materi yang disajikan				✓	
6	Keruntutan uraian materi yang disajikan				✓	
7	Kesesuaian ilustrasi, gambar atau video dengan materi <i>Parts of Our Body that Work Together</i>					✓
8	Kesesuaian permainan/games dengan materi <i>Parts of Our Body that Work Together</i>				✓	
9	Kemudahan materi untuk dipahami siswa				✓	
C	Bahasa					
10	Penggunaan Bahasa yang baik dan benar			✓		
11	Bahasa yang digunakan dalam e-modul sesuai dengan usia siswa				✓	
12	Bahasa yang digunakan sederhana dan komunikatif				✓	
Skor Total						

$$\begin{aligned}
 \text{Persentase kelayakan} &= \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\% \\
 &= \frac{48}{60} \times 100\% = 80\%
 \end{aligned}$$

Dengan Kriteria penilaian yaitu:

Tingkat Pencapaian	Klasifikasi Validasi	Keterangan
81 – 100%	Sangat layak	Tidak perlu revisi/valid.
61 – 80%	Layak	Tidak perlu revisi/valid.
41 – 60%	Cukup layak	Revisi/tidak valid
21 – 40%	Kurang layak	Revisi/tidak valid
0 - 20%	Tidak layak	Revisi/tidak valid

KOMENTAR DAN SARAN

E-modul sudah baik, interaktif, dan materi sesuai dgn CP dan tujuan pembelajaran. Saran saya, mohon perbaiki kembali grammar yang digunakan & tata bahasa Inggris.

KESIMPULAN

E-Modul Komik Digital Interaktif Berbasis Model PQRSST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan ini dinyatakan *):

No	Keterangan	Kesimpulan
1	Sangat layak digunakan tanpa revisi	
2	Layak digunakan tanpa revisi	✓
3	Cukup layak digunakan dan perlu revisi	
4	Kurang layak digunakan dan perlu revisi	
5	Tidak layak digunakan	

*) : Mohon di check list (✓) salah satu kolom yang sesuai dengan kesimpulan Bapak/Ibu.

Medan, 8 Januari 2025

Validator Materi,

Nanda Ramadani, M. Hum.

NIP. 199203262024062001

SURAT KETERANGAN VALIDASI

Saya yang bertanda tangan di bawah ini:

Nama : Nanda Ramadani, M. Hum.
 NIP : 199203262024062001
 Jabatan : Dosen Jurusan Prasekolah dan Sekolah Dasar

Menyatakan bahwa media dalam penelitian skripsi yang berjudul "Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRS pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan" dari mahasiswa:

Nama : Iswatun Hasanah
 NIM : 1212411033
 Program Studi : Pendidikan Guru Sekolah Dasar

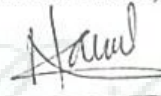
Telah (Layak/Tidak Layak) digunakan untuk mengambil data yang diperlukan dalam penelitian dengan catatan sebagai berikut:

Perhatikan kembali teks bahasa & grammar bahasa Inggris yang digunakan. Untuk e-modul model menarik & interaktif.

Demikian surat keterangan ini saya buat untuk digunakan sebagaimana mestinya. Sekian dan terima kasih.

Medan, 8 Januari 2025

Validator Materi,



Nanda Ramadani, M. Hum.

NIP. 199203262024062001

Lampiran 6. Validasi Ahli Materi Tahap 2 (Kelayakan)

ANGKET VALIDASI AHLI MATERI

Judul Penelitian : Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan

Sasaran Program : Siswa Kelas V SD Swasta Yayasan Pembangun Didikan Islam Medan

Peneliti : Iswatun Hasanah

Pembimbing : Albert Pauli Sirait, S. Pd., M. Hum.

Tanggal Validasi : 13 Januari 2025

Dengan Hormat,

Sehubungan dengan adanya Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan, maka melalui instrument ini peneliti mohon bantuan Bapak/Ibu untuk memberikan penilaian terhadap materi yang terdapat di E-Modul yang telah dikembangkan. Penilaian Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki dan meningkatkan kualitas E-Modul Komik Digital Interaktif tersebut sehingga bisa mengidentifikasi kelayakan E-Modul tersebut digunakan dalam pembelajaran. Aspek penilaian E-Modul ini di adaptasi dari komponen penilaian aspek kelayakan muatan materi, penyajian materi, dan bahasa bahan ajar oleh Wibisana dkk. Atas perhatian dan kesediaannya, peneliti ucapkan terima kasih.

A. PETUNJUK PENGISIAN

1. Bapak/Ibu dimohon memberikan tanda *check list* (✓) pada kolom yang sesuai untuk menilai kualitas materi dari E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris materi "*Parts of Our Body that Work Together*" dengan keterangan:

Skor 5 : Sangat Baik (SB)
 Skor 4 : Baik (B)
 Skor 3 : Cukup Baik (CB)
 Skor 2 : Tidak Baik (TB)
 Skor 1 : Sangat Tidak Baik (STB)

2. Bapak/Ibu dimohon memberi penilaian berdasarkan butir penilaian yang sudah disiapkan.
3. Apabila ada saran/masukan dapat ditambahkan di kolom komentar/saran yang disediakan.
4. Sebelum melakukan penilaian, Bapak/Ibu dimohon mengisi identitas secara lengkap terlebih dahulu.

B. IDENTITAS AHLI MATERI

Nama Validator : Nanda Ramadani, M. Hum.

NIP : 199203262024062001

Jabatan : Dosen Jurusan Prasekolah dan Sekolah Dasar

Instansi : Universitas Negeri Medan

C. LEMBAR PENILAIAN

No	Aspek Penilaian	Skor Penilaian				
		STB (1)	TB (2)	CB (3)	B (4)	SB (5)
A	Muatan Materi					
1	Kesesuaian materi yang disajikan dalam e-modul dengan Capaian Pembelajaran					✓
2	Kesesuaian materi yang disajikan dalam e-modul dengan Tujuan Pembelajaran					✓
3	Keakuratan konsep dan definisi materi <i>Parts of Our Body that Work Together</i> yang disajikan					✓
B	Penyajian Materi					
4	Kesesuaian cakupan materi yang disajikan				✓	
5	Kejelasan uraian materi yang disajikan				✓	
6	Keruntutan uraian materi yang disajikan				✓	
7	Kesesuaian ilustrasi, gambar atau video dengan materi <i>Parts of Our Body that Work Together</i>					✓
8	Kesesuaian permainan/games dengan materi <i>Parts of Our Body that Work Together</i>					✓
9	Kemudahan materi untuk dipahami siswa				✓	.
C	Bahasa					
10	Penggunaan Bahasa yang baik dan benar				✓	
11	Bahasa yang digunakan dalam e-modul sesuai dengan usia siswa				✓	
12	Bahasa yang digunakan sederhana dan komunikatif				✓	
Skor Total						

$$\begin{aligned}
 \text{Persentase kelayakan} &= \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\% \\
 &= \frac{53}{60} \times 100\% = 88,3\%
 \end{aligned}$$

Dengan Kriteria penilaian yaitu:

Tingkat Pencapaian	Klasifikasi Validasi	Keterangan
81 – 100%	Sangat layak	Tidak perlu revisi/valid.
61 – 80%	Layak	Tidak perlu revisi/valid.
41 – 60%	Cukup layak	Revisi/tidak valid
21 – 40%	Kurang layak	Revisi/tidak valid
0 – 20%	Tidak layak	Revisi/tidak valid

KOMENTAR DAN SARAN

KESIMPULAN

E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan ini dinyatakan *):

No	Keterangan	Kesimpulan
1	Sangat layak digunakan tanpa revisi	✓
2	Layak digunakan tanpa revisi	
3	Cukup layak digunakan dan perlu revisi	
4	Kurang layak digunakan dan perlu revisi	
5	Tidak layak digunakan	

*) : Mohon di check list (✓) salah satu kolom yang sesuai dengan kesimpulan Bapak/Ibu.

Medan, 13 Januari 2025

Validator Materi,

Nanda Ramadani, M. Hum.

NIP. 199203262024062001

SURAT KETERANGAN VALIDASI

Saya yang bertanda tangan di bawah ini:

Nama : Nanda Ramadani, M. Hum.
 NIP : 199203262024062001
 Jabatan : Dosen Jurusan Prasekolah dan Sekolah Dasar

Menyatakan bahwa media dalam penelitian skripsi yang berjudul "Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRSST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan" dari mahasiswa:

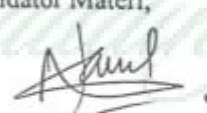
Nama : Iswatun Hasanah
 NIM : 1212411033
 Program Studi : Pendidikan Guru Sekolah Dasar

Telah (Layak/~~Tidak Layak~~) digunakan untuk mengambil data yang diperlukan dalam penelitian dengan catatan sebagai berikut:

.....

Demikian surat keterangan ini saya buat untuk digunakan sebagaimana mestinya. Sekian dan terima kasih.

THE
Character Building
 UNIVERSITY

Medan, 17 Januari 2025
 Validator Materi,

Nanda Ramadani, M. Hum.
 NIP. 199203262024062001

Lampiran 7. Validasi Ahli Desain Tahap 1 (Kelayakan)**SURAT PENGANTAR VALIDASI**

Kepada Yth,

Ibu Nanda Ramadani, M. Hum.

Dosen FIP Universitas Negeri Medan

Dengan Hormat,

Yang bertanda tangan di bawah ini saya selaku dosen pembimbing dari mahasiswa:

Nama : Iswatun Hasanah

NIM : 1212411033

Program Studi : Pendidikan Guru Sekolah Dasar

Memohon kepada Ibu Nanda Ramadani, M. Hum bersedia sebagai validator ahli materi dalam penelitian skripsi yang berjudul **“Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRS pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan”**.

Demikianlah surat pengantar ini dibuat agar dapat dipergunakan sebagaimana mestinya. Atas perhatian dan bantuan yang diberikan, saya ucapkan terima kasih.

Medan, 10 Desember 2024

Dosen Pembimbing Skripsi

Mahasiswa



Albert Pauli Sirait, S. Pd., M. Hum
NIP. 198507312015041001



Iswatun Hasanah
NIM. 1212411033

Mengetahui,

Ketua Jurusan PPSD FIP



Elvi Mailani, S. St., M. Pd.
NIP. 1981050620121222001

ANGKET VALIDASI AHLI DESAIN

Judul Penelitian : Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan
Sasaran Program : Siswa Kelas V SD Swasta Yayasan Pembangun Didikan Islam Medan
Peneliti : Iswatun Hasanah
Pembimbing : Albert Pauli Sirait, S. Pd., M. Hum.
Tanggal Validasi : 8 Januari 2025

Dengan Hormat,

Sehubungan dengan adanya Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan, maka melalui instrument ini peneliti mohon bantuan Bapak/Ibu untuk memberikan penilaian media dari E-Modul yang telah dikembangkan. Penilaian Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki dan meningkatkan kualitas E-Modul Komik Digital Interaktif tersebut sehingga bisa mengidentifikasi kelayakan E-Modul tersebut digunakan dalam pembelajaran kelas V. Aspek penilaian E-Modul ini di adaptasi dari komponen penilaian aspek kelayakan tampilan, kelayakan pemrograman, dan kebermanfaatan bahan ajar oleh Wibisana dkk. Atas perhatian dan kesediaannya mengisi angket ini, peneliti ucapkan terima kasih.

A. PETUNJUK PENGISIAN

1. Bapak/Ibu dimohon memberikan tanda *check list* (✓) pada kolom yang sesuai untuk menilai kualitas konten dari E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris materi "*Parts of Our Body that Work Together*" dengan keterangan:
 Skor 5 : Sangat Baik (SB)
 Skor 4 : Baik (B)
 Skor 3 : Cukup Baik (CB)
 Skor 2 : Tidak Baik (TB)
 Skor 1 : Sangat Tidak Baik (STB)
2. Bapak/Ibu dimohon memberi penilaian berdasarkan butir penilaian yang sudah disiapkan.
3. Apabila ada saran/masukan dapat ditambahkan di kolom komentar/saran yang disediakan.
4. Sebelum melakukan penilaian, Bapak/Ibu dimohon mengisi identitas secara lengkap terlebih dahulu.

B. IDENTITAS AHLI DESAIN

Nama Validator : Natalia Silalahi, M.Kom.

NIP : 198912052022032011

Jabatan : Dosen Jurusan Prasekolah dan Sekolah Dasar Lektor

Instansi : Universitas Negeri Medan

C. LEMBAR PENILAIAN

No	Aspek Penilaian	Skor Penilaian				
		STB (1)	TB (2)	CB (3)	B (4)	SB (5)
A	Tampilan					
1	Kesesuaian pemilihan background yang menarik					✓
2	Kesesuaian tata letak, gambar dan video					✓
3	Kesesuaian pemilihan komposisi warna yang selaras					✓
4	Kesesuaian pemilihan jenis dan ukuran huruf yang menarik dan mudah dibaca				✓	
5	Gambar dan video yang disajikan dapat terlihat jelas					✓
6	Audio pada video yang disajikan dapat terdengar jelas				✓	
7	Petunjuk penggunaan e-modul jelas, mudah dipahami				✓	
8	Ketepatan pemilihan ikon navigasi				✓	
9	Menampilkan pusat pandang (<i>centrepoin</i>) yang baik				✓	
10	Kemenarikan tampilan e-modul komik digital interaktif berbasis model PQRS				✓	
B	Pemrograman					
11	E-modul memenuhi kriteria interaktif				✓	
12	Tombol navigasi berfungsi dengan benar					✓
13	Kemudahan mengoperasikan e-modul komik digital interaktif berbasis model PQRS					✓
C	Kebermanfaatan					
14	E-modul komik digital interaktif berbasis model PQRS dapat memudahkan siswa memahami materi					✓
15	E-modul komik digital interaktif berbasis model PQRS dapat menarik perhatian peserta didik					✓

$$\begin{aligned}
 \text{Persentase kelayakan} &= \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\% \\
 &= \frac{68}{75} \times 100\% = 90,6\%
 \end{aligned}$$

Dengan Kriteria penilaian yaitu:

Tingkat Pencapaian	Klasifikasi Validasi	Keterangan
81 – 100%	Sangat layak	Tidak perlu revisi/valid.
61 – 80%	Layak	Tidak perlu revisi/valid.
41 – 60%	Cukup layak	Revisi/tidak valid
21 – 40%	Kurang layak	Revisi/tidak valid
0 - 20%	Tidak layak	Revisi/tidak valid

KOMENTAR DAN SARAN

E-modul sudah baik, interaktif dengan desain yang menarik. Sebagai saran, perhatikan sound di awal / cover, buatlah dengan suara sendiri agar lebih nampak originalitasnya.

KESIMPULAN

Berdasarkan penilaian yang telah dilakukan E-Modul Komik Digital Interaktif Berbasis Model PQRS pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangunan Didikan Islam Medan ini dinyatakan *):

No	Keterangan	Kesimpulan
1	Sangat layak digunakan tanpa revisi	✓
2	Layak digunakan tanpa revisi	
3	Cukup layak digunakan dan perlu revisi	
4	Kurang layak digunakan dan perlu revisi	
5	Tidak layak digunakan	

*) : Mohon di check list (✓) salah satu kolom yang sesuai dengan kesimpulan Bapak/Ibu.

Medan, 8 Januari 2025

Validator Desain


Natalia Silalahi, M. Kom.

NIP. 198912052022032011

SURAT KETERANGAN VALIDASI

Saya yang bertanda tangan di bawah ini:

Nama : Natalia Silalahi, M. Kom.
 NIP : 198912052022032011
 Jabatan : Dosen Jurusan Prasekolah dan Sekolah Dasar

Menyatakan bahwa media dalam penelitian skripsi yang berjudul "Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRSST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan" dari mahasiswa:

Nama : Iswatun Hasanah
 NIM : 1212411033
 Program Studi : Pendidikan Guru Sekolah Dasar

Telah (Layak/~~Tidak Layak~~) digunakan untuk mengambil data yang diperlukan dalam penelitian dengan catatan sebagai berikut:

Pertahankan Originalitasnya di cover melalui suara sendiri.

Demikian surat keterangan ini saya buat untuk digunakan sebagaimana mestinya. Sekian dan terima kasih.

Medan, 8 Januari 2025

Validator Desain



Natalia Silalahi, M. Kom.

NIP. 198912052022032011

Lampiran 8. Validasi Ahli Desain Tahap 2 (Kelayakan)

ANGKET VALIDASI AHLI DESAIN

Judul Penelitian : Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan
Sasaran Program : Siswa Kelas V SD Swasta Yayasan Pembangun Didikan Islam Medan
Peneliti : Iswatun Hasanah
Pembimbing : Albert Pauli Sirait, S. Pd., M. Hum.
Tanggal Validasi : 17 Januari 2025

Dengan Hormat,

Sehubungan dengan adanya Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan, maka melalui instrument ini peneliti mohon bantuan Bapak/Ibu untuk memberikan penilaian media dari E-Modul yang telah dikembangkan. Penilaian Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki dan meningkatkan kualitas E-Modul Komik Digital Interaktif tersebut sehingga bisa mengidentifikasi kelayakan E-Modul tersebut digunakan dalam pembelajaran kelas V. Aspek penilaian E-Modul ini di adaptasi dari komponen penilaian aspek kelayakan tampilan, kelayakan pemrograman, dan kebermanfaatan bahan ajar oleh Wibisana dkk. Atas perhatian dan kesediaannya mengisi angket ini, peneliti ucapkan terima kasih.

A. PETUNJUK PENGISIAN

1. Bapak/Ibu dimohon memberikan tanda *check list* (✓) pada kolom yang sesuai untuk menilai kualitas konten dari E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris materi "*Parts of Our Body that Work Together*" dengan keterangan:
 Skor 5 : Sangat Baik (SB)
 Skor 4 : Baik (B)
 Skor 3 : Cukup Baik (CB)
 Skor 2 : Tidak Baik (TB)
 Skor 1 : Sangat Tidak Baik (STB)
2. Bapak/Ibu dimohon memberi penilaian berdasarkan butir penilaian yang sudah disiapkan.
3. Apabila ada saran/masukan dapat ditambahkan di kolom komentar/saran yang disediakan.
4. Sebelum melakukan penilaian, Bapak/Ibu dimohon mengisi identitas secara lengkap terlebih dahulu.

B. IDENTITAS AHLI DESAIN

Nama Validator : Natalia Silalahi, M.Kom.

NIP : 198912052022032011

Jabatan : Dosen Jurusan Prasekolah dan Sekolah Dasar Lektor

Instansi : Universitas Negeri Medan

C. LEMBAR PENILAIAN

No	Aspek Penilaian	Skor Penilaian				
		STB (1)	TB (2)	CB (3)	B (4)	SB (5)
A	Tampilan					
1	Kesesuaian pemilihan background yang menarik					✓
2	Kesesuaian tata letak, gambar dan video					✓
3	Kesesuaian pemilihan komposisi warna yang selaras					✓
4	Kesesuaian pemilihan jenis dan ukuran huruf yang menarik dan mudah dibaca				✓	
5	Gambar dan video yang disajikan dapat terlihat jelas					✓
6	Audio pada video yang disajikan dapat terdengar jelas					✓
7	Petunjuk penggunaan e-modul jelas, mudah dipahami				✓	
8	Ketepatan pemilihan ikon navigasi				✓	
9	Menampilkan pusat pandang (<i>centrepoin</i>) yang baik				✓	
10	Kemenarikan tampilan e-modul komik digital interaktif berbasis model PQRS				✓	
B	Pemrograman					
11	E-modul memenuhi kriteria interaktif				✓	
12	Tombol navigasi berfungsi dengan benar					✓
13	Kemudahan mengoperasikan e-modul komik digital interaktif berbasis model PQRS					✓
C	Kebermanfaatan					
14	E-modul komik digital interaktif berbasis model PQRS dapat memudahkan siswa memahami materi					✓
15	E-modul komik digital interaktif berbasis model PQRS dapat menarik perhatian peserta didik					✓

$$\begin{aligned}
 \text{Persentase kelayakan} &= \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\% \\
 &= \frac{69}{75} \times 100\% = 92\%
 \end{aligned}$$

Dengan Kriteria penilaian yaitu:

Tingkat Pencapaian	Klasifikasi Validasi	Keterangan
81 – 100%	Sangat layak	Tidak perlu revisi/valid.
61 – 80%	Layak	Tidak perlu revisi/valid.
41 – 60%	Cukup layak	Revisi/tidak valid
21 – 40%	Kurang layak	Revisi/tidak valid
0 - 20%	Tidak layak	Revisi/tidak valid

KOMENTAR DAN SARAN

KESIMPULAN

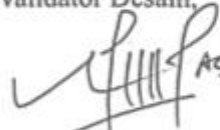
Berdasarkan penilaian yang telah dilakukan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangunan Didikan Islam Medan ini dinyatakan *):

No	Keterangan	Kesimpulan
1	Sangat layak digunakan tanpa revisi	✓
2	Layak digunakan tanpa revisi	
3	Cukup layak digunakan dan perlu revisi	
4	Kurang layak digunakan dan perlu revisi	
5	Tidak layak digunakan	

*) : Mohon di check list (✓) salah satu kolom yang sesuai dengan kesimpulan Bapak/Ibu.

Medan, 13 Januari 2025

Validator Desain,



Natalia Silalahi, M. Kom.

NIP. 198912052022032011

SURAT KETERANGAN VALIDASI

Saya yang bertanda tangan di bawah ini:

Nama : Natalia Silalahi, M. Kom.
 NIP : 198912052022032011
 Jabatan : Dosen Jurusan Prasekolah dan Sekolah Dasar

Menyatakan bahwa media dalam penelitian skripsi yang berjudul "Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRS pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan" dari mahasiswa:

Nama : Iswatun Hasanah
 NIM : 1212411033
 Program Studi : Pendidikan Guru Sekolah Dasar

Telah (Layak/~~Tidak Layak~~) digunakan untuk mengambil data yang diperlukan dalam penelitian dengan catatan sebagai berikut:

.....

Demikian surat keterangan ini saya buat untuk digunakan sebagaimana mestinya. Sekian dan terima kasih.

Medan, 13 Januari 2025

Validator Desain,



Natalia Silalahi, M. Kom.

NIP. 198912052022032011

Lampiran 9. Lembar Respon Guru (Kepraktisan)

ANGKET RESPON GURU

Judul Penelitian : Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan

Penyusun : Iswatun Hasanah

Pembimbing : Albert Pauli Sirait, S. Pd., M. Hum

Nama Pendidik : Mhd. Reza Anwar, S. Pd

Profesi : Guru Bahasa Inggris

Instansi : SD Swasta Yayasan Pembangun Didikan Islam Medan

A. PETUNJUK PENGISIAN

1. Bacalah dengan teliti setiap pernyataan dalam angket ini sebelum memberikan penilaian.
2. Anda dimohon memberikan tanda *check list* (✓) pada kolom yang sesuai untuk menilai kualitas tentang Konten E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris materi "*Parts of Our Body that Work Together*" dengan keterangan:
 Skor 5 : Sangat Setuju (SS)
 Skor 4 : Setuju (S)
 Skor 3 : Ragu-ragu (R)
 Skor 2 : Kurang Setuju (KS)
 Skor 1 : Tidak Setuju (TS)
3. Saran dan komentar mohon ditulis pada kolom yang tersedia sebagai acuan peneliti meningkatkan kualitas media yang dikembangkan.
4. Atas kesediaan Bapak mengisi angket respon ini peneliti ucapkan terima kasih.

B. PERNYATAAN

No	Aspek Penilaian	Skor Penilaian				
		TS (1)	KS (2)	R (3)	S (4)	SS (5)
A	Penyajian E-Modul					
1	Kemenarikan tampilan e-modul komik digital interaktif berbasis model PQRST					✓
2	Kesesuaian pemilihan komposisi warna yang selaras					✓
3	Kejelasan teks yang disajikan pada media untuk dibaca					✓
4	Kejelasan gambar, video dan audio pada video yang disajikan pada media					✓
5	Menampilkan pusat pandang (<i>centrepont</i>) yang baik					✓

6	Kemudahan mengoperasikan e-modul komik digital interaktif berbasis model PQRS					✓
B Penyajian Materi						
7	Kesesuaian materi dengan Capaian Pembelajaran					✓
8	Kesesuaian materi dengan Tujuan Pembelajaran					✓
9	Kesesuaian ilustrasi, gambar atau video dengan materi <i>Parts of Our Body that Work Together</i>					✓
10	Kejelasan uraian materi yang disajikan pada <i>Parts of Our Body that Work Together</i>					✓
11	Keruntutan uraian materi yang disajikan					✓
12	Kesesuaian uraian materi dengan peserta didik					✓
C Kebermanfaatan						
13	E-modul komik digital interaktif berbasis model PQRS dapat memudahkan siswa memahami materi					✓
14	E-modul komik digital interaktif berbasis model PQRS dapat menarik perhatian peserta didik					✓
15	E-modul komik digital interaktif berbasis model PQRS dapat membuat pembelajaran menjadi lebih bermakna					✓
D Bahasa						
16	Penggunaan Bahasa yang baik dan benar					✓
17	Bahasa yang digunakan dalam e-modul sesuai dengan usia peserta didik					✓
18	Bahasa yang digunakan sederhana dan komunikatif					✓
Skor Total						

$$\begin{aligned}
 \text{Persentase kepraktisan} &= \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\% \\
 &= \frac{83}{90} \times 100\% = 92\%
 \end{aligned}$$

Dengan Kriteria penilaian yaitu:

Tingkat Kepraktisan (%)	Kategori	Keterangan
$0 \leq P < 20$	Sangat tidak praktis	Revisi/tidak praktis
$20 \leq P < 40$	Kurang praktis	Revisi/tidak praktis
$40 \leq P < 60$	Cukup praktis	Revisi/tidak praktis
$60 \leq P < 80$	Praktis	Tidak perlu revisi/praktis
$80 \leq P < 100$	Sangat praktis	Tidak perlu revisi/praktis

KOMENTAR DAN SARAN

KESIMPULAN

Berdasarkan penilaian yang telah dilakukan E-Modul Komik Digital Interaktif Berbasis Model PQRS pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan ini dinyatakan *):

No	Keterangan	Kesimpulan
1	Sangat praktis digunakan pada proses pembelajaran	✓
2	Praktis digunakan pada proses pembelajaran	
3	Cukup praktis digunakan pada proses pembelajaran	
4	Kurang praktis digunakan pada proses pembelajaran	
5	Tidak praktis digunakan pada proses pembelajaran	

*) : Mohon di check list (✓) salah satu kolom yang sesuai dengan kesimpulan Bapak.

Medan, 23 Januari 2025
Guru Bahasa Inggris Kelas V,

Mhd. Reza Anwar, S. Pd

Lampiran 10. Lembar Respon Siswa (Kepraktisan)

ANGKET RESPON SISWA

Nama Siswa : Dhu Andolaz
 Kelas : V
 Hari/Tanggal : Kamis/ 23 Januari 2025

A. PETUNJUK PENGISIAN

1. Sebelum melakukan penilaian, isilah identitas Anda secara lengkap terlebih dahulu!
2. Bacalah dengan teliti setiap pernyataan dalam angket ini sebelum memberikan penilaian.
3. Anda dimohon memberikan tanda *check list* (✓) pada kolom yang sesuai untuk menilai kualitas tentang Konten E-Modul Komik Digital Interaktif Berbasis Model PQRSST pada Pembelajaran Bahasa Inggris materi "*Parts of Our Body that Work Together*" dengan keterangan:
 Skor 5 : Sangat Setuju (SS)
 Skor 4 : Setuju (S)
 Skor 3 : Ragu-ragu (R)
 Skor 2 : Kurang Setuju (KS)
 Skor 1 : Tidak Setuju (TS)
4. Saran dan komentar mohon ditulis pada kolom yang tersedia sebagai acuan peneliti meningkatkan kualitas media yang dikembangkan.
5. Atas kesediaan Anda mengisi angket respon ini peneliti ucapkan terima kasih.

B. PERNYATAAN

No	Aspek Penilaian	Skor Penilaian				
		TS (1)	KS (2)	R (3)	S (4)	SS (5)
A	Penyajian E-Modul					
1	Tampilan E-modul komik digital interaktif berbasis model PQRSST ini menarik perhatian saya					✓
2	Tulisan dalam E-modul komik digital interaktif berbasis model PQRSST ini dapat saya baca dengan jelas				✓	
3	Petunjuk penggunaan E-modul komik digital interaktif berbasis model PQRSST ini jelas dan mudah saya pahami				✓	
4	E-modul komik digital interaktif berbasis model PQRSST ini dapat saya gunakan dengan mudah					✓
B	Kebermanfaatan					
5	E-modul komik digital interaktif berbasis model PQRSST ini membuat saya lebih mudah memahami materi <i>Parts of Our Body that Work Together</i>					✓

6	E-modul komik digital interaktif berbasis model PQRST ini membuat saya lebih semangat dalam belajar					✓
7	E-modul komik digital interaktif berbasis model PQRST ini membuat saya tidak mudah bosan belajar					✓
8	E-modul komik digital interaktif berbasis model PQRST ini mendorong rasa ingin tahu saya mempelajari materi <i>Parts of Our Body that Work Together</i>				✓	
9	Soal yang tertera pada e-modul sesuai dengan materi yang disajikan pada e-modul				✓	
C	Bahasa					
10	Bahasa dalam E-modul komik digital interaktif berbasis model PQRST ini sederhana dan mudah saya pahami					✓
Skor Total						

$$\begin{aligned}
 \text{Persentase kepraktisan} &= \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\% \\
 &= \frac{46}{50} \times 100\% \\
 &= 92\%
 \end{aligned}$$

Dengan Kriteria penilaian yaitu:

Tingkat Kepraktisan (%)	Kategori	Keterangan
$0 \leq P < 20$	Sangat tidak praktis	Revisi/tidak praktis
$20 \leq P < 40$	Kurang praktis	Revisi/tidak praktis
$40 \leq P < 60$	Cukup praktis	Revisi/tidak praktis
$60 \leq P < 80$	Praktis	Tidak perlu revisi/praktis
$80 \leq P < 100$	Sangat praktis	Tidak perlu revisi/praktis

KOMENTAR DAN SARAN

E-modul nya Bagus dan buat gak bosan belajar
Gampang buat dipakai

KESIMPULAN

Berdasarkan penilaian yang telah dilakukan E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan ini dinyatakan *):

No	Keterangan	Kesimpulan
1	Sangat praktis digunakan pada proses pembelajaran	✓
2	Praktis digunakan pada proses pembelajaran	
3	Cukup praktis digunakan pada proses pembelajaran	
4	Kurang praktis digunakan pada proses pembelajaran	
5	Tidak praktis digunakan pada proses pembelajaran	

*) : Mohon di check list (✓) salah satu kolom yang sesuai dengan kesimpulan.

Medan, 23 Januari 2025
Responden,


.....
Nura Andhaz

THE
Character Building
UNIVERSITY

ANGKET RESPON SISWA

Nama Siswa : Rizka Ratu Syahfitri
 Kelas : V
 Hari/Tanggal : Kamis / 22 - Jan - 25

A. PETUNJUK PENGISIAN

1. Sebelum melakukan penilaian, isilah identitas Anda secara lengkap terlebih dahulu!
2. Bacalah dengan teliti setiap pernyataan dalam angket ini sebelum memberikan penilaian.
3. Anda dimohon memberikan tanda *check list* (✓) pada kolom yang sesuai untuk menilai kualitas tentang Konten E-Modul Komik Digital Interaktif Berbasis Model PQRST pada Pembelajaran Bahasa Inggris materi "*Parts of Our Body that Work Together*" dengan keterangan:
 Skor 5 : Sangat Setuju (SS)
 Skor 4 : Setuju (S)
 Skor 3 : Ragu-ragu (R)
 Skor 2 : Kurang Setuju (KS)
 Skor 1 : Tidak Setuju (TS)
4. Saran dan komentar mohon ditulis pada kolom yang tersedia sebagai acuan peneliti meningkatkan kualitas media yang dikembangkan.
5. Atas kesediaan Anda mengisi angket respon ini peneliti ucapkan terima kasih.

B. PERNYATAAN

No	Aspek Penilaian	Skor Penilaian				
		TS (1)	KS (2)	R (3)	S (4)	SS (5)
A	Penyajian E-Modul					
1	Tampilan E-modul komik digital interaktif berbasis model PQRST ini menarik perhatian saya					✓
2	Tulisan dalam E-modul komik digital interaktif berbasis model PQRST ini dapat saya baca dengan jelas					✓
3	Petunjuk penggunaan E-modul komik digital interaktif berbasis model PQRST ini jelas dan mudah saya pahami					✓
4	E-modul komik digital interaktif berbasis model PQRST ini dapat saya gunakan dengan mudah					✓
B	Kebermanfaatan					
5	E-modul komik digital interaktif berbasis model PQRST ini membuat saya lebih mudah memahami materi <i>Parts of Our Body that Work Together</i>					✓

6	E-modul komik digital interaktif berbasis model PQRST ini membuat saya lebih semangat dalam belajar					✓
7	E-modul komik digital interaktif berbasis model PQRST ini membuat saya tidak mudah bosan belajar					✓
8	E-modul komik digital interaktif berbasis model PQRST ini mendorong rasa ingin tahu saya mempelajari materi <i>Parts of Our Body that Work Together</i>					✓
9	Soal yang tertera pada e-modul sesuai dengan materi yang disajikan pada e-modul					✓
C	Bahasa					
10	Bahasa dalam E-modul komik digital interaktif berbasis model PQRST ini sederhana dan mudah saya pahami					✓
Skor Total						

$$\begin{aligned}
 \text{Persentase kepraktisan} &= \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\% \\
 &= \frac{50}{50} \times 100\% \\
 &= 100\%
 \end{aligned}$$

Dengan Kriteria penilaian yaitu:

Tingkat Kepraktisan (%)	Kategori	Keterangan
$0 \leq P < 20$	Sangat tidak praktis	Revisi/tidak praktis
$20 \leq P < 40$	Kurang praktis	Revisi/tidak praktis
$40 \leq P < 60$	Cukup praktis	Revisi/tidak praktis
$60 \leq P < 80$	Praktis	Tidak perlu revisi/praktis
$80 \leq P < 100$	Sangat praktis	Tidak perlu revisi/praktis

KOMENTAR DAN SARAN

Materi *Parts of Our Body that Work Together*
Sangat bagus dan mudah saya pahami

KESIMPULAN

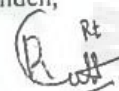
Berdasarkan penilaian yang telah dilakukan E-Modul Komik Digital Interaktif Berbasis Model PQRSST pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangunan Didikan Islam Medan ini dinyarakan *):

No	Keterangan	Kesimpulan
1	Sangat praktis digunakan pada proses pembelajaran	✓
2	Praktis digunakan pada proses pembelajaran	
3	Cukup praktis digunakan pada proses pembelajaran	
4	Kurang praktis digunakan pada proses pembelajaran	
5	Tidak praktis digunakan pada proses pembelajaran	

*) : Mohon di check list (✓) salah satu kolom yang sesuai dengan kesimpulan.

Medan, 22 Januari 2025

Responden,



Rizka Ratu Syahfitri

Lampiran 11. Rekapitulasi Respon Siswa (Kepraktisan)

Rekapitulasi Respon Siswa Kepraktisan Penggunaan E-Modul Komik Digital Interaktif Berbasis Model PQRTS

No	Nama Siswa	Skor Total	Skor yang Diperoleh	Persentase (%)	Kriteria
1	Abrar Azizi	50	46	92	Sangat Praktis
2	Aisyah Raudah Putri	50	45	90	Sangat Praktis
3	Atifa Sania	50	47	94	Sangat Praktis
4	Azka Fadil	50	45	90	Sangat Praktis
5	Bagas Arifin	50	41	82	Sangat Praktis
6	Darel Tirtan Alden	50	46	92	Sangat Praktis
7	Dea Amira	50	50	100	Sangat Praktis
8	Dhua Andalas	50	46	92	Sangat Praktis
9	Fadly Alamsyah	50	36	72	Praktis
10	Fatin Zaskia	50	50	100	Sangat Praktis
11	Fauzan Azhari	50	45	90	Sangat Praktis
12	Ichwan Habibi F.	50	50	100	Sangat Praktis
13	Ilham Kamil	50	46	92	Sangat Praktis
14	Khansa Safira	50	50	50	Sangat Praktis
15	M. Davin Aprilio	50	38	76	Praktis
16	M. Fadlan	50	45	90	Sangat Praktis
17	M. Rifai Tumanggor	50	45	90	Sangat Praktis
18	Mulyadi Damanik	50	41	82	Sangat Praktis
19	Nadhira Z. Praswita	50	46	92	Sangat Praktis
20	Najwa	50	46	92	Sangat Praktis
21	Putri Laras Sari	50	45	90	Sangat Praktis
22	Putri Wahyuni	50	47	94	Sangat Praktis
23	Raziq Ibni Athaya	50	45	90	Sangat Praktis
24	Rizka Ratu	50	50	100	Sangat Praktis
25	Rizki Aditya	50	40	80	Sangat Praktis
26	Sakha Al-Kiram	50	46	92	Sangat Praktis
27	Siti Nur Nazwa	50	37	74	Praktis
28	Zian Bintang Rifai	50	45	90	Sangat Praktis
29	Zidan L. Kedira	50	41	82	Sangat Praktis
Rata-rata		50	45	88	Sangat Praktis

Lampiran 12. Instrumen Tes

TES HASIL BELAJAR

Nama :

Kelas :

Read the following text to answer questions 1-10!

Lily's Wonderful Adventure



In a small town, there lived a happy little girl named Lily. One sunny day, she decided to explore the world around her. As she walked outside, she noticed how her eyes helped her see the beautiful flowers and colorful butterflies fluttering by. "Wow, everything is so bright!" she exclaimed.

Lily turned her head and listened carefully. She could hear the birds singing sweetly. "Thank you, ears," she said, appreciating how they allowed her to enjoy the music of nature.

As she continued her adventure, she ran and jumped, feeling her knees bend and stretch. "Without my knees, I couldn't run so fast!" she giggled.

After a while, Lily sat down on the grass, resting her back against the ground. She looked up at the sky, marveling at the clouds. "I love how my neck holds my head up high so I can see everything!" she said. Just then, her friend Mia arrived. "Hey, Lily! Let's play!" Mia called out. They both stood up, and Lily raised her arms and clapped her hands.

As they played together, they laughed and talked, using their mouths to share stories. Lily felt grateful for her body, which worked together to help her enjoy the day. "Every part of me has a special job," she realized, smiling at her friend. "Together, we can do amazing things!"

- What do Lily's eyes help her do?
 - Smell the flowers
 - See the beautiful flowers
 - Hear the birds
 - Run fast
- How do Lily's knees assist her?
 - They help her see
 - They help her run
 - They help her breathe
 - They help her listen
- Why is Lily grateful for her neck?
 - It helps her smell
 - It holds her head up
 - It helps her run
 - It helps her play
- What does Lily appreciate about her ears?
 - They help her smell
 - They help her see
 - They allow her to hear the birds singing
 - They help her run
- What activity does Lily enjoy doing outside?
 - Sleeping
 - Exploring
 - Eating
 - Writing

6. Who joins Lily in her adventure?
 A. Her brother
 B. Mia
 C. Her parents
 D. A stranger
7. What realization does Lily have about her body?
 A. It is too small
 B. It works together to help her enjoy the day
 C. It is not important
 D. It needs to rest
8. Rearrange the words to form a correct sentence: "the - helps - my nose - flowers - smell."
 A. My nose helps smell the flowers.
 B. Smell helps my nose the flowers.
 C. Flowers smell my nose helps the.
 D. The nose flowers helps smell my.
9. Rearrange the words to correct sentence: "ear - music - hear - the - helps - my."
 A. My ear helps hear the music.
 B. Music hear the my helps ear.
 C. Help hear my ear the music.
 D. The ear helps music my hear.
10. Rearrange the words to correct sentence: "together - body - my - works."
 A. My works body together.
 B. Body works my together.
 C. My body works together.
 D. Works body together my.

Read the following text to answer questions 11-20!

Timmy's Fun Day Outdoors



One sunny afternoon, a curious boy named Timmy decided to play outside. As he ran around the garden, he felt the sun shining on his cheeks. "I love being outside!" he shouted joyfully.

Timmy looked around and noticed his best friend, Sarah, waving at him. He smiled and raised his arms high above his head to greet her. "Come and play!" he called. They both ran toward each other, using their knees to jump over a small bush.

Once they met, they decided to play a game of tag. "Watch out, I'm coming to tag you!" he shouted and laughed using his mouth as he chased Sarah. They look so happy.

After a while, they took a break and sat down on the grass. Timmy looked at the clouds and pointed with his finger. "Look at that one! It looks like a dragon," he said. His eyes sparkled with excitement as he shared his thoughts. Sarah nodded, appreciating how every part of their bodies worked together to enjoy their day.

11. What do Timmy's cheeks help him feel?
 A. The wind
 B. The sun
 C. The grass
 D. The water
12. How do their knees assist them while meet?
 A. They help him see
 B. They help him jump
 C. They help him balance
 D. They help him shout

13. What role does Timmy's mouth play during their game?
 A. It helps him breathe
 B. It helps him shout and laugh
 C. It helps him see
 D. It helps him run
14. What activity do Timmy and Sarah decide to play?
 A. Hide and seek
 B. Tag
 C. Soccer
 D. Jump rope
15. How do Timmy and Sarah feel about playing outside?
 A. Bored
 B. Tired
 C. Happy
 D. Angry
16. What do Timmy and Sarah notice about the clouds?
 A. They look like animals
 B. They are very dark
 C. They are moving fast
 D. They do not see them
17. Rearrange the words to form a correct sentence: "run - I - legs - my - with."
 A. I run my legs with.
 B. My with legs I run.
 C. Run I legs with my.
 D. I run with my legs.
18. Rearrange the words to form a correct sentence: "together - work - bodies - our"
 A. Our bodies work together.
 B. Bodies our together work.
 C. Work our bodies together.
 D. Together our bodies work.
19. Rearrange the words to form a correct sentence: "to - see - turn - back - we - our - necks."
 A. We turn our back to see necks.
 B. We turn to see our back necks.
 C. We turn our necks to see back.
 D. We our necks to turn back see.
20. Rearrange the words to form a correct sentence: "happy - mouth - my - is."
 A. My mouth is happy.
 B. Is happy mouth my.
 C. Mouth my is happy.
 D. Happy is my mouth.

Read the following text to answer questions 21-30!

The Joyful Day of Mia



On a bright morning, a little girl named Mia woke up feeling excited. She looked with her eyes in the mirror and smiled at her reflection. "I love how my eyes shine when I'm happy!" she said. After getting ready, she ran downstairs, feeling the strength in her legs and the balance from her toes.

When she went outside, Mia saw her friends playing in the park. She waved her hand above her head and shouted, "Let's play hide and seek!" As they played the game, Mia felt her knees bend and stretch as she crouched down to hide.

After a while, they all sat down on the grass to take a break. Mia pointed to the sky with her finger and said, "Look at those fluffy clouds! They look like animals." Her friend Jake asked, "What do you think that one is?" Mia tilted her head and thought for a moment. "I think it looks like a bear!" she replied with enthusiasm. Before heading home, Mia took a deep breath and said, "Hmm, I'm so tired. My body work so hard in this time".

21. What do Mia's eyes help her do?
A. Run fast
B. See her reflection
C. Listen to sounds
D. Smell flowers
22. What do Mia's hands help her do?
A. Run fast
B. Wave and play
C. Listen to sounds
D. Smell flowers
23. How do Mia's knees assist her during play?
A. They help her see
B. They help her bend and stretch
C. They help her talk
D. They help her breathe
24. What does Mia do when she sees her friends at the park?
A. She goes home
B. She starts to cry
C. She waves and invites them to play
D. She sits alone
25. What activity are Mia and her friends doing in the park?
A. Eating
B. Playing hide and seek
C. Drawing
D. Reading
26. What does Mia think the clouds look like?
A. Cars
B. Animals
C. Houses
D. Trees
27. How does Mia feel about her body by the end of the story?
A. She feels tired
B. She feels grateful
C. She feels confused
D. She feels sad
28. Rearrange the words to form a correct sentence: "fun - day - a - had - we."
A. We had day a fun.
B. A fun day had we.
C. We had a fun day.
D. Day a fun we had.
29. Rearrange the words to form a correct sentence: "the - clouds - look - fluffy."
A. Look the clouds fluffy.
B. The clouds fluffy look.
C. Fluffy the clouds look.
D. The clouds look fluffy.
30. Rearrange the words to correct sentence: "Mia - play - with - friends - her."
A. Mia her play friends with.
B. Mia play with her friends.
C. With friends her play Mia.
D. Friends her play Mia with.

KUNCI JAWABAN

1. B. See the beautiful flowers
2. B. They help her run
3. B. It holds her head up
4. C. They allow her to hear the birds singing
5. B. Exploring
6. B. Mia
7. B. It works together to help her enjoy the day
8. A. My nose helps smell the flowers.
9. A. My ear helps hear the music.
10. C. My body works together.
11. B. The sun
12. B. They help him jump
13. B. It helps him shout and laugh
14. B. Tag
15. C. Happy
16. A. They look like animals
17. D. My legs I run fast.
18. A. Our bodies work together.
19. C. We turn our necks to see back.
20. A. My mouth is happy.
21. B. See her reflection
22. B. Wave and play
23. B. They help her bend and stretch
24. C. She waves and invites them to play
25. B. Playing hide and seek
26. B. Animals
27. A. She feels tired
28. C. We had a fun day.
29. D. The clouds look fluffy.
30. B. Mia play with her friend.

Capaian Pembelajaran	Tujuan Pembelajaran	Aspek Kognitif	Bentuk Soal	Butir Soal
Pada akhir Fase C, siswa memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami siswa. Mereka membaca dan memberikan respon terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya	Dengan membaca uraian materi pada <i>e-modul</i> komik digital, siswa mampu mengaitkan fungsi atau manfaat dari bagian-bagian tubuh dalam Bahasa Inggris dengan baik.	C4	Pilihan Ganda	1, 2, 3, 4, 11, 12, 13, 21, 22, 23
	Dengan membaca dan mengamati alur cerita pada <i>e-modul</i> komik digital, siswa mampu menyimpulkan isi teks cerita menggunakan Bahasa Inggris sederhana dengan baik.	C5	Pilihan Ganda	5, 6, 7, 14, 15, 16, 24, 25, 26, 27
	Dengan membaca teks cerita dan dialog pada <i>e-modul</i> komik digital, siswa mampu menganalisis susunan kata yang teracak dalam suatu kalimat Bahasa Inggris sederhana dengan baik.	C4	Pilihan Ganda	8, 9, 10, 17, 18, 19, 20, 28, 29, 30
Jumlah Butir Soal				30

Lampiran 13. Hasil Uji Validitas Tes

HASIL UJI VALIDITAS BUTIR SOAL

No	Nama Siswa	NOMOR BUTIR SOAL																														JUMLAH	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	Anindito Pratama	1	0	1	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	21	
2	Bintang Lestari	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	
3	Maylinda Hutauruk	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	22	
4	Aufia Aulia	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	0	0	17	
5	Khaylla Puri	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	0	1	22	
6	Fady Adriansyah	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	26	
7	Risky Pratama Naibaho	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	1	1	1	0	0	1	0	0	1	1	1	17	
8	Khalilah Baqis	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	23	
9	Abizar Lufi	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	22	
10	Muhammad Ilhan Argantia	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	27	
11	Muhammad Zikri Vito	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	22	
12	Sarwin Raz	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	23	
13	Irfan Anggara Daulai	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	24	
14	Rezky Prawira	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	25
15	Bella Syahfira	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	20
16	Dirza Sakira	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	20
17	Muhammad Wisnu Pratama	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	11	
18	Raisa Lidya	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	21	
19	Dafa Sabda Pratama	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	25	
20	Ester Ria Damanik	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	1	0	0	1	0	0	1	0	1	0	19	
21	Rivana Ardila	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	27	
22	Jelita Silito	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	0	1	0	20	
23	Nazifa Callista	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	28	
24	Syafilla Nurfi	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	
25	Jihan Alpina Damanik	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	1	1	0	1	1	0	0	1	1	0	1	16	
26	Anun Jariah Lubis	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	23	
27	M. Rendi Pratama	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	0	0	18	
28	Mona Anyati	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	26	
29	Nazra Aulia Puri	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	23	
R. Hitung		0.503	0.390	-0.092	0.536	0.485	0.426	0.092	0.390	0.426	0.565	0.431	0.426	0.359	0.536	0.566	0.251	0.303	0.566	-0.182	-0.355	0.536	0.323	0.566	0.536	0.550	0.550	0.269	-0.084	0.458	0.390		
R. Tabel		0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367		
Keterangan		V	V	TV	V	V	V	TV	V	V	V	V	V	V	TV	V	V	TV	V	V	TV	V	TV	V	V	V	V	V	TV	TV	V	V	

*Keterangan: V = "Valid"; TV = "Tidak Valid"

Lampiran 14. Hasil Reliabilitas Tes

HASIL RELIABILITAS TES

No	Nama Siswa	NOMOR BUTIR SOAL																														JUMLAH		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
1	Anindita Pratama	1	0	1	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	21	
2	Bintang Lestari	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	
3	Maylinda Huanuk	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	0	1	1	22	
4	Adifa Alifia	1	0	1	1	0	1	0	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	0	0	1	0	0	17		
5	Khaylla Putri	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	22	
6	Fady Adriansyah	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	26	
7	Risky Pratama Nalibaho	1	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	1	1	17	
8	Khalilah Balqis	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	23	
9	Abizar Lufi	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	0	1	22	
10	Muhammad Jibran Arpania	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	27	
11	Muhammad Zhetri Vito	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	22	
12	Sarwin Raz	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	23
13	Irfan Anggara Daulat	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	24
14	Recky Prawita	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	25	
15	Billa Syahfira	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	20
16	Dirza Sakira	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	0	1	1	1	0	1	0	0	0	1	1	1	1	1	20
17	Muhammad Wisnu Pratama	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	11
18	Raisa Lidya	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	1	0	1	1	1	1	1	0	1	0	21	
19	Dafa Sabita Pratama	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	25	
20	Ester Ria Damanik	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	0	1	0	1	19	
21	Rivana Ardita	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	27	
22	Jelita Sitio	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	20
23	Nazifa Calista	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	28
24	Syafilla Nurfi	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
25	Jihan Alpina Damanik	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	1	16
26	Anun Jarloh Lubis	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	23
27	M. Rendi Pratama	1	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	1	1	0	0	18	
28	Mina Auyati	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	26
29	Nazra Aulia Putri	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	23
Varian		0.093	0.164	0.235	0.033	0.235	0.064	0.247	0.164	0.064	0.064	0.235	0.064	0.235	0.033	0.226	0.235	0.247	0.226	0.235	0.226	0.033	0.235	0.226	0.033	0.235	0.226	0.033	0.250	0.250	0.235	0.119	0.200	0.164

RELIABILITAS			
Dasar Pengambilan Keputusan		Kriteria Pengujian	
Jika Nilai Cronbach's Alpha > 0.60 Maka Berkesimpulan Reliabel		Nilai Acuan	Kesimpulan
Jika Nilai Cronbach's Alpha < 0.60 Maka Berkesimpulan Tidak Reliabel		0.60	Nilai Cronbach's Alpha 0.696
			RELIABEL

Lampiran 15. Soal *Pre-test*

PRE-TEST

Name :

Class :

Read the following text to answer questions 1-8!

Lily's Wonderful Adventure



In a small town, there lived a happy little girl named Lily. One sunny day, she decided to explore the world around her. As she walked outside, she noticed how her eyes helped her see the beautiful flowers and colorful butterflies fluttering by. "Wow, everything is so bright!" she exclaimed.

Lily turned her head and listened carefully. She could hear the birds singing sweetly. "Thank you, ears," she said, appreciating how they allowed her to enjoy the music of nature.

As she continued her adventure, she ran and jumped, feeling her knees bend and stretch. "Without my knees, I couldn't run so fast!" she giggled.

After a while, Lily sat down on the grass, resting her back against the ground. She looked up at the sky, marveling at the clouds. "I love how my neck holds my head up high so I can see everything!" she said. Just then, her friend Mia arrived. "Hey, Lily! Let's play!" Mia called out. They both stood up, and Lily raised her arms and clapped her hands.

As they played together, they laughed and talked, using their mouths to share stories. Lily felt grateful for her body, which worked together to help her enjoy the day. "Every part of me has a special job," she realized, smiling at her friend. "Together, we can do amazing things!"

- What do Lily's eyes help her do?
 - Smell the flowers
 - See the beautiful flowers
 - Hear the birds
 - Run fast
- How do Lily's knees assist her?
 - They help her see
 - They help her run
 - They help her breathe
 - They help her listen
- What does Lily appreciate about her ears?
 - They help her smell
 - They help her see
 - They allow her to hear the birds singing
 - They help her run
- What activity does Lily enjoy doing outside?
 - Sleeping
 - Exploring
 - Eating
 - Writing
- Who joins Lily in her adventure?
 - Her brother
 - Mia
 - Her parents
 - A stranger

6. Rearrange the words to form a correct sentence: "the - helps - my nose - flowers - smell."
 A. My nose helps smell the flowers.
 B. Smell helps my nose the flowers.
 C. Flowers smell my nose helps the.
 D. The nose flowers helps smell my.
7. Rearrange the words to correct sentence: "ear - music - hear - the - helps - my."
 A. My ear helps hear the music.
 B. Music hear the my helps ear.
 C. Help hear my ear the music.
 D. The ear helps music my hear.
8. Rearrange the words to correct sentence: "together - body - my - works."
 A. My works body together.
 B. Body works my together.
 C. My body works together.
 D. Works body together my.

Read the following text to answer questions 9-13!

Timmy's Fun Day Outdoors



One sunny afternoon, a curious boy named Timmy decided to play outside. As he ran around the garden, he felt the sun shining on his cheeks. "I love being outside!" he shouted joyfully.

Timmy looked around and noticed his best friend, Sarah, waving at him. He smiled and raised his arms high above his head to greet her. "Come and play!" he called. They both ran toward each other, using their knees to jump over a small bush.

Once they met, they decided to play a game of tag. "Watch out, I'm coming to tag you!" he shouted and laughed using his mouth as he chased Sarah. They look so happy.

After a while, they took a break and sat down on the grass. Timmy looked at the clouds and pointed with his finger. "Look at that one! It looks like a dragon," he said. His eyes sparkled with excitement as he shared his thoughts. Sarah nodded, appreciating how every part of their bodies worked together to enjoy their day.

9. What do Timmy's cheeks help him feel?
 A. The wind
 B. The sun
 C. The grass
 D. The water
10. How do their knees assist them while meet?
 A. They help him see
 B. They help him jump
 C. They help him balance
 D. They help him shout
11. What activity do Timmy and Sarah decide to play?
 A. Hide and seek
 B. Tag
 C. Soccer
 D. Jump rope
12. How do Timmy and Sarah feel about playing outside?
 A. Bored
 B. Tired
 C. Happy
 D. Angry

13. Rearrange the words to form a correct sentence: "together - work - bodies - our"
- A. Our bodies work together.
B. Bodies our together work.
C. Work our bodies together.
D. Together our bodies work.

The Joyful Day of Mia



On a bright morning, a little girl named Mia woke up feeling excited. She looked with her eyes in the mirror and smiled at her reflection. "I love how my eyes shine when I'm happy!" she said. After getting ready, she ran downstairs, feeling the strength in her legs and the balance from her toes.

When she went outside, Mia saw her friends playing in the park. She waved her hand above her head and shouted, "Let's play hide and seek!" As they played the game, Mia felt her knees bend and stretch as she crouched down to hide.

After a while, they all sat down on the grass to take a break. Mia pointed to the sky with her finger and said, "Look at those fluffy clouds! They look like animals." Her friend Jake asked, "What do you think that one is?" Mia tilted her head and thought for a moment. "I think it looks like a bear!" she replied with enthusiasm. Before heading home, Mia took a deep breath and said, "Hmm, I'm so tired. My body work so hard in this time".

14. What do Mia's eyes help her do?
- A. Run fast
B. See her reflection
C. Listen to sounds
D. Smell flowers
15. How do Mia's knees assist her during play?
- A. They help her see
B. They help her bend and stretch
C. They help her talk
D. They help her breathe
16. What does Mia do when she sees her friends at the park?
- A. She goes home
B. She starts to cry
C. She waves and invites them to play
D. She sits alone
17. What activity are Mia and her friends doing in the park?
- A. Eating
B. Playing hide and seek
C. Drawing
D. Reading
18. What does Mia think the clouds look like?
- A. Cars
B. Animals
C. Houses
D. Trees
19. Rearrange the words to form a correct sentence: "clouds - the - fluffy - look."
- A. Look the clouds fluffy.
B. The clouds fluffy look.
C. Fluffy the clouds look.
D. The clouds look fluffy.
20. Rearrange the words to correct sentence: "Mia - play - with - friends - her."
- A. Mia her play friends with.
B. Mia play with her friends.
C. With friends her play Mia.
D. Friends her play Mia with.

Lampiran 16. Soal *Post-test*

POST-TEST

Name :

Class :

Read the following text to answer questions!

Timmy's Fun Day Outdoors



One sunny afternoon, a curious boy named Timmy decided to play outside. As he ran around the garden, he felt the sun shining on his cheeks. "I love being outside!" he shouted joyfully.

Timmy looked around and noticed his best friend, Sarah, waving at him. He smiled and raised his arms high above his head to greet her. "Come and play!" he called. They both ran toward each other, using their knees to jump over a small bush.

Once they met, they decided to play a game of tag. "Watch out, I'm coming to tag you!" he shouted and laughed using his mouth as he chased Sarah. They look so happy.

After a while, they took a break and sat down on the grass. Timmy looked at the clouds and pointed with his finger. "Look at that one! It looks like a dragon," he said. His eyes sparkled with excitement as he shared his thoughts. Sarah nodded, appreciating how every part of their bodies worked together to enjoy their day.

- What do Timmy's cheeks help him feel?
 - The wind
 - The sun
 - The grass
 - The water
- How do their knees assist them while meet?
 - They help him see
 - They help him jump
 - They help him balance
 - They help him shout
- What activity do Timmy and Sarah decide to play?
 - Hide and seek
 - Tag
 - Soccer
 - Jump rope
- How do Timmy and Sarah feel about playing outside?
 - Bored
 - Tired
 - Happy
 - Angry
- Rearrange the words to form a correct sentence: "together - work - bodies - our"
 - Our bodies work together.
 - Bodies our together work.
 - Work our bodies together.
 - Together our bodies work.

The Joyful Day of Mia



On a bright morning, a little girl named Mia woke up feeling excited. She looked with her eyes in the mirror and smiled at her reflection. "I love how my eyes shine when I'm happy!" she said. After getting ready, she ran downstairs, feeling the strength in her legs and the balance from her toes.

When she went outside, Mia saw her friends playing in the park. She waved her hand above her head and shouted, "Let's play hide and seek!" As they played the game, Mia felt her knees bend and stretch as she crouched down to hide.

After a while, they all sat down on the grass to take a break. Mia pointed to the sky with her finger and said, "Look at those fluffy clouds! They look like animals." Her friend Jake asked, "What do you think that one is?" Mia tilted her head and thought for a moment. "I think it looks like a bear!" she replied with enthusiasm. Before heading home, Mia took a deep breath and said, "Hmm, I'm so tired. My body work so hard in this time".

6. What do Mia's eyes help her do?
 - A. Run fast
 - B. See her reflection
 - C. Listen to sounds
 - D. Smell flowers
7. How do Mia's knees assist her during play?
 - A. They help her see
 - B. They help her bend and stretch
 - C. They help her talk
 - D. They help her breathe
8. What does Mia do when she sees her friends at the park?
 - A. She goes home
 - B. She starts to cry
 - C. She waves and invites them to play
 - D. She sits alone
9. What activity are Mia and her friends doing in the park?
 - A. Eating
 - B. Playing hide and seek
 - C. Drawing
 - D. Reading
10. What does Mia think the clouds look like?
 - A. Cars
 - B. Animals
 - C. Houses
 - D. Trees
11. Rearrange the words to form a correct sentence: "clouds - the - fluffy - look."
 - A. Look the clouds fluffy.
 - B. The clouds fluffy look.
 - C. Fluffy the clouds look.
 - D. The clouds look fluffy.
12. Rearrange the words to correct sentence: "Mia - play - with - friends - her."
 - A. Mia her play friends with.
 - B. Mia play with her friends.
 - C. With friends her play Mia.
 - D. Friends her play Mia with.

Lily's Wonderful Adventure



In a small town, there lived a happy little girl named Lily. One sunny day, she decided to explore the world around her. As she walked outside, she noticed how her eyes helped her see the beautiful flowers and colorful butterflies fluttering by. "Wow, everything is so bright!" she exclaimed.

Lily turned her head and listened carefully. She could hear the birds singing sweetly. "Thank you, ears," she said, appreciating how they allowed her to enjoy the music of nature.

As she continued her adventure, she ran and jumped, feeling her knees bend and stretch. "Without my knees, I couldn't run so fast!" she giggled.

After a while, Lily sat down on the grass, resting her back against the ground. She looked up at the sky, marveling at the clouds. "I love how my neck holds my head up high so I can see everything!" she said. Just then, her friend Mia arrived. "Hey, Lily! Let's play!" Mia called out. They both stood up, and Lily raised her arms and clapped her hands.

As they played together, they laughed and talked, using their mouths to share stories. Lily felt grateful for her body, which worked together to help her enjoy the day. "Every part of me has a special job," she realized, smiling at her friend. "Together, we can do amazing things!"

13. What do Lily's eyes help her do?
 - A. Smell the flowers
 - B. See the beautiful flowers
 - C. Hear the birds
 - D. Run fast
14. How do Lily's knees assist her?
 - A. They help her see
 - B. They help her run
 - C. They help her breathe
 - D. They help her listen
15. What does Lily appreciate about her ears?
 - A. They help her smell
 - B. They help her see
 - C. They allow her to hear the birds singing
 - D. They help her run
16. What activity does Lily enjoy doing outside?
 - A. Sleeping
 - B. Exploring
 - C. Eating
 - D. Writing
17. Who joins Lily in her adventure?
 - A. Her brother
 - B. Mia
 - C. Her parents
 - D. A stranger
18. Rearrange the words to form a correct sentence: "the - helps - my nose - flowers - smell."
 - A. My nose helps smell the flowers.
 - B. Smell helps my nose the flowers.
 - C. Flowers smell my nose helps the.
 - D. The nose flowers helps smell my.
19. Rearrange the words to correct sentence: "ear - music - hear - the - helps - my."
 - A. My ear helps hear the music.
 - B. Music hear the my helps ear.
 - C. Help hear my ear the music.
 - D. The ear helps music my hear.
20. Rearrange the words to correct sentence: "together - body - my - works."
 - A. My works body together.
 - B. Body works my together.
 - C. My body works together.
 - D. Works body together my.

Lampiran 17. Hasil Pre-test

PRETEST

Name : Ripatununggor
Class : V



Iswatun Hasanah

CHECKED!

☐ EXCELLENT
☒ GOOD
☐ TRY HARDER

Score	Time	Sign
15/61	75	4

Read the following text to answer questions 1-8!

Lily's Wonderful Adventure



In a small town, there lived a happy little girl named Lily. One sunny day, she decided to explore the world around her. As she walked outside, she noticed how her eyes helped her see the beautiful flowers and colorful butterflies fluttering by. "Wow, everything is so bright!" she exclaimed.

Lily turned her head and listened carefully. She could hear the birds singing sweetly. "Thank you, ears," she said, appreciating how they allowed her to enjoy the music of nature.

As she continued her adventure, she ran and jumped, feeling her knees bend and stretch. "Without my knees, I couldn't run so fast!" she giggled.

After a while, Lily sat down on the grass, resting her back against the ground. She looked up at the sky, marveling at the clouds. "I love how my neck holds my head up high so I can see everything!" she said. Just then, her friend Mia arrived. "Hey, Lily! Let's play!" Mia called out. They both stood up, and Lily raised her arms and clapped her hands.

As they played together, they laughed and talked, using their mouths to share stories. Lily felt grateful for her body, which worked together to help her enjoy the day. "Every part of me has a special job," she realized, smiling at her friend. "Together, we can do amazing things!"

1. What do Lily's eyes help her do?

- A. Smell the flowers
- ☒ B. See the beautiful flowers
- C. Hear the birds
- D. Run fast

☒ They allow her to hear the birds singing
D. They help her run

2. How do Lily's knees assist her?

- ☒ A. They help her see
- B. They help her run
- ☒ C. They help her breathe
- D. They help her listen

4. What activity does Lily enjoy doing outside?

- A. Sleeping
- ☒ B. Exploring
- C. Eating
- D. Writing

3. What does Lily appreciate about her ears?

- ☒ A. They help her smell
- B. They help her see

5. Who joins Lily in her adventure?

- ☒ A. Her brother
- ☒ B. Mia
- C. Her parents
- D. A stranger

6. Rearrange the words to form a correct sentence: "the - helps - my nose - flowers - smell."

- ☒ A. My nose helps smell the flowers.
 B. Smell helps my nose the flowers.
 C. Flowers smell my nose helps the.
 D. The nose flowers helps smell my.

7. Rearrange the words to correct sentence:

- ☒ "ear - music - hear - the - helps - my."
☒ X My ear helps hear the music.

- B. Music hear the my helps ear.
 C. Help hear my ear the music.
 D. The ear helps music my hear.

8. Rearrange the words to correct sentence:

- ☒ "together - body - my - works."
 A. My works body together.
☒ X Body works my together.
 C. My body works together.
 D. Works body together my.

Read the following text to answer questions 9-13!

Timmy's Fun Day Outdoors



One sunny afternoon, a curious boy named Timmy decided to play outside. As he ran around the garden, he felt the sun shining on his cheeks. "I love being outside!" he shouted joyfully.

Timmy looked around and noticed his best friend, Sarah, waving at him. He smiled and raised his arms high above his head to greet her. "Come and play!" he called. They both ran toward each other, using their knees to jump over a small bush.

Once they met, they decided to play a game of tag. "Watch out, I'm coming to tag you!" he shouted and laughed using his mouth as he chased Sarah. They look so happy.

After a while, they took a break and sat down on the grass. Timmy looked at the clouds and pointed with his finger. "Look at that one! It looks like a dragon," he said. His eyes sparkled with excitement as he shared his thoughts. Sarah nodded, appreciating how every part of their bodies worked together to enjoy their day.

9. What do Timmy's cheeks help him feel?

- ☒ X A. The wind
 B. The sun
☒ X The grass
 D. The water

11. What activity do Timmy and Sarah decide to play?

- ☒ X Hide and seek
 B. Tag
 C. Soccer
 D. Jump rope

10. How do their knees assist them while meet?

- ☒ A. They help him see
☒ X They help him jump
 C. They help him balance
 D. They help him shout

12. How do Timmy and Sarah feel about playing outside?

- ☒ A. Bored
 B. Tired
☒ X Happy
 D. Angry

13. Rearrange the words to form a correct

✗ sentence: "together - work - bodies - our"

☒ A. Our bodies work together.

☐ B. Bodies our together work.

C. Work our bodies together.

D. Together our bodies work.

The Joyful Day of Mia



On a bright morning, a little girl named Mia woke up feeling excited. She looked with her eyes in the mirror and smiled at her reflection. "I love how my eyes shine when I'm happy!" she said. After getting ready, she ran downstairs, feeling the strength in her legs and the balance from her toes.

When she went outside, Mia saw her friends playing in the park. She waved her hand above her head and shouted, "Let's play hide and seek!" As they played the game, Mia felt her knees bend and stretch as she crouched down to hide.

After a while, they all sat down on the grass to take a break. Mia pointed to the sky with her finger and said, "Look at those fluffy clouds! They look like animals." Her friend Jake asked, "What do you think that one is?" Mia tilted her head and thought for a moment. "I think it looks like a bear!" she replied with enthusiasm. Before heading home, Mia took a deep breath and said, "Hmm, I'm so tired. My body work so hard in this time".

14. ✓ What do Mia's eyes help her do?

☒ A. Run fast

☐ B. See her reflection

C. Listen to sounds

D. Smell flowers

☐ E. Playing hide and seek

C. Drawing

D. Reading

15. ✓ How do Mia's knees assist her during play?

A. They help her see

☒ B. They help her bend and stretch

C. They help her talk

D. They help her breathe

18. ✓ What does Mia think the clouds look like?

☒ A. Cars

☐ B. Animals

C. Houses

D. Trees

16. ✓ What does Mia do when she sees her friends at the park?

A. She goes home

B. She starts to cry

☒ C. She waves and invites them to play

D. She sits alone

19. ✓ Rearrange the words to form a correct sentence: "clouds - the - fluffy - look."

A. Look the clouds fluffy.

B. The clouds fluffy look.

C. Fluffy the clouds look.

☒ D. The clouds look fluffy.

17. ✓ What activity are Mia and her friends doing in the park?

A. Eating

20. ✓ Rearrange the words to correct sentence:

☒ "Mia - play - with - friends - her."

A. Mia her play friends with.

☒ B. Mia play with her friends.

C. With friends her play Mia.

D. Friends her play Mia with.

PRETEST

Name : Azzah Saniga R.
 Class : ✓

**CHECKED!**

☐ EXCELLENT
☐ GOOD
☒ TRY HARDER

Date	Score	Sign
10/01	65	31

Read the following text to answer questions 1-8!

Lily's Wonderful Adventure



In a small town, there lived a happy little girl named Lily. One sunny day, she decided to explore the world around her. As she walked outside, she noticed how her eyes helped her see the beautiful flowers and colorful butterflies fluttering by. "Wow, everything is so bright!" she exclaimed.

Lily turned her head and listened carefully. She could hear the birds singing sweetly. "Thank you, ears," she said, appreciating how they allowed her to enjoy the music of nature.

As she continued her adventure, she ran and jumped, feeling her knees bend and stretch. "Without my knees, I couldn't run so fast!" she giggled.

After a while, Lily sat down on the grass, resting her back against the ground. She looked up at the sky, marveling at the clouds. "I love how my neck holds my head up high so I can see everything!" she said. Just then, her friend Mia arrived. "Hey, Lily! Let's play!" Mia called out. They both stood up, and Lily raised her arms and clapped her hands.

As they played together, they laughed and talked, using their mouths to share stories. Lily felt grateful for her body, which worked together to help her enjoy the day. "Every part of me has a special job," she realized, smiling at her friend. "Together, we can do amazing things!"

1. What do Lily's eyes help her do?

- ☒ A. Smell the flowers
☒ B. See the beautiful flowers
☐ C. Hear the birds
☐ D. Run fast

☒ They allow her to hear the birds singing
☐ D. They help her run

2. How do Lily's knees assist her?

- ☒ A. They help her see
☐ B. They help her run
☒ C. They help her breathe
☐ D. They help her listen

4. What activity does Lily enjoy doing outside?

- ☒ A. Sleeping
☒ B. Exploring
☐ C. Eating
☐ D. Writing

3. What does Lily appreciate about her ears?

- ☒ A. They help her smell
☐ B. They help her see

5. Who joins Lily in her adventure?

- ☒ A. Her brother
☒ B. Mia
☐ C. Her parents
☐ D. A stranger

6. Rearrange the words to form a correct sentence: "the - helps - my nose - flowers - smell."

A. My nose helps smell the flowers.
 B. Smell helps my nose the flowers.
 C. Flowers smell my nose helps the.
~~D. The nose flowers helps smell my.~~

7. Rearrange the words to correct sentence:

~~✓~~ "ear - music - hear - the - helps - my."
~~X~~ My ear helps hear the music.

B. Music hear the my helps ear.
 C. Help hear my ear the music.
 D. The ear helps music my hear.

8. Rearrange the words to correct sentence:

~~✓~~ "together - body - my - works."

A. My works body together.
 B. Body works my together.
~~X~~ My body works together.
 D. Works body together my.

Read the following text to answer questions 9-13!

Timmy's Fun Day Outdoors



One sunny afternoon, a curious boy named Timmy decided to play outside. As he ran around the garden, he felt the sun shining on his cheeks. "I love being outside!" he shouted joyfully.

Timmy looked around and noticed his best friend, Sarah, waving at him. He smiled and raised his arms high above his head to greet her. "Come and play!" he called. They both ran toward each other, using their knees to jump over a small bush.

Once they met, they decided to play a game of tag. "Watch out, I'm coming to tag you!" he shouted and laughed using his mouth as he chased Sarah. They look so happy.

After a while, they took a break and sat down on the grass. Timmy looked at the clouds and pointed with his finger. "Look at that one! It looks like a dragon," he said. His eyes sparkled with excitement as he shared his thoughts. Sarah nodded, appreciating how every part of their bodies worked together to enjoy their day.

9. What do Timmy's cheeks help him feel?

~~✓~~ ~~X~~ A. The wind
 B. The sun
 C. The grass
 D. The water

11. What activity do Timmy and Sarah decide to play?

~~✓~~ A. Hide and seek
~~X~~ B. Tag
 C. Soccer
 D. Jump rope

10. How do their knees assist them while meet?

~~✓~~ A. They help him see
~~X~~ B. They help him jump
 C. They help him balance
 D. They help him shout

12. How do Timmy and Sarah feel about playing outside?

~~✓~~ A. Bored
 B. Tired
~~X~~ C. Happy
 D. Angry

13. Rearrange the words to form a correct sentence: "together - work - bodies - our"

A. Our bodies work together.
B. Bodies our together work.

☒ C. Work our bodies together.
D. Together our bodies work.

The Joyful Day of Mia



On a bright morning, a little girl named Mia woke up feeling excited. She looked with her eyes in the mirror and smiled at her reflection. "I love how my eyes shine when I'm happy!" she said. After getting ready, she ran downstairs, feeling the strength in her legs and the balance from her toes.

When she went outside, Mia saw her friends playing in the park. She waved her hand above her head and shouted, "Let's play hide and seek!" As they played the game, Mia felt her knees bend and stretch as she crouched down to hide.

After a while, they all sat down on the grass to take a break. Mia pointed to the sky with her finger and said, "Look at those fluffy clouds! They look like animals." Her friend Jake asked, "What do you think that one is?" Mia tilted her head and thought for a moment. "I think it looks like a bear!" she replied with enthusiasm. Before heading home, Mia took a deep breath and said, "Hmm, I'm so tired. My body work so hard in this time".

14. What do Mia's eyes help her do?

☒ A. Run fast
B. See her reflection
C. Listen to sounds
D. Smell flowers

☒ E. Playing hide and seek
C. Drawing
D. Reading

15. How do Mia's knees assist her during play?

A. They help her see
☒ B. They help her bend and stretch
C. They help her talk
D. They help her breathe

18. What does Mia think the clouds look like?

☒ A. Cars
B. Animals
C. Houses
☒ D. Trees

16. What does Mia do when she sees her friends at the park?

A. She goes home
B. She starts to cry
☒ C. She waves and invites them to play
D. She sits alone

19. Rearrange the words to form a correct sentence: "clouds - the - fluffy - look."

A. Look the clouds fluffy.
B. The clouds fluffy look.
C. Fluffy the clouds look.
☒ D. The clouds look fluffy.

17. What activity are Mia and her friends doing in the park?

A. Eating

20. Rearrange the words to correct sentence:

☒ A. "Mia - play - with - friends - her."
☒ B. Mia her play friends with.
C. With friends her play Mia.
D. Friends her play Mia with.

Lampiran 18. Hasil Post-test

POST-TEST

Name : Rifaitumanggor
Class : V



CHECKED!

☒ EXCELLENT
☐ GOOD
☐ TRY HARDER

Date	Score	Sign
22/01	95	31

Read the following text to answer questions!

Timmy's Fun Day Outdoors



One sunny afternoon, a curious boy named Timmy decided to play outside. As he ran around the garden, he felt the sun shining on his cheeks. "I love being outside!" he shouted joyfully.

Timmy looked around and noticed his best friend, Sarah, waving at him. He smiled and raised his arms high above his head to greet her. "Come and play!" he called. They both ran toward each other, using their knees to jump over a small bush.

Once they met, they decided to play a game of tag. "Watch out, I'm coming to tag you!" he shouted and laughed using his mouth as he chased Sarah. They look so happy.

After a while, they took a break and sat down on the grass. Timmy looked at the clouds and pointed with his finger. "Look at that one! It looks like a dragon," he said. His eyes sparkled with excitement as he shared his thoughts. Sarah nodded, appreciating how every part of their bodies worked together to enjoy their day.

- What do Timmy's cheeks help him feel?
 - ☒ The wind
 - ☐ The sun
 - ☐ The grass
 - ☐ The water
- How do their knees assist them while meet?
 - ☐ They help him see
 - ☐ They help him jump
 - ☒ They help him balance
 - ☐ They help him shout
- What activity do Timmy and Sarah decide to play?
 - ☐ Hide and seek
 - ☒ Tag
 - ☐ Soccer
 - ☐ Jump rope
- How do Timmy and Sarah feel about playing outside?
 - ☐ Bored
 - ☐ Tired
 - ☒ Happy
 - ☐ Angry
- Rearrange the words to form a correct sentence: "together - work - bodies - our"
 - ☒ Our bodies work together.
 - ☐ Bodies our together work.
 - ☐ Work our bodies together.
 - ☐ Together our bodies work.

The Joyful Day of Mia



On a bright morning, a little girl named Mia woke up feeling excited. She looked with her eyes in the mirror and smiled at her reflection. "I love how my eyes shine when I'm happy!" she said. After getting ready, she ran downstairs, feeling the strength in her legs and the balance from her toes.

When she went outside, Mia saw her friends playing in the park. She waved her hand above her head and shouted, "Let's play hide and seek!" As they played the game, Mia felt her knees bend and stretch as she crouched down to hide.

After a while, they all sat down on the grass to take a break. Mia pointed to the sky with her finger

and said, "Look at those fluffy clouds! They look like animals." Her friend Jake asked, "What do you think that one is?" Mia tilted her head and thought for a moment. "I think it looks like a bear!" she replied with enthusiasm. Before heading home, Mia took a deep breath and said, "Hmm, I'm so tired. My body work so hard in this time".

6. What do Mia's eyes help her do?

- ☒ A. Run fast
- ☐ B. See her reflection
- ☐ C. Listen to sounds
- ☐ D. Smell flowers

7. How do Mia's knees assist her during play?

- ☐ A. They help her see
- ☒ B. They help her bend and stretch
- ☐ C. They help her talk
- ☐ D. They help her breathe

8. What does Mia do when she sees her friends at the park?

- ☐ A. She goes home
- ☐ B. She starts to cry
- ☒ C. She waves and invites them to play
- ☐ D. She sits alone

9. What activity are Mia and her friends doing in the park?

- ☐ A. Eating

☐ B. Playing hide and seek

- ☐ C. Drawing
- ☐ D. Reading

10. What does Mia think the clouds look like?

- ☒ A. Cars
- ☐ B. Animals
- ☐ C. Houses
- ☐ D. Trees

11. Rearrange the words to form a correct sentence: "clouds - the - fluffy - look."

- ☐ A. Look the clouds fluffy.
- ☐ B. The clouds fluffy look.
- ☐ C. Fluffy the clouds look.
- ☒ D. The clouds look fluffy.

12. Rearrange the words to correct sentence: "Mia - play - with - friends - her."

- ☐ A. Mia her play friends with.
- ☒ B. Mia play with her friends.
- ☐ C. With friends her play Mia.
- ☐ D. Friends her play Mia with.

Lily's Wonderful Adventure



In a small town, there lived a happy little girl named Lily. One sunny day, she decided to explore the world around her. As she walked outside, she noticed how her eyes helped her see the beautiful flowers and colorful butterflies fluttering by. "Wow, everything is so bright!" she exclaimed.

Lily turned her head and listened carefully. She could hear the birds singing sweetly. "Thank you, ears," she said, appreciating how they allowed her to enjoy the music of nature.

As she continued her adventure, she ran and jumped, feeling her knees bend and stretch. "Without my knees, I couldn't run so fast!" she giggled.

After a while, Lily sat down on the grass, resting her back against the ground. She looked up at the sky, marveling at the clouds. "I love how my neck holds my head up high so I can see everything!" she said. Just then, her friend Mia arrived. "Hey, Lily! Let's play!" Mia called out. They both stood up, and Lily raised her arms and clapped her hands.

As they played together, they laughed and talked, using their mouths to share stories. Lily felt grateful for her body, which worked together to help her enjoy the day. "Every part of me has a special job," she realized, smiling at her friend. "Together, we can do amazing things!"

13. What do Lily's eyes help her do?

- ☒ A. Smell the flowers
- ☒ B. See the beautiful flowers
- ☐ C. Hear the birds
- ☐ D. Run fast

14. How do Lily's knees assist her?

- ☒ A. They help her see
- ☒ B. They help her run
- ☐ C. They help her breathe
- ☐ D. They help her listen

15. What does Lily appreciate about her ears?

- ☒ A. They help her smell
- ☐ B. They help her see
- ☒ C. They allow her to hear the birds singing
- ☐ D. They help her run

16. What activity does Lily enjoy doing outside?

- ☒ A. Sleeping
- ☒ B. Exploring
- ☐ C. Eating
- ☐ D. Writing

17. Who joins Lily in her adventure?

- ☒ A. Her brother
- ☒ B. Mia
- ☐ C. Her parents
- ☐ D. A stranger

18. Rearrange the words to form a correct sentence: "the - helps - my nose - flowers - smell."

- ☒ A. My nose helps smell the flowers.
- ☐ B. Smell helps my nose the flowers.
- ☐ C. Flowers smell my nose helps the.
- ☐ D. The nose flowers helps smell my.

19. Rearrange the words to correct sentence: "ear - music - hear - the - helps - my."

- ☒ A. My ear helps hear the music.
- ☐ B. Music hear the my helps ear.
- ☐ C. Help hear my ear the music.
- ☐ D. The ear helps music my hear.

20. Rearrange the words to correct sentence: "together - body - my - works."

- ☒ A. My works body together.
- ☐ B. Body works my together.
- ☒ C. My body works together.
- ☐ D. Works body together my.

POST-TEST



CHECKED!

☒ EXCELLENT
☐ GOOD
☐ TRY HARDER

Date	Score	Sign
22/01	90	4

Name : Alhikmah R.
 Class : 5

Read the following text to answer questions!

Timmy's Fun Day Outdoors



One sunny afternoon, a curious boy named Timmy decided to play outside. As he ran around the garden, he felt the sun shining on his cheeks. "I love being outside!" he shouted joyfully.

Timmy looked around and noticed his best friend, Sarah, waving at him. He smiled and raised his arms high above his head to greet her. "Come and play!" he called. They both ran toward each other, using their knees to jump over a small bush.

Once they met, they decided to play a game of tag. "Watch out, I'm coming to tag you!" he shouted and laughed using his mouth as he chased Sarah. They look so happy.

After a while, they took a break and sat down on the grass. Timmy looked at the clouds and pointed with his finger. "Look at that one! It looks like a dragon," he said. His eyes sparkled with excitement as he shared his thoughts. Sarah nodded, appreciating how every part of their bodies worked together to enjoy their day.

- What do Timmy's cheeks help him feel?
 - The wind
 - ☒ The sun
 - The grass
 - The water
- How do their knees assist them while meet?
 - They help him see
 - They help him jump
 - ☒ They help him balance
 - They help him shout
- What activity do Timmy and Sarah decide to play?
 - Hide and seek
 - ☒ Tag
 - Soccer
 - Jump rope
- How do Timmy and Sarah feel about playing outside?
 - Bored
 - Tired
 - ☒ Happy
 - Angry
- Rearrange the words to form a correct sentence: "together - work - bodies - our"
 - ☒ Our bodies work together.
 - Bodies our together work.
 - Work our bodies together.
 - Together our bodies work.

The Joyful Day of Mia



On a bright morning, a little girl named Mia woke up feeling excited. She looked with her eyes in the mirror and smiled at her reflection. "I love how my eyes shine when I'm happy!" she said. After getting ready, she ran downstairs, feeling the strength in her legs and the balance from her toes.

When she went outside, Mia saw her friends playing in the park. She waved her hand above her head and shouted, "Let's play hide and seek!" As they played the game, Mia felt her knees bend and stretch as she crouched down to hide.

After a while, they all sat down on the grass to take a break. Mia pointed to the sky with her finger and said, "Look at those fluffy clouds! They look like animals." Her friend Jake asked, "What do you think that one is?" Mia tilted her head and thought for a moment. "I think it looks like a bear!" she replied with enthusiasm. Before heading home, Mia took a deep breath and said, "Hmm, I'm so tired. My body work so hard in this time".

6. What do Mia's eyes help her do?
 - A. Run fast
 - ☒ B. See her reflection
 - C. Listen to sounds
 - D. Smell flowers
7. How do Mia's knees assist her during play?
 - A. They help her see
 - ☒ B. They help her bend and stretch
 - C. They help her talk
 - D. They help her breathe
8. What does Mia do when she sees her friends at the park?
 - A. She goes home
 - B. She starts to cry
 - ☒ C. She waves and invites them to play
 - D. She sits alone
9. What activity are Mia and her friends doing in the park?
 - A. Eating
 - ☒ B. Playing hide and seek
 - C. Drawing
 - D. Reading
10. What does Mia think the clouds look like?
 - A. Cars
 - ☒ B. Animals
 - C. Houses
 - D. Trees
11. Rearrange the words to form a correct sentence: "clouds - the - fluffy - look."
 - ☒ A. Look the clouds fluffy.
 - B. The clouds fluffy look.
 - C. Fluffy the clouds look.
 - D. The clouds look fluffy.
12. Rearrange the words to correct sentence: "Mia - play - with - friends - her."
 - A. Mia her play friends with.
 - ☒ B. Mia play with her friends.
 - C. With friends her play Mia.
 - D. Friends her play Mia with.

Lily's Wonderful Adventure



In a small town, there lived a happy little girl named Lily. One sunny day, she decided to explore the world around her. As she walked outside, she noticed how her eyes helped her see the beautiful flowers and colorful butterflies fluttering by. "Wow, everything is so bright!" she exclaimed.

Lily turned her head and listened carefully. She could hear the birds singing sweetly. "Thank you, ears," she said, appreciating how they allowed her to enjoy the music of nature.

As she continued her adventure, she ran and jumped, feeling her knees bend and stretch. "Without my knees, I couldn't run so fast!" she giggled.

After a while, Lily sat down on the grass, resting her back against the ground. She looked up at the sky, marveling at the clouds. "I love how my neck holds my head up high so I can see everything!" she said. Just then, her friend Mia arrived. "Hey, Lily! Let's play!" Mia called out. They both stood up, and Lily raised her arms and clapped her hands.

As they played together, they laughed and talked, using their mouths to share stories. Lily felt grateful for her body, which worked together to help her enjoy the day. "Every part of me has a special job," she realized, smiling at her friend. "Together, we can do amazing things!"

13. What do Lily's eyes help her do?

- ☒ A. Smell the flowers
- ☒ B. See the beautiful flowers
- C. Hear the birds
- D. Run fast

14. How do Lily's knees assist her?

- ☒ A. They help her see
- ☒ B. They help her run
- C. They help her breathe
- D. They help her listen

15. What does Lily appreciate about her ears?

- ☒ A. They help her smell
- B. They help her see
- ☒ C. They allow her to hear the birds singing
- D. They help her run

16. What activity does Lily enjoy doing outside?

- A. Sleeping
- ☒ B. Exploring
- C. Eating
- D. Writing

17. Who joins Lily in her adventure?

- ☒ A. Her brother
- ☒ B. Mia
- C. Her parents
- D. A stranger

18. Rearrange the words to form a correct sentence: "the - helps - my nose - flowers - smell."

- ☒ A. My nose helps smell the flowers.
- B. Smell helps my nose the flowers.
- C. Flowers smell my nose helps the.
- D. The nose flowers helps smell my.

19. Rearrange the words to correct sentence: "ear - music - hear - the - helps - my."

- ☒ A. My ear helps hear the music.
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- C. Help hear my ear the music.
- D. The ear helps music my hear.

20. Rearrange the words to correct sentence: "together - body - my - works."

- A. My works body together.
- B. Body works my together.
- ☒ C. My body works together.
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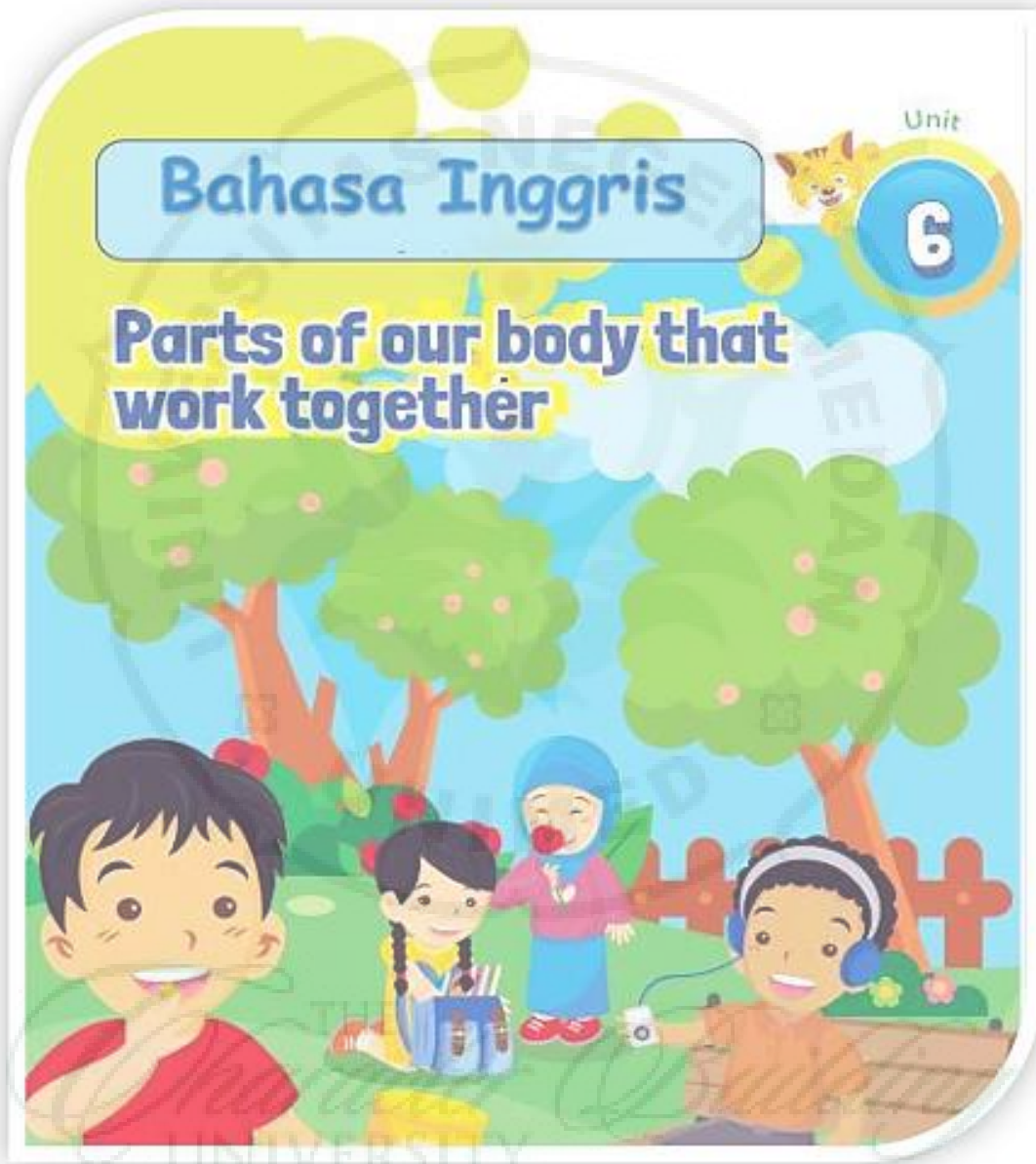
Lampiran 19. Rekapitulasi *Pre-Test* dan *Post-Test* (Keefektifan)

DATA KEEFEKTIFAN
E-MODUL KOMIK DIGITAL INTERAKTIF BERBASIS MODEL PQRS

No	Nama Siswa	Pre-Test	Post-Test	Skor N-Gain	Kategori	N-Gain (%)	Keterangan
1	Abrar Azizi	85	90	0.33	Sedang	33%	Efektif
2	Aisyah Raudah Putri	60	85	0.63	Sedang	63%	Efektif
3	Atifa Sania	65	90	0.71	Tinggi	71%	Sangat Efektif
4	Azka Fadil	70	80	0.33	Sedang	33%	Efektif
5	Bagas Arifin	55	75	0.44	Sedang	44%	Efektif
6	Darel Tirtan Alden	65	90	0.71	Tinggi	71%	Sangat Efektif
7	Dea Amira	55	85	0.67	Sedang	67%	Efektif
8	Dhua Andalas	80	90	0.50	Sedang	50%	Efektif
9	Fadly Alamsyah	55	75	0.44	Sedang	44%	Efektif
10	Fatin Zaskia	60	85	0.63	Sedang	63%	Efektif
11	Fauzan Azhari	75	95	0.80	Tinggi	80%	Sangat Efektif
12	Ichwan Habibi F.	55	70	0.33	Sedang	33%	Efektif
13	Ilham Kamil	60	75	0.38	Sedang	38%	Efektif
14	Khansa Safira	65	80	0.43	Sedang	43%	Efektif
15	M. Davin Aprilio	80	90	0.50	Sedang	50%	Efektif
16	M. Fadlan	60	75	0.38	Sedang	38%	Efektif
17	M. Rifai Tumanggor	75	95	0.80	Tinggi	80%	Sangat Efektif
18	Mulyadi Damanik	45	70	0.45	Sedang	45%	Efektif
19	Nadhira Z. Praswita	60	75	0.38	Sedang	38%	Efektif
20	Najwa	65	80	0.43	Sedang	43%	Efektif
21	Putri Laras Sari	70	95	0.83	Tinggi	83%	Sangat Efektif
22	Putri Wahyuni	55	70	0.33	Sedang	33%	Efektif
23	Raziq Ibni Athaya	80	95	0.75	Tinggi	75%	Sangat Efektif
24	Rizka Ratu	55	70	0.33	Sedang	33%	Efektif
25	Rizki Aditya	65	80	0.43	Sedang	43%	Efektif
26	Sakha Al-Kiram	80	90	0.50	Sedang	50%	Efektif
27	Siti Nur Nazwa	65	80	0.43	Sedang	43%	Efektif
28	Zian Bintang Rifai	65	80	0.43	Sedang	43%	Efektif
29	Zidan L. Kedira	75	85	0.40	Sedang	40%	Efektif
Rata-rata		66	83	0.51	Sedang	51%	Efektif

Lampiran 20. Modul Ajar

MODUL AJAR



A. INFORMASI UMUM MODUL

Nama Penyusun	: Iswatun Hasanah
Instansi/Sekolah	: SDS Yayasan Pembangun Didikan Islam Medan
Jenjang / Kelas	: SD / V
Alokasi Waktu	: 6 JP (6 X 35 Menit)
Tahun Pelajaran	: 2024 / 2025

B. KOMPONEN INTI

Capaian Pembelajaran Fase C	
Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.	
Elemen Pembelajaran	
Elemen Membaca	Pada akhir Fase C, peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Mereka membaca dan memberikan respon terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya. <i>By the end of Phase C, students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed.</i>
Tujuan Pembelajaran	1. Dengan membaca uraian materi pada <i>e-modul</i> komik digital, siswa mampu mengaitkan fungsi dan manfaat dari bagian-bagian tubuh dalam Bahasa Inggris dengan baik. 2. Dengan membaca dan mengamati alur cerita pada <i>e-modul</i> komik digital, siswa mampu menyimpulkan isi teks cerita menggunakan Bahasa Inggris sederhana dengan baik. 3. Dengan membaca teks cerita dan dialog pada <i>e-modul</i> komik digital, siswa mampu menganalisis susunan kata yang teracak dalam suatu kalimat Bahasa Inggris sederhana dengan baik.
Profil Pancasila	1. Mandiri 2. Kreatif 3. Berpikir kritis 4. Bergotong royong
Kata kunci	<i>A Head, The Shoulders, The Eyes, The Ears, A Cheek, A Chin, A Knees A Mouth A Neck A Chest A Body, The Toes, A Nose</i>
Target Peserta Didik	Peserta didik Reguler
Jumlah Siswa	29 Peserta didik
Model Pembelajaran	PQRST (<i>Preview, Question, Read, Summary, Test</i>)
Metode Pembelajaran	Diskusi, Presentasi, Demonstrasi, Permainan
Media Pembelajaran	1. Laptop/Handphone 2. E-Modul Komik Digital Interaktif 3. Alat bantu audio (speaker) 4. Proyektor 5. Jaringan internet 6. Gambar yang berkaitan dengan materi <i>Part of Body</i>

Assesmen	Menilai ketercapaian tujuan pembelajaran melalui asesmen individu
Jenis Assesmen	Tertulis
Kemampuan Prasyarat	Peserta didik memahami bagian-bagian tubuhnya sendiri
Pengaturan peserta didik	Individu dan Berkelompok (Lebih dari dua orang)
Materi Pembelajaran	<i>Parts of our body that work together</i> 1. <i>Vocabulary about body parts</i> 2. <i>The different of body parts and their functions in daily life</i> 3. <i>Important information and summary from an English text</i>
Sumber Belajar	1. Sumber Utama: E-Modul Komik Digital Interaktif dan Internet 2. Sumber Alternatif: Gambar-gambar bagian tubuh.
Persiapan Pembelajaran	1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan bahan tayang 4. Mempersiapkan <i>liveworksheet</i>

Langkah-langkah Kegiatan pembelajaran
Kegiatan Pembuka 1. Guru mengucapkan salam dan bertanya tentang kabar peserta didik. 2. Guru memberikan dorongan kepada peserta didik di kelas agar bersemangat pada saat mengikuti pelajaran melalui apersepsi yang dapat membangkitkan semangat belajar peserta didik. 3. Ketua kelas diberikan kesempatan untuk memimpin doa bersama-sama sebelum pembelajaran dilaksanakan dengan menggunakan Bahasa Inggris. 4. Setelah berdoa selesai, Ketua kelas menyuruh teman-temannya untuk berdiri menggunakan Bahasa Inggris dan memimpin menyanyikan lagu “<i>Head, Shoulder, Knee, and Toes</i>” bersama-sama sambil memegang anggota tubuhnya sesuai lirik dalam lagu. Contoh instruksi guru: <i>Touch your nose</i> (Guru menyentuh hidungnya). <i>Touch your shoulder</i> (Guru menyentuh bahunya). 5. Setelah bernyanyi bersama, peserta didik bersama dengan guru mendiskusikan tujuan dan rencana kegiatan pembelajaran.
Kegiatan Inti
Pertemuan 1 (2 JP)
Preview / Meninjau 1. Peserta didik diminta mengamati gambar pada e-modul komik digital di bagian halaman <i>preview</i> atau meninjau. 2. Guru dan peserta didik bertanya jawab tentang isi gambar. Contoh pertanyaan pemantik guru untuk peserta didik: • <i>What do you see in the picture?</i> • <i>Where are they?</i> • <i>What is Aisyah doing? She is smelling the flower.</i> • <i>Is Made listening to music? No, he is not.</i> 3. Setelah diberikan pertanyaan pemantik, siswa mengamati bagian-bagian tubuh yang terlihat dalam gambar dan mulai mendiskusikan fungsinya secara umum. 4. Guru memastikan siswa sudah mengamati dan menemukan konteks yang dipelajari. 5. Siswa bersama guru menyebutkan kegiatan yang ada digambarnya dalam Bahasa Inggris

Question / Pertanyaan

1. Guru melanjutkan dengan menanyakan, "*What body parts do you know?* Apa saja bagian tubuh yang kalian kenal?" untuk menggugah minat siswa dengan lagu yang tersedia di e-modul.
2. Setelah siswa menyebutkan bagian tubuh yang mereka kenal, siswa melihat gambar tubuh dan bagian tubuh beserta namanya dalam Bahasa Inggris.



3. Guru mengajak peserta didik mengamati bagian-bagian tubuh pada gambar tersebut.
4. Peserta didik membuka *icon sound* untuk mengucapkan kosakata bagian-bagian tubuh dalam Bahasa Inggris, lalu siswa menirukan ucapan kosakata dan memegang bagian tubuh yang dicontohkan dengan bantuan guru secara klasikal lalu kelompok.
5. Setelah mengetahui bagian-bagian tubuh dalam Bahasa Inggris, guru mengajukan beberapa pertanyaan pemandu, seperti: "*How the parts of our body work together?* Bagaimana bagian-bagian tubuh kita bekerja sama?"
6. Setelah diberikan pertanyaan pemandu, guru mengajak siswa membaca komik yang tersedia dan menonton video pembelajaran yang ada pada e-book untuk menjawab pertanyaannya.
7. Setelah membaca dan menonton, guru menegaskan kembali bagian tubuh dan fungsinya.

Pertemuan 2 (2 JP)

Read / Membaca

1. Guru mengajak peserta didik mengamati jalan cerita komik dalam e-book. Contoh kalimat guru untuk peserta didik: "*Look at the picture on comic, what are they talking about?*"
2. Guru memfasilitasi jawaban-jawaban siswa
3. Siswa diajak guru untuk membaca cerita komik tentang fungsi bagian-bagian tubuh.
4. Guru memfasilitasi siswa untuk mengingat kosakata baru yang diperoleh
5. Guru mengajak siswa membuat kalimat sederhana dari kosakata yang baru diperoleh melalui kata-kata yang teracak.
6. Siswa mendengarkan instruksi guru dan contoh yang guru berikan.
7. Guru membagi siswa menjadi beberapa kelompok dengan 5 orang per kelompok dan menginstruksikan untuk mengerjakan *liveworksheet* yang tersedia pada e-book.
8. Guru bersama siswa lain bersama-sama mengoreksi jawaban yang telah dikerjakan kelompok
9. Guru mengajak siswa untuk melakukan tepuk *Good Job* bersama-sama
10. Kemudian, guru mengajak siswa untuk membaca cerita tentang "*Lily's wonderful adventure*" pada e-modul untuk pembelajaran di pertemuan selanjutnya.

Pertemuan 3 (2 JP)	
Summary / Menyimpulkan	
1. Setelah membaca teks cerita "<i>Lily's wonderful adventure</i>", guru menyampaikan kepada siswa bahwa dalam cerita tersebut terdapat informasi penting yang dapat disimpulkan. 2. Guru menjelaskan secara singkat bagaimana cara menyimpulkan. 3. Siswa diarahkan untuk memahami dan menyimpulkan cerita tersebut melalui kuis-kuis pada tautan yang tersedia pada e-book. 4. Guru berkeliling untuk membantu siswa yang mengalami kesulitan memahami teks. 5. Siswa berdiskusi dalam kelompok untuk menjawab pertanyaan dan berbagi ide. 6. Guru mencatat pertanyaan/tanggapan siswa untuk dijadikan bahan diskusi lebih lanjut. 7. Setelah memberikan umpan balik, guru menyimpulkan apa saja jawaban yang tepat. 8. Berdasarkan pembelajaran tersebut siswa diajak untuk menyimpulkan materi pembelajaran yang telah dipelajari.	
Test / Tes	
1. Guru memperkenalkan permainan dalam e-book untuk menguji pemahaman siswa dalam pembelajaran tentang <i>parts of our body that works together</i>. 2. Guru mempersiapkan siswa sebelum bermain <i>game</i> melalui <i>ice breaking</i> tepuk semangat. 3. Guru menginstruksikan cara bermain dan memberi kesempatan bagi siswa yang kurang paham. 4. Siswa bermain <i>game</i> dalam kelompok dan kemudian mengikuti kuis/tes singkat secara individu untuk menguji pemahaman mereka.  5. Guru memberikan umpan balik mengenai kinerja kelompok dan mendiskusikan hasil kuis/tes.	
Kegiatan Penutup	
1. Peserta didik dan guru melakukan kegiatan penguatan dengan mengucapkan dan mengingat kembali materi pembelajaran dalam unit ini. Pada tahap ini peserta didik diajak untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar dan tepat. 2. Peserta didik menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam pembelajaran <i>Parts of our body that work together</i> melalui <i>link reflection</i> yang tersedia. 3. Sebelum pulang, ketua kelas memimpin doa menggunakan Bahasa Inggris kemudian peserta didik berterima kasih kepada guru dan saling mengucapkan salam perpisahan menggunakan Bahasa Inggris untuk mengakhiri kegiatan belajar.	

Pelaksanaan Asesmen	
Sikap	: Melakukan observasi selama kegiatan berlangsung dan menuliskannya pada jurnal, baik sikap positif dan negatif.
Pengetahuan	: Memberikan tes tertulis
Keterampilan	: Unjuk Kerja

Pengayaan dan Remedial	
Pengayaan:  Pengayaan dapat ditagihkan atau tidak, sesuai kesepakatan dengan peserta didik.	Remedial  Remedial dapat diberikan kepada siswa yang tujuan belajarnya belum tuntas.
Kriteria Penilaian : • Penilaian proses: Berupa catatan/deskripsi kerja saat diskusi kelompok. • Penilaian Akhir: Maksimal 100	
Penilaian : Berikut adalah bentuk tes yang digunakan oleh guru dalam menilai peserta didik pada unit 6.	
TES HASIL BELAJAR	
Nama : _____ Kelas : _____	
Read the following text to answer questions 1-8!	
Lily's Wonderful Adventure	
	
In a small town, there lived a happy little girl named Lily. One sunny day, she decided to explore the world around her. As she walked outside, she noticed how her eyes helped her see the beautiful flowers and colorful butterflies fluttering by. "Wow, everything is so bright!" she exclaimed. Lily turned her head and listened carefully. She could hear the birds singing sweetly. "Thank you, cars," she said, appreciating how they allowed her to enjoy the music of nature. As she continued her adventure, she ran and jumped, feeling her knees bend and stretch. "Without my knees, I couldn't run so fast!" she giggled. After a while, Lily sat down on the grass, resting her back against the ground. She looked up at the sky, marveling at the clouds. "I love how my neck holds my head up high so I can see everything!" she said. Just then, her friend Mia arrived. "Hey, Lily! Let's play!" Mia called out. They both stood up, and Lily raised her arms and clapped her hands. As they played together, they laughed and talked, using their mouths to share stories. Lily felt grateful for her body, which worked together to help her enjoy the day. "Every part of me has a special job," she realized, smiling at her friend. "Together, we can do amazing things!"	
- What do Lily's eyes help her do? - Smell the flowers - See the beautiful flowers - Hear the birds - Run fast - How do Lily's knees assist her? - They help her see - They help her run - They help her breathe - They help her listen - What does Lily appreciate about her cars? - They help her smell - They help her see - They allow her to hear the birds singing - They help her run - What activity does Lily enjoy doing outside? - Sleeping - Exploring - Eating - Writing - Who joins Lily in her adventure? - Her brother - Mia - Her parents - A stranger	

6. Rearrange the words to form a correct sentence: "the - helps - my nose - flowers - smell."
 A. My nose helps smell the flowers.
 B. Smell helps my nose the flowers.
 C. Flowers smell my nose helps the.
 D. The nose flowers helps smell my.
7. Rearrange the words to correct sentence: "ear - music - hear - the - helps - my."
 A. My ear helps hear the music.
 B. Music hear the my helps ear.
 C. Help hear my ear the music.
 D. The ear helps music my hear.
8. Rearrange the words to correct sentence: "together - body - my - works."
 A. My works body together.
 B. Body works my together.
 C. My body works together.
 D. Works body together my.

Read the following text to answer questions 9-13!

Timmy's Fun Day Outdoors



One sunny afternoon, a curious boy named Timmy decided to play outside. As he ran around the garden, he felt the sun shining on his cheeks. "I love being outside!" he shouted joyfully.

Timmy looked around and noticed his best friend, Sarah, waving at him. He smiled and raised his arms high above his head to greet her. "Come and play!" he called. They both ran toward each other, using their knees to jump over a small bush.

Once they met, they decided to play a game of tag. "Watch out, I'm coming to tag you!" he shouted and laughed using his mouth as he chased Sarah. They look so happy.

After a while, they took a break and sat down on the grass. Timmy looked at the clouds and pointed with his finger. "Look at that one! It looks like a dragon," he said. His eyes sparkled with excitement as he shared his thoughts. Sarah nodded, appreciating how every part of their bodies worked together to enjoy their day.

9. What do Timmy's cheeks help him feel?
 A. The wind
 B. The sun
 C. The grass
 D. The water
10. How do their knees assist them while meet?
 A. They help him see
 B. They help him jump
 C. They help him balance
 D. They help him shout
11. What activity do Timmy and Sarah decide to play?
 A. Hide and seek
 B. Tag
 C. Soccer
 D. Jump rope
12. How do Timmy and Sarah feel about playing outside?
 A. Bored
 B. Tired
 C. Happy
 D. Angry

13. Rearrange the words to form a correct sentence: "together - work - bodies - our"

A. Our bodies work together.
B. Bodies our together work.

C. Work our bodies together.
D. Together our bodies work.

The Joyful Day of Mia



On a bright morning, a little girl named Mia woke up feeling excited. She looked with her eyes in the mirror and smiled at her reflection. "I love how my eyes shine when I'm happy!" she said. After getting ready, she ran downstairs, feeling the strength in her legs and the balance from her toes.

When she went outside, Mia saw her friends playing in the park. She waved her hand above her head and shouted, "Let's play hide and seek!" As they played the game, Mia felt her knees bend and stretch as she crouched down to hide.

After a while, they all sat down on the grass to take a break. Mia pointed to the sky with her finger and said, "Look at those fluffy clouds! They look like animals." Her friend Jake asked, "What do you think that one is?" Mia tilted her head and thought for a moment. "I think it looks like a bear!" she replied with enthusiasm. Before heading home, Mia took a deep breath and said, "Hmm, I'm so tired. My body work so hard in this time".

14. What do Mia's eyes help her do?

A. Run fast
B. See her reflection
C. Listen to sounds
D. Smell flowers

B. Playing hide and seek
C. Drawing
D. Reading

15. How do Mia's knees assist her during play?

A. They help her see
B. They help her bend and stretch
C. They help her talk
D. They help her breathe

18. What does Mia think the clouds look like?

A. Cars
B. Animals
C. Houses
D. Trees

16. What does Mia do when she sees her friends at the park?

A. She goes home
B. She starts to cry
C. She waves and invites them to play
D. She sits alone

19. Rearrange the words to form a correct sentence: "clouds - the - fluffy - look."

A. Look the clouds fluffy.
B. The clouds fluffy look.
C. Fluffy the clouds look.
D. The clouds look fluffy.

17. What activity are Mia and her friends doing in the park?

A. Eating

20. Rearrange the words to correct sentence: "Mia - play - with - friends - her."

A. Mia her play friends with.
B. Mia play with her friends.
C. With friends her play Mia.
D. Friends her play Mia with.

Refleksi Guru:

Berikut beberapa pertanyaan sebagai refleksi pembelajaran ini.

No	Pertanyaan	Jawaban
1	Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?	
2	Apa yang menjadi kendala dalam pembelajaran pada unit ini?	
3	Bagaimana pencapaian keberhasilan dalam pembelajaran unit ini?	
4	Poin penting apakah yang perlu menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?	
5	Tuliskan satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?	

Refleksi Peserta Didik:

Saya Senang			
1. Mendengarkan cerita yang dibacakan guru			
2. Mengenal kosakata baru yang digunakan untuk menyebutkan bagian-bagian tubuh dan fungsinya			
3. Menulis kalimat tentang bagian-bagian tubuh dan fungsinya			
Saya Dapat			
1. Menggunakan kosakata baru yang digunakan untuk menyebutkan bagian-bagian tubuh dan fungsinya			
2. Dapat menanyakan dan menjawab pertanyaan tentang bagian-bagian tubuh dan fungsinya			

C. LAMPIRAN

Lembar Kerja :

BODY PARTS

1. Drag and drop:

2. Short Answer

walks - The rabbit - to - the cage

= _____

his foot - uses - Made - to play - Balap Karung Race

= _____

Glosarium

Tubuh Pada makhluk hidup, tubuh atau badan adalah bagian fisik materi manusia atau hewan, yang dapat dikontraskan dengan roh, sifat, dan tingkah laku. Menurut KBBI tubuh juga berarti keseluruhan jasad manusia atau binatang yang kelihatan dari bagian ujung kaki sampai ujung rambut.

Rambut atau sering disebut bulu adalah organ seperti benang yang tumbuh di kulit hewan dan manusia, terutama mamalia

Mata adalah salah satu bagian tubuh yang memiliki peranan penting dalam hidup manusia. Sebagai indera penglihat

Hidung adalah tonjolan yang berada tepat di tengah wajah dan berfungsi sebagai organ pernapasan, indera penciuman, bahkan indera pengecap.

Pundak atau bahu merupakan bagian tubuh atas yang terdiri dari tulang lengan atas, tulang selangka, dan tulang belikat

Kepala adalah bagian rostral yang biasanya terdiri dari otak, mata, telinga, hidung, dan mulut. Beberapa hewan yang sangat sederhana tidak memiliki kepala, tetapi hewan yang berbentuk simetris bilateral umumnya memiliki kepala.

Kaki dan pergelangan kaki adalah struktur mekanis yang padat dan kompleks yang disatukan oleh sebuah jaringan luas yang terdiri dari ligament, otot dan tendon yang bekerja bersama-sama untuk memberikan sokongan yang kuat dan mobilitas bagi tubuh.

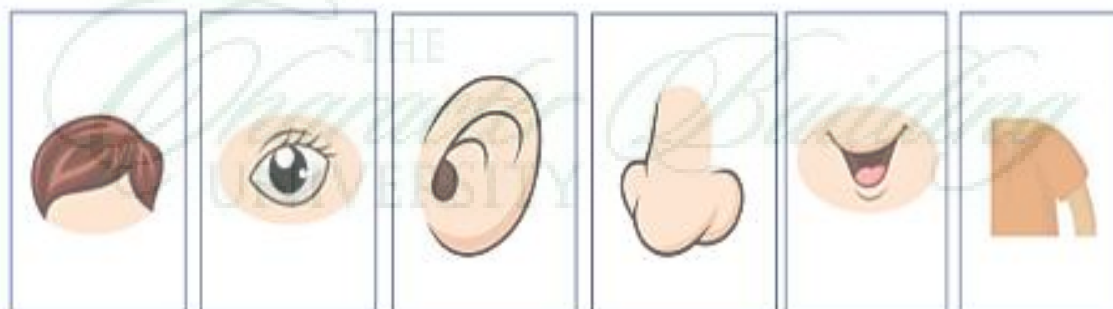
Telinga merupakan organ yang cukup berpengaruh dan penting untuk manusia, yaitu berfungsi sebagai organ pendengaran yang berguna untuk proses komunikasi dan juga sebagai organ keseimbangan bersama dengan mata, persendian, otot dan kulit. Telinga terdiri dari tiga bagian, yaitu bagian luar, tengah, dan dalam.

Mulut adalah suatu rongga terbuka tempat masuknya makanan dan air.

Daftar Pustaka:

Buku guru dan buku siswa Bahasa Inggris My Next Words untuk kelas 5 SD

Contoh Gambar-gambar bantuan Unit 6



Lampiran 21. Dokumentasi

		
Observasi dan Wawancara	Validasi Tes	
		
Validasi Materi dan Desain	Pre-test	Post-test
Pertemuan 1		
		
Scan Barcode	Aktivitas Preview	
		
Bernyanyi part of body	Aktivitas Question	

Pertemuan 2



Scan Barcode



Aktivitas Read



Aktivitas Read



Aktivitas Read

Pertemuan 3



Scan Barcode



Aktivitas Summary



Aktivitas Test



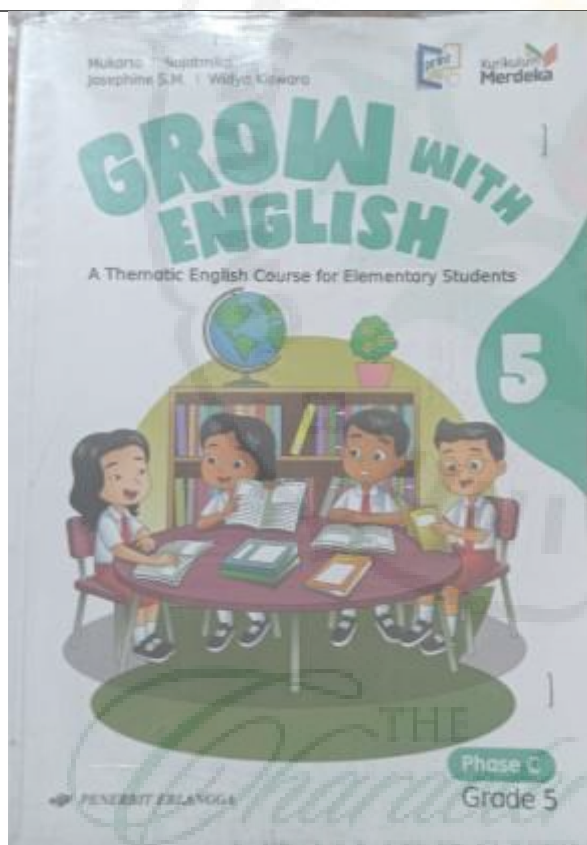
Aktivitas Test



Pengisian Angket Respon Guru



Pengisian Angket Respon Siswa



Bahan ajar sebelum dilakukannya pengembangan

Bahan ajar baru berupa e-modul komik digital interaktif berbasis model PQRS yang dapat diakses siapapun melalui *scan barcode*

Lampiran 22. Surat Izin Penelitian

12/10/24, 2:10 PM

Cetak Surat Izin Penelitian



**KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS NEGERI MEDAN
FAKULTAS ILMU PENDIDIKAN**

Jalan Willem Iskandar, Psr V Medan Estate - Kotak Pos 1589 Medan 20221
Telp. (061) 6613365, 6613276, 66187info-itemdi54 Fax. (061) 6614002 - 6613319
Laman: www.unimed.ac.id

Medan, 10 Desember 2024

Nomor : 7191/UN33-1.1/PP/2024
Lampiran : 1 (satu) berkas Proposal Penelitian
Perihal : Izin Melaksanakan Penelitian

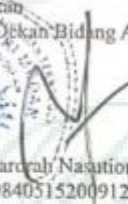
Yth, Pimpinan SDS Yayasan Pembangun Didikan Islam Medan
Jl. Letdjen. Djamin Ginting. No. 271. Padang Bulan Medan.
di
Tempat

Dengan hormat, kami memohon bantuan Saudara agar dapat memberikan izin melaksanakan Penelitian di instansi yang Saudara pimpin kepada mahasiswa tersebut di bawah ini :

Nama : ISWATUN HASANAH
NIM : 1212411033
Program Studi : PENDIDIKAN GURU SEKOLAH DASAR
Dosen Pembimbing : Albert Pauli Sirait, S.Pd., M.Hum.
Judul Penelitian : Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRT pada Pembelajaran Bahasa Inggris di Kelas V SDS Yayasan Pembangun Didikan Islam Medan

Perlu diketahui bahwa kegiatan ini dilaksanakan untuk memperoleh data yang akan digunakan dalam penyusunan Skripsi mahasiswa tersebut guna memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

Demikian disampaikan, atas perhatian dan kerja sama yang baik diucapkan terima kasih

an Dekan
Wakil Dekan Bidang Akademik

Napi Baruch Nasution, S.Psi., M.A., Ph.D.
NIP. 198405152009122005

Lampiran 23. Surat Keterangan Talah Melaksanakan Penelitian



SEKOLAH DASAR SWASTA
PEMBANGUN DIDIKAN ISLAM
 Jl. Letjen. Djamin Ginting No. 271 Kelurahan Padang Bulan,
 Kecamatan Medan Baru – Medan 20155 Telp. (061) 8214981

SIO : 420/6145.SD/2019 NSS / NIS : 104076004078 / G.17041032 AKREDITASI : B (BAIK) TAHUN 2023
 NPSN : 10210672

SURAT KETERANGAN
 No. 610/ A-2 / SD-2025

Yang bertanda tangan di bawah ini :

Nama : Fitriana, S. Pd
 Jabatan : Kepala SDS. Pembangun Didikan Islam

Dengan ini menerangkan bahwa mahasiswa berikut :

Nama : Iswatun Hasanah
 NIM : 1212411033
 Prodi : Pendidikan Guru Sekolah Dasar (PGSD)
 Fakultas : Fakultas Ilmu Pendidikan
 Universitas : Universitas Negeri Medan

Telah selesai melakukan penelitian dan pengembangan di SDS Pembangun Didikan Islam Medan yang dimulai sejak 14 Desember 2024 s/d 25 Januari 2025 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "Pengembangan E-Modul Komik Digital Interaktif Berbasis Model PQRS pada Pembelajaran Bahasa Inggris di Kelas V SDS Pembangun Didikan Islam Medan".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan semestinya.



Medan, 25 Januari 2025
 Kepala SDS . Pembangun Didikan Islam
 Fitriana, S. Pd

RIWAYAT HIDUP

Iswatun Hasanah, yang akrab dipanggil Iswa, lahir pada tanggal 30 Januari 2003 di Desa Kuta Baru, Kec. Tebing Tinggi. Peneliti menempuh pendidikan dasar di SD Negeri 107462 Kuta Baru dari tahun 2009 hingga 2015, kemudian melanjutkan ke SMPN 8 Tebing Tinggi selama periode 2015-2018. Setelah menyelesaikan pendidikan menengah di SMAN 2 Tebing Tinggi pada tahun 2021, peneliti melanjutkan studinya di Prodi PGSD Universitas Negeri Medan. Selama masa perkuliahan, peneliti aktif berpartisipasi dalam berbagai kegiatan non-akademik, termasuk menjadi anggota UKM Islam Unimed. Peneliti juga berperan dalam membantu dosen dalam kegiatan akademik, menunjukkan komitmennya terhadap pengembangan diri dan kontribusi terhadap lingkungan akademis. Pengalaman berharga lainnya termasuk keterlibatan peneliti sebagai pengajar muda dalam kegiatan Volunteer Gerakan Sumut Mengajar (Batch 13), di mana peneliti berkesempatan untuk berkontribusi dalam pendidikan masyarakat. Peneliti juga terlibat sebagai penelima pendanaan dalam kegiatan Kampus Merdeka, yaitu Pekan Kreativitas Mahasiswa skema pengabdian masyarakat (PKM-PM) pada tahun 2024. Dengan latar belakang pendidikan yang kuat dan berbagai pengalaman di bidang pendidikan, peneliti berkomitmen untuk terus belajar dan memberikan kontribusi yang berarti bagi masyarakat dan dunia pendidikan.

