# AN UNDERGRADUATE THESIS

## USING QUIZIZZ APPLICATION
## TO IMPROVE STUDENTS' READING SKILL IN PANDEMIC ERA
## OF THE EIGHTH GRADERS AT SMPN 2 BUMIRATU NUBAN
## OF CENTRAL LAMPUNG



**BY:**

**PITA ALPIYAH**

**Student Number: 1801070051**

**Tarbiyah and Teachers Training Faculty**

**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1444 H / 2022 M**

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## OF CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

**PITA ALPIYAH**

**Student Number: 1801070051**

**Tarbiyah and Teachers Training Faculty**

**English Education Department**

Sponsor: Leny Setiyana, M.Pd.

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1444 H / 2022 M**

## APPROVAL PAGE

Title : USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS' READING SKILL IN PANDEMIC ERA AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG

Name : Pita Alpiyah

Students Number : 1801070051

Department : English Education

Faculty : Tarbiyah and Teacher Training

## APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 08 Agustus 2022
Sponsor

The Head of English Education Department

**Andianto, M.Pd**
NIP.19871102 201503 1 004

**Leny Setiyana, M.Pd.**
NIDN.2016099101

## NOTIFICATION LETTER

Number      :

Appendix    : -

Matter       : **In order to hold the munaqosyah of**
                   **Pita Alpiyah**

To:

The Honorable the Head of Tarbiyah Department

Of State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb.*

We have given guidance and enough improvement to research thesis script which is written by:

Name                : Pita Alpiyah

Students Number  : 1801070051

Faculty            : Tarbiyah and Teacher Training Faculty

Department      : English Education

Title                 : USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS' READING SKILL IN PANDEMIC ERA AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training inorder to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikumWr.Wb.*

The Head of English Education Department

**Andianto, M.Pd**
NIP.19871102 201503 1 004

Metro, 08 Agustus 2022
Sponsor

**Leny Setiyana, M.Pd.**
NIDN.2016099101

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## NOTA DINAS

Nomor          :
Lampiran      :
Perihal         : **Mohon di munaqosyahkan skripsi**
                     **Pita Alpiyah**

Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri(IAIN) Metro

*AssalamualaikumWr. Wb.*

      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name                        :Pita Alpiyah

Students Number   :1801070051

Judul Skripsi           : USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS' READING SKILL IN PANDEMIC ERA AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikumWr. Wb.*

Metro, 08 Agustus 2022

The Head of English Education Department             Sponsor

**Andianto, M.Pd**             **Leny Setiyana, M.Pd.**
NIP.19871102 201503 1 004       NIDN.2016099101

KEMENTERIAN AGAMA REPUBLIK INDONESIA
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

## RATIFICATION PAGE

B-4109/In.28.1/D/PP.00.9/09/2022

An Undergraduate Thesis entitled: **USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS' READING SKILL IN PANDEMIC ERA OF THE EIGHTH GRADERS AT SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG.** Written by: Pita Alpiyah, Student Number 1801070051, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teachers Training Faculty on Friday, August 26th 2022 at 09.00 – 11.00 a.m.

### BOARD OF EXAMINERS:

Chairperson     : Leny Setiyana, M.Pd.     ( ................ )

Examiner I     : Dr.Umi Yawisah, M. Hum.     ( ................ )

Examiner II     :Trisna Dinillah Harya, M.Pd.     ( ................ )

Secretary     :Yeasy Agustina Sari, M.Pd.     ( ................ )

The Dean of Tarbiyah and Teachers Training Faculty

**Dr. Zuhairi, M.Pd**
NIP. 19620612 198903 1 006

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# ABSTRACT

## USING QUIZIZZ APPLICATION
## TO IMPROVE STUDENTS' READING SKILL IN PANDEMIC ERA
## OF THE EIGHTH GRADERS AT SMPN 2 BUMI RATU NUBAN
## OF CENTRAL LAMPUNG

**By:**
**PITA ALPIYAH**

The main purpose of this research was to analysis the improve students' reading skill in pandemic era by using Quizizz. The focused on this research is reading skill of English students at the eighth graders SMPN 2 Bumiratu Nuban. The students faced difficulties to understand the meaning of the word and develop their ideas in procedure text. This research was carried to discuss Quizizz Application as a media to improve the students' reading skill.

This research was Classroom Action Research (CAR). The population of this research was the eighth graders students. The sample of this research was the Class VIII C that consists of 31 students. In this research the students were given pre-test before treatment and post-test after treatment. In collecting the data, the researcher used interview, test (pre-test, post-test I, cycle I and post-test II, cycle II), observation and documentation.

The result of the research showed that using Quizizz Application had positive improvement in the reading skill at the eighth graders SMPN 2 Bumiratu Nuban. It can be proved by the students' average score in pre-test was 38,01 and in post-test I was 51,2 became 74,6 in post-test II. It means that the using of Quizizz Application can improve the students' reading skill especially in procedure text at the eighth graders SMPN 2 Bumiratu Nuban.

**Keywords:** *Quizizz Application, Reading Skill, Procedure Text, Classroom Action Research*

**ABSTRAK**


**PENGGUNAAN APLIKASI QUIZIZZ**
**UNTUK MENINGKATKAN KETERAMPILAN MEMBACA SISWA**
**DI ERA PANDEMI PADA KELAS DELAPAN**
**SMPN 2 BUMIRATU NUBAN LAMPUNG TENGAH**


**Oleh:**
**PITA ALPIYAH**

Tujuan utama dari penelitian ini adalah untuk menganalisis peningkatan keterampilan membaca siswa di era pandemi dengan menggunakan aplikasi Quizizz. Penelitian ini berfokus pada keterampilan membaca Bahasa Inggris siswa pada kelas VIII SMPN 2 Bumiratu Nuban. Masalah yang dihadapi siswa yaitu kesulitan dalam memahami makna dari kata dan menyampaikan idenya dalam teks prosedur. Penelitian ini dilakukan untuk mendiskusikan aplikasi Quizizz sebagai media untuk meningkatkan keterampilan membaca siswa.

Penelitian ini adalah penelitian tindakan kelas (CAR). Populasi dalam penelitian ini adalah siswa kelas VIII. Sampel dalam penelitian ini adalah siswa kelas VIII C yang terdiri dari 31 siswa. Dalam penelitian ini siswa diberikan tes awal sebelum pelaksanaan dan tes akhir setelah pelaksanaan. Dalam pengumpulan data, peneliti melakukan wawancara, tes (pre-tes, post-test I dan siklus I, post-tes II, siklus II), observasi dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa penggunaan aplikasi Quizizz memiliki peningkatan positif dalam keterampilan membaca pada kelas VIII SMPN 2 Bumiratu Nuban. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dalam pre-test adalah 38,01 dan post-test I adalah 51,2 menjadi 74,6 pada post-test II. Ini berarti bahwa penggunaan aplikasi Quizizz dapat meningkatkan keterampilan membaca siswa terutama dalam teks prosedur pada siswa kelas VIII SMPN 2 Bumiratu Nuban.

**Kata Kunci:** *Aplikasi Quizizz, Keterampilan Membaca, Teks Prosedur, Penelitian Tindakan Kelas*

# STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

| | |
|---|---|
| Name | : Pita Alpiyah |
| NPM | : 1801070051 |
| Faculty | : Tarbiyah and Teacher Training Faculty |
| Department | : English Education Department (TBI) |

State that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, 4 October 2022

The writer

**PITA ALPIYAH**
**1801070051**

# ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Pita Alpiyah

NPM : 1801070051

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 4 Oktober 2022

Penulis

**PITA ALPIYAH**
**1801070051**

**MOTTO**

خير الناس انفعهم للناس

"The best of people are those who are most beneficial to people"

(HR. Thabrani dan Daruquthni)

*"I hear and I forget, I see and I remember, I do and I understand. So, if we never try, we will never know."*

(Pita Alpiyah)

# DEDICATION PAGE

*This undergraduate thesis is especially dedicated to:*

*My beloved parents, Mr. Ali Sutiyoso and Mrs. Sri Masrifah who always pray, support and believe me endlessly.*

*My lovely brother, sister and nephew who have given support me anytime and anywhere.*

*To my love who always give me motivation, support and du'a.*

*My best squad: Mita Lestari, Syifa Baiti, Nur Anisya, Ainun Sukmawati and Sintiya Nurhayani.*

*My beloved Almamater of State Institute for Islamic Studies of Metro, Lampung*

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In the name of Allah, the Most Gracious, the Most Merciful, the Lord of universe. This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled "Using Quizizz Application to Improve Students' Reading Skill in Pandemic Era at the Eighth Graders SMPN 2 Bumiratu Nuban of Central Lampung." Then, peace and salutation always be given to our prophet Muhammad SAW who has guided from the darkness to the brightness.

The researcher would not be able accomplished without any helps and supports from many helpful individuals. Therefore, the researcher would like to say thanks to:
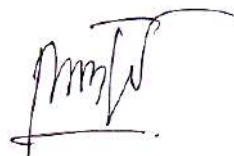
1. Dr. Hj. Siti Nurjannah, M.Ag, as the Head of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung

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7. Headmaster, Teachers and Staff of the SMPN 2 Bumiratu Nuban Central Lampung who have given permission to the researcher to conduct the research in this school.

8. All my friends in English Education Department Force of IAIN Metro, especially my six squad (Tata, Cipa, Caa, Nunia and Bunda). Thanks for your help in finishing undergraduate thesis.

9. My beloved *Bestie Until Old* (Dia Amalia), thank you for supporting me in the situation.

10. All of my beloved friends who cannot be mentioned one by one.

As human being, the researcher realized this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes that have been made in this writing and presentation items. All comments are really welcomed to lighten up the quality of this research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially for our campus and all readers.

Metro, 24 March 2022

Pita Alpiyah
1801070051

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# CHAPTER I

# INTRODUCTION

## A. Background of Study

Since 2020, all the learning management using technology increased because of the pandemic era. It also impacts Indonesia from March 2020, especially the impact on Indonesia's education. Learners could involve technology in learning a language. Technology has an important influence on teaching a language. Technology helps learners to improve and develop their knowledge in English.

Furthermore, language is the key for humans. Because, it could be used to communicate and interact with others people. Besides that, English as a global language provides access for every aspect of human to have a better future career in the modern era. As an international language, English is almost used by all the people. They usually use English daily to communicate in all countries. Sometimes, mastering the English language is very useful in some aspects; one of them is education that is used to transfer knowledge and used it in daily activities.

Moreover, in the process of teaching English there are some skills, namely listening, speaking, reading and writing. According to Brown, reading ability will be developed better in society with writing, listening, and speaking activities.[1] The quality of reading skill has a strong impact on English ability.

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[1] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007), p. 298.

The more students have skill in reading. They can increase a new vocabulary and also language development and familiar with a variety of vocabulary.

On the other hand, with technological advances teachers are required to create new creativity in teaching English. For example, teachers use the media-based online applications or game in teaching. Where this media or application is used in the classroom then students can know more about the material.

During the pandemic, the technological advance is the best existence of educational applications. Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2020) writes *Surat Edaran Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor: 36962/MPK.A/HK/2020 tentang pembelajaran secara daring,* it means that learning through online and work from home to prevent of COVID-19. Students are required not to stutter in technology. Many applications and all of the school using various media as the learning to support the effectiveness in this situation, such as: Whatsapp Group, Classroom, Zoom, Google Meet, Quizizz, Google Form, and others.

The use of technology can assist the teachers in completing student tasks more efficiently and effectively. One of the online based learning using by Quizizz applications. It can be utilized for the beginner level of elementary to college students. Quizizz is a game-like educational application that characterized by curiosity, expectation, control, and interactive features, which

can increase learners'.[2] This is one of digital games which are a fun multiplayer classroom activity that allows all your students to practice together by computer, tablet or Smartphone.

In the teaching learning process, students focus on procedure text. Procedure text is the text that tells us about how to something and help us do a something with the instructions and directions. Such as; tutorial creative video, game rules and manual steps.

Students may have difficulty to understand about English reading texts, especially in procedure text For example, the students find some difficulties when the teacher asks questions about what is the content of text and they said it is very difficult to understand the meaning of the word. The ability of student's reading is closely related to the problems during the pandemic. There are many difficulties that students have especially for their experience in reading or in terms of reading comprehension, students feels lazy, difficult to know about the information from book, the lack of motivation in reading, difficulty to pronounce the word and lack of vocabulary in reading.

The most cause of failure of the students in reading is lack of vocabularies. Many teachers give some of motivation. Sometimes, when the students start reading the text, in every paragraph or sentence they come across some new long sentences and miss the links between parts of a text. As a result, they feel that reading is very bored and student's enthusiasm for reading the text is dies down. So, give up reading. Besides, the fact of

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[2] N.W.I. Priyanti, M.H. Santosa, and K.S. Dewi, "Effect of Quizizz Towards The Eleventh Grade English Students' Reading Comprehension in Mobile Learning Context," *Language and Education Journal Undiks ha* 2, no. 2 (July 2, 2019).

students' English reading skill is low, there are difficulty using of Quizizz applications because students have not enough about internet connection and sometimes Quizizz should give a code to start play.

Related to the problems above, the researcher has conducted a pre-survey to find out the problems students have in reading at the eighth graders SMPN 2 Bumiratu Nuban. Furthermore, the Minimum Mastery Criteria (MMC) for English is 70. Pre-survey was taken on a date October 11th 2021. The data results were illustrated as the following table:

**Table 1**
**The Data of Reading Result Pre-Test**
**Of the Eighth Graders of SMPN 2 Bumiratu Nuban**

| No | Name | Score | Category |
|----|------|-------|----------|
| 1  | AW   | 40    | Failed   |
| 2  | AAH  | 30    | Failed   |
| 3  | ANA  | 50    | Failed   |
| 4  | ASB  | 40    | Failed   |
| 5  | ACW  | 40    | Failed   |
| 6  | AAK  | 30    | Failed   |
| 7  | CAA  | 30    | Failed   |
| 8  | CAL  | 30    | Failed   |
| 9  | DAP  | 60    | Failed   |
| 10 | FN   | 40    | Failed   |
| 11 | IH   | 20    | Failed   |
| 12 | IMA  | 40    | Failed   |
| 13 | JF   | 50    | Failed   |
| 14 | MP   | 30    | Failed   |
| 15 | MES  | 40    | Failed   |
| 16 | MJ   | 70    | Passed   |
| 17 | MH   | 40    | Failed   |
| 18 | NTD  | 40    | Failed   |
| 19 | NS   | 40    | Failed   |
| 20 | OAA  | 30    | Failed   |

| 21 | RSP | 60 | Failed |
|---|---|---|---|
| 22 | RAS | 30 | Failed |
| 23 | RMC | 40 | Failed |
| 24 | RNY | 40 | Failed |
| 25 | RDS | 50 | Failed |
| 26 | SF | 30 | Failed |
| 27 | VH | 40 | Failed |
| 28 | SRI | 30 | Failed |
| 29 | SAK | 50 | Failed |
| 30 | TDA | 40 | Failed |
| 31 | VNH | 60 | Failed |
| **Total** | | **1179** | **-** |
| **Average** | | **38,01** | **-** |
| **The Highest Score** | | **70** | **Passed** |
| **The Lowest Score** | | **30** | **Failed** |

Based on the result of the pre-survey above it could be concluded that the reading skill of the eighth graders SMPN 2 Bumiratu Nuban was not verysatisfied. It indicated that students who achieved Minimum Mastery Criteria (MMC) were 6 students. Meanwhile, the students who did not achieve MMC were 25 students.

Furthermore, from the explanation above, the researcher concluded that there were some problems in students reading skill in procedure text. Such as: lack vocabulary so it was difficult for students to know about the meaning of the word, difficulty in developing ideas from the text, many students can read the word perfectly but did not answer the questions. The researcher also noticed the students to read the text and answer it. But, they did not answer all the questions correctly, because they did not understand about the meaning of the text.

In addition, the researcher asked the questions for some of students about the reason students difficult to answer the question. They said that, reading the text is very bored, especially the assignments during the pandemic era, like descriptive text, narrative text or procedure text. The text is very long and lack of vocabulary, difficulty in developing ideas and identifying the text that should answer question. If the students found the synonym or antonym of the word, it is hard to understand the meaning of the word. As a result, they just answer the questions by feeling. It could be concluded that the reading skill was the problem during pandemic faced by the eighth graders of SMPN 2 Bumiratu Nuban.

In connection with the problems faced by the eighth graders of SMPN 2 Bumiratu Nuban, it is required an effective tool in teaching reading. One of the effective applications in teaching reading is the use of Quizizz application as a tool to improve students' reading skill in pandemic era. Using quizizz applications is strategy that gives positive effort to improve the students' reading skill. For examples Quizizz provides multi-player activities to create more interactive and fun exercises, there are many various entertaining music, memes, avatars, themes and very interesting features to answering questions making it different from other educational applications.

Based on the explanation above, the researcher decided to investigate the analysis of using Quizizz application to improve students' reading skills in pandemic era at the eighth graders of SMPN 2 Bumiratu Nuban of Central Lampung.

**B. Problem Identification**

Based on the pre-survey, the researcher found several problems that the students have of the eighth graders at SMPN 2 Bumiratu Nuban, They are:

1. The students have lack the vocabulary mastery.

2. The student's difficulty in understanding the meaning of the text.

3. The student's difficulty in developing ideas from the text.

4. The student's difficulty in improving reading skill during the pandemic.

**C. Problem Limitation**

Based on the problems of the eighth graders SMP Negeri 2 Bumiratu Nuban, the researcher limits the problems by focusing on Using Quizizz Application to Improve Students' Reading Skill in Pandemic Era OfThe Eighth Graders at SMPN 2 Bumiratu Nuban of Central Lampung.

**D. Problem Formulation**

Based on the problem limitation above, the researcher formulated the research question as follows:

1. Can Quizizz Application improve the students' reading skill in pandemic era of the eighth graders at SMPN 2 Bumiratu Nuban?

2. Can Quizizz Application improve the students' learning activity in pandemic era of the eighth graders at SMPN 2 Bumiratu Nuban?

E. **Objective and Benefits of the Research**

1. **Objective of the Research**

The researcher aimed to investigate whether the use of Quizizz Application can improve students' reading and improve students' learning activity in pandemic era of the eighth graders at SMPN 2 Bumiratu Nuban of Central Lampung.

2. **Benefits of the Research**

   a. For the Students

The use of Quizizz application was expected can give effective learning activity and significant improvement on the student's reading ability. Furthermore, students also can expect find more interesting activity in reading because they can play a big actor like they can repeat test and follow new quizzes. So, they can make easier to improving their reading skill.

   b. For the Teachers

Hopefully, by using Quizizz application, teachers can give positive motivation to the students to increase varied learning, especially in reading during pandemic era.

   c. For the Other Researchers

This study was expected to be as a reference for the next researchers or the readers who will develop this media as teaching learning. Therefore, this application can give some knowledge experience for the researchers in teaching learning process.

## F. Prior Research

The research has been done by considering some prior researchers related with using Quizizz application as a tool to improve students' reading skill. In this study, the researcher took three previous researches as comparison for this study.

The first prior research was done by Pradnyadewi and Kristiani which entitled "The Use of Quizizz in Improving Student's Reading Skill". This research aimed to analyzing to use the Quizizz application in improving students reading skill before and after using it. Literature study was used as a method in this study. There was a significant process on students to reviews some papers in studying of Quizizz and its advantages. The findings of this study revealed that Quizizz can be used as one of an effective learning media in teaching reading. Quizizz allow students to read a lot and to understand the meaning of the text during answering the questions in Quizizz. It could be concluded that the similarities between the first prior research and this research were using Quizizz application to improve student's reading skills. [3]

The second prior research was done by Puspitayani, Putra and Santosa who conducted a research entitled "Developing Online Formative Assessment Using Quizizz for Assessing Reading Competency of the Tenth Grade Students in Buleleng Regency". This research has a purpose that shows the quality of the developed online quizzes as a formative assessment in terms of content validity was very high and the practicality was excellent. It means that

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[3] Diah Ayu Manik Pradnyadewi and Putu Enik Kristiani, "Use of Quizizz In Improving Students' Reading Skill," *The Art of Teaching English as a Foreign Language* 1, no. 2 (May 31, 2021): p.1

teachers need online quiz as formative assessment instruments which consisted of linguistic and level comprehension aspects. Moreover, this study was conducted by using research and development study (R&D).

This study employed Four-D model with Define, Design, Develop, and Disseminate phases by Thiagarajan (1974). The subjects of this study were 10 Senior High School English Teachers in Buleleng regency. The data was collected by administering questionnaire and analyzing the teachers' documents while the quality of the developed online quiz was validated by expert and user judges. The data of the teachers' need were analyzed descriptively. So, it could be described that the second prior research and this research have similarity that was using Quizizz for assessing reading.[4]

The third prior research was done by Pahamzah, Syafrizal, Juniardi and Sukaenah which entitled "Quizizz As a Student's Reading Comprehension Learning Media: A Case Study at The Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu". The objectives of this research to show that usage of Quizizz as a learning media can make students enthusiastic in participating in learning activity. Students can focus and maximizes their mobile phone as a fun learning media.

The concept of maximum learning will help students' reading comprehension skill in English Learning. So, student can improve their learning outcomes in school. This study used a descriptive qualitative method by implementing case study research design. The subjects of this study were

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[4] Desak Made Ari Puspitayani, "Developing Online Formative Assessment Using Quizizz For Assessing Reading Competency of The Tenth Grade Students in Buleleng Regency" 4 (n.d.): p. 36.

teacher and eleventh grade students of Computer and Network Engineering Department (TKJ). There was any positive difference before and after using Quizizz application because students are more interested, more focus, serious in implementing it in the classroom activity and effectively applied to students of XI TKJ at SMK Dwi Putra Bangsa in Cimanggu. As a result that the third prior research and this research have similarity in using Quizizz as a students' reading learning media and case of study.[5]

According to this research and the first, second and third prior research, it could be concluded that have some differences, such as different using the research method, location in the research, in the case of study, focused on reading skill and number of participants.

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[5] John Pahamzah et al., "Quizizz As a Students' Reading Comprehension Learning Media: A Case Study At The Eleventh Grade Of Dwi Putra Bangsa Vocational School In Cimanggu," no. 5 (2020): p. 27.

# CHAPTER II

# THEORETICAL REVIEW

## A. Reading Skill

### 1. Concept of Reading

a. The Definition of Reading

Reading is a process in which the reader picks and chooses the meaning from the available information from the text, only enough to select and predict a language structure from the text.[6] The better the reader is able to make correct predictions from texts.

In the reading process students more or less understand about what they after read and better they will get it the information from what they read. According to Harmer, reading is very useful for language. Reading texts also provide types to learn about language, like vocabulary, grammar, the way we arrange sentences, paragraphs and texts.[7] It needs many abilities and skill from students to understand about the concept of reading because the students successful needed to reach the particular piece of some the information.

Patel and Jain state that reading is an important activity in life with which one can update his/her knowledge. Reading skill is an

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[6] A. H. Urquhart and Cyril J. Weir, *Reading in a Second Language: Process, Product and Practice*, First issued in hardback, Applied Linguistics and Language Study (London New York: Routledge, 2016), p. 2-4.

[7] Harmer, Jeremy. How to Teach English: *An Introduction to the Practice of English Language Teaching. England*: Addison Wesley Longman.

important tool for academic success.[8] Besides that, the student also needs many abilities and skills to understand about the meaning that their read like problem and solve through reading and main idea in the paragraph.

It is described by Grabe and Stoller that reading is the process to draw information from a text or book to understand the meaning and what is printed the paper.[9] It conveys that teachers need to think about the ways students have motivation and can learn to read effectively. With this way, students can try to improve and understand what they read if the teachers give some motivation or strategy of teaching reading to help students get the meaning of what they read.

Based on the definition above, it can be conceived that reading is an ability that is usually liked by children. Moreover, in English learning reading is one of the basics English skills besides writing, listening and speaking. Reading becomes the important aspect to improve student's language skills. The fourth skills should be learned all the students to increase their ability especially for increase the vocabulary and language development as an international language.

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[8] M. F Patel and Praveen M Jain, *English Language Teaching: Methods, Tools & Techniques* (Jaipur, India: Sunrise Publishers & Distributors, 2008), p. 113-114.

[9] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed, Applied Linguistics in Action (Harlow, England ; New York: Longman/Pearson, 2011), p. 3.

b.  Point of Reading

According to William, there are four steps point in reading. There are:

1) Word Perception

Word Perception is the ability to identify a point in the text. It means that we should know about the vocabulary to understand the meaning from the text.

2) Comprehension

Comprehension is the ability to suppose main ideas from each sentences or paragraph. With this way students can know or conclude the meaning or understand about what the content of the text.

3) Reaction

Reaction is the response between from readers and listener. For this step used the reader to interacts or give response intellectually and emotionally. So, what they read from the text they should give a positive reaction about what they read. It conveys that student understand about the message from the text.

4) Integration

Integration is the process absorbing the main ideas from the personal background of the text. After read the text, students can underline the word to know about what the text tells about.  In that

way, what is in your head about the text same as what is the passage in the content of the text.[10]

c. Principles of Reading

According to Harmer, there are five principles behind the teaching of reading are:

1) Reading is not a passive skill

In reading activity, students should develop their motivation in read the text because reading is the active skill. To give successfully, we should understand what the words mean, understand about the arguments, see the meaning of pictures and can build about agree or disagree with their friends.

2) Students should be encouraged to respond to a content of a reading text

It is the important of the study reading text. For example, using a language, how many times to read the text, to know about the meaning of the text and students can give positive respond because it is gives some benefits for students when they understand the topic or task, they also get much information from what they read.

3) Prediction is a major of reading

Before we determine the main idea, we should read the text and after that the readers must check the whole after they read such

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[10] M. F Patel and Praveen M Jain, *English Language Teaching*, p. 114-116.

as book cover, picture, table and etc. It will to create prediction about information from book that students read. This process can set up and the active process of reading before star read. Teachers can give students 'hints'. So, it is better to understands students can predict what's coming too.

4) Match the task to the topic

Teachers should make a good reading task especially balance of the topic. Students can understand the questions if the tasks very interesting. The most interesting text can be made exciting and a good task. What reading text the students are going to read, we need to choose and make a good reading task, a good kind of questions, useful a games or puzzles. The most interesting media or really exciting with challenging task can build their motivation to increase student's reading.

5) Good teachers exploit reading texts

In reading texts consist of sentences, words, paragraph, ideas etc. It doesn't make students understand what they read. Good teachers combine the reading texts into interesting class, like using the interesting topic, using innovative learning, etc.[11]

Christian Nuttal offered three criteria for success in reading texts. There are: *Suitability* in content is the students that find interesting, enjoyable and suitable in the process learning English.

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[11] *Ibid.,* 70-71.

*Exploitability* is a text that facilities about certain language and content goals and that is exploitable with others skills (listening, speaking writing). *Readability* is a text with lexical and structural that difficult to understand without students learn them.[12]

d. Levels of Reading

According to Brown, there are five levels of reading are:

1) The Independent Level

Student's difficulty is read the text. Most of students can read text easily, without help. But, they also difficult to understands what they read. Comprehension of what is read generally and silent reading at this level is fast because almost all the words are approved and understood at sight. The student has to stop or analyze and create a new word from the text. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

2) The Instructional Level

This level in the material is not really easy for students, but is still comfortable and suitable for them. The student is challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts and strategy to understand from the content of the text.

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[12] Brown, H. Douglas. 2000. *Principles of Language Learning and Reading*. London: Longman Publishing Group. p.314.

The silent reading rate is fairly quick, although usually slower than at the independent level. Oral reading is suitable and fairly accurate, but the written texts usually make sense in the context and do not cause a loss of meaning.

3) The Frustration Level

In this level is too difficult to read the text if we not understand vocabulary or concepts in reading. Both of oral and silent reading usually slow and labored. Moreover, with frequent stops to analyze unknown words or create a new words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.

4) The Listening Level

The listening level provides an estimate of the student's present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instructional reading level.

The listening level gives us indication of how much their reading may be expected to advance at this point in time.[13]

e.  The Indicators of Reading

In the process of reading, there are any seven indicators of reading which consist of topic, identifying main idea, explicit meaning, implicit meaning, contextual meaning, identifying referents, and identifying the purpose of the text.

1)  Topic

The topic sentence announces the general theme in the text or paragraph. It is usually first or the end paragraph. When you find the topic sentence, you should to underline as a topic in the paragraph. It means that, the topic is the broad, general theme or message. It is what some call the subject.

2)  Identifying the main idea

The main idea is the sentence that makes the central point about the topic, theme or subject in the sentences or paragraph. Identifying the main idea is a key to understand what you read. So, it is important reread the first and last sentence to find the main idea in the paragraph.

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[13] Agustina Maria Manurung, Hilman Pardede, and Christian Neni Purba, "The Effect of Using Sustained Silent Reading (SSR) Method to the Students' Ability in Reading Report Text at the Eleven Grade of SMA Negeri 2 Pematangsiantar" 6, no. 2 (2020): p. 46-47.

3) Explicit Meaning

Explicit describes something that is clear and without ambiguity in the text or paragraph. It means that, explicit is directly stated and spelled out because everything is clearly and directly communicated. For example, the phrase *"it was a dark and stormy night"*. This sentence uses explicit meaning that leaves no room for debate. The reader cannot assume, by any stretch of the imagination, that the story is taking place on a sunny morning.

4) Implicit Meaning

Implicit meaning is the process uses not directly stated. It means that, implicit meaning uses the clues in the text especially in fiction. You may not realize it, but you use implicit every day to communicate. So, the reader should understand it anyway through other clues in the text.

5) Contextual Meaning

Contextual meaning is the process of guessing the meaning of unfamiliar word based on the context. This indicator gives the questioning steps and usually the teacher distributes the text that will be discussed by the students. So, contextual meaning means that the context clues are hints found in the sentences, paragraph or passage the reader to understand the meanings of new or unfamiliar words.

6) Identifying referents

This indicator means that the process of highlighted word or phrase refers to some word or phrase before it. Every text has a structure. The parts that make up the text are related in a meaningful way to each other.

7) Identifying the purpose of the text

In the process of reading, identifying the purpose of the text is important to know in reading. All the texts are written with a certain purpose in mind. For example, reading has a purpose to inform the readers or persuade the readers. How can we identify the text purpose? You need to find out if it is part of a book, article or poster and after that, the source of a text also gives you clues about the purpose in the text after you read.[14]

To know the achievement of reading skills in reading should be measured by using the assessment of reading. The measurements of reading skill rubric related to Joan F. Groeber, as follows:[15]

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[14] Jeremy Harmer, *The Practice of English Language Teaching*, 3. ed., completely rev. and updated, 8. impr (Harlow: Longman, 2006).

[15] Joan F. Groeber and Joan F. Groeber, *Designing and Using Rubrics for Reading and Language Arts, K-6*, 2nd ed (Thousand Oaks, CA: Corwin Press, 2007), p.27.

**Table 2**
**Rubric of Reading Skill**

| Criteria | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Purpose**<br>• Identifies the topic or main idea<br><br>• Understand the author's purposes | 3 complete elements present | 2 complete elements present | 1 complete elements present | Evidence of 2+ incomplete elements |
| **Format**<br>• Identifies the structure on the text<br><br>• Understands graphic organizers that display data | 3 complete elements present | 2 complete elements present | 1 complete elements present | Evidence of 2+ incomplete elements |
| **Content**<br>• Uses context clues to learn specialized vocabulary<br><br>• Understands link between | 3 complete elements present | 2 complete elements present | 1 complete elements present | Evidence of 2+ incomplete elements |

2. **Concept of skill**

   a.  The Definition of Skill

   In the reading skill the concept of skill was widening to include

   the ability to show a specific manipulative task language such as

reading, writing, speaking and listening.[16] Skills considered cover everything from reading, writing reliability, communication, reasoning, problem solving, motivation and continuous learning.

Reading skill is something obligatory since it is needed to support their learning process. They have to read their textbooks or other materials that are related to their lesson.[17] On the other word, the meaning of the message in available written form is the most essential component that students have to recognize and understand, because main purpose of reading is to know the idea in the printed material.

Reading skill can be described as "a cognitive ability which a person is able to use when interacting with text. Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process.[18] It conveys that reading involves meaning in the transaction between reader and writer. Skills are interdependent, and they are acquired at different rates and for different purposes. Decoding words, for example, is a necessary but not sufficient skill for comprehending reading texts.

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[16] A. H. Urquhart and Cyril J. Weir, *Reading in a Second Language: Process, Product and Practice*: …., p.88.

[17] Etty Pratiwi, "Strategies of Reading Skills for English Language Class," *Esteem Journal of English Education Study Programme* 2, no. 1 (January 14, 2020): p. 1-2.

[18] Teguh Budiharso, "Reading Strategies in EFL Classroom: A Theoretical Review," *Cendekia: Journal of Education and Teaching* 8, no. 2 (October 3, 2014): p. 28.

b.  Criteria of Skills

There are four criteria of ranking skills are as follows:

1) Logical implication, one system component can be considered to presuppose all components below it.

2) Pragmatic implication, a reader displaying one skill in the system can be assumed to possess all the "lower" skills.

3) Difficulty, the components are arranged in order of increasing difficulty.

4) Developmental, some skills are acquired earlier than others (it is unwise to suppose that readers pass through a period of comprehending "explicitly stated" information before they arrive at the stage of inference).[19]

3. **Strategy of Reading Skill**

Key word is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text. The important strategies as follows:

a.  Predicting

In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving reading skill is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and

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[19] A. H. Urquhart and Cyril J. Weir, *Reading in a Second Language*,2016

formulate ideas as they read. It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding.

Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy.

b.  Visualizing

Visualization requires the reader to construct an image of what is read. This image is stored in the reader's memory as a representation of the text. Teachers can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text.

c.  Making Connections

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. Students can make text-to self-connections through drawing, making a chart, or writing. Teachers

might ask students if they have ever experienced anything like the events in the text.

d. Summarizing

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words. During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas. Summarizing is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students.

e. Questioning

Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual prior knowledge.

f. Inferring

Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw

their own conclusions. Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning.[20]

4. **Types of Reading Skill**

According to Patel and Jain, there are four types of reading. There are: reading aloud, silent reading, intensive reading and extensive reading.

a. Reading Aloud

Aloud reading is the way to given expression when someone read the text which has not spoken before. The goals of reading aloud is to try speak loud and give achievement or better more in speaking ability and to pronunciation of the word. Besides that, aloud reading also gives effectively to understand what the text tells about. So, we can conclude what the meaning of the text after they read.

b. Silent Reading

Silent reading is a reading skill which allows one to read without voicing the words or sentences. Reading silently can improve students understanding because it helps students to concentrate on what they are reading. They can read and pronounce by individual words. When they read silently, they do not need to read one word at a time. So, they do not discuss with their friends.

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[20] Pratiwi, *Strategies of Reading skills for English Language Class,* p. 710-711.

Silent reading is the most important kind of reading. It can be introduced when students has mastered in basic structure, comprehends the meaning of words, and pronounce word accurately. It helps students to read the texts using a speed and fluency.

According to Brown the effectiveness of silent reading for intermediate levels can: Evaluating and check on bottom-up processing skills, double check for the pronunciation, add student's motivation and participation to give short passage in reading process.[21]

c. Intensive Reading

Intensive reading is the process to read the text with full concentration and focus on they are reading. It means that students should reading in detail with specific learning. For example, explaining the structure grammar, vocabulary or idioms in detail. The purpose of intensive reading is to focus on context of the text and grammatical structures. So, in this way, students should understand and get a point about the meaning of the text.

Intensive reading provides a basis for explaining difficulties of structure of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The type of material the advanced student would enjoy in the native language such as short stories, novels, plays, and poems, articles,

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[21] Brown. Chapter 18 Teaching Reading, An Interactive Approach Language Pedagogy. Longman., hlm 312.

artistic achievements, political development, and other aspects of life in a country where the language is spoken.

It will not only read, but will be discussed in detail in the target language. For example, analyzed and used as a basis for writing exercises, some teachers teach them and setting a section of reading material for homework preparation. Then, they begin the lesson each day by asking student to translate what they have prepared yesterday or learn sentence by sentence around the class together.

d.  Extensive Reading

Extensive reading is the process of reading longer for enjoyment and to develop reading skill as a general. It means that, reading widely but not only focused on one text. You can try to read as much as widely as possible. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

On occasions, extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. Students may be divided into groups to read interrelated material. Each group may prepare some part of the project on some present a group report to the rest of the class. This type of class project gives a point and purpose to

extensive reading by building reading practice into a matrix of purposeful activity. [22]

Extensive reading most performed outside of class. So, this ways can help students to understand about all concepts. The advantages of extensive reading were discussed with their friend, students gain appreciation for the affective window of reading. Sometimes can help students get away from their ability to analyze or know a new words and read for understanding.[23]

5. **Process of Reading Skill**

According to Gabe, any four processes basically to be involved. There are: scanning, skimming, learning and memorizing.

a. Scanning

Scanning is a process reading the text quickly to get a point and answer a specific question without read all the material. For example, when looking a word in a dictionary or finding your friend's name in the contact your phone. The purpose of scanning to get specific information without reading all the texts

Scanning is far more limited since it only means retrieving what information is relevant to our purpose. According to Grellet, steps to do scanning are as followed:

1) Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, or date.

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[22] M. F Patel and Praveen M Jain, *English Language Teaching*, p. 117-123.
[23] *Ibid.,* 313.

2) Note how the information is arranged on a page. Is information arranged alphabetically or numerically?

3) Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want.

4) Aim for 100% accuracy.[24]

b. Skimming

Skimming is reading technique that use rapidly in order to get general information of the text. It means that skimming requires the ability to read important parts of the headlines and you do not need read all the text, but at least you should know about what's going on. Skimming consists of quickly running one's eyes to read all the texts. Such as: essay, article or journal.

Skimming gives the readers to predict the passage, the main idea and developing ideas. For example, you can ask the students to read the texts about thirty seconds, after that close their books and ask to tell what they learned.

Brown describes the steps to follow in the skimming for the main ideas as followed:

1) Find definitions. They are often signaled by special type, especially italics.

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[24] Françoise Grellet, *Writing for Advanced Learners of English* (5. print: Univ. Press, 2006), p. 19.

2) Locate enumerations. It does not help to locate a numbered series of items if you do not know what label the series fits under.

3) Look for relationships between headings and subheadings. Such relationships are often the key to basic enumerations.

4) Look for emphasis words and main ideas. Look for points marked by emphasis words and for main ideas in what seem to be key paragraphs.[25]

c. Learning

Learning is the process to understand about information from the text. So, after read the text we can know about the point of material from the text. Learning in reading process should defined parts of a text may be skipped fairly randomly, and there is little attempt to integrate the information into a macrostructure.

d. Memorizing

Memorizing is the process undertaken something in order to memory. If you memorize something, you should learn before that, and you can remember it exactly.[26]

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[25] Brown, H, Douglas, *Principles of Language Learning and Teaching*, p. 308.
[26] William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading* p. 5-7.

6. **The Difficulties of Reading Skill**

Reading comprehension is a major problem. There are any three causes for poor reading comprehension:

a. Issues with de-coding

De coding is the process when students to put sounds to letters. This problem usually occurs for beginner readers when they meet new or unfamiliar words but typically decoding becomes easier to practice with reading out loud. Students should continue to practice at the time.

b. Poor comprehension

The difficulties students' reading is lack of motivation. The students are mostly not interested in reading, especially from letter and word recognition to understanding meaning, sentence and paragraph. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading. Students usually lack of vocabulary because only read English texts if their teachers give an assignment. They are likely to skip ahead. It means that they feel unconfident and difficulties in comprehending texts. In addition this problem can impact especially for student's future carrier.[27]

c. Speed

In the process of reading students usually read too slowly because they encounter unfamiliar words the general meaning of the passage. When the students found a new word in the text usually they

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[27] Jean Gillet et al, *Understanding Reading Problems, Assessment and Instruction*, 2013.

quite because they not understand and need the clues to guess at meaning. In this situation, there may be an underlying problem and slow processing. This strategy may help but it is important that these students be allowed extra time to complete and understand the tasks that require extensive reading.[28]

## B. Procedure Text

1. The Definition of Procedure Text

Procedure texts are common factual genres that provide instructions on how to do something. Anderson explains that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways.[29]

Procedure text can be formed in steps how to do something and how to make something like a creative things. Furthermore, procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.[30] It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, and so on.

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[28] *Ibid,.* 16-17.
[29] Mark Anderson and Kathy Anderson, *Text Types in English 3* (South Yarra, Vic.: Macmillan, 2003), p. 50.
[30] Ken Hyland, *Genre and Second Language Writing*, Michigan Series on Teaching Multilingual Writers (Ann Arbor: University of Michigan Press, 2004).

Procedure text is already familiar with people's daily life and gives us instructions for doing something. The purpose of procedure text type is to explain how something can be done. There are many teaching media that can be used in teaching procedure text, such as picture, video, etc.

However, tutorial create the video became one of an interesting media in teaching procedure text. Video is one of the audio visual media that can be used in teaching and learning process. It is box containing a type magnetic tape used for recording moving pictures and sound. However, the researcher believed that the implementation of scientific based approach using tutorial creative video can foster the students' reading comprehension of procedure text for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination.[31]

Based on the definition above, it can be conclude that procedure text is the kind of the text that describes about how to something is accomplished through action or steps. Procedure text also used to tell someone to do something and helps us do a something with the instructions and directions step by step.

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[31] Ahyauddin Ma'id, Azwandi, and Arono, *"The Effect of Scientific Approach Based on Tutorial Video on Students' Reading Comprehension of Procedure Text (A Quasi-Experimental Research at Grade VIII of SMPN 4 Kota Bengkulu),"* *JOALL (Journal of Applied Linguistics & Literature)* 1, no. 1 (November 24, 2018): p. 3.

2. Generic Structure of Procedure Text

Anderson and Anderson states that the generic structure of a procedure text contains are:

a. Title/goal

The title or the goal in the procedure text usually announces or introduces something that will be made or done. In the introduction statement that gives the aim or goal the content of the texts. In this case, it usually appears in the text as a title.

b. List of material

A lists of the materials that will be needed to complete procedure. In the procedure text materials is the recipe that becomes one of the important lists. Procedure texts describe the materials needed. However, not all in this text have an ingredients or materials.

c. Steps/method/procedures

Steps or method is the way to know how to explain something can be done. For example, designed to describe how something is achieved through a sequence of actions or steps.[32]

Procedure texts basically give some material and steps to instruction participants make something. In this text, we should arrange a good procedure text. We also need the general text organization that should be applied in writing procedure text.

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[32] Mark Anderson and Kathy Anderson, *Text Types in English 3*, p. 52-55.

3. Characteristic of Procedure Text

　　　The characteristic of procedure text as follows:

a. Using *simple present tense* and *imperative sentence*.

b. Using the temporal conjunction such as first, second, then, next, finally, and so on.

c. The focus of instructional steps in the texts is on a series of actions.

d. The structure of the text should be easily and rightful to understand the readers.

e. In the procedure text each stage provides a particular function that different from other.

f. The procedure text also have contains the usefulness, significance, danger, fun, etc.

g. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand the readers.

## C. Quizizz Application

### 1. Definition of Quizizz Application

　　　Quizizz is a game-based educational application, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun. Using Quizizz, students can do in-class exercises on their electronic devices. Quizizz has game characteristics like avatars,

themes, memes and music, which are entertaining in the learning process.[33]

Basuki and Hidayati explain that Quizizz is a fun game to conduct quick assessments in the classroom. In short, it can be inferred that Quizizz is a web tool to create interactive quiz games used as an assessment instrument in the classroom. The interactive quiz is carried out by choosing the correct answer. There are four choices displayed in four different colors consisting of red, blue, yellow, and green.[34] The assessors can also add an image to the background of the questions. The colors, avatars, and music in the quiz provide a gaming-like learning experience for students.

At the end of each question, students will find the results displayed in their devices in a meme form. After students answer part of questions, Quizizz will show pictures with memes to tell whether the answer is right or wrong and this is a treat for students. Quizizz also allows students to compete with each other and motivates them to study. Students take the quiz at the same time in class and see their live ranking on the leaderboard. Instructors can monitor the process and download the report when the quiz is finished to evaluate students' performance.

According to Turchyna et.al, Quizizz can be integrated with goggle classroom. This integration facilitates assignment tracking and enhances

[33] Fang Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom," *International Journal of Higher Education* 8, no. 1 (January 15, 2019): p. 37.

[34] Yudi Basuki and Yeni Hidayati, "Kahoot! Or Quizizz: The Students' Perspectives," in *Proceedings of the Proceedings of the 3rd English Language and Literature International Conference, ELLiC, 27th April 2019*, p. 1-2.

students safety since they are authenticated using their School Google Accounts. Furthermore, Quizizz also provides the colorful interface, avatars, and music to increase students' motivation in reading.[35] Overall, Game-based learning is designed with the purpose to help the learner and the teacher to gain a variety of learning experiences in an interactively manner.

Quizizz gives the opportunity to complete the quiz with music and "correct" or "incorrect" images drawn from popular media. These pictures with funny messages are a treat. They are displayed after a question is answered to show whether it is right or wrong. Quizizz even lets you create your own. You can use their pre-loaded images or upload your own. As the teacher, once the quiz is over, you have access data and analyze reports. You can see the overall class performance on a particular quiz, or the individual student breakdown as well.[36]

2. **The Purpose of Quizizz**

Quizizz is a wonderful tools, it is a fun that you can make online quizizz. Students can actually see the question on their device. All students work at their own pace and timers can be turned off. Quizizz also allows you to create multi-player that work on almost any device. The question order is randomized for each student, so you would not worry about

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[35] Pahamzah et al., *"Quizizz as a Students' Reading Comprehension Learning Media: A Case Study at The Eleventh Grade of Dwi Putra Bangsa Vacational School in Cimanggu,"* p. 29.
[36] Turchyna T., Medvedovska D., Skarlupina Y. *Integrating online educational applications in the classroom.*European Humanities Studies: State and Society, No 4 (2016), p. 145-156.

cheating.[37] If you prefer to stop after each questions. So, you can stop and discuss after each question and checking understanding tasks.

Furthermore, when Quizizz players finish through questions at their own pace limiting all discussion to after all questions have been answered. You can make a Quizizz a homework assignment too or have students completed them in class. You can easily export the results into an Excel spreadsheet and the program saves the data. You can log in simply with your email address. This takes away the stress of students knowing that they are in last place. You can also create your own memes which are funny pictures. It is also very easy to make your own quizzes by building from other people's public quizzes.

3. **The Features of Quizizz**

Quizizz has several features different from other applications. According to Zuhriyah and Pratolo the features of Quizizz include:

First, the Quizizz application can be set into two game models, namely in live or as homework, depending on the objectives of the assessment. If the Quizizz game is ideal for an in-class review session, then it is done in live in which it automatically ends when all students have completed it. They need to complete the game at once, and it cannot be resumed since it has a live result on the dashboard while it is running. The teacher can set a deadline for up to two weeks, and students can resume a half-done assignment later.

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[37] *Ibid.*

Second, after being completed, the Quizizz features will show the correct answer to each question. When students cannot cheat due to the random questions it provides. They will focus more on the quiz. Furthermore, the students know the correct answer to each question they have completed. At the end of the session, they can find out the rank of all the students.

Third, at the end of the task, it will display a review showing all the questions. Besides, the teacher can stop the timer. These items will appear when the students have chosen the answer. After finishing the task, the report can be accessed and analyzed to see the overall results in the Excel format.[38]

## 4. The Implementing of Quizizz Application

According to Chandler, The Implementing of Quizizz applications are:

First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required.

Second, Quizizz is to play. Students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends,

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[38] Siti Zuhriyah and Bambang Widi Pratolo, *"Exploring Students' Views in the Use of Quizizz as an Assessment Tool in English as a Foreign Language (EFL) Class,"* Universal *Journal of Educational Research* 8, no. 11 (October 2020): p. 5313

teachers are provided a detailed report of student responses that can be downloaded and saved.

Third, Quizziz has some unique features that most free gamification tools do not. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher dashboard provides excellent real-time updates of student progress, but also allows teachers to customize each learning activity[39]

Finally, there are options that allow you to jumble the question order, decide if you want to use timers and leaderboards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz taking with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing.

## 5. The Advantages and Disadvantages of Quizizz

### a. The Advantages of Quizizz

Quizizz flexibility is the best feature of this gaming platform. Every teacher can use it for the area of content they teach, has a Blog Section that highlights new features or techniques for using the platform. Quizizz has a teacher resource section that includes a page preparation guide, training presentation, and help center. You do not have to project the question on a board or screen. Each student has access to their own question and answer game.

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[39] Chandler, Curtis. *Four Tools to Help Gamify Your Classroom.* Middleweb.

The teachers can look at student reports and see what questions are answers correctly or incorrectly in order to inform instruction or overcome learning gaps. Add existing questions from others Quizizz to your own Quizizz with 1-click and make edits. Fun Memes are added to questions after they are answered.[40] This can be adjusted to fit your classroom community, school environment, or class content and provide positive feedback for students. Quizizz can also be used for fun trivia or extra credit near school vacations where students become nervous.

So, Quizizz is very suitable for many aspects of learning in the classroom. Because easy to use, flexible, and fun for students. Students can complete this on their own screens and there are no time restrictions.

**b. The Disadvantages of Quizizz**

There are limits to the types of questions you can ask. It is perfect for facts but not conducive to more complicated questions. When working with technology, it is always important to consider the access that school and each student have computers, I pads, or phones. The most difficult process in this whole experience is adding the memes.

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[40] *Ibid.,* 5313.

Another thing that we will change is that if we copy a question from other people quizzes, we must use the meme that they have set, which may not be appropriate for your class.[41]

6. **How To Access Quizizz**

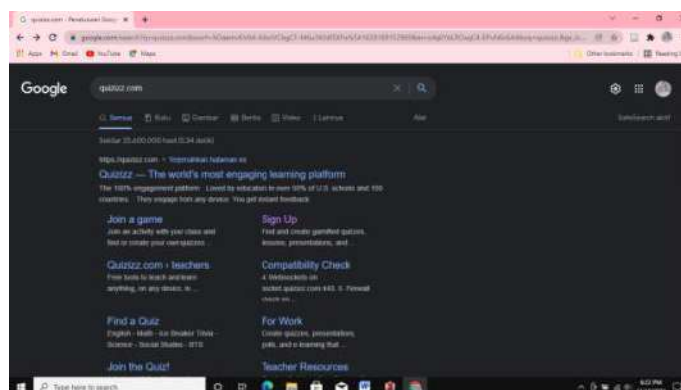   a. Go to www.quizizz.com and sign up your Google Account.



**Figure 1 Sign Up Quizizz Application in Laptop**

   b. After you select the Quizizz, click "Create a Quiz" to make a new quiz.



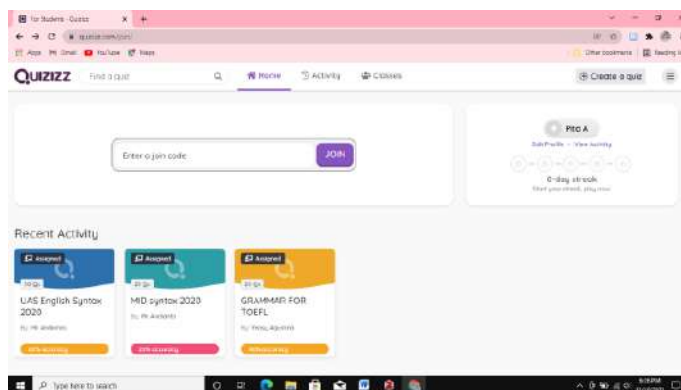**Figure 2 Create a Quiz**

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c.  Enter a name for the quiz and an image if you like. You can also select

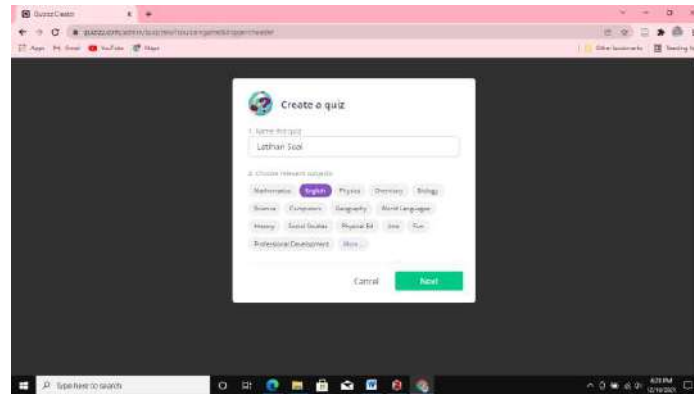its language and make it either public or private.



**Figure 3 Enter a name for the quiz**

d.  Fill in a question, as well as answers, and be sure to click the
"incorrect" icon next to the correct answer in order to change it to
"correct." You can also add a corresponding image if you would like.
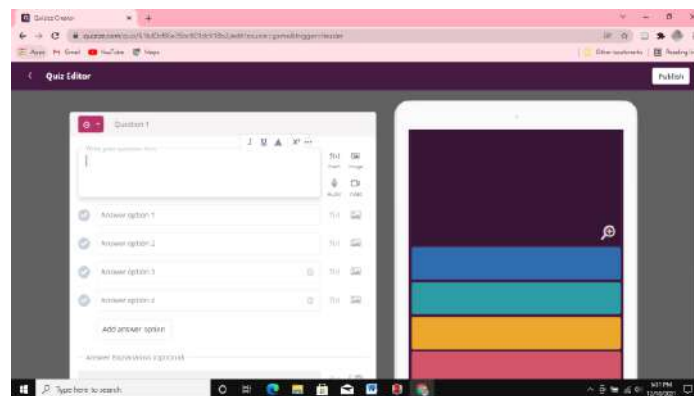


**Figure 4 Fill in the Questions**

e.  Students can go to www.quizizz.com or joi nand type in the 6- digit
    code to participate in the live quiz or complete the homework. They
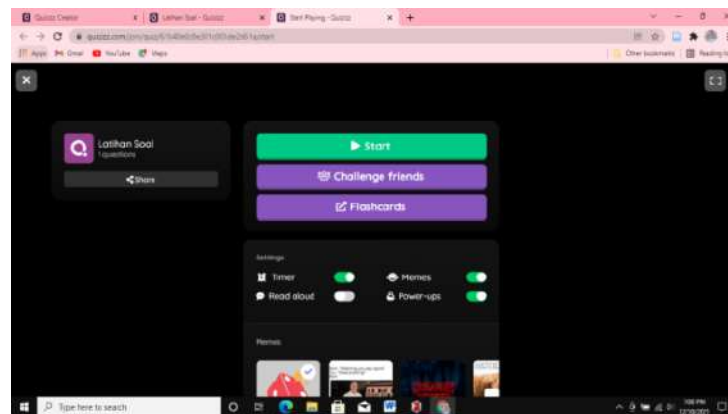    will be asked to enter a name to be identified by.



**Figure 5 Students can start the quiz**

f.  Once the students are finished, refresh your page, and you will be able
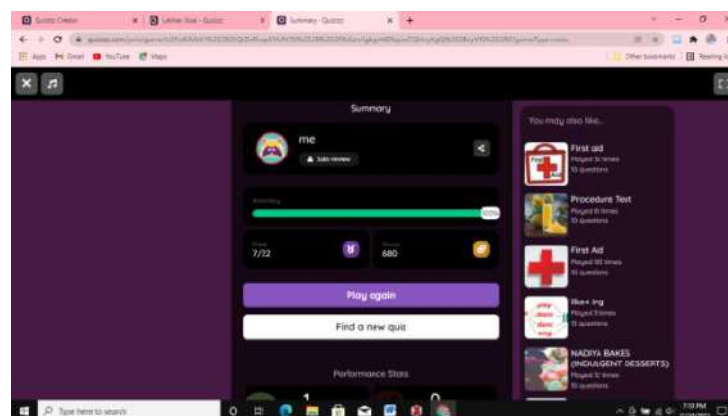    to view the results of the quiz.



**Figure 6 Result of the quiz**

## CHAPTER III

## RESEARCH METHODOLOGY

## A. Research Design

This research uses Classroom Action Research (CAR). Classroom action research is a method to collect data or information about how the teaching and learning process, how the teachers teach and how the students learn in the classroom.[42] It means that, CAR is aimed to overcome problems in teaching learning process in order to impro ve ducational practice. In this research, researcher worked to collect information in the learning process during implementation this method.

Classroom Action Research is the process interaction of teachers and students to find a problem. Its aims are to solve the problems that appear in the class. This research aimed to make an improvement in teaching learning activity through cyclical strategy that involves some phases. Such as planning, acting, observing, and reflecting.[43] In addition, action research is portrayed as a cyclical process involving steps. It is usually through two or more cycles in an iterative process.

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[42] Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, 2nd ed (Upper Saddle River, N.J: Merrill/Prentice Hall, 2003).

[43] Isobel Rainey, *"Action Research and the English as a Foreign Language Practitioner*: Time to Take Stock," *Educational Action Research* 8, no. 1 (March 2000): p. 67-68
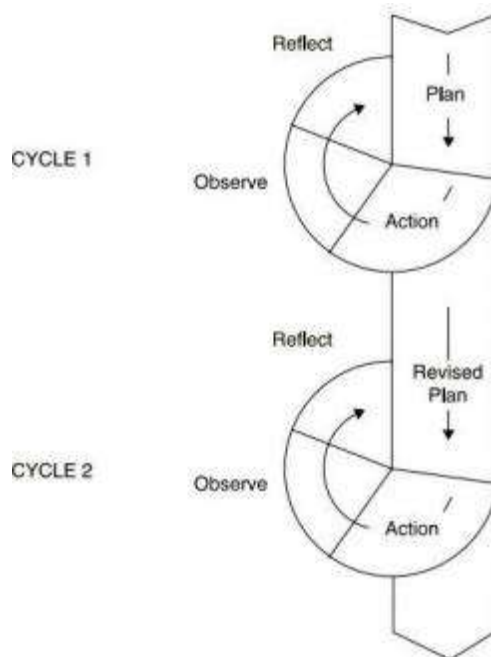
**Figure 7**
**Classroom Action Research by Kemmis and McTaggart[44]**

1. **Cycle I**

   a. *Planning*

   The activities in the planning are: creating a lesson plan about procedure text, designing steps of using Quizizz application, preparing the material about procedure text, preparing teaching and learning by using Quizizz, preparing a test multiple choices.

   b. *Action*

   Teacher activities are: teacher opened by greeting in the class, teacher asked the students about students' reading skill, the teacher introduce the Quizizz application, the teacher show and explanation about procedure text, the teacher will give 20 questions based on the

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   [44] Stephen Kemmis, ed., *The Action Research Planner*, 3. ed., substant. rev., repr (Victoria: Deakin University, 1992).

text in the Quizizz, the teacher will see the result of students who answer correctly and made the conclusion based on the material, the teacher closing the meeting.

The students' activities are: the students answer greeting from the teacher, the students answer the question from the teacher, the students hearing about the using of Quizizz application from the teacher, the students listens the material and give opinion about procedure text.

c. *Observation*

Besides the several action plans, the researcher observed the teaching and learning process, the researcher also observing that happened in the class. And the result, discussing and evaluation for this research very important to collect the data for improving the action plans enhance further.

d. *Reflection*

Reflection means that feedback process from the action plans that is done. Reflection usually used to help the teacher or researcher make conclusion. The researcher will analyze all information in learning process to improving students' reading skill through learning by using Quizizz.

2. **Cycle II**

The researcher uses the cycle II if the result in the cycle I need to improvement. The cycle II also have four strategies, they are planning, action, observation and reflecting.

B. **Variable and Operational Definition of Variable**

1. **Variable**

A variable is the conditions or characteristics that the experimenter manipulates controls and observes.[45] This research will consist of two variables. There are independent variable and dependent variable.

The independent variable in this research is Quizizz application as a tool to improve students' reading skill in procedure text. Furthermore, the dependent variable in this research is procedure text.

2. **Operational Definition of Variables**

An operational definition is an explanation based on the characteristic or types of th e things that will be determined, and it could be observed. The operational definition variables are:

a. Independent Variable (Quizizz application)

The independent variable means that stimulus variable or input operates either within a person or within environment to affect his behavior.[46] It is that factor which is measured, manipulated from the researcher to decide the relationship between the observed and

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[45] John W. Best and James V. Khan, Research in Education, Seventh Edition, (New Delhi: Prentice-Hall of India Private Limited, 2006), p. 137.
[46] Yongesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), p. 63.

phenomena. The independent variable in this research is Quizizz application

b. Dependent Variable (Reading Procedure Text)

The dependent variable is response variable or output in the study. It means that dependent variable is the important factor from observed and measured to establish the effect of study.[47]

In this research, the researcher limits procedure text that measured through a test.

## C. Population, Sample, and Sampling Technique

### 1. Population

According Singh, population is the entire mass of observations, which is the parent group or individuals from which a sample is to be formed.[48] It means that, population is a distinct group or individuals with a common characteristic to drawn for study. The population of this research is at the eighth graders SMPN 2 Bumiratu Nuban which consists of 4 classes and 114 students.

**Table 3**
**Number of Students at the Eighth Graders SMPN 2 Bumiratu Nuban**

| No | Class | Number of Students |
|----|-------|--------------------|
| 1 | VIII A | 31 |
| 2 | VIII B | 32 |
| 3 | VIII C | 31 |
| 4 | VIII D | 20 |

Source: UPT SMPN 02 Bumiratu Nuban

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[47] *Ibid.,*
[48] *Ibid,.* 82

## 2. Sample

A sample is a part of the population to selection of individual which is used in the research observation or analysis.[49] It means that sample is a small of the population in the process of observed. The sample of this research is Class VIII C that consists of 31 students.

## 3. Sampling Technique

There are any four classes of the eighth graders of SMPN 2 Bumiratu Nuban. In this research, the researcher will use cluster random sampling the name of the class to be investigated in the eighth graders of SMPN 2 Bumiratu Nuban. In this research, the researcher chooses 1 class from all of class randomly because the students' reading skill all the classes are still low. The class is VIII C that consists of 31 students.

## D. Data Collection Technique

In the collecting data the researcher will use the following steps:

## 1. Interview

Interview will conduct on Monday, October 11th. The researcher started interview with the English teacher at SMPN 2 Bumiratu Nuban and her name is Winda Purnamasari, S.S. It is very important and useful for getting the information or data in the research, especially the English teacher's experiences before classroom action research. The goals of this interview to know students' difficulties in reading skill and to know the

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[49] John W. Best and James V. Khan, Research in Education, Seventh Edition…, p. 140.

strategy used by teacher in the learning process, especially in reading skill during pandemic era.

2. **Test**

Test is the step to know capability of students and to know how far the students' skill in the learning process. According to Brown, Test is a simple way or method to know a persons' ability, knowledge or performance that used in a given score.[50] The researcher used pre-test and post-test to collect the data of the students' reading skill.

a. **Pre Test**

In this section, the researcher will give a pre-test for the students by using Google forms to replace the paper in this situation pandemic era. And then, to measure how much students can understand a text that researcher gave for them. This Pre-Test used Google form before used Quizizz application to improvement their reading skill.

b. **Post Test**

After giving the treatment for the students, the researcher will do a Post-test. Questions will consist of twenty numbers of multiple choices. This Post-test given the students to see is there any the significant improvement on the students' reading skill through learning English by using Quizizz application in pandemic era. This post-test

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[50] H. Brown Douglas, Language Assessment: Principles and Classroom Practice, (New Jersey: Pearson Education, 2004), p. 3.

uses to measure how the different students' understanding of the text before and after applying the Quizizz application.

3. **Observation**

The goals of the observation is to explain the situation being investigate like activities, people, or individuals are involve in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyze and plan procedures. In this research, the researcher will observe the learning process of the eighth graders SMPN 2 Bumiratu Nuban in their classroom. During the learning process, the researcher will be going to observe the students' reading skill in procedure text.

4. **Documentation**

Documentation is a method or strategy which was used to collect data or information from written language (for example: books, rule, note and others, photos, recordings or videos). The researcher used the documentation to get some detail information of the teacher, students and organization structure of SMPN 2 Bumiratu Nuban.

E. **Research Instrument**

Instrument is a tool that will use by researcher in the research process. In this research, the researcher will use one kind of instrument, namely test. This test of the research consisted pre-test and post-test. The pre-test will applied before the treatment to collect data from the students. After that, the researcher will give a post-test after the last treatment to collect the data by

using Quizizz application. Both of in the tests are asking students to read procedure text based on the picture. The aim of that is to see about the students' reading skill before and after learning process.

## F. Data Analysis Technique

In this research, the researcher used Classroom Action Research (CAR) data to analyze the student's score. The data by using formula as follows:

$$x = \frac{\sum x}{N}$$

Where

$x$    : The mean of student's score
$\sum x$   : The total of score
N      : Number of Students

To get percentage score in the class which the minimum mastery criteria (KKM) 70 (seventy), the researcher uses formulas as follows:[51]

$$P = \frac{F}{N} \times 100$$

Where:

P    : The class percentage
F    : Total percentage score
N    : Number of students

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[51] Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: RajaGrafindo Persada, 2008), p. 81.

# CHAPTER IV

# RESULT OF THE RESEARCH

## A. Description of The Research

### 1. The Description of The Research Location

In this chapter the researcher would like to present the result of the research. This research was conducted at SMPN 2 Bumiratu Nuban in the Academic Year of 2021/2022.

### a. The History of SMPN 2 Bumiratu Nuban

SMPN 2 Bumiratu Nuban is a state school located at Pramuka street No. 1 Sidowaras, Gunung Sugih Tengah, Lampung. It was established on Mei 2000 by Dra. Asriana.

**Figure 8**
**The Location of SMPN 2 Bumiratu Nuban**

**b. The Vision and Mission of SMPN 2 Bumiratu Nuban**

**1) The Vision of SMPN 2 Bumiratu Nuban**

SMPN 2 Bumiratu Nuban has a vision that superior in the academic and non-academic based on faith, religious and piety.
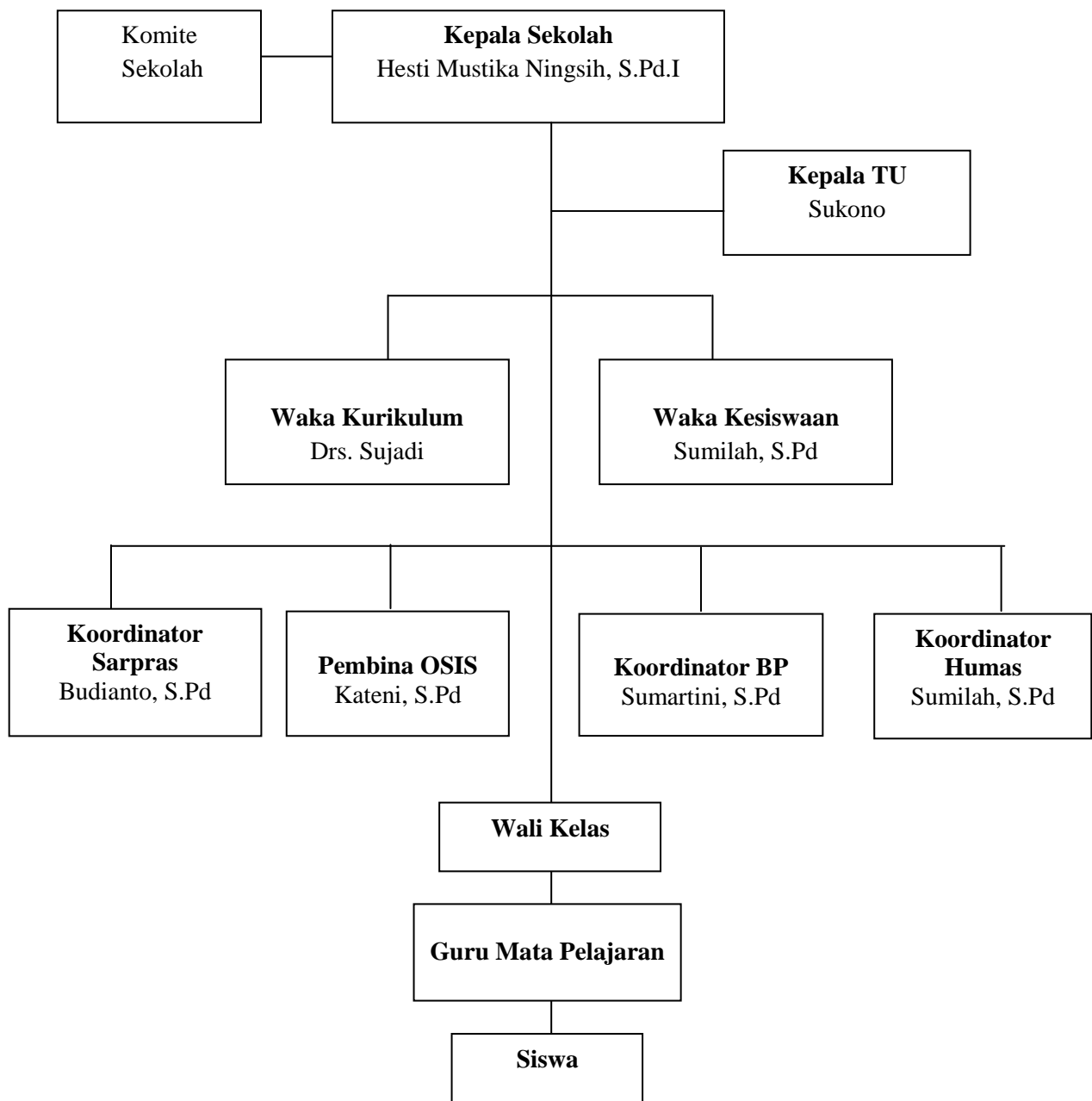
**2) The Vision of SMPN 2 Bumiratu Nuban**

The missions of SMPN 2 Bumiratu Nuban are stated as follows:

a) Improving the professionalism of teachers.

b) Improving the quality of SMPN 2 Bumiratu Nuban in the future career by their skills.

c) Improving the harmony relationships with the community of school environment.

d) Completing the facilities of school infrastructure.

e) Providing extracurricular.

c.  **The Organizational Structure of SMPN 2 Bumiratu Nuban**

The organizational structure of SMPN 2 Bumiratu Nuban is

illustrated as following figure:

**Figure 9**
**The Organizational Structure of SMPN 2 Bumiratu Nuban**

| Komite Sekolah | | **Kepala Sekolah** Hesti Mustika Ningsih, S.Pd.I |
|---|---|---|

**Kepala TU**
Sukono

**Waka Kurikulum**
Drs. Sujadi

**Waka Kesiswaan**
Sumilah, S.Pd

**Koordinator Sarpras**
Budianto, S.Pd

**Pembina OSIS**
Kateni, S.Pd

**Koordinator BP**
Sumartini, S.Pd

**Koordinator Humas**
Sumilah, S.Pd

**Wali Kelas**

**Guru Mata Pelajaran**

**Siswa**

**d. The Condition of Teachers of SMPN 2 Bumiratu Nuban**

The condition of teachers' of SMPN 2 Bumiratu Nuban as

follow:

**Table 4**
**The condition of teachers of SMPN 2 Bumiratu Nuban**

| No | Name | M/F | Position |
|----|------|-----|----------|
| 1 | Hesti Mustika Ningsih, S.Pd.I | F | Kepala Sekolah |
| 2 | Drs. Sujadi | M | Waka Kurikulum |
| 3 | Sumilah, S.Pd | F | Waka Kesiswaan |
| 4 | Budianto, S.Pd | M | Waka Sarpras |
| 5 | Drs Miftahkunuri | M | Guru |
| 6 | Tri Rahayu,A.Ma.Pd | F | Guru |
| 7 | Dra.Siti Nurhayati | F | Guru |
| 8 | Wagiyem,S.Ag | F | Guru |
| 9 | Drs. Sunoto Handoko | M | Guru |
| 10 | Kateni,S.Pd | M | Guru |
| 11 | Nur Basuki, S.Pd | M | Guru |
| 12 | Mursiyem | F | Guru |
| 13 | Triatmo,S.Pd | M | Guru |
| 14 | Risnawati,S.Pd | F | Guru |
| 15 | Sumartini,S.Pd | F | Guru |
| 16 | Riyanti,S.Pd | F | Guru |
| 17 | Gandung Supriono, S.Pd | M | Guru |
| 18 | Sulastri,S.Pd | F | Guru |
| 19 | Suripto | M | Guru |
| 20 | Hardiyanto, S.Pd | M | Guru |
| 21 | Windarti Purnamasari, S.S | F | Guru |
| 22 | Evi Tesifilia Setiawati,S.E | F | Guru |
| 23 | Komari,S.S | M | Guru |
| 24 | Muli Septikasari,S.Pd | F | Guru |
| 25 | Heppi Yunita,S.Pd | F | Guru |
| 26 | Linda Satriana | F | Guru |
| 27 | Sukono,A.Md. | M | Kepala Staf TU |
| 28 | Mawardiyanto | M | Staf TU |
| 29 | Sri Ratnawati | F | Staf TU |
| 30 | Endah Woro Suhesti | F | Petugas Perpus |

| No | Name | M/F | Position |
|----|------|-----|----------|
| 31 | Alex Prasetya | M | Satpam |
| 32 | Gunawan | M | Penjaga Sekolah |
| 33 | Margono | M | Penjaga Malam |
| 34 | Sukam | M | Penjaga Malam |
| 35 | Edi Setiawan | M | Penjaga Malam |

e. **The Condition of Students of SMPN 2 Bumiratu Nuban**

The condition of students' of SMPN 2 Bumiratu Nuban as

follow:

**Table 5**
**The condition of students of SMPN 2 Bumiratu Nuban**

| No | Class | Category | | | | Total | Total |
|----|-------|----------|---|---|---|-------|-------|
| | | M | F | M | F | | |
| 1 | VII A | 14 | 18 | | | 32 | |
| 2 | VII B | 16 | 16 | 50 | 62 | 32 | 112 |
| 3 | VII C | 14 | 18 | | | 32 | |
| 4 | VII D | 6 | 10 | | | 16 | |
| 5 | VIII A | 17 | 14 | | | 31 | |
| 6 | VIII B | 17 | 15 | 61 | 53 | 32 | 114 |
| 7 | VII C | 16 | 15 | | | 31 | |
| 8 | VIII D | 11 | 9 | | | 20 | |
| 9 | IX A | 15 | 16 | | | 31 | |
| 10 | IX B | 15 | 17 | 47 | 51 | 32 | 122 |
| 11 | IX C | 12 | 17 | | | 29 | |
| 12 | IX D | 17 | 13 | | | 30 | |
| **TOTAL** | | **170** | **178** | **158** | **166** | **348** | **348** |

f. **The Condinion of Facilities of SMPN 2 Bumiratu Nuban**

The condition of students' of SMPN 2 Bumiratu Nuban as

follow:

**Table 6**
**The condition of facilities of SMPN 2 Bumiratu Nuban**

| No | Name of Building | Total |
|----|------------------|-------|
| 1. | The Office Room | 1 |
| 2. | The Class Room | 15 |
| 3. | The Space Administration | 2 |
| 4. | The Laboratory Science | 1 |
| 5. | The Computer Laboratory | 1 |
| 6. | The Library Room | 1 |
| 7. | The Room BK | 1 |
| 8. | The Room UKS | 1 |
| 9. | The Mosque | 1 |
| 10. | The Futsal Field | 1 |
| 11. | The Basket field | 1 |
| 12. | The volleyball court | 1 |
| 13. | Canteen | 3 |
| 14. | The Parking Area | 3 |
| 15. | Toilet | 4 |
| 16. | The Extracurricular Room | 1 |

2. **The Description of The Research Data**

This research used Classroom Action Research. This research

aimed to improvement in teaching learning activity and the study result

of SMPN 2 Bumiratu Nuban.

a. **Pre-Test Activity**

The researcher conducted this pre-test on Monday, October

11th 2021. The researcher greeted the students. The researcher told

the students that the researcher would conduct the research in their

class in order to know their reading skill before doing the action of

the classroom action research. The pre-test was administrated to the students to be finished individually. Then, the students' pre-test result can be seen on the table below:

**Table 7**
**The Data of Reading Result Pre-Test**
**of the Eighth Grade of SMP  2**
**Bumiratu Nuban**

| No | Name | Score | Category |
|----|------|-------|----------|
| 1 | AW | 40 | Failed |
| 2 | AAH | 30 | Failed |
| 3 | ANA | 50 | Failed |
| 4 | ASB | 40 | Failed |
| 5 | ACW | 40 | Failed |
| 6 | AAK | 30 | Failed |
| 7 | CAA | 30 | Failed |
| 8 | CAL | 30 | Failed |
| 9 | DAP | 60 | Failed |
| 10 | FN | 40 | Failed |
| 11 | IH | 20 | Failed |
| 12 | IMA | 40 | Failed |
| 13 | JF | 50 | Failed |
| 14 | MP | 30 | Failed |
| 15 | MES | 40 | Failed |
| 16 | MJ | 70 | Passed |
| 17 | MH | 40 | Failed |
| 18 | NTD | 40 | Failed |
| 19 | NS | 40 | Failed |
| 20 | OAA | 30 | Failed |
| 21 | RSP | 60 | Failed |
| 22 | RAS | 30 | Failed |
| 23 | RMC | 40 | Failed |
| 24 | RNY | 40 | Failed |
| 25 | RDS | 50 | Failed |
| 26 | SF | 30 | Failed |
| 27 | VH | 40 | Failed |
| 28 | SRI | 30 | Failed |
| 29 | SAK | 50 | Failed |
| 30 | TDA | 40 | Failed |
| 31 | VNH | 60 | Failed |
| **Total** | | **1179** | **-** |

| Average | 38,01 | - |
|---|---|---|
| The Highest Score | 70 | Passed |
| The Lowest Score | 30 | Failed |

**Table 8**
**Frequency the Data of Students' Pre-Test**
**Of the Eighth Grade of SMPN 2Bumiratu Nuban**

| No | Score | Frequencies | Percentage | Category |
|---|---|---|---|---|
| 1 | $\geq 70$ | 1 | 3% | Passed |
| 2 | $\leq 70$ | 30 | 97% | Failed |
| | **Total** | **31** | **100%** | |

**Figure 10**
**The Percentage of the Students' Score Completeness on Pre-test**
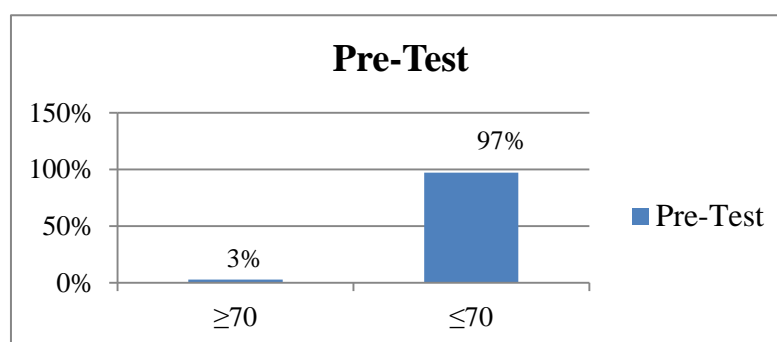


Based on the data above, it could be concluded that 1 student (3%) student who achieved the minimum passing grade at SMPN 2 Bumiratu Nuban least 70. The successful students lower than the unsuccessful students. From the pre-test result, the researcher investigated that students' average grade is 38. So the result was unsatisfied.

**1) Cycle I**

a) Planning

Based on the result pre-test score, the researcher has identified and found the problems after taking student's pre-test score. After that, the researcher prepared several things related to teaching and learning process at classroom such as English subject lesson plan, the material and observation sheet that contains about list of students name and their learning activities and evaluation for the third meeting.

b) Acting

(1) First Meeting

The first meeting was conduct on Tuesday, $1^{st}$ June. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The researcher gave the reading text to the students, and then the researcher asked some the students read the text. After that, the researcher explained the Quizizz Application and how to use it. Then, the researcher gave question to the students about the text that they read.

The researcher gave question to the students one by one, the researcher gave time to the student $2 - 5$

minutes before the students answer the question and if the students cannot answer or not complete in answer the question the researcher asked other students to answer the question. If the students had answer the question the researcher gave the correct answer to the students.

(2) The second meeting

The second meeting was conducted on Thursday, June 2$^{nd}$. This meeting used to post-test I, for 2x30 minutes, after the students given the action.

In this meeting, the researcher explained how to access Quizizz Application as follows: students must go to link and sign up with Google Account, create a quiz, enter a name for quiz, fill in a question and students can join in the quizizz. However, some of students have difficulty to join in quizizz because, bad internet connection. So, if the students want to join quizizz, their connection should better.

After explained Quizizz, the researcher gave posttest to the students. Kinds of the test are multiple choices. In the post-test I only 9 students who got good score, but the result of the students' test was better than the student test before giving treatment.

b.  **Post-test Activity**

Post-Test I was conducted on Friday, June 10th, 2022. The researcher gave post-test I with similar task on pre-test before. The post-test I was administrated to the students to be finished individually. Kind of the test is multiple choices consist of 20 questions in Quizizz Application. The students' post-test I result can be seen on the table below:

**Table 9**
**The Data of Students' Post-Test**
**Of the Eighth Grade of SMPN 2 Bumiratu Nuban**

| No | Name | Score | Category |
|----|------|-------|----------|
| 1 | AW | 40 | Failed |
| 2 | AAH | 30 | Failed |
| 3 | ANA | 70 | Passed |
| 4 | ASB | 70 | Passed |
| 5 | ACW | 70 | Passed |
| 6 | AAK | 30 | Failed |
| 7 | CAA | 80 | Passed |
| 8 | CAL | 70 | Passed |
| 9 | DAP | 60 | Failed |
| 10 | FN | 45 | Failed |
| 11 | IH | 30 | Failed |
| 12 | IMA | 60 | Failed |
| 13 | JF | 60 | Failed |
| 14 | MP | 40 | Failed |
| 15 | MES | 45 | Failed |
| 16 | MJ | 70 | Passed |
| 17 | MH | 65 | Failed |
| 18 | NTD | 50 | Failed |
| 19 | NS | 45 | Failed |
| 20 | OAA | 30 | Failed |
| 21 | RSP | 60 | Failed |
| 22 | RAS | 45 | Failed |
| 23 | RMC | 40 | Failed |
| 24 | RNY | 55 | Failed |
| 25 | RDS | 55 | Failed |
| 26 | SF | 50 | Failed |

| 27 | VH | 40 | Failed |
|---|---|---|---|
| 28 | SRI | 30 | Failed |
| 29 | SAK | 60 | Failed |
| 30 | TDA | 60 | Failed |
| 31 | VNH | 60 | Failed |
| **Total** | | **1588** | **-** |
| **Average** | | **51,2** | **-** |
| **The Highest Score** | | **80** | **Passed** |
| **The Lowest Score** | | **30** | **Failed** |

**Table 10**
**Frequency the Data of Students' Post-Test**
**Of the Eighth Grade of SMPN 2 Bumiratu Nuban**

| No | Score | Frequencies | Percentage | Category |
|---|---|---|---|---|
| 1 | $\geq 70$ | 6 | 19% | Passed |
| 2 | $\leq 70$ | 25 | 81% | Failed |
| | **Total** | **31** | **100%** | |

**Figure 11**
**The Percentage of the Students' Score Completeness on Post-test**
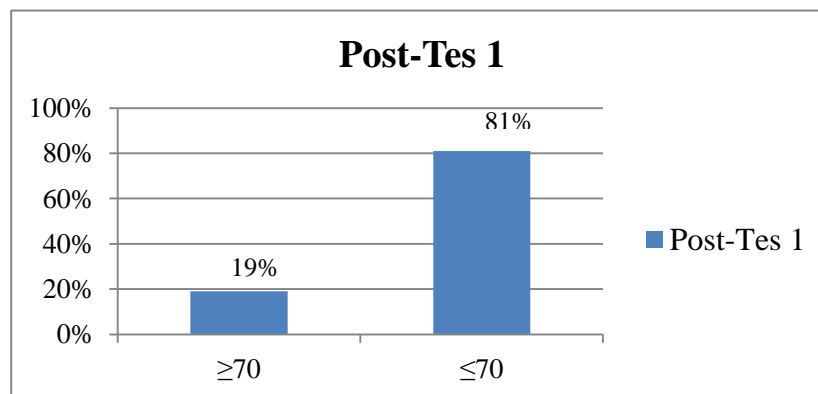


Based on the graphic above, it can be seen that students whose achieved minimum passing grade are 6 students (19%) and the students were not able to achieve minimum passing grade are 25 students (81%). The result of post-test I was higher than the

result of pre-test. Based on the indicator of success, learning process was categorized success if 70% students achieved score of minimum passing grade that is ≥70. The fact showed that the result was unsatisfied.

1) Observing

In observation, the collaborator observed the students' learning activities. The researcher as a teacher gave material about the descriptive text. While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

a) Some of students active pay attention of teacher's explanation.

b) Students never ask and answer the question.

c) Students never identify and analyzing the text well.

d) Some students can use technology well.

e) Some students are active in class.

f) Some students class atmosphere positive.

g) Most of students feel enthusiastic doing task by using Quizizz Application

h) Some students are able to do the task.

The result of the students' leanrnng activities could be

seen as follow:

**Table 11**
**The Observation Result of Students' Learning Activities in Cycle I**

| No | Aspect | Level | | |
|---|---|---|---|---|
| | | Never | Sometimes | Always |
| 1. | The students pay attention of teacher's explanation. | - | - | ✓ |
| 2. | The students ask or answer the questions. | ✓ | - | - |
| 3. | The student individually identify and analyzing the text well. | ✓ | - | - |
| 4. | The student can use technology well | - | ✓ | - |
| 5. | The student active in the class | - | ✓ | - |
| 6. | Students class atmosphere positive | - | ✓ | - |
| 7. | Students feel enthusiastic doing task by using Quizizz Application | - | - | ✓ |
| 8. | The students able to do task well | - | ✓ | - |
| **Total** | | **2** | **4** | **2** |

**Table 12**
**The Frequency of Students' Learning Activities in Cycle I**

| No | Students Activities Score | Frequency | Percentage |
|----|---------------------------|-----------|------------|
| 1. | Never | 2 | 25% |
| 2. | Sometimes | 4 | 50% |
| 3. | Always | 2 | 25% |
| **Total** | | **8** | |

**Figure 12**
**The Percentage of Students' Learning**
**Activities in Cycle I**
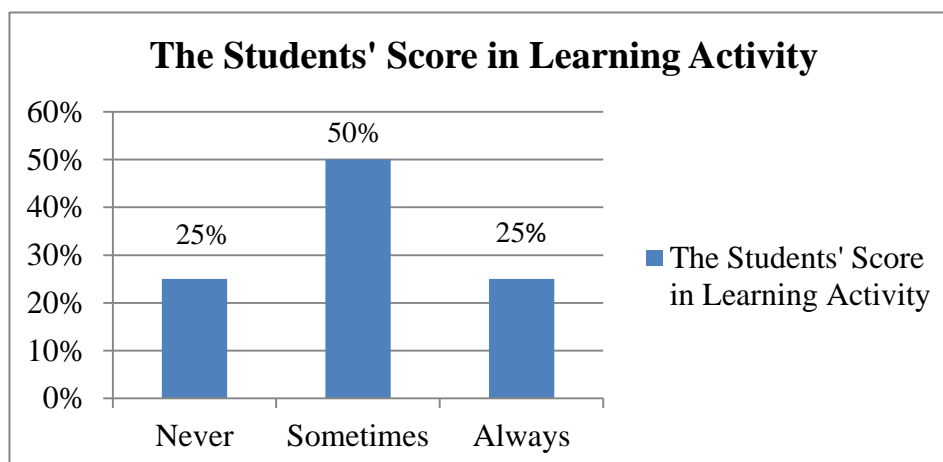


The graphic showed that the students' learning activity was not achieved the percentage that is 70%. There were 2 students activities score (Never 25%), 4 students activities score (Sometimes 50%), and 2 students activities score (Always 25%).

2) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not

achieved minimum passing grade of the research yet. At the
end of this cycle, the researcher analyzed and calculated all the
processes that follows students' pre-test score and the result of
students' post-test I score. The comparison between pre-test
score and post-test I score was as follows:

**Table 13**
**The Comparison between Pre-Test and Post-Test I**
**Score in Cycle I**

| No | Name | Pre Test | Post Test | Improving | Category |
|----|------|----------|-----------|-----------|----------|
| 1. | AW | 40 | 40 | 0 | Constant |
| 2. | AAH | 30 | 30 | 0 | Constant |
| 3. | ANA | 50 | 70 | 20 | Improved |
| 4. | ASB | 40 | 70 | 30 | Improved |
| 5. | ACW | 40 | 70 | 30 | Improved |
| 6. | AAK | 30 | 30 | 0 | Constant |
| 7. | CAA | 30 | 80 | 50 | Improved |
| 8. | CAL | 30 | 70 | 40 | Improved |
| 9. | DAP | 60 | 60 | 0 | Constant |
| 10. | FN | 40 | 45 | 5 | Improved |
| 11. | IH | 20 | 30 | 10 | Improved |
| 12. | IMA | 40 | 60 | 30 | Improved |
| 13. | JF | 50 | 60 | 10 | Improved |
| 14. | MP | 30 | 40 | 10 | Improved |
| 15. | MES | 40 | 45 | 5 | Improved |
| 16. | MJ | 70 | 70 | 0 | Constant |
| 17. | MH | 40 | 65 | 25 | Improved |
| 18. | NTD | 40 | 50 | 10 | Improved |
| 19. | NS | 40 | 45 | 5 | Improved |
| 20. | OAA | 30 | 30 | 0 | Constant |
| 21. | RSP | 60 | 60 | 0 | Constant |
| 22. | RAS | 30 | 45 | 15 | Improved |
| 23. | RMC | 40 | 40 | 0 | Constant |
| 24. | RNY | 40 | 55 | 15 | Improved |
| 25. | RDS | 50 | 55 | 5 | Improved |
| 26. | SF | 30 | 50 | 20 | Improved |
| 27. | VH | 40 | 40 | 0 | Constant |

| 28. | SRI | 30 | 30 | 0 | Constant |
|-----|-----|-----|-----|-----|-----|
| 29. | SAK | 50 | 60 | 10 | Improved |
| 30. | TDA | 40 | 60 | 20 | Improved |
| 31. | VNH | 60 | 60 | 0 | Constant |
| **Total** | | **1179** | **1588** | | |
| **Average** | | **38** | **51,2** | | |
| **High Score** | | **70** | **80** | | |
| **Low Score** | | **30** | **30** | | |

**Table 14**
**The Comparison of Students' Pre-Test and Post-Test I**
**In Cycle I**

| No | Interval | Pre-test | Post-test | Category |
|-----|-----|-----|-----|-----|
| 1. | $\geq 70$ | 1 | 6 | Passed |
| 2. | $\leq 70$ | 30 | 25 | Failed |
| **Total** | | **31** | **31** | |

**Figure 13**
**The Comparison of Percentage of the Students' Score**
**Completeness based on Pre-test and post-test I**
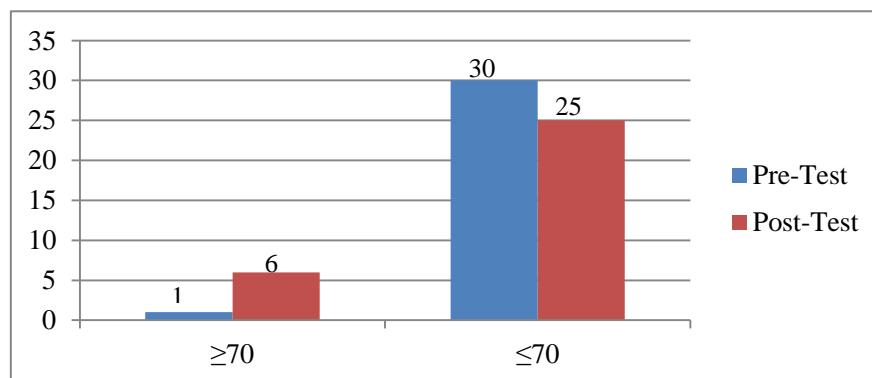


From the table and the graphic above, it can be assumed that total from 31 students that 1 student or 3% of the total students were able to achieve the minimum passing grade that is $\geq 70$. Then the students who did not achieve the minimum passing grade were 30 students or 97% of the total students.

The result in post-test I that 6 students or 19% of the total students was complete the minimum passing grade. Then those who were not able to achieve the minimum passing grade were 25 students or 81% of the total students.

The average score of improvement between pre-test and post-test I did not fulfill the indicator of success. It means that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

Based on the result of student's post-test I and the observation of student's learning activities in cycle I, it caused of give a subject material was not run well. So, some students could not clear to understand the material. Some students were not satisfied because they did not pay attention the teacher explanation and get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

2) **Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

a) Planning

Based on the result of cycle I, in this stage the researcher and collaborator made the planning of the action as follow: preparing the lesson plan, preparing the material, preparing the learning media, preparing the observation sheet of the student's activity II.

b) Action

The action in the cycle II consists of 3 meetings, two meeting for the action, and one meeting for the post test, they are:

(1) The first meeting

The second meeting was conduct on Monday, June 13th 2022, for 2x40 minutes. This session, the researcher was being the teacher. The teacher was explained the material Procedure text such as: the purpose of procedure text, characteristic and generic structure of procedure text.

Furthermore, the teacher was explained Quizizz Application such as; the teacher ask the students make sure their internet connection well, students must go to link and sign up with Google Account, enter a name for quiz, students can join in the quizizz, students enter 6 digit code from teacher and start playing. Then, the

teacher gave a text assignment and the students answer the question.

Then, the teacher and students correct the result of the assignment together. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher and closing the meeting.

(2) The second meeting

The second meeting was conducted on Tuesday, June 14$^{th}$, this meeting used post-test I in the end cycle 2, for 2x40 minutes after the students given the action, the researcher gave post-test to the students in Quizizz. In this meeting, most of the students could answer well. It can be seen from the result of post-test II. There were 24 out of 31 students could do well. It means that, just only 7 students that could not answer well.

**3) Post-Test II Activity**

Post-Test II was conducted on Thursday, June 16$^{th}$ 2022. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post-test II by using Quizizz Application to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II.

There were only 7 of 31 students who were not achieved the minimum passing grade in SMPN 2 Bumiratu Nuban that is 70.

**Table 15**
**The Students' Post Test II Score**

| No | Name | Post-Test II | Category |
|----|------|--------------|----------|
| 1. | AW | 85 | Passed |
| 2. | AAH | 75 | Passed |
| 3. | ANA | 85 | Passed |
| 4. | ASB | 90 | Passed |
| 5. | ACW | 85 | Passed |
| 6. | AAK | 70 | Passed |
| 7. | CAA | 90 | Passed |
| 8. | CAL | 95 | Passed |
| 9. | DAP | 70 | Passed |
| 10. | FN | 60 | Failed |
| 11. | IH | 65 | Failed |
| 12. | IMA | 75 | Passed |
| 13. | JF | 80 | Passed |
| 14. | MP | 60 | Failed |
| 15. | MES | 60 | Failed |
| 16. | MJ | 70 | Passed |
| 17. | MH | 85 | Passed |
| 18. | NTD | 60 | Failed |
| 19. | NS | 70 | Passed |
| 20. | OAA | 70 | Passed |
| 21. | RSP | 80 | Passed |
| 22. | RAS | 75 | Passed |
| 23. | RMC | 70 | Passed |
| 24. | RNY | 65 | Failed |
| 25. | RDS | 60 | Failed |
| 26. | SF | 75 | Passed |
| 27. | VH | 80 | Passed |
| 28. | SRI | 75 | Passed |
| 29. | SAK | 70 | Passed |
| 30. | TDA | 75 | Passed |
| 31. | VNH | 90 | Passed |
| **Total** | | **2315** | **-** |
| **Average** | | **74,6** | **-** |
| **The Highest Score** | | **95** | **Passed** |
| **The Lowest Score** | | **50** | **Failed** |

**Table 16**
**The Frequency of students' Grade in Post-test II**

| No | Score | Frequencies | Percentage | Category |
|----|-------|-------------|------------|----------|
| **1.** | ≥ 70 | 24 | 77% | Passed |
| **2.** | ≤ 70 | 7 | 23% | Failed |
| **Total** | | **31** | **100** | |

**Figure 14**
**The Percentage of the Students' Score**
**Completeness on Post-test II**
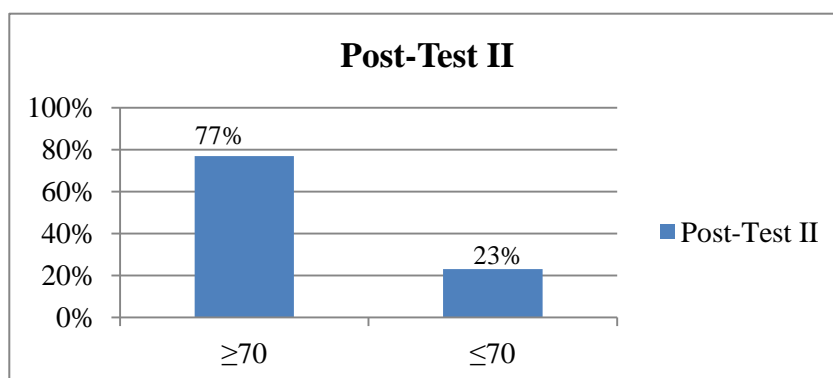


Based on the result above, it could be inferred that 24 students (77%) were successful and 7 other students (23%) were not successful. Based on the result post-test II, the researcher calculated the average score that is 74,6. It was higher than post-test I in cycle I.

a) Observing

In this step, the researcher presented the material by using Quizizz Application. In learning process, there were also eighth indicators used to know the students' learning activities like in learning process previously.

Based on the result of the observation sheet in cycle

II, the researcher indicated that learning process in cycle II

was successful. The result of students' learning activities

observation, as follow:

**Table 17**
**The Observation Result of Students' Learning**
**Activities in Cycle II**

| No | Aspect | Level | | |
|---|---|---|---|---|
| | | Never | Sometimes | Always |
| 1. | The students pay attention of teacher's explanation. | - | - | ✓ |
| 2. | The students ask or answer the questions. | - | - | ✓ |
| 3. | The student individually identify and analyzing the text well. | - | ✓ | - |
| 4. | The student can use technology well | - | - | ✓ |
| 5. | The student active in the class | - | - | ✓ |
| 6. | Students class atmosphere positive | - | - | ✓ |
| 7. | Students feel enthusiastic doing task by using Quizizz Application | - | - | ✓ |
| 8. | The students able to do task well | - | ✓ | - |
| | **Total** | **-** | **2** | **6** |

**Table 18**

**The Frequency of Students' Learning Activities in Cycle II**

| No | Students Activities Score | Frequency | Percentage |
|---|---|---|---|
| 1. | Never | - | 0% |
| 2. | Sometimes | 2 | 25% |
| 3. | Always | 6 | 75% |
| | **Total** | **8** | |

**Figure 15**

**The Percentage of Students' Learning
Activities in Cycle II**
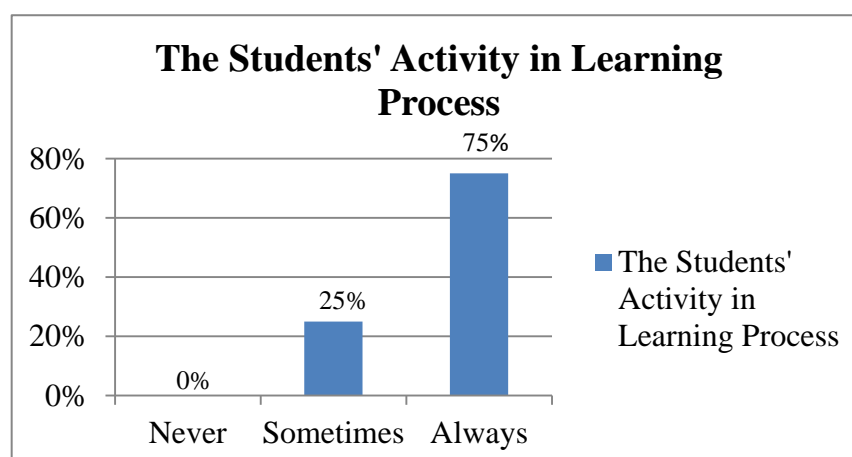


The graphic above showed that the students' learning activity in cycle II was improved. There was zero students' activities score (Never 0%), 2 students' activities score (Sometimes 25%), and 6 students' activities score (Always 75%). Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 75%.

b) Reflecting

From the result of learning process in cycle II the researcher analyzed that using Quizizz Application was improved the students' reading skill especially in vocabulary mastery.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes that student's post-test II score and observation of student's learning activities. The comparison between students' scores of post-test I and post-test II could be compared on the following table.

**Table 19**
**The Comparison between Post-Test I**
**and Post-Test II Score**

| No | Name | Post-Test I | Post-Test II | Improving | Category |
|-----|------|------|------|------|------|
| 1. | AW | 40 | 85 | 45 | Improved |
| 2. | AAH | 30 | 75 | 45 | Improved |
| 3. | ANA | 70 | 85 | 15 | Improved |
| 4. | A SB | 70 | 90 | 20 | Improved |
| 5. | ACW | 70 | 85 | 15 | Improved |
| 6. | AAK | 30 | 70 | 40 | Improved |
| 7. | CAA | 80 | 90 | 10 | Improved |
| 8. | CAL | 70 | 95 | 25 | Improved |
| 9. | DAP | 60 | 70 | 5 | Improved |
| 10. | FN | 45 | 60 | 15 | Improved |
| 11. | IH | 30 | 65 | 35 | Improved |
| 12. | IMA | 60 | 75 | 15 | Constant |
| 13. | JF | 60 | 80 | 20 | Improved |
| 14. | MP | 40 | 60 | 20 | Improved |
| 15. | MES | 45 | 60 | 15 | Improved |
| 16. | MJ | 70 | 70 | 0 | Constant |

| 17. | MH | 65 | 85 | 20 | Constant |
|-----|-----|------|------|----|----------|
| 18. | NTD | 50 | 60 | 10 | Improved |
| 19. | NS | 45 | 70 | 25 | Improved |
| 20. | OAA | 30 | 70 | 40 | Improved |
| 21. | RSP | 60 | 80 | 20 | Improved |
| 22. | RAS | 45 | 75 | 30 | Improved |
| 23. | RMC | 40 | 70 | 30 | Improved |
| 24. | RNY | 55 | 65 | 10 | Improved |
| 25. | RDS | 55 | 60 | 5 | Improved |
| 26. | SF | 50 | 75 | 25 | Improved |
| 27. | VH | 40 | 80 | 40 | Improved |
| 28. | SRI | 30 | 75 | 45 | Improved |
| 29. | SAK | 60 | 70 | 10 | Improved |
| 30. | TDA | 60 | 75 | 15 | Improved |
| 31. | VNH | 60 | 90 | 30 | Improved |
| **Total** | | **1588** | **2315** | | |
| **Average** | | **51,2** | **74,6** | | |
| **High Score** | | **80** | **95** | | |
| **Low Score** | | **30** | **60** | | |

**Table 20**

**The Frequency of students' Score in Post-test II**

| No | Interval | Post-Test I | Post-Test II | Category |
|----|----------|-------------|--------------|----------|
| **1.** | $\geq 70$ | 6 | 24 | Passed |
| **2.** | $\leq 70$ | 25 | 7 | Failed |
| **Total** | | **31** | **31** | |

**Figure 16**

**The Percentage of Comparison of Students' Score on Post-test I and Post-test II**
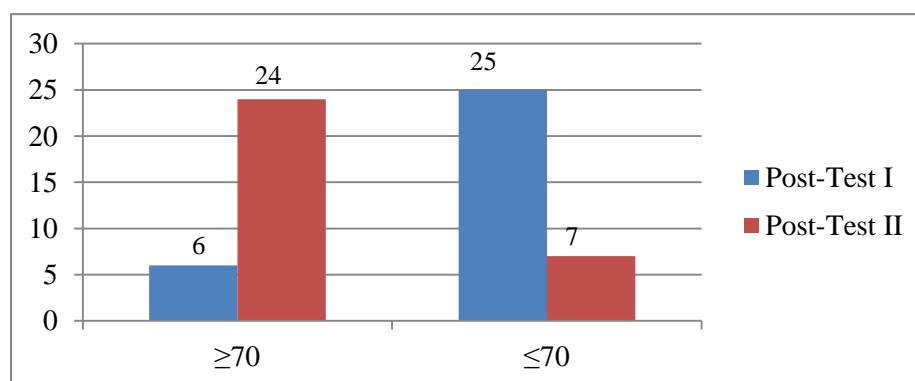
Based on the graphic above, it can be assumed that the score of the students in post-test II was various. The highest score was 95 and the lowest score is 60. The average score of post-test II was 74,6. Besides that, the percentage of students' success of post-test II grade was 77% or 24 students, and the students did not pass the minimum passing grade was 23% or 7 students. It means that the indicator of success of this research had been achieved because there was 77% students were able to achieve grade 70. It indicated that the students' reading skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that using Quizizz Application can improve students' reading skill.

## B. Discussion

In this section the results found in the study was described. The intended results are conclusions taken based on data collected and data analysis that has been done.

1. The use of Quizizz Application can improve students' reading skill in pandemic era at the eighth graders SMP Negeri 2 Bumiratu Nuban.

   The aim in this research was using Quizizz application to improve students' reading skill based on Procedure Text. Comparison between the

Pre-Test and Post-Test was increase. It can be concluded that the students score between pre-test and post-test had significance different.

Furthermore, the pre-test consisted of ten reading texts about procedure texts. The text consists of several questions. At the time of pre-test the students experienced many difficulties in answering the pre-test questions, especially in student's vocabulary. They had difficulties to know about the meaning of the word and to develop the ideas.

During the study, researcher observed that students were interested in teaching English reading. Quizizz Application provides many features that fun and interesting such us memes, music and avatars. Students can repeat their questions if the questions wrong. It can be increase students' motivation especially using this application in reading skill between the learning process and activities in the class. They are enthusiastic about this learning process.

Researcher assumed that teaching with Quizizz Application can improve students reading skill. By using the Quizizz Application, the students learn seriously to read text by looking for a fact that is in the text and can respond by using their thoughts.

Besides that, there is any progress from the students gets score >70 from pre-test (3% or 1 student), in the post-test I (19% or 6 students) and post-test II become (77% or 24 students). It is investigated that there is an improvement on the students complete score and total score of the students who passed the least from pre-test, post-test I and post-test II. So, it has

been proven that the Quizizz Application is one of the interesting applications in reading skill, especially for students in eighth graders SMP Negeri 2 Bumiratu Nuban.

Based on theory Gillet and Temple, the Independent Level is the level of difficulty the student can read text easily, without help[52]. Comprehension of what is read id generally excellent, and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word.

2. The use of Quizizz Application can improve students' learning activity in pandemic era at the eighth graders SMP Negeri 2 Bumiratu Nuban.

The aim in this research was using Quizizz Application to improve students' learning activity. The students' score learning activity in cycle I was very not satisfied, because the students passive in the class.

In the cycle I the students' learning activity was not achieved the percentage that is 70%. There were 2 students activities score (Never 25%), 4 students activities score (Sometimes 50%), and 2 students activities score (Always 25%). Furthermore, in cycle II the students' learning activity that improved. There was zero students' activities score (Never 0%), 2 students' activities score (Sometimes 25%), and 6 students' activities score (Always 75%).

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[52] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007), p, 314.

So, it can be concluded that comparison the students' learning activity in cycle I and cycle II of the preexperimental class, there was an increase on students' score where cycle I and cycle II. It can be seen the students score between cycle I and cycle II had significance different.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the result of the Classroom Action Research (CAR), the researcher concluded this research as follows:

The using Quizizz Application as a media in learning process especially in English could improve students' reading skill of the eighth graders at SMPN 2 Bumiratu Nuban of Central Lampung. Even though on the cycle I the students' reading skill is still poor because almost of the students could not achieve the target of Minimum Mastery Criteria (KKM), but on the cycle II, most of the students could achieve the Minimum Mastery Criteria (KKM).

In this research, the researcher used data collecting method such as interview, test, observation, and documentation. After the data has been analyzed, it is gained that the average score of pre-test is 38,01 and the average of post-test in cycle I is 51,2 and then the post-test in cycle II is74,6. It means that there are some progresses after giving treatment by using Quizizz Application. So, the using of Quizizz Application could improve the students' reading skill. It could be seen from the score result above.

Besides that, this application can increase the students' activities in the learning process. The teaching reading skill by using Quizizz Application as a media could make the students interested in learning process and felt enjoyed.

The students' did not sitting and reading but could memorize the answer and got new vocabulary in the text.

## B. Suggestion

Based on this research result, the researcher proposes some suggestion as follows:

### 1. For the Teacher

It is suggested for the English teacher to use Quizizz Application as the media in teaching learning in the classroom because this application is fun to use by smartphone. Even though, this application can help the teacher to give an exercise and applying to other materials especially in the pandemic era.

### 2. For the Students

The students are suggested as well as in teaching English expected to be able to develop reading skill. Students to be more active in learning process in the class and improve their reading skill by using Quizizz Application.

### 3. For Headmaster

It is suggested for headmaster to support the English teacher to use Quizizz Application as a media in learning process because this application is helpful in the process of English learning especially to improve students' reading skill in pandemic era.

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# APPENDICES

| | |
|---|---|
| Sekolah | : SMP Negeri 2 Bumiratu Nuban |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII/ Genap |
| MateriPokok | : Procedure Text |
| Alokasi Waktu | : 2 x 2JP |

## A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

| Kompetensi Dasar | Indikator |
|---|---|
| 1.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya. | • Mengidentifikasi struktur teks untuk memahami teks prosedur<br>• Mengidentifikasi unsur kebahasaaan teks untuk mengetahui unsur teks prosedur<br>• Mengidentifikasi fungsi sosial dari sebuah teks prosedur |
| 2.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang mengharuskan membaca, memahami, dan menanggapinya dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks | • Menjawab pertanyaan yang ada berkaitan dengan sebuah teks<br>• Mengambil nasehat dari sebuah teks |

## C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menunjukkan kesungguhan belajar Bahasa Inggris dalam menjawab pertanyaan.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam menjawab pertanyaan.

3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada jawaban setiap soal.

## D. Materi Pembelajaran

➢ Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

➢ Struktur Teks

- Memulai

- Menjawab

- Menanggapi

➢ Unsur Kebahasaan

- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➢ Topic

- Dapat Memahami dan menjawab pertanyaan dalam soal yang sesuai dengan teks

➢ Contoh teks Prosedur

**Es Teler**

**Ingredients:**

- 150 gr sugar
- 2 pandan leaves
- 50 ml water
- 400 gr ripe avocado, cut into 1 cm cubes
- 400 gr ripe jackfruit, deseeded and cut into 1 cm cubes
- 3 young coconuts, meat scraped out
- Crushed ice
- Condensed milk

**Steps:**

1. Combine sugar, pandan leaves and water in a small saucepan.
2. Heat for a few minutes until sugar dissolves.
3. Cool syrup.
4. Place generous spoonfuls of cubed avocado, jackfruit and young coconut into a serving bowl.
5. Add a little syrup to sweeten.
6. Top with crushed ice and a drizzle of condensed milk.
7. Serve immediately.

## E. Metode Pembelajaran

1. Pendeketan              : Scientific Learning

2. Model Pembelajaran     : Discovery Learning (Pembelajaran

                                         Penemuan)

3. Metode                     : Ceramah, Diskusi, Penugasan

**F. Media, Alat dan Sumber Pembelajaran**

1. Media

   - Worksheet atau lembar kerja (peserta didik).

   - Lembar penilaian.

2. Alat

   - Marker, papan tulis.

   - Laptop, Handphone.

3. Sumber Belajar

   - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris

     Kelas VIII, Kemendikbud, Revisi Tahun 2016.

   - Youtube.

   - Kamus Bahasa Inggris.

**G. Kegiatan Pembelajaran**

| Kegiatan Pendahuluan (10 menit) |
|---|
| **Orientasi**<br>✓ Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.<br>✓ Memeriksa kehadiran peserta didik sebagai sikap disiplin.<br>✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.<br>✓ Menyiapkan peserta didik untuk mengikuti proses pembelajaran. |
| **Apersepsi**<br>✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.<br>✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. |
| **Motivasi**<br>✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang |

akan dipelajari dalam kehidupan sehari-hari.
- ✓ Apabila materi tema/projek ini kerjakan dengan baik dan sungguhsungguh serta dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi Pocedure teks.

**Pemberian Acuan**
- ✓ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- ✓ Pembagian kelompok belajar.
- ✓ Menyampaikan cakupan materi dan penjelasan uraian kegiatan.

## Kegiatan Inti (60 Menit)

**Mengamati (Observing)**
- ✓ Peserta didik mengamati interaksi saat menjawab soal.
- ✓ Peserta didik memberikan responnya.
- ✓ Dengan bimbingan dan arahan guru, peserta didik menjawab pertanyaan dengan strategi yang diberikan (fungsi sosial, struktur teks, dan unsur kebahasaan).

**Menanya (Questioning)**
- ✓ Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antara berbagai bentuk teks dalam bahasa Inggris dan bahasa Indonesia.

**Mengumpulkan Informasi (Exploration)**
- ✓ Peserta didik mendalami prosedur teks dari banyak sumber contoh dari buku teks, dsb.
- ✓ Secara kolaboratif, peserta didik berusaha menjawab dengan bahasa Inggris agar mendapat feedback dari guru, serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

**Menalar (Associating)**
- ✓ Peserta didik membandingkan teks prosedur yang telah dipelajari dengan yang ada di berbagai sumber lain.
- ✓ Peserta didik membandingkan antara teks dalam bahasa Inggris dan dalam bahasa peserta didik.

**Mencoba (Experimenting)**
- ✓ Peserta didik mengolah informasi dari materi teks prosedur yang sudah dikumpulkan dari hasil kegiatan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

| |
|---|
| **Mengkomunikasikan (Networking)** |
| ✓ Peserta didik dapat menjelaskan kegunaan teks prosedur sesuai dengan konteks penggunaannya. |
| **Kegiatan Penutup (10 Menit)** |
| **Menyimpulkan** |
| ✓ Guru menyimpulkan materi tentang prosedur teks yang baru dilakukan. |
| **Refleksi** |
| ✓ Guru menanyakan kepada peserta didik mengenai kegitian pembelajaran yang telah berlangsung. |
| **Umpan Balik** |
| ✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsung. |
| **Pemberian Tugas** |
| ✓ Mengagendakan memahami teks prosedur dirumah. |
| **Informasi Kegiatan Pembelajaran Pertemuan Berikutnya** |
| ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. |
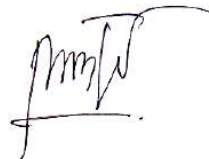
Bumi Raharjo, 11 Oktober 2021

Collaborator                                    Researcher

Winda Purnamasari, S,S                    Pita Alpiyah

**Interview Guidelines for the needs Analysis (Before CAR)**

1. Bagaimana proses pembelajaran Bahasa Inggris di SMP Negeri 2 Bumiratu Nuban selama daring?

2. Bagaimanakah sikap siswa terhadap proses pembelajaran bahasa inggris?

3. Berapakah nilai KKM untuk mata pelajaran Bahasa Inggris?

4. Apakah siswa-siswa telah mencapai nilai KKM?

5. Media apakah yang digunakan dalam pembelajaran bahasa inggris di SMP Negeri 2 Bumiratu Nuban selama daring?

6. Adakah kendala yang dihadapi dalam proses belajar bahasa inggris selama daring?

7. Skill manakah yang dianggap sulit dan menjadi kelemahan siswa dalam belajar bahasa inggris?

8. Apakah ada tekhnik lain yang digunakan untuk mengatasi kelemahan siswa dalam belajar bahasa inggris?

9. Jenis teks atau materi apakah yang dianggap paling sulit bagi siswa dalam belajar bahasa inggris?

# HASIL WAWANCARA

Kepada Guru Bahasa Inggris

(SMP Negeri 2 Bumiratu Nuban)

Pewawancara         : Pita Alpiyah

Narasumber          : Windarti Purnamasari, S.S

Jabatan             : Guru Bahasa Inggris

Hari/Tanggal        : Senin, 11 Oktober 2021

Waktu               : 08.00 – 09.00

Tempat              : Ruang Guru SMP Negeri 2 Bumiratu Nuban

1. **Bagaimana proses pembelajaran Bahasa Inggris di SMP Negeri 2**

   **Bumiratu Nuban selama daring?**

   Jawab      : Proses pembelajaran selama daring memang tidak se efektif
                ketika
                luring. Banyak sekali keterbatasan karena siswa diharuskan untuk
                belajar dari rumah menggunakan Handphone. Tidak hanya itu
                terkait dengan sinyal, pemahaman siswa tentang materi yang di
                sampaikan, juga dengan motivasi mereka sendiri sangat rendah.
                Namun, sebagai guru harus dapat memberikan fasilitas terbaik
                untuk siswa agar mereka tetap semangat dan enjoy dengan materi
                yang di berikan. untuk saat ini guru lebih menggunakan media
                untuk pembelajaran bahasa inggris.

2. **Bagaimanakah sikap siswa terhadap proses pembelajaran bahasa inggris?**

   Jawab      **:** Setiap siswa memiliki sikap yang berbeda-beda saat saya
              mengajar
              Bahasa Inggris di kelas. Sebagian besar siswa dikelas cukup
              perhatian dengan materi yang saya sampaikan, tetapi saya harus
              tetap mengawasi keadaan siswa saat saya penyampaian materi
              berlangsung agar mereka memberikan perhatiannya penuh kepada
              penjelasan materi. Kadang siswa yang saya ajar aktif dikelas hal
              tersebut dikarenakan materi yang saya ajarkan disukai mereka,
              selebihnya biasa saja tidak ada yang terlalu menonjol dalam nilai
              Bahasa Inggris meski sebagian dari mereka ada yang mengikuti
              kursus Bahasa Inggris diluar sekolah.

3. **Berapakah nilai KKM untuk mata pelajaran Bahasa Inggris?**

   Jawab      : Karena memang sekolah ini sedang dalam proses untuk menjadi
              sekolah bertaraf  nasional maka nilai KKM untuk Bahasa Inggris
              70 (tujuh puluh).

4. **Apakah siswa-siswa telah mencapai nilai KKM?**

   Jawab      : Masih sangat kurang untuk mencapai nilai KKM. Sering saya
              tanyakan apa kesulitan yang mereka hadapi saat proses belajar
              mengajar berlangsung. Namun, mereka masih mau berusaha
              untuk mencapai KKM tersebut.

5. **Media apakah yang digunakan dalam pembelajaran bahasa inggris di SMP Negeri 2 Bumiratu Nuban selama daring?**

   Jawab      : Untuk media pembelajaran selama daring kami menggunakan
              applikasi seperti Google form, Whatsapp, Zoom dan Quizizz.
              Karena memang siswa membutuhkan motivasi di setiap
              pembelajaran jadi media nya pun juga harus menyesuaikan
              dengan kebutuhan mereka.

6. **Adakah kendala yang dihadapi dalam proses belajar bahasa inggris selama daring?**

   Jawab       : Kendala utama dalam pembelajaran bahasa inggris selama daring adalah terkendala sinyal oleh siswa yang tidak memiliki cukup koneksi internet yang baik. Selain itu, materi yang di sampaikan melalui media pun juga tidak cukup karena kebanyakan dari mereka tidak memahami betul baik dari materi maupun aplikasi itu sendiri.

7. **Skill manakah yang dianggap sulit dan menjadi kelemahan siswa dalam belajar bahasa inggris?**

   Jawab       : Mungkin untuk tingkat SMP ini semua skill menjadi kelemahan siswa apalagi dalam bahasa inggris. Tapi untuk tingkat kelemahannya yang paling sulit ya writing dan reading. Keduanya mereka sangat masih kurang, padahal banyak sekali jenis text yang harus di pelajari sampai jenjang SMA nanti.

8. **Apakah ada tekhnik lain yang digunakan untuk mengatasi kelemahan siswa dalam belajar bahasa inggris?**

   Jawab       : Kalau untuk tekhniknya sendiri mungkin saya lebih memiliih penggunaan aplikasi seperti Youtube atau Quizizz. Karena dengan keterbatasan ini saya meminta mereka untuk menonton semacam video-video di Youtube tentang bahasa inggris untuk menunjang membaca mereka, vocabulary, pronounce nya juga. Kemudian dari situ saya evaluasi kemampuan mereka menggunakan aplikasi Quizizz untuk mengetahui bagaimana

apakah mereka termotivasi atau tidak, nilai mereka bertambah atau di bawah KKM.

9. **Jenis teks atau materi apakah yang dianggap paling sulit bagi siswa dalam belajar bahasa inggris?**

Jawab      : untuk tingkat kesulitannya siswa itu mengalami kesulitan saat menemui soal atau teks yang panjang seperti procedure text. Karena kelemahan mereka pada kosa kata jadi mereka kesulitan memahami makna pada teks tersebut.
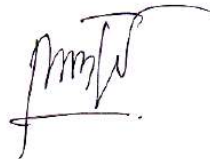
Bumi Raharjo, 11 Oktober 2021

Interviewee                                    Interviewer

Winda Purnamasari, S,S                Pita Alpiyah

# INSTRUMENT OF PRE-TEST

# PROCEDURE TEXT

The following text is for questions 1 to 4

---

**Es Teler**

**Ingredients:**
- 150 gr sugar
- 2 pandan leaves
- 50 ml water
- 400 gr ripe avocado, cut into 1 cm cubes
- 400 gr ripe jackfruit, deseeded and cut into 1 cm cubes
- 3 young coconuts, meat scraped out
- Crushed ice
- Condensed milk

**Steps:**
1. Combine sugar, pandan leaves and water in a small saucepan.
2. Heat for a few minutes until sugar dissolves.
3. Cool syrup.
4. Place generous spoonfuls of cubed avocado, jackfruit and young coconut into a serving bowl.
5. Add a little syrup to sweeten.
6. Top with crushed ice and a drizzle of condensed milk.
7. Serve immediately.

---

1. What is the text about?

   A. The description of Es Teler
   B. The steps for making Es Teler
   C. The procedure to enjoy Es Teler
   D. The methods to serve Es Teler
2. How much water do we need if we want to make "Es Teler"?
   A. 20 ml                    C. 150 ml
   B. 50 ml                    D. 400 ml
3. What should we do to dissolve sugar immediately?
   A. Heat it for a few minutes.
   B. Crush it in a small saucepan.
   C. Combine sugar and water.
   D. Stir it continuously.

4. "Serve immediately". (Last step)
   The underlined word is similar in meaning to ….
   A. Lately
   B. Instantly
   C. Sharply
   D. Gradually

The following text is for questions 5 to 7

---

**How to Make a Paper Mask**

**Materials:**
- Thick paper
- Scissors
- Two rubber bands
- Coloring pencils
- A cutter
- A pencils

**Steps:**
1. Firstly, draw a pattern of a face as you like on thick paper.
2. Secondly, color or decorate your drawing.
3. Thirdly, use scissors to cut out the picture. Follow the line.
4. Fourthly, use a cutter to make the holes for the eyes and to make a small hole for each ear.
5. Fifthly, tie a rubber band on each hole.
6. Finally, try your mask on by hooking the rubber bands on your eyes.

---

5. The text mainly discusses about?

   A. The way to make a paper mask.
   B. The step of using a paper mask.
   C. The materials needed to make a mask.
   D. How to cut paper using scissors.
6. What do we need to make holes for the eyes?
   A. A cutter.
   B. A sharp knife.
   C. A trowel.
   D. A pair of scissors.
7. To put the mask on your face, you should …
   A. Cut the holes for the eyes.
   B. Cut a big hole for the mouth.
   C. Tie a rubber band on your nose.
   D. Hook the rubber bands on your ears.

The following text is for questions 7 to 10

---

**How to Run a Modem**

First, turn on your PC. Then insert your modem into the slot.
After that, install your modem in the modem program. Next, click
'connect' in the modem program. If the blue light in the modem
is on, this means that the modem is connected and you can start
working with it. Choose one of the internet browser programs and
type the web address you want. When you finish using the
modem, open the modem program again and click 'exit', then
remove your modem from the modem slot. Finally, turn off your
PC.

---

8. What is the text about?

   A. Using a modem.
   B. Creating a modem.
   C. Inserting a modem.
   D. Programming a modem.

9. "… open the modem program again and click 'exit', then remove your
   modem …"

   The word "remove" means ….

   A. Insert
   B. Eject
   C. Move
   D. Throw

10. "…you can start working with it."
    What does the word "it" refers to?
    A. The PC
    B. The laptop
    C. The modem
    D. The internet

## INDICATORS OF READING

| No | Indicator of Reading | Questions | Number of Questions |
|---|---|---|---|
| 1 | Identifying the Topic | • What is the text about? <br> • The text tells us about? | 1, 10, 13, 18 |
| 2 | Identifying the Main Idea | • What is the main idea in the topic? | 7 |
| 3 | Explicit Meaning | • How much water do we need if we want to make "Es Teler"? <br> • What do we need to make holes for the eyes? <br> • The text above belongs to… <br> • Which of the following procedures is true? <br> • What is the main ingredient of the bergedel tempe? <br> • When we add the egg in making bergedel tempe? | 2, 4, 5, 12, 14,15 |
| 4 | Implicit Meaning | • The antonym "exit" is … <br> • The antonym of the underlined word "bottom" is … | 8, 20 |
| 5 | Contextual Meaning | • The underlined word is similar in meaning to … <br> • The word "stir" means … <br> • The underlined word has the closest meaning to … | 3, 11, 17, 19 |
| 6 | Identifying Referents | • What does the word "it" refers to? | 9 |
| 7 | Identifying the Purpose | • What is the social function of this text? <br> • What is the purpose of the text? | 6, 16 |

# INSTRUMENT OF POST-TEST

# PROCEDURE TEXT

The following text is for questions 1 to 3

| **Es Teler** |
|---|
| **Ingredients:** |
| • 150 gr sugar |
| • 2 pandan leaves |
| • 50 ml water |
| • 400 gr ripe avocado, cut into 1 cm cubes |
| • 400 gr ripe jackfruit, deseeded and cut into 1 cm cubes |
| • 3 young coconuts, meat scraped out |
| • Crushed ice |
| • Condensed milk |
| **Steps:** |
| 8. Combine sugar, pandan leaves and water in a small saucepan. |
| 9. Heat for a few minutes until sugar dissolves. |
| 10. Cool syrup. |
| 11. Place generous spoonfuls of cubed avocado, jackfruit and young coconut into a serving bowl. |
| 12. Add a little syrup to sweeten. |
| 13. Top with crushed ice and a drizzle of condensed milk. |
| 14. Serve immediately. |

1. What is the text about?
    E. The description of Es Teler
    F. The steps for making Es Teler
    G. The procedure to enjoy Es Teler
    H. The methods to serve Es Teler
2. How much water do we need if we want to make "Es Teler"?
    C. 20 ml                    C. 150 ml
    D. 50 ml                    D. 400 ml
3. "Serve immediately". (Last step)
    The underlined word is similar in meaning to ….
    E. Lately
    F. Instantly
    G. Sharply

H. Gradually

The following text is for questions 4 to 6

---

**How to Make a Paper Mask**

**Materials:**
- Thick paper
- Scissors
- Two rubber bands
- Coloring pencils
- A cutter
- A pencils

**Steps:**
7. Firstly, draw a pattern of a face as you like on thick paper.
8. Secondly, color or decorate your drawing.
9. Thirdly, use scissors to cut out the picture. Follow the line.
10. Fourthly, use a cutter to make the holes for the eyes and to make a small hole for each ear.
11. Fifthly, tie a rubber band on each hole.
12. Finally, try your mask on by hooking the rubber bands on your eyes.

---

4. What do we need to make holes for the eyes?

    E. A cutter.
    F. A sharp knife.
    G. A trowel.
    H. A pair of scissors.
5. The text above belongs to….
    A. Narrative
    B. Procedure
    C. Recount
    D. News item
6. What is the purpose of the text?
    A. Describing A Paper Mask.
    B. Entertaining the reader with Paper Mask.
    C. Persuading the reader about a Masker.
    D. Telling the reader about How to Make a Paper Mask.

The following text is for questions 7 to 9

---

**How to Run a Modem**

First, turn on your PC. Then insert your modem into the slot.
After that, install your modem in the modem program. Next, click
'connect' in the modem program. If the blue light in the modem
is on, this means that the modem is connected and you can start
working with it. Choose one of the internet browser programs and
type the web address you want. When you finish using the
modem, open the modem program again and click 'exit', then
remove your modem from the modem slot. Finally, turn off your
PC.

---

7. What is the main idea in the topic?
   E. Using a modem.
   F. Creating a modem.
   G. Inserting a modem.
   H. Programming a modem.
8. "… open the modem program again and click 'exit', then remove your
   modem …"
   The antonym "exit" is….
   E. Insert
   F. Eject
   G. Leave
   H. Entrance
9. "…you can start working with it."
   What does the word "it" refers to?
   E. The PC
   F. The laptop
   G. The modem
   H. The internet

The following text is for questions 10 to 12

**How to Make Star fruits Punch**

**Ingredients**
- 250 gr yellow star fruits in slices.
- 100 ml water 2 spoonful of vanilla.
- 8 teaspoonful of lemonade extract.

**Steps**
1. Put slices of star fruit and water in the blender. Wait until it's soft. Skim it.
2. Add syrup, lemonade extract and soda water. Stir thoroughly.
3. Pour it in the glass and put in the ice cubes.

10. What is the text about?
    A. How to make star fruit punch
    B. The ingredients of star fruits
    C. How to slice star fruits
    D. Ho to use blender
11. "… Lemonade extract and soda water. Stir thoroughly."
    The word "stir" means ….
    A. To make smooth
    B. To cut
    C. To boil
    D. To move an object in order to mix it
12. Which of the following procedures is true?
    A. Put slices of star fruits in the glass
    B. Put ice cubes in the blender
    C. Skim two spoonful of vanilla
    D. Skim the slices of star fruits and water which already  been softened

The following text is for questions 13 to 17

**How to Make Bergedel Tempe**

**Ingredients**
- 150 gr Tempe
- 1 tablespoon
- 1 egg
- 1 spoon Royco
- 1 cup vegetable oil for frying

**Steps**
1. Mash the tempe with a fork.
2. Put the mashed tempe in bowl and mix with the flour and royco. Followed by an egg.
3. Shape the tempe into the size of a golf ball and flatten a little with a fork.
4. Heat the vegetable oil in a medium flame. When the oil is hot, drop the tempe into oil, five or six at a time.
5. Fry until golden brown and both sides, drain on absorbent paper and serve hot with chili or sauce.

13. The text tells us about?
    A. How to make frying tempe
    B. How to make bergedel tempe
    C. How to make tempe
    D. How to use blender

14. What is the main ingredient of the bergedel tempe?
    A. Tempe
    B. Bergedel tempe
    C. Egg
    D. Royco

15. When we add the egg in making bergedel tempe?
    A. Between we mask the tempe and shape the tempe.
    B. After we shape the tempe before we mask the tempe.
    C. Before we shape the tempe and mix the tempe with royco.
    D. While we shape the tempe.

16. What is the social function of this text?
    A. To inform the readers about Bergedel Tempe.
    B. To retell about Bergedel Tempe.
    C. To describe about Bergedel Tempe.
    D. To describe about how to make Bergedel Tempe.

17. "Fry until golden brown on both sides, drain on *absorbent*…"
    The underlined word has the closest meaning to…
    A. Flat

B. Plate
C. Dry
D. <mark>Getter</mark>

The following text is for questions 18 to 20

---

**How to Activate The Hand phone**

1. First, open the cover of the hand phone.
2. Secondly, open the battery part of the phone and you can find I card slot inside.
3. Third, insert the sim v card to the sim card slot and put back the battery.
4. Fourth, close the battery with a cover of the hand phone.
5. Fifth, connect the cable of charger to the hole in the bottom of the hand phone. Charging the battery may take four up to six hours.
6. Sixth, when the battery is fully charged, the bar will stop scrolling.
7. Seventh, we can activate the hand phone with pushing the button on the side of it.
8. Finally, we are ready to use our hand phone.

---

18. What is the text about?
    A. How to get a hand phone.
    B. <mark>How to activate a hand phone.</mark>
    C. The materials of a hand phone.
    D. How to put a sim card.

19. "*The ways to activate the hand phone*".
    The synonym of the underlined word is …
    A. Ingredients
    B. Performances
    C. <mark>Steps</mark>
    D. Devices

20. "Fifth, connect the cable of charger to the hole in the *bottom* of the hand phone".
    The antonym of the underlined word is …
    A. Height
    B. Case
    C. Length
    D. <mark>Upper</mark>

# LIST OF PRESENCE

# POST-TEST I

| No | Name of Students | Class | Signature |
|---|---|---|---|
| 1. | iGNATiUS HENDiKA | VIIIC | |
| 2. | CHIKA ARDINATA AGUSTIN | VIIIC | |
| 3. | Alfi Atul Hasanah | VIIIC | |
| 4. | Dyah Ayu Pertiwi | VIIIC | |
| 5. | Desi ANISA RAHMA WAti | VIIIC | |
| 6. | miFtahul Jannah | VIIIC | |
| 7. | Arisda Al khaniF | VIIIc | |
| 8. | Citra Ayu lestari | VIII C | |
| 9. | Mahasa Putra | VIII C | |
| 10. | Melda etika Sari | VIII C | |
| 11. | Rahma mae Cola | VIII c | |
| 12. | Alisia Salsa Bia | VIII c | |
| 13. | Ravi Novia Yuwanda | VIII C | |
| 14. | ADlina choirul WilDani | VIIIC | |
| 15. | Fitri nuraini | VIIIC | |
| 16. | RAHEl Aditia Sandi | VIII C | |
| 17. | iiyas mAULANA AkbAr | VIIIC | |
| 18. | ORAL AZIZUl Alim | VIIIC | |
| 19. | NovIAn tIRta DHARMA | VIII C | |
| 20. | ADITYA WIJAYA | VIII C | |
| 21. | RAFA STYA PRATAMA | VIIIC | |
| 22. | SIH FAUZIAH | VIIIC | |
| 23. | NOVIta Sari | VIII C | |
| 24. | Alifah Nita Anggraeni | VIII C | |
| 25. | | | |
| 26. | | | |
| 27. | | | |
| 28. | | | |
| 29. | | | |
| 30. | | | |
| 31. | | | |
| 32. | | | |
| 33. | | | |

# LIST OF PRESENCE

## POST-TEST II

| No | Name of Students | Class | Signature |
|---|---|---|---|
| 1. | IGNATIUS HENDIKA | VIIIC | |
| 2. | CHIKA ARDINATA AGUSTIN | VIIIC | |
| 3. | ALFI ATUL HASANAH | VIIIC | |
| 4. | DYAH AYU PERTIWI | - | Sakit |
| 5. | DESI ANISA RAHMA WATI | - | Sakit |
| 6. | MIFTAHUL JANNAH | VIII C | |
| 7. | ARISDA AL KHANIF | VIIIᶜ | |
| 8. | CITRA AYU LESTARI | VIII C | |
| 9. | MAHESA PUTRA | - | Sakit |
| 10. | MELDA ETIKA SARI | VIII C | |
| 11. | RAHMA MAE CELLA | VIII c | |
| 12. | ALISIA SALSA BILA | VIII C | |
| 13. | REVI NOVIA YOLANDA | VIII C | |
| 14. | AOLINA CHOIRUL WILDANI | VIIIC | |
| 15. | FITRI NURAINI | VIII C | |
| 16. | RAHEL ADITIA SANDI | - | Sakit |
| 17. | ILYAS MAULANA AKBAR | VIII C | |
| 18. | OVAL AZIZUL ALIM | VIII c | |
| 19. | NOVIAN TIRTA DHARMA | VIIIC | |
| 20. | ADITYA WIJAYA | VIII C | |
| 21. | RAFA STYA PRATAMA | VIII c | |
| 22. | SITI FAUZIAH | - | Sakit |
| 23. | NOVITA SARI | VIIIC | |
| 24. | ALIFAH NITA ANGGRAENI | VIIIC | |
| 25. | RAHEL Aditia Sandi | VIII c | |
| 26. | IGNATIUS HG | | |
| 27. | JULINDRA FIRMANSYAA | VII C | |
| 28. | MAHESA PUTRA | VIII C | |
| 29. | Ridho Dwiki Saputra | VIIIC | |
| 30. | Verisa handayani | VIIIC | |
| 31. | Dyah Ayu Pertiwi | VIIIc | |
| 32. | MUHIMA | VIIIC | |
| 33. | | | |

# HASIL KERJA SISWA



# PRE-TEST

30

Name : Aefi Aeul Hasanah
Class : VIII C

The following text is for questions 1 to 3

**How to Make Cheesecake**
**Ingredients:**
- ⅓ cup of sugar
- 2 eggs
- ½ teaspoon of vanilla
- 2 packages of cream cheese

**Steps:**
1. Beat and blend sugar, cream cheese, and vanilla at medium speed.
2. Blend in the eggs, then stir.
3. Bake at 35 celsius for 40 minutes or until it is almost set.
4. Cool.
5. To get the best result, put it in the refrigerator for 3 hours.
6. Yield: 6 servings
7. Preparation time: 5 minutes

For how many people can the cake be served?
A. 2.        C. 7
B. 6        D. 4

2. The text above is called ...
A. Description        C. Report
B. Explanation        D. Procedure

3. The goal of the text above is to tell about ...
A. How to blend vanilla dan sugar.
B. How to make cheesecake.
C. How to bake a cake.
D. How to beat cream cheese.

The following text is for questions 4 to 6

**How to Make Easy French Toast**
**Ingredients:**
- 1 spoon of sugar
- 2 eggs
- 4 pcs of bread
- ¼ cup of milk
- Butter
- Pan
- Fork
- Plate
- Bowl

**Steps:**
1. Break the eggs, then pour the milk in the bowl.
2. Add a spoon of sugar.
3. Mix the sugar, milk, and eggs.
4. Next, put 1 piece of bread in the bowl with eggs, milk, and sugar.
5. Then, turn it over.
6. Put butter on the pan and heat.
7. After the pan is hot, take out the bread from the bowl and put it in the pan.
8. Flip the bread after you cook one side, to the other side.
9. After finishing, cook the other 3 pieces of bread with the same steps.
10. Now, serve the bread on the plate

4. What is the purpose of the text about french toast?
A. Describing french toast
B. Entertaining the reader with french toast
C. Persuading the reader to cook french toast
D. Telling the reader how to make french toast

5. "To make French Toast, you need...."
The expression in the text above belongs to ...
A. Materials
B. Purpose
C. Methods
D. Goal

6. "Then, boil the noodles on low heat ..."
The best adverb to complete instruction is....
A. When finish
B. When serving
C. Until blended
D. Over the whole oven

B: 3

S: 7

**Ingredients:**
- Buttermilk
- Plain flour
- Egg whites
- Chocolate powder

7. We can find the ingredients above in the ...
A. Lemon tea recipe.
B. Chocolate cake recipe
C. Strawberry pudding recipe
D. Pudding recipe

The following text is for questions 10 to 12

**How to Make Star fruits Punch**
**Ingredients**
- 250 gr yellow star fruits in slices.
- 100 ml water 2 spoonful of vanilla.
- 8 teaspoonful of lemonade extract.

**steps**
1. Put slices of star fruit and water in the blender. Wait until it's soft. Skim it.
2. Add syrup, lemonade extract and soda water. Stir thoroughly.
3. Pour it in the glass and put in the ice cubes.

8. What is the text about?
A. How to make star fruit punch
B. The ingredients of star fruits
C. How to slice star fruits
D. Ho to use blender

9. "... Lemonade extract and soda water. Stir thoroughly."
The word "stir" means ....
A. To make smooth
B. To cut
C. To boil
D. To move an object in order to mix it

10. Which of the following procedures is true?
A. Put slices of star fruits in the glass
B. Put ice cubes in the blender
C. Skim two spoonful of vanilla
D. Skim the slices of star fruits and water which already been softened

Name : DYAH AYU PERTIWI
Class : VIII·C

The following text is for questions 1 to 3

**How to Make Cheesecake**
**Ingredients:**
- ½ cup of sugar
- 2 eggs
- ½ teaspoon of vanilla
- 2 packages of cream cheese

**Steps:**
1. Beat and blend sugar, cream cheese, and vanilla at medium speed.
2. Blend in the eggs, then stir.
3. Bake at 35 celsius for 40 minutes or until it is almost set.
4. Cool.
5. To get the best result, put it in the refrigerator for 3 hours.
6. Yield: 6 servings
7. Preparation time: 5 minutes

1. For how many people can the cake be served?
   A. 2.          C. 7
   B. 6           D. 4
2. The text above is called …
   A. Description     C. Report
   B. Explanation     D. Procedure
3. The goal of the text above is to tell about …
   A. How to blend vanilla dan sugar.
   B. How to make cheesecake.
   C. How to bake a cake.
   D. How to beat cream cheese.

The following text is for questions 4 to 6

**How to Make Easy French Toast**
**Ingredients:**
- 1 spoon of sugar
- 2 eggs
- 4 pcs of bread
- ¼ cup of milk
- Butter
- Pan
- Fork
- Plate
- Bowl

**Steps:**
1. Break the eggs, then pour the milk in the bowl.
2. Add a spoon of sugar.
3. Mix the sugar, milk, and eggs.
4. Next, put 1 piece of bread in the bowl with eggs, milk, and sugar.
5. Then, turn it over.
6. Put butter on the pan and heat.
7. After the pan is hot, take out the bread from the bowl and put it in the pan.
8. Flip the bread after you cook one side, to the other side.
9. After finishing, cook the other 3 pieces of bread with the same steps.
10. Now, serve the bread on the plate

4. What is the purpose of the text about french toast?
   A. Describing french toast
   B. Entertaining the reader with french toast
   C. Persuading the reader to cook french toast
   D. Telling the reader how to make french toast
5. "To make French Toast, you need…." The expression in the text above belongs to …
   A. Materials
   B. Purpose
   C. Methods
   D. Goal
6. "Then, boil the noodles on low heat …" The best adverb to complete instruction is….
   A. When finish
   B. When serving
   C. Until blended
   D. Over the whole oven

**Ingredients:**
- Buttermilk
- Plain flour
- Egg whites
- Chocolate powder

7. We can find the ingredients above in the …
   A. Lemon tea recipe.
   B. Chocolate cake recipe
   C. Strawberry pudding recipe
   D. Pudding recipe

The following text is for questions 10 to 12

**How to Make Star fruits Punch**
**Ingredients**
- 250 gr yellow star fruits in slices.
- 100 ml water 2 spoonful of vanilla.
- 8 teaspoonful of lemonade extract.

**steps**
1. Put slices of star fruit and water in the blender. Wait until it's soft. Skim it.
2. Add syrup, lemonade extract and soda water. Stir thoroughly.
3. Pour it in the glass and put in the ice cubes.

8. What is the text about?
   A. How to make star fruit punch
   B. The ingredients of star fruits
   C. How to slice star fruits
   D. Ho to use blender
9. "… Lemonade extract and soda water. Stir thoroughly."
   The word "stir" means ….
   A. To make smooth
   B. To cut
   C. To boil
   D. To move an object in order to mix it
10. Which of the following procedures is true?
    A. Put slices of star fruits in the glass
    B. Put ice cubes in the blender
    C. Skim two spoonful of vanilla
    D. Skim the slices of star fruits and water which already been softened

B = 6
S = 4

Name : Miflahul Jannah
Class : VIIIc

The following text is for questions 1 to 3

**How to Make Cheesecake**
**Ingredients:**
- ½ cup of sugar
- 2 eggs
- ½ teaspoon of vanilla
- 2 packages of cream cheese

**Steps:**
1. Beat and blend sugar, cream cheese, and vanilla at medium speed.
2. Blend in the eggs, then stir.
3. Bake at 35 celsius for 40 minutes or until it is almost set.
4. Cool.
5. To get the best result, put it in the refrigerator for 3 hours.
6. Yield: 6 servings
7. Preparation time: 5 minutes

1. For how many people can the cake be served?
   A. 2.          C. 7
   B. 6           D. 4
2. The text above is called ...
   A. Description      C. Report
   B. Explanation      D. Procedure
3. The goal of the text above is to tell about ...
   A. How to blend vanilla dan sugar.
   B. How to make cheesecake.
   C. How to bake a cake.
   D. How to beat cream cheese.

The following text is for questions 4 to 6

**How to Make Easy French Toast**
**Ingredients:**
- 1 spoon of sugar
- 2 eggs
- 4 pcs of bread
- ¼ cup of milk
- Butter
- Pan
- Fork
- Plate
- Bowl

**Steps:**
1. Break the eggs, then pour the milk in the bowl.
2. Add a spoon of sugar.
3. Mix the sugar, milk, and eggs.
4. Next, put 1 piece of bread in the bowl with eggs, milk, and sugar.
5. Then, turn it over.
6. Put butter on the pan and heat.
7. After the pan is hot, take out the bread from the bowl and put it in the pan.
8. Flip the bread after you cook one side, to the other side.
9. After finishing, cook the other 3 pieces of bread with the same steps.
10. Now, serve the bread on the plate

4. What is the purpose of the text about french toast?
   A. Describing french toast
   B. Entertaining the reader with french toast
   C. Persuading the reader to cook french toast
   D. Telling the reader how to make french toast
5. "To make French Toast, you need...."
   The expression in the text above belongs to ...
   A. Materials
   B. Purpose
   C. Methods
   D. Goal
6. "Then, boil the noodles on low heat ..."
   The best adverb to complete instruction is....
   A. When finish
   B. When serving
   C. Until blended
   D. Over the whole oven

**Ingredients:**
- Buttermilk
- Plain flour
- Egg whites
- Chocolate powder

7. We can find the ingredients above in the ...
   A. Lemon tea recipe.
   B. Chocolate cake recipe
   C. Strawberry pudding recipe
   D. Pudding recipe

The following text is for questions 10 to 12

**How to Make Star fruits Punch**
**Ingredients**
- 250 gr yellow star fruits in slices.
- 100 ml water 2 spoonful of vanilla.
- 8 teaspoonful of lemonade extract.

**steps**
1. Put slices of star fruit and water in the blender. Wait until it's soft. Skim it.
2. Add syrup, lemonade extract and soda water. Stir thoroughly.
3. Pour it in the glass and put in the ice cubes.

8. What is the text about?
   A. How to make star fruit punch
   B. The ingredients of star fruits
   C. How to slice star fruits
   D. Ho to use blender
9. "... Lemonade extract and soda water. Stir thoroughly."
   The word "stir" means ....
   A. To make smooth
   B. To cut
   C. To boil
   D. To move an object in order to mix it
10. Which of the following procedures is true?
   A. Put slices of star fruits in the glass
   B. Put ice cubes in the blender
   C. Skim two spoonful of vanilla
   D. Skim the slices of star fruits and water which already been softened

B : 7
5 : 3

Name : RAFA STYA PRATAMA
Class : VIII C

The following text is for questions 1 to 3

**How to Make Cheesecake**
Ingredients:
- ½ cup of sugar
- 2 eggs
- ½ teaspoon of vanilla
- 2 packages of cream cheese

Steps:
1. Beat and blend sugar, cream cheese, and vanilla at medium speed.
2. Blend in the eggs, then stir.
3. Bake at 35 celsius for 40 minutes or until it is almost set.
4. Cool.
5. To get the best result, put it in the refrigerator for 3 hours.
6. Yield: 6 servings
7. Preparation time: 5 minutes

1. For how many people can the cake be served?
   A. 2.
   B. 6
   C. 7
   D. 4
2. The text above is called ...
   A. Description
   B. Explanation
   C. Report
   D. Procedure
3. The goal of the text above is to tell about ...
   A. How to blend vanilla dan sugar.
   B. How to make cheesecake.
   C. How to bake a cake.
   D. How to beat cream cheese.

The following text is for questions 4 to 6

**How to Make Easy French Toast**
Ingredients:
- 1 spoon of sugar
- 2 eggs
- 4 pcs of bread
- ¼ cup of milk
- Butter
- Pan
- Fork
- Plate
- Bowl

Steps:
1. Break the eggs, then pour the milk in the bowl.
2. Add a spoon of sugar.
3. Mix the sugar, milk, and eggs.
4. Next, put 1 piece of bread in the bowl with eggs, milk, and sugar.
5. Then, turn it over.
6. Put butter on the pan and heat.
7. After the pan is hot, take out the

B = 6
S = 4

---

bread from the bowl and put it in the pan.
8. Flip the bread after you cook one side, to the other side.
9. After finishing, cook the other 3 pieces of bread with the same steps.
10. Now, serve the bread on the plate

4. What is the purpose of the text about french toast?
   A. Describing french toast
   B. Entertaining the reader with french toast
   C. Persuading the reader to cook french toast
   D. Telling the reader how to make french toast
5. "To make French Toast, you need...."
   The expression in the text above belongs to ...
   A. Materials
   B. Purpose
   C. Methods
   D. Goal
6. "Then, boil the noodles on low heat ..."
   The best adverb to complete instruction is....
   A. When finish
   B. When serving
   C. Until blended
   D. Over the whole oven

Ingredients:
- Buttermilk
- Plain flour
- Egg whites
- Chocolate powder

7. We can find the ingredients above in the ...
   A. Lemon tea recipe.
   B. Chocolate cake recipe
   C. Strawberry pudding recipe
   D. Pudding recipe

The following text is for questions 10 to 12

**How to Make Star fruits Punch**
Ingredients
- 250 gr yellow star fruits in slices.
- 100 ml water 2 spoonful of vanilla.
- 8 teaspoonful of lemonade extract.

steps
1. Put slices of star fruit and water in the blender. Wait until it's soft. Skim it.
2. Add syrup, lemonade extract and soda water. Stir thoroughly.
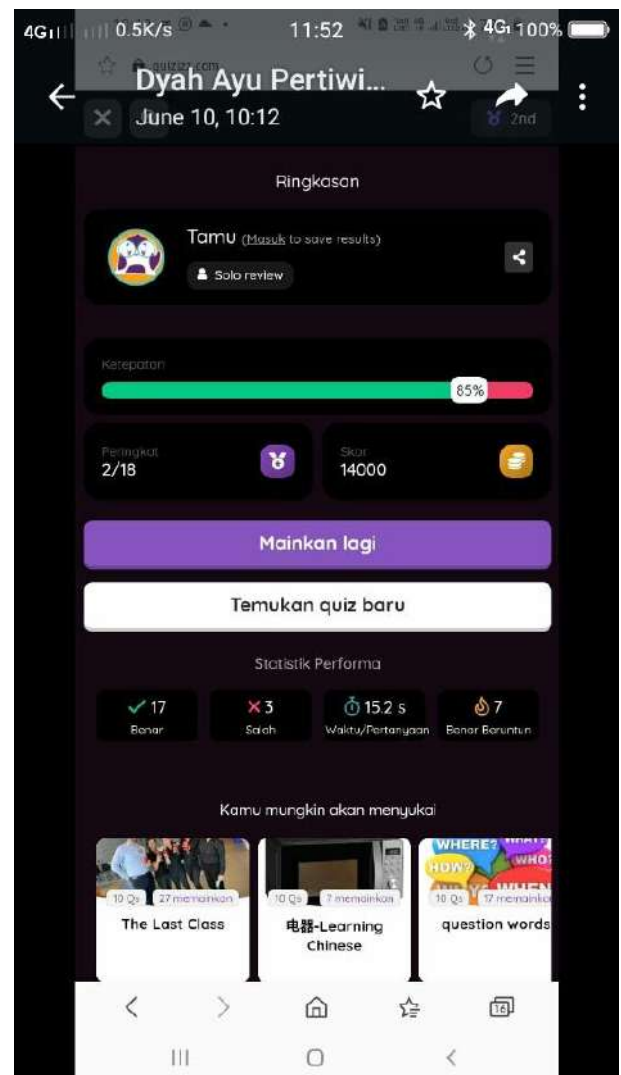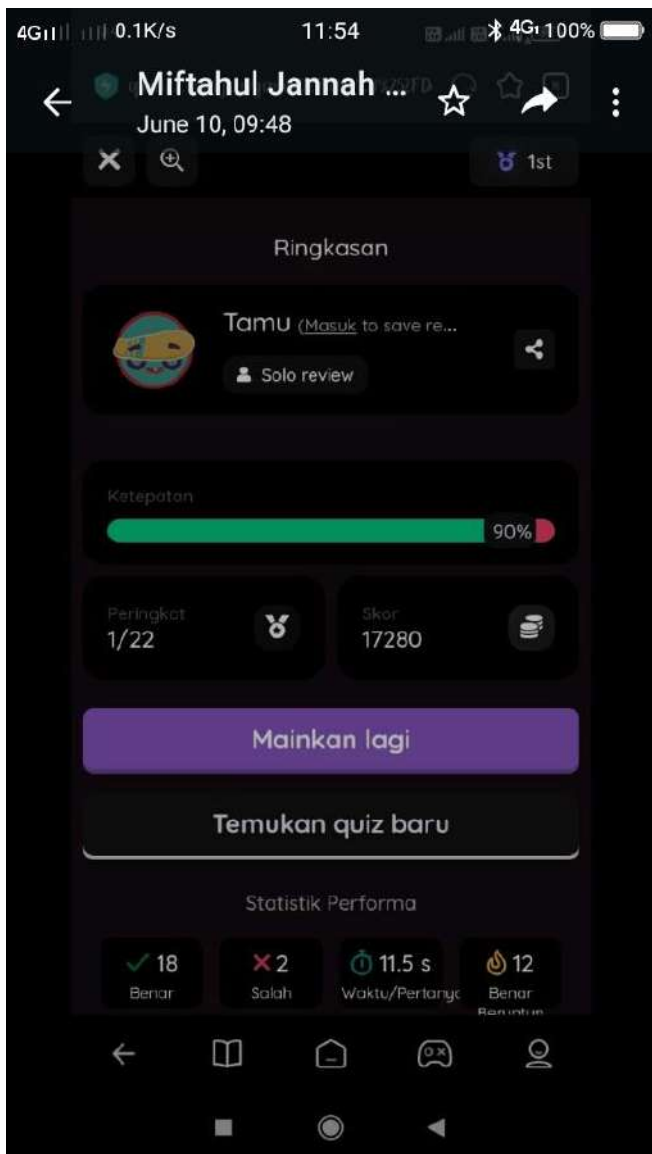3. Pour it in the glass and put in the ice cubes.

B = 6
S = 4

---

8. What is the text about?
   A. How to make star fruit punch
   B. The ingredients of star fruits
   C. How to slice star fruits
   D. Ho to use blender
9. "... Lemonade extract and soda water. Stir thoroughly."
   The word "stir" means ....
   A. To make smooth
   B. To cut
   C. To boil
   D. To move an object in order to mix it
10. Which of the following procedures is true?
    A. Put slices of star fruits in the glass
    B. Put ice cubes in the blender
    C. Skim two spoonful of vanilla
    D. Skim the slices of star fruits and water which already been softened

B : 6
S : 4

# HASIL KERJA SISWA

# POST-TEST II

**Miftahul Jannah ...**
June 10, 09:48

☆ 1st

Ringkasan

Tamu (Masuk to save re...)
👤 Solo review

Ketepatan
90%

Peringkat
1/22

Skor
17280

Mainkan lagi

Temukan quiz baru

Statistik Performa

✓ 18 Benar   ✗ 2 Salah   ⏱ 11.5 s Waktu/Pertanya   🔥 12 Benar Beruntun

---

**Rafa Stya VIIIc**
June 10, 10:00

☆ 2nd

Ringkasan

Tamu (Masuk to save re...)
👤 Solo review

Ketepatan
85%

Peringkat
2/17

Skor
14060

Mainkan lagi

Temukan quiz baru

Statistik Performa

✓ 17   ✗ 3   ⏱ 16.2 s   🔥 7

Assalamualaikum Mis,ini nilai nya

## Observation Sheet of Students' Activity in the Classroom (Cycle I)

**Subject** : English
**Class** : VIII
**School** : SMPN 2 BUMIRATU NUBAN

| No | Aspect | Score | | | |
|---|---|---|---|---|---|
| | | Never | Sometimes | Always | Description |
| 1. | The students pay attention of teacher's explanation. | — | — | ✓ | |
| 2. | The students ask or answer the questions. | ✓ | — | — | |
| 3. | The student individually identify and analyzing the text well. | ✓ | — | — | |
| 4. | The student can use technology well. | — | ✓ | — | |
| 5. | The student active in the class. | — | ✓ | — | |
| 6. | Students class atmosphere positive | — | ✓ | — | |
| 7. | Students feel enthusiastic doing task by using Quizizz Application | — | — | ✓ | |
| 8. | The students able to do task well. | — | ✓ | — | |

Observation Sheet of Students' Activity in the Classroom (Cycle II)

Subject : English

Class : VIII

School : SMPN 2 BUMIRATU NUBAN

| No | Aspect | Score | | | |
|---|---|---|---|---|---|
| | | Never | Sometimes | Always | Description |
| 1. | The students pay attention of teacher's explanation. | – | – | ✓ | |
| 2. | The students ask or answer the questions. | – | – | ✓ | |
| 3. | The student individually identify and analyzing the text well. | – | ✓ | – | |
| 4. | The student can use technology well. | – | – | ✓ | |
| 5. | The student active in the class. | – | – | ✓ | |
| 6. | Students class atmosphere positive | – | – | ✓ | |
| 7. | Students feel enthusiastic doing task by using Quizizz Application | – | – | ✓ | |
| 8. | The students able to do task well. | – | ✓ | – | |

**Observation Sheet of Teachers' Activity in the Classroom**

Subject   : English

Class     : VIII

School    : SMPN 2 BUMIRATU NUBAN

| No | Aspect | Score | | | |
|----|--------|-------|--|--|--|
| | | Never | Sometimes | Always | Description |
| 1. | The teacher prepare lesson plan. | — | — | ✓ | |
| 2. | The teacher prepared the material. | — | — | ✓ | |
| 3. | The researcher opens the class by greeting and checking students' attendance. | — | — | ✓ | |
| 4. | The researcher introduces the topic to the students. | — | — | ✓ | |
| 5. | The researcher identifies students' major understanding about procedure texts. | — | — | ✓ | |
| 6. | The researcher explains the generic structures and language features of procedure text to the students. | — | — | ✓ | |
| 7. | The researcher gives an example of procedure to the students. | — | — | ✓ | |
| 8. | The researcher applies Quizizz Application in teaching reading procedure text. | — | — | ✓ | |
| 9. | The researcher and the students conclude the material. | — | — | ✓ | |
| 10. | The researcher closes the learning activity. | — | — | ✓ | |

**The Condition of Teachers and the Official Employers**
**At SMP Negeri 2 Bumiratu Nuban**

| No | The Subjects' Teacher | Jumlah |
|----|-----------------------|--------|
| 1. | Islamic Education | 2 |
| 2. | Indonesia Education | 4 |
| 3. | Civic Education | 1 |
| 4. | Physical Education | 1 |
| 5. | Art | 1 |
| 6. | Mathematics | 2 |
| 7. | English Education | 2 |
| 8. | Natural Science | 4 |
| 9. | Social science | 2 |
| 10. | Counseling Guidance | 1 |
| 11. | Extracurricular | 5 |
| 12. | Communication Technology | 1 |
| 13. | Christian | 1 |
| 14. | Local Language | 2 |
| 15. | Library | 4 |
| 16. | UKS | 1 |
| 17. | Staff TU | 3 |
| **Total** | | **37** |

**The Students Quantity of**
**SMP Negeri 2 Bumiratu Nuban**

| No | Kelas | Keterangan | | Jumlah | | Jml | Jml |
|----|-------|-----|-----|-----|-----|-----|-----|
| | | Lk | Pr | Lk | Pr | | |
| 1 | VII A | 14 | 18 | | | 32 | |
| 2 | VII B | 16 | 16 | 50 | 62 | 32 | 112 |
| 3 | VII C | 14 | 18 | | | 32 | |
| 4 | VII D | 6 | 10 | | | 16 | |
| 5 | VIII A | 17 | 14 | | | 31 | |
| 6 | VIII B | 17 | 15 | 61 | 53 | 32 | 114 |
| 7 | VII C | 16 | 15 | | | 31 | |
| 8 | VIII D | 11 | 9 | | | 20 | |
| 9 | IX A | 15 | 16 | | | 31 | |
| 10 | IX B | 15 | 17 | 47 | 51 | 32 | 122 |
| 11 | IX C | 12 | 17 | | | 29 | |
| 12 | IX D | 17 | 13 | | | 30 | |
| **Jumlah** | | **170** | **178** | **158** | **166** | **348** | **348** |
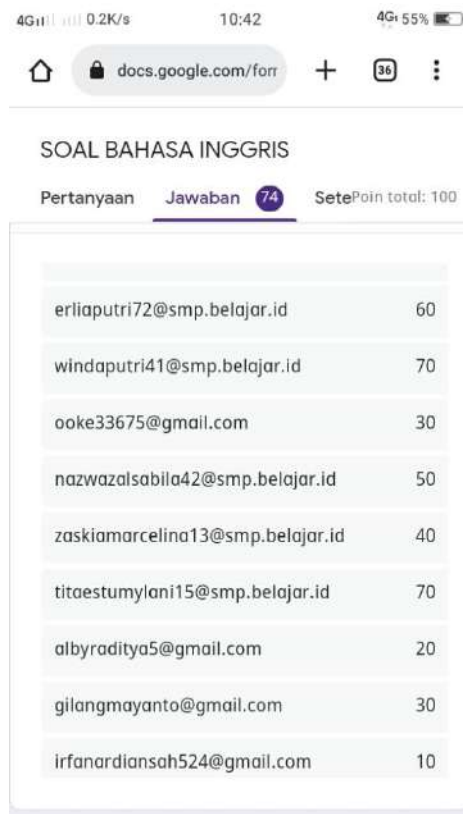
*Sumber: Dokumentasi SMP Negeri 2 Bumiratu Nuban*

# DOCUMENTATION

## Profil SMPN 2 Bumiratu Nuban



## The researcher gave a Pre-Test Online with Google form

**Teaching 1**
**The researcher giving attandence list**



**Teaching 2**
**The researcher gave an explanation about Procedure Text**

**The researcher gave a Post-Test 1**



**Teaching 3**
**Learning process in cycle 2**

**The researcher gave a Post-Test 2**
**Using Quizizz Application**

**KARTU KONSULTASI BIMBINGAN PROPOSAL**
**MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Pita Alpiyah                          Jurusan   : TBI

NPM : 1801070051                           Semester : VII/2021

| No | Hari/ Tanggal | Pembimbing | Hal-hal yang dibicarakan | Tanda Tangan Mahasiswa |
|----|---------------|------------|--------------------------|------------------------|
| 1  | Senin 15 November 2021 | Leny Setiyana | Pengajuan Background Study | |
| 2  | Senin 22 November 2021 | Leny Setiyana | Pengajuan BAB 1 dan 2 | |

Mengetahui                                          Dosen Pembimbing,
Ketua Jurusan TBI,


**Andianto, M.Pd.**                                 **Leny Setiyana, M.Pd**
NIP. 19871102 201503 1 004                          NIDN. 2016099101

## KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
### FAKULTAS TARBIYAH DAN ILMU KEGURUAN
### IAIN METRO

Nama : Pita Alpiyah      Jurusan  : TBI
NPM : 1801070051      Semester : VIII/2021

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|-----------------------------|------------------------|
|    | Selasa 25/22 /01 | Leny Setiyana | 1. Cek gramar dan kutipan 2. cek bab 3    A |  |
|    | Selasa 9/22 /02 | Leny Setiyana | ACC bab 1 - 3 Silakan lanjut untuk Pendaftaran seminar |  |
|    |               |            |                             |                        |
|    |               |            |                             |                        |

Mengetahui
Ketua Jurusan TBI


**ANDIANTO, M.Pd.**
NIP.19871022015031004

Dosen Pembimbing


**LENY SETIYANA, M.Pd**
NIDN. 2016099101

## KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
## IAIN METRO

Nama : Pita Alpiyah  
NPM : 1801070051

Jurusan : TBI  
Semester : VIII/2022

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|------------------------------|------------------------|
| 1. | kamis 4/22 /4 | | Revisi lembar observasi mahasiswa | |
| 2. | kamis 28/22 /4 | | Revisi indikator soal | |
| 3. | selasa 17/22 /5 | | ACC Apd. Canjutkan ke penelitian | |
| 4. | Jumat 24/22 /6 | | Revisi bab 4 sesuai dgn perbaikan | |
| 5. | selasa 28/22 /6 | | perbaikan bab 5 | |

Mengetahui  
Ketua Jurusan TBI

**ANDIANTO, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing

**LENY SETYANA, M.Pd**  
NIDN. 2016099101

## KARTU KONSULTASI BIMBINGAN SKRIPSI
## MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
## IAIN METRO

Nama : Pita Alpiyah  
NPM : 1801070051

Jurusan : TBI  
Semester : VIII/2022

| No | Hari/ Tanggal | Pembimbing | Hal-hal yang dibicarakan | Tanda Tangan Mahasiswa |
|----|---------------|------------|--------------------------|------------------------|
| | Selasa 5/7 22 | Leny Sehyara | ACC bab 4 dan 5 Silakan ajukan sidang | |

Mengetahui  
Ketua Jurusan TBI,

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing,

**Leny Setivana, M.Pd**  
NIDN. 2016099101

Nomor : B-3187/In.28/J/TL.01/05/2021    Kepada Yth.,

Lampiran : -                              KEPALA SMPN 2 BUMIRATU NUBAN

Perihal : **IZIN PRASURVEY**              di-

                                          Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir / Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

| | | |
|---|---|---|
| Nama | : | **PITA ALPIYAH** |
| NPM | : | 1801070051 |
| Semester | : | 7 (Tujuh) |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | USING QUIZIZZ APPLICATION AS A    TOOL TO IMPROVE STUDENTS READING SKILL IN COVID-19 AT THE EIGHT GRADE SMP NEGERI 2 BUMIRATU NUBAN |

Untuk melakukan prasurvey di SMP NEGERI 2 BUMIRATU NUBAN, dalam rangka menyelesaikan Tugas Akhir / Skripsi.

Kami menghaeapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 2 Agustus 2021
Ketua Jurusan,

**Andianto, M.Pd**
NIP 19871102 201503 1 004

Nomor          : 420.3/ 70 /SMPN.2/C.14/D-1/2021
Lampiran       : -
Perihal        : Pemberian Izin  Prasurvey

Kepada Yth.

Sdr  Ketua  Jurusan fakultas Tarbiyah  dan  Ilmu Keguruan IAIN Metro

Di

Metro

Berdasarkan surat saudara Nomor : B-3187/In.28/J/TL.01/05/2021  tanggal 2 Agustus  2021
tentang  Izin Prasurvey, maka Kepala UPTD Satuan Pendidikan SMP Negeri 2 Bumiratu
Nuban Kabupaten Lampung Tengah Memberikan Izin kepada :

    Nama          : PITA ALPIYAH
    NPM           : 1801070051
    Jurusan       : Tadris Bahasa Inggris

Demikian Surat ini kami berikan, untuk dapat dipergunakan sebagaimana mestinya.

                                    Bumiratu Nuban,  9 Agustus  2021
                                    Kepala UPTD Satuan Pendidikan
                                    SMPN 2 Bumiratu Nuban

                                    DEWI INDAWATI, S.Pd.MM.
                                    NIP. 196710212006042002

Nomor      : B-1931/In.28.1/J/TL.00/05/2022
Lampiran   : -
Perihal    : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

| | | |
|---|---|---|
| Nama | : | **PITA ALPIYAH** |
| NPM | : | 1801070051 |
| Semester | : | 8 (Delapan) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS READING SKILL IN PANDEMIC ERA AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG |

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Mei 2022
Ketua Jurusan,

**Andianto M.Pd**
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

# KEMENTERIAN AGAMA REPUBLIK INDONESIA
## INSTITUT AGAMA ISLAM NEGERI METRO
## UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O  Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

## SURAT KETERANGAN BEBAS PUSTAKA
### Nomor : P-1061/In.28/S/U.1/OT.01/07/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

| | |
|---|---|
| Nama | : Pita Alpiyah |
| NPM | : 1801070051 |
| Fakultas / Jurusan | : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris |

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070051

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Juli 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

## SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini.

Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama          : Pita Alpiyah

NPM           : 1801070051

Jurusan       : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 08 Agustus 2022
Ketua Jurusan TBI

**Andianto, M.Pd**
NIP. 1987 1102 201503 1 004

Nomor    : B-1998/In.28/D.1/TL.00/05/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 2 BUMIRATU NUBAN
di-
    Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1999/In.28/D.1/TL.01/05/2022, tanggal 27 Mei 2022 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **PITA ALPIYAH** |
| NPM | : | 1801070051 |
| Semester | : | 8 (Delapan) |
| Jurusan | : | Tadris Bahasa Inggris |

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 2 BUMIRATU NUBAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS READING SKILL IN PANDEMIC ERA AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Mei 2022
Wakil Dekan Akademik dan
Kelembagaan,

**Dr. Yudiyanto S.Si., M.Si.**
*NIP 19760222 200003 1 003*

Nomor        : 420.3/ 68 /SMPN.2/C.14/D-1/2021

Lampiran    : -

Perihal       : Pemberian Izin  Prasurvey

Kepada Yth.

Sdr  Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan  IAIN Metro

Di

    Metro

Berdasarkan surat saudara Nomor : B-1999/In.28/D.1/TL.01/05/2022  tanggal 27 Mei  2022

Untuk mengadakan observasi/survey di SMPN 2 Bumiratu Nuban, maka Plt Kepala UPTD

Satuan Pendidikan SMP Negeri 2 Bumiratu Nuban Kabupaten Lampung Tengah Memberikan

Izin observasi/survey kepada :

Nama          : PITA ALPIYAH

NPM           : 1801070051

Jurusan       : Tadris Bahasa Inggris

Demikian Surat ini kami berikan, untuk dapat dipergunakan sebagaimana mestinya.

Bumi Ratu Nuban,  2 Juni  2022
Plt Kepala UPTD Satuan Pendidikan
SMPN 2 Bumiratu Nuban

HESTI MUSTIKA NINGSIH, S.Pd.I
NIP. 197911072014102002

# S U R A T   T U G A S
Nomor: B-1999/In.28/D.1/TL.01/05/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

| | | |
|---|---|---|
| Nama | : | **PITA ALPIYAH** |
| NPM | : | 1801070051 |
| Semester | : | 8 (Delapan) |
| Jurusan | : | Tadris Bahasa Inggris |

Untuk :

1. Mengadakan observasi/survey di SMPN 2 BUMIRATU NUBAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS READING SKILL IN PANDEMIC ERA AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal    : 27 Mei 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

**Dr. Yudiyanto S.Si., M.Si.**
NIP 19760222 200003 1 003

# USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS' READING SKILL IN PANDEMIC ERA AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG

*by* Pita Alpiyah 1801070051

# AN UNDERGRADUATE THESIS

## USING QUIZIZZ APPLICATION TO IMPROVE
## STUDENTS' READING SKILL IN PANDEMIC ERA
## AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN
## OF CENTRAL LAMPUNG

Arranged by:

**PITA ALPIYAH**

Student Number: 1801070051

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022 M

# USING QUIZIZZ APPLICATION TO IMPROVE STUDENTS' READING SKILL IN PANDEMIC ERA AT THE EIGHTH GRADERS SMPN 2 BUMIRATU NUBAN OF CENTRAL LAMPUNG

# CURICULUM VITAE



The name of writer is Pita Alpiyah. She was born at Metro, on November 9th, 2000. She is an only child of happy parents, Mr. Ali Sutiyoso and Mrs. Sri Masrifah.

In 2006, she graduated from Kindergarten PKK II Sumbangsih Bumi Raharjo. Then in 2012, she graduated from SDN Bumi Raharjo. At the time 2015, she graduated from SMPN 2 Bumiratu Nuban. She continued her study in SMA Muhammadiyah 2 Metro and graduated in 2018. In 2018, she decided to continue her study by taking of S1 English Education Program of State Islamic Studies of Metro (IAIN Metro Lampung).