

**GAMIFIED PROJECT TO EVALUATE GROUP WORK FREE
RIDERS AND TEAM PERFORMANCE OF ELEVENTH-
GRADE SENIOR HIGH SCHOOL STUDENTS**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for The Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

by:

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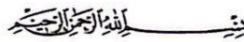
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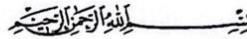
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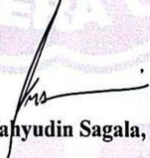
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PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "Gamified Project to Evaluate Group Work Free Riders and Team Performance of Eleventh-Grade Senior High School Students". Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

Medan, 20 Juni 2024

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ABSTRACT

Khairunnisa, Sutarman. 1902050008. Gamified Project To Evaluate Group Work Free Riders And Team Performance Of Eleventh-Grade Senior High School Students. Skripsi. Medan: Faculty Of Teacher Training And Education. University Of Muhammadiyah Sumatera Utara. 2024.

This research aims to find out the problems of group members who do not contribute (free riders) and to find out the differences after evaluating group members who do not contribute (free riders). Researcher used a mixed methods research design to collect research data. The research method includes an experimental group, namely a quasi-experimental design. In this design there is a pre-test and post-test for the experimental and control groups. The population of this study were all class XI students at Sinar Husni High School. Class XI IPA 1 had 44 students as the control class, while Class XI IPS 1 was used as the experimental class with 29 students as the sample. The results of this research show that: 1) the use of gamification-based projects has a significant impact on the evaluation of student teamwork at Sinar Husni High School. This project helps address the issue of student contributions in group assignments by providing a clear platform for measuring individual contributions, increasing student engagement, and facilitating better assessment of student contributions and performance. 2) the existence of free riders is caused by several factors such as lack of awareness, differences in individual motivation, lack of individual responsibility, difficulty in working together, and lack of supervision or evaluation. 3) pre-test and post-test scores have a big influence in assessing changes in students' understanding and performance before and after implementing the gamification project. There was a significant increase in student scores after implementing the gamification project, indicating its effectiveness in improving student learning outcomes. 4) the use of gamification in modern education provides significant benefits in increasing student engagement, resolving the problem of low contribution in group assignments, and increasing the overall effectiveness of learning at Sinar Husni High School.

Keywords: Gamified Project, Evaluation, Free Rider Group Work and TeamPerformance.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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In the name of Allah, the most beneficent, the most merciful, praise to Allah, the Lord of the universe. Firstly, the researcher would like to thank Allah, the most almighty, who has allowed him to finish the research. Blessings and peace be upon the Prophet Muhammad, who has brought human beings from the darkness into the bright era.

This research was undertaken to fulfill one requirement for an S-1 degree at the English Department of the Faculty of Teacher Training and Education at the University of Muhammadiyah Sumatera Utara. Furthermore, in finishing the research entitled *"Gamified Project To Evaluate Group Work Free Riders And Team Performance Of Eleventh-Grade Senior High School Students"*

The researcher would like to thank my beloved mother, Wati Mahdalena for her support, prayers, guidance, and material assistance during the academic period in completing studies at Faculty of Teacher Training and Education UMSU Medan.

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In the end, the researcher hoped that this study will be beneficial, whether from an academic or other perspective. Additionally, the researcher is fully aware that this research is far from flawless, therefore any constructive feedback is more than welcome in order to make it better in the future.

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Medan, 15 Juni 2024

Khairunnisa Sutarman

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CHAPTER I

INTRODUCTION

A. Background of The Study

Tasks in cooperative learning environments are frequently designed so that, at the end of the task, every member of the group benefits from good task performance, regardless of the size of the group. The belief held by individual group members that their efforts may be "dispensable," or not necessary for the successful completion of a group task or activity, is crucial to the free riding effect (McArdle et al., 2005).

The idea that effort is dispensable or unnecessary for the successful completion of a task has a specific impact on each individual's contribution to the group. More specifically, as the task or activity assigned to the group increases, so does this perception of being dispensable, which leads to a decrease in individual motivation to participate. This phenomenon is known as free riding. The individual's notion that they are disposable is influenced by their assessment of their own effectiveness as well as the effectiveness of other group members. Members of the group will reduce their contributions and participate in free riding if they believe their efforts are unnecessary and that those of other members are successful (Kerr & Bruun, 1983).

Because it encourages student participation and long-term retention of the material, teamwork is an essential part of education (Silva et al., 2022). Numerous teaching strategies, such as problem-based learning, blended learning, flipped

classrooms, team-based learning, and more, can benefit from the usage of teamwork. We must comprehend what qualities make a group into a team and what variables may affect team cohesiveness in order to comprehend why teams might be beneficial for academic performance as well as other domains(Weller et al., 2011).

Gamification is a new trend in the development of e-commerce and enterprise information systems. The use of game design components—such as rules, strategies, and gamified interfaces—into non-gaming situations is known as gamification. Gamification is becoming more and more popular as a technique for improving course materials in educational contexts(Khaldi et al., 2023).

Because educational games may be used to teach and reinforce critical skills like problem-solving, teamwork, and communication, using them as learning aids is a viable strategy(Zirawaga et al., 2017). Games have a remarkably strong ability to motivate individuals. They do this by using a variety of strategies, frequently for no financial gain, but only for the enjoyment of playing and the chance to win(Dicheva et al., 2015).

Gamification is the application of game theory and mechanics components, such incentives and prizes, to non-ludic environments in order to boost user motivation and engagement. Thus far, these methodologies have primarily been effectively implemented in the domain of business, encompassing new technology and mobile applications. In recent years, gamification has seen a boom in the educational sector, where it has transformed the idea of the passive learning

process and made students active participants in achieving predetermined objectives(Carrillo et al., 2019).

"The introduction of game design elements and game full experiences in the design of learning processes" is the definition of gamification in education. It appears that there are various rule systems that educational gamification can offer in order to direct and pace the "Learn, Apply, Deliver, Repeat" sequential process. There are three areas of student learning that gamification can help with: social, emotional, and cognitive. The relatively new concept of "gamification" describes the application of game aspects to non-gaming contexts to make learning engaging, entertaining, and inspiring for students(Dehghanzadeh et al., 2021).

Based on the experience of being a teacher at Sinar Husni High School, the researcher chose this school to conduct research because the researcher found problems that could be done about free riders in a group. While researcher teach at Sinar Husni High School, researcher give assignments either individually or in groups. The researcher found that in group assignments not all students contributed and this became a problem that had to be evaluated. The researcher combined the gamified project with this research because apart from making it easier to find students who did not contribute, gamification is also a medium in modern education to increase student engagement and motivation.

Based on the previous statement, the researcher conducted a more specific study on the Gamified Project to Evaluate the Work of Free Riders and the Performance of Grade XI Students 2023/2024 at Sinar Husni High School. The

researcher conducted this study more specifically by using gamified projects, namely Kahoot and Quizizz

B. Identification of The Study

Based on the background above, the formulation of the study is:

1. Students lack self-awareness in contributing to group assignments.
2. Students lack a sense of responsibility in contributing to group assignments.
3. Students lack confidence in group work

C. Scope and Limitation

The nature of this research is more directed, so that researcher only limit the problems that become the object of research. The limitation of this research problem is "to evaluate the free riders group work and the performance of the eleventh grade student team at Sinar Husni High School with a game project".

D. Problem of The Study

The problem of this research are as follows:

1. What is the problem with group members who do not contribute (free riders)?
2. What is the difference after evaluating group members who do not contribute (free riders)?

E. Objective of The Study

Based on the formulation of the problem above, the goal of this research are as follows:

1. To find out the problems of group members who do not contribute (free riders).
2. To find out the difference after evaluating group members who do not contribute (free riders).

F. Significance of The Study

The importance of research as follows:

1. Theoretically

This research serves as a teaching method to identify and evaluate each student who does not contribute to group tasks (free rider). It also informs the readers that there are several methods available to evaluate free riders.

2. Practically

- a. To the teachers

The model using a game project is an alternative model for evaluating students in doing group assignments that determine whether students are included in group members who contribute or not at all (free riders).

b. To the students

After knowing the useful results of using this project, students will contribute to group assignments.

c. To the readers

The results of this study also contribute to readers as a reference for further research. It is hoped that this will make it easier for readers to apply new techniques to make it easier and more interesting to improve their abilities, especially in evaluating free riders in group assignments.

d. To the researcher

Researcher gain more knowledge and new experiences by conducting this research which may be useful for the future.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

1. Gamification in Teaching English

One of the many strategies used to plan and encourage participation is gamification. As emphasized by, gamification is the process of incorporating game elements into situations that aren't games. Increasing user involvement is the major goal. With the goal of increasing students' participation in educational activities, this strategy has generated a lot of attention and growth in the field of education (Heylighen et al., 2014).

Gamification is the technique of engaging people, motivating them to take action, facilitating learning, and problem-solving via the use of game-based mechanics, aesthetics, and game thinking (Lopez & Tucker, 2018). Gamification as English teaching media helps the educators to give the material effectively. Meanwhile, Ashar in ellas' articles stated that there are four type of media of learning that is visual media, audio media, audio-visual media and multimedia (game) (Tiana, 2021).

Gamification is a multimedia system adopted from other fields of video game mechanics. Students now spend their time surfing the Internet in the form of video games with different elements of playing games in nongaming contexts. Gamification approach is to increase student interest, involvement and inspire student to learning. Gamification is not yet complete to implement in Indonesian

education, but it is an effective approach that can be used in education. The Gamification system used in lesson design greatly enhances student comprehension and especially enthusiasm and motivation. Gamification helped students learn the target language more easily (Uskov & Sekar, 2015).

Formally, a theory of multi-games can be used to explain gamified systems. Multi-Games are a class of games in which each player can distribute their resources in different ways to play in multiple locations, each of which is a stand-alone simple game. Different sets of strategies can be used by each participant for various fundamental games. It is acceptable for the performers to participate in more than one game at once. Due to this multiplicity, the actor must consider how other players and pertinent games interact with one another (Khaldi et al., 2023).

Gamification refers to the use of game-design elements (e.g., points, badgers, leaderboards, scoreboards) and game characteristics (e.g., assessment, challenge) non-game contexts in an attempt to achieve positive outcomes (e.g., enhance student learning) (Bedwell et al., 2012). There are lots of gamification tools available. Certain services are cloud-based and web-based, meaning they may be accessed from anywhere at any time and without the need to install any specific software. The most well-liked gamification tools are ClassDojo, Ribbon Hero, Kahoot!, FlipQuiz, Socrative, and Duolingo. The free WordPress plugin BadgeOSTM and its add-on BadgeStack automatically generate the many achievement kinds and pages required to build up a badging system. The Mozilla Open Badges Project aims to make it possible for students' knowledge and

abilities that they have earned outside of the classroom—the outcomes of informal learning—to be identified and recognized. Anyone can issue wins and display badges over a shared technical infrastructure by using Mozilla's Open Badges initiative (Mozilla Open Badges)(Kiryakova et al., 2018). Many educators have incorporated gamification into the classroom because of the implicit idea that games are fun, and studies have looked at how gamification affects student learning in the classroom(Mekler et al., 2017).

To increase user engagement, online education platforms like Khanacademy.org and Codeacademy.com use game aspects. Additionally, websites such as eBay and Fitocracy include gaming components to maintain user engagement and promote healthy competition amongst users. Users gain more badges the more courses and lessons they finish.

There are several researches were done to imply the benefits and shortcomings of gamification in learning. A research by (Mee Mee et al., 2020), displays the outcomes of 33 pre-service teachers' use of gamification in language instruction at neighborhood primary schools in Selangor, Malaysia, during their 16-week internship. The outcome shows that adding gamification to language instruction enhanced students' critical, creative, and problem-solving abilities. Thus, learners' interest in language acquisition is subtly piqued by engaging and exciting activities. The method used in this study differs from that used in the prior study. The previous research used only quantitative research, while this research uses mix method which is a combination between quantitative and qualitative research.

Another research by (Aulia Majid & Sagoro, 2018) shows a result of a significant result the average percentage of Pre-test results 48.27, Post-test I 64.57, and Post-test II to 80.27 at significant value of 0.000 all indicate increased student learning results. The Independent Sample T-Test, with a significant value of 0.031, demonstrates that the Gamification Learning Method is also more effective than the teacher-centered approach. The obvious difference is the research design used by the previous research which is experimented classroom action research, while this research uses survey method using questionnaire to obtain data because the scope of the research is to evaluate the free riders group work and the performance of the eleventh grade student team at Sinar Husni High School with a game project.

However, there are several disadvantages of use gamification incorrectly or excessively that need to be taken into account according to a research by Furdu(Furdu et al., 2017). Gamification may result in rule-based experiences that are similar to those seen in schools if play becomes required. Rewarding effort rather than mastery is the right approach, and kids should be taught to view failure as a learning opportunity rather than a cause for discouragement or dread. In the event that a student doesn't succeed, the activities should be created such that they can be attempted again. Feedback should serve as a catalyst for students' subsequent activities and a tool for correcting their actions. Trainers should also strike a balance between measurements and genuine connection. The difference between the previous research and this research is the problem. The previous research only focuses on literature study on pros and cons for gamification.

Meanwhile, this research focuses on how gamification impacts the group work free riders and team performance of school students.

In this research, researcher plans to use Kahoot! and Quizziz as the gamified project for the students. With these three different games, researcher intends to compare between the games and their impact on group work free riding and team performance.



Figure 2. 1Kahoot! Interface



Figure 2. 2Quizziz Interface

Kahoot is an online website that offers intriguing features for innovative learning. Kahoot can be accessed both through the Kahoot website and via the Kahoot! application. It's an internet-based learning platform that is engaging.

Kahoot can be utilized for learning evaluation as it provides space for Pre-test, Post-test, practice questions, material reinforcement, remedial sessions, enrichment, and much more. These fall into various types of assessments, making it suitable for use as an evaluation tool in learning. Kahoot comprises four features: quizzes, surveys, discussions, and games. In the game feature, instructors can add multiple-choice or short-answer questions. The uniqueness of Kahoot lies in its access, offering audio and images with captivating colors. Kahoot can boost students' learning enthusiasm as it introduces some competition in the game. Kahoot can be accessed via the website <https://kahoot.com/> for educators and the website <https://kahoot.it/> for students. Alfred Liubana expressed that Kahoot is one of the technology-based learning media.

In Kahoot, there are two ways to play: Classic and Team Mode. Firstly, the Classic method, where students play individually. Secondly, the Team Mode involves forming teams to play the game. The names of participants in each layer will appear, and then groups will be formed to play collectively in teams. Kahoot is one of the technological innovations that can assist educators in making learning conducive and engaging due to several reasons, including the following:

- a. Kahoot is an engaging learning tool for use in education.
- b. The use of Kahoot can boost students' enthusiasm for learning.
- c. Kahoot can enhance students' engagement in learning.

- d. Educators and developers.
- e. Learning technology requires creativity in creating innovative learning approaches.

Quizizz is an online learning application based on games that offers several features to support interactive teaching and learning processes, thereby creating enjoyable learning experiences. This application also provides interactive quiz creation features that can be used for in-class teaching as well as distance learning, suitable for Daily Assessments (DA), Mid-Term Assessments (MTA), and End-Term Assessments (ETA). It can be accessed through various devices such as computers, smartphones, and tablets.

The Quizizz application can be accessed live during class sessions or assigned as homework through the “home work” feature, as it includes estimated completion times (timers) and a deadline feature, allowing students to learn more easily anywhere and at any time. The Quizizz platform was first published in 2017, and currently, there are around 20 million registered users, with approximately 100 million students actively engaging in its activities.

Quizizz also offers various interesting features that teachers can use to facilitate learning activities. Among these, teachers can create interactive quizzes with 4 options, one of which is the correct answer. Teachers can also add images as backgrounds and customize questions according to their preferences. Once the quiz is created, teachers can share a code with students, allowing them to participate and join the quiz to complete it.

Students can join these interactive quizzes by opening the Google application, typing "join.quizizz.com," entering the provided "game code" given by the teacher, and participating in the quiz. Questions are randomly provided to reduce students' attempts to cheat.

Quizizz also encourages student motivation and competition during learning, thereby potentially improving learning outcomes. One feature within Quizizz is the ability to provide statistical data on student performance. Teachers can download this data in the form of a Ms. Excel file. Additionally, the "homework" feature in Quizizz allows students to complete assignments anywhere and anytime within specified time limits.

2. Group Work Free Rider Students

“Free-riding” in group work occurs when one or more group members contribute so little to a project that it would be unfair and misleading to award each member of the group the same grade. Two inquiries about the knowledge and input of each individual student come up during group work(Börjesson et al., 2006):

- a. Has the learner grasped the subject matter to a sufficient degree?
- b. Have all students made an equal contribution to the entire project?

Because of this, a student's learning may be more important to the educational system than their participation in an activity. But learning something just by looking at other people's work would suggest a shallow approach to learning as opposed to a deep one.

As explained by Kerr & Bruun (1983) in free riding, the idea that work is expendable or not required for a task to be completed successfully has a particular bearing on each member's contribution to the group. The individual's notion that they are disposable is influenced by their assessment of their own effectiveness as well as the effectiveness of other group members. Members of the group will reduce their contributions and participate in free riding if they believe their efforts are unnecessary and that those of other members of the group are successful.

Both of these issues may be exacerbated by the free-rider dilemma, which occurs when diligent, individual students take a vindictive attitude and assign blame to their free-riding peers for receiving lower-than-expected results. The latter group has the capacity to cause chaos and animosity. Students who blatantly take advantage of their peers' passivity, students who strangely only show up for final presentations, and students who make insignificant contributions to group projects are examples of typical free-riding habits.

The evaluation of individual student work in a group setting is one challenge that emerges with student group projects. Since academic grades are meant to reflect each student's achievement, it is essential to evaluate each student separately. It cannot be assumed that every student has contributed equally to any given assignment when asking them to work in groups. A few, but not insignificant, pupils might try to benefit from the group work environment by putting in a little bit of work. These pupils are called "free-riders" because they take advantage of other people's hard work and cause aggravation for both teachers and students.

In essence, these people believe that their contributions are not necessary for the group as a whole or for achieving a certain objective. Members of a group are more prone to become free riders the more experience they have with a certain task for which their efforts are seen as optional or superfluous. The group suffers from this free riding phenomenon in particular since it lowers member motivation to finish the task and gives the impression that others are picking up the slack for the free riders. As explained by Ashraf (2004), when this kind of free riding happens in a classroom context, it may encourage other group members to engage in similar conduct, which will only make the free riders even more adept at it.

In much of the literature, free-riders are often depicted simply as troublesome students requiring management, with little consideration given to the underlying issues that might drive their behavior. Yet, the phenomenon of 'free-riding' can stem from various intricate and multifaceted causes.

For example (Webb, 1997) suggests that free-riding behavior may stem from involuntary feelings of inadequacy or incompetence in completing assigned tasks, particularly among individuals with concerns about their communication abilities, such as some international students for whom English is not their first language. These students might feel doubly burdened by project requirements and communication challenges.

Another scenario, as proposed by Dommeyer, involves an embarrassed student who may not fully grasp project or task requirements, leading to instances of free-riding. Feelings of inadequacy might also prompt a student to believe that

their lack of contribution would go unnoticed by group members, who in turn might perceive it as intentional free-riding (Yasin et al., 2021).

In certain cases, such as when project assessment relies solely on group marks, free-riding may be tacitly encouraged by other group members who believe that a particular member lacks relevant skills for the project (He, 2012). Although contradictory to the inclusivity goals of group work, some group members may perceive it to be in their best interest to limit an individual's contribution to maintain the group's overall grade (Börjesson et al., 2006). Factors such as communication difficulties, absence of group norms, and a lack of team governance structure can also contribute to unequal contributions among group members, leading to behaviors erroneously attributed to free-riding.

3. Team Performance

The concept of high-performing teams remains elusive despite their increasing prevalence in the professional sphere. While numerous studies have outlined characteristics that can enhance team performance, there is a paucity of research examining whether the presence of these traits indeed distinguishes high-performing teams (Cooke & Hilton, 2015).

Teams have become the favored approach for addressing intricate challenges spanning diverse sectors, ranging from aviation to healthcare. This preference underscores their adeptness in navigating situations where individual capabilities fall short, task parameters are ambiguous, and the need for swift decision-making is paramount. (Salas et al., 2008).

The organization of teams can take on diverse forms, ranging from traditional hierarchical arrangements to geographically dispersed configurations. This variation underscores the need for seamless integration, effective information sharing, and collaborative efforts among team members. Such collaboration is essential to accommodate the ever-changing demands of tasks encountered throughout different performance episodes. (Mohammed & Dumville, 2001).

The assessment of team performance is regarded as a multifaceted endeavor, influenced by both individual contributions and collective efforts within the team. This holistic perspective acknowledges the intricate interplay between the tasks undertaken at both individual and team levels, as well as the collaborative dynamics inherent in teamwork. Within this framework, teamwork is seen as encompassing a network of interconnected mental processes, attitudes, and behaviors that dynamically shape the overall performance trajectory of the team.

The investigation into the effects of gamification in education holds significant importance, given its potential to positively influence student engagement and learning achievements. Nonetheless, there exist apprehensions regarding potential negative consequences, underscoring the necessity of examining its impact on various aspects such as group work dynamics, instances of free-riding, and overall team performance. This emphasis is particularly pertinent when considering eleventh-grade students, as they represent a crucial stage in academic development where these factors can significantly impact their educational experience.

B. Previous Related Study

In this case, the researcher finds some previous researches that are relevant to the research that researcher has been conducted.

1. The first article is by (Fitria, 2022) entitled “Using Game Design Techniques (Gamification) in Teaching and Learning Process: A Review”. The results demonstrate how gamification enhances learning outcomes, motivation, and engagement among students. Additionally, gamification makes learning engaging and exciting, increases motivation to learn, permits the viewing of real-world applications, provides immediate feedback, pushes students to finish their assignments, aids in concentration and comprehension of the subject matter, gives them the chance to compete, explore, and succeed in the classroom, enhances competitive qualities, and creates a learning addiction, among other benefits. Teachers work with pupils who have a variety of circumstances, including motivation, interest, IQ, group size, surroundings, family history, and more. Consequently, by fusing game components with instructional techniques, game-based learning aims to benefit students.
2. The second Article by (Tumpa et al., 2020) entitled “Group-based Assessments and Project Management Education: Towards a Dynamic Framework with Best Practices” Through a systematic literature review (SLR), the project seeks to create a framework for creating and implementing group-based evaluations. The information gleaned from

focus groups and interviews will subsequently be used to validate the suggested framework in order to increase its rigor and efficacy. The research's findings are anticipated to have a positive impact on higher education since the proven framework would direct scholars in creating robust and methodical group-based evaluations. The research aims, questions, technique, discussion, and implications of the findings are all included in this paper, along with the pertinent literature and gaps in the literature.

3. The second Article by (Yasin et al., 2021) entitled ““It’s Unfair” The Effect of Free Riding and Social Loafing of Group Discussion In Cooperative Learning”. In higher education, cooperative learning has a lengthy tradition that dates back thousands of years. In order to optimize learning for both students and teachers, small groups are utilized. Conversely, cooperative learning incorporates fairness engagement into the group learning process in addition to simply placing students in groups. This study at Universitas Syiah Kuala aimed to find out how social loafing and free riding affected group discussions. A total of N=70 participants were divided into one experimental class and one control class using a true experimental design. The results showed that, in comparison to the control group, members of the experimental group tended to be rated as optimal contributors by their peers (SCI = 1). Members of the group give as they should, neither more nor less, according to this SCI of 1. This shows that there isn't any societal laziness or freeloading.

C. Conceptual Framework

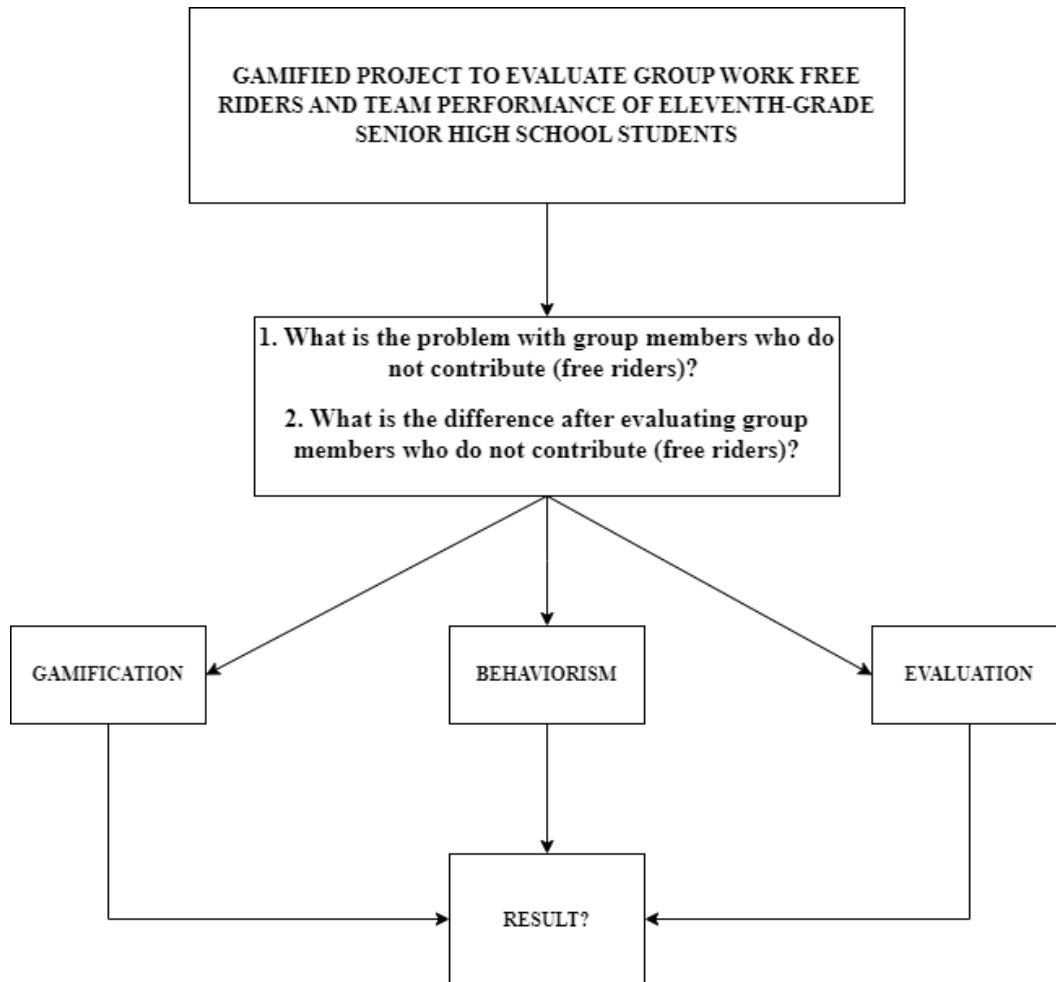


Figure 2. 3Conceptual Framework

D. Hypothesis

Based on the problem explanations which displayed by the researcher, the investigate theory is expressed as takes after:

Ha : There is a significant effect of gamification projectto evaluate group work free riders and team performance.

Ho : There is no significant effect of gamification project to evaluate group work free riders and team performance.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

To gather research data, the investigator used a mixed methods research design. An introduction can be written using a mixed methods study for both the qualitative and quantitative approaches. The introduction of some haphazard mixed-methods studies will indicate whether or not the focus is on quantitative or qualitative research. Both qualitative and quantitative research will be equally prioritized for other mixed methods initiatives. Qualitative research transcribed and explained to analyze the data obtained from quantitative data, while quantitative research calculated simple statistics to find out the percentages and averages. Regarding this study, the investigator employed a mixed methods approach, balancing qualitative and quantitative data equally (Creswell, 2013). The method used in this study is a research method that includes the experimental group, namely quasi-experimental design. In this design there is a Pre-test and Post-test for the experimental and control groups. In this study there are one class, namely the experimental class which was treated using a gamified project while the control class in learning using learning that is usually done by the teacher at that school. Before being given treatment to the class to be compared, a Pre-test was first given to find out initial state, is there a difference in the two classes. Next, after given treatment given Post-test to see the difference after being given treatment.

B. Source of Data

The primary data for this research was gathered from eleventh-grade students at Sinar Husni Senior High School during the 2023/2024 academic year through questionnaires. The study population encompassed all eleventh-grade students at the school. Class XI IPA 1, with 44 students, was designated as the control group, whereas Class XI IPS 1, with 29 students, was selected as the experimental group. Various data sources utilized in this study included:

1. Primary Data

Primary data provide raw information and first-hand evidence. The major data for this study was collected via questionnaires or direct field data collection. The questionnaire will be distributed to the students of Eleventh Grade students. Primary data are the most important information gathered directly from the source by the researcher. This type of material is captured by notes or visual aids and comes directly from the study subject; it does not come from any other sources.(Creswell, 2013).

2. Secondary Data

Secondary data encompasses any type of information that can assist researchers in understanding the gamified project and how it relates to group work free rider and team performance. All connected information that is not from the subject is considered secondary data because it helps to support further data. In this research the secondary data is the documentation of learning outcomes such as student exam and test reports also the attendance report of students. A strategy for finding info on anything and all variables is the documentation method.

Nowadays, studies on the relationship between culture and curriculum are frequently used to support the inclusion of culture in curricula or provide evidence of successful implementations of such inclusion(Creswell, 2013).

C. Technique for Data Collection

Finding the fact connected to the variable is the aim of data collecting. A mix method was adopted in this study, with a preference for descriptive qualitative research. In qualitative research, data collection approach includes questionnaire, document analysis, and observation. Researchers can gain profound and rich insights from these strategies. Each approach generates a significant volume of raw data and calls for expertise from the researcher(Creswell, 2013).

1. Questionnaire

A questionnaire is a method of gathering data in which respondents are given a set of questions or written statements to respond to(Creswell, 2013). In this research the researcher revealed the students' opinion about group work and free rider.

D. Technique for Data Analysis

1. Quantitative Data

The researcher conducted an experimental study with students from class XI IPS at Sinar Husni High School. These students were assigned group tasks involving engagement in three distinct gamified projects, including Kahoot!and Quizziz. Upon completion of the tasks, the researcher assessed

individual contributions within the groups, distinguishing between active participants and those who did not contribute (free riders). Subsequently, data pertaining to non-contributing students was collected and subjected to analysis, wherein simple statistical methods were employed to determine percentages and averages.

2. Qualitative Data

In addition to quantitative analysis, qualitative data was gathered through transcription and interpretation of the information obtained from the quantitative phase. This qualitative exploration was facilitated through a combination of observation, research, and questionnaires, allowing for the acquisition of insights that may not have been fully captured by the survey alone.

CHAPTER IV

RESULT AND DISCUSSION

Gamification is a cutting-edge teaching technique that leverages video games to enhance student learning in a classroom(Ling, 2018). Researchers believe that gamification is an excellent way to enhance the learning process.(Lister, 2015) mentioned the game features that increase students' excitement for learning include points, badges, achievements, leader boards, and levels. This is supported by the statement of (Park & Kim, 2021). Park & Kim said that In addition to boosting motivation, gamification also improves students' comprehension of academic material and their levels of self-efficacy, self-determination, and career motivation. Gamification of learning shouldn't be done hastily. Everything needs to be well considered. Applying gamification to education involves the following steps: 1. Establish learning objectives; 2. Identify the main idea; 3. Develop game scenarios; 4. Design learning activities; 5. Form groups; and 6. Implement game dynamics. Here, the term "gamification" refers to attempts to counteract unfavorable perceptions of games in the educational setting and to modify and package games in a way that makes learning more beneficial by incorporating innovation and development into the actual learning process.In this research the data sources were mainly eleventh graders of Sinar Husni Senior High School 2023/2024, based on the data analysis by using the data statistic to find out the percentage and the average of the

problems of group members who do not contribute (free riders) and the difference after evaluating group members who do not contribute (free riders).

This research is experimental research. The research data consists of an initial test and a final test using the gamification method. This research was carried out on 13 and 15 September 2023. The research was carried out in two classes, namely class XI IPA 1 and XI IPS 1.

This research focuses on research regarding the implementation of gamification projects, behavior and evaluation results obtained by conducting Pre-tests and Post-test. After the trial was carried out on the experimental class and control class, the next step was to carry out a Post-test using the gamification method. The researches provide an overview of research data grouped by experimental group (XI IPS) and control group (XI IPA) for clarity.

A. Demography Sample

Table 4. 1Demographic Data

Demographic Information		Frequency	Percentage
Gender			
	Male	31	42.46%
	Female	42	57.53%
Ages			
	15-17	73	100%
	18-20	-	0%
Class			
	XI IPS	29	39.72%
	XI IPA	44	60.27%

Table 4. 2Pre-test Experimental Group

		Pre-test Experimental Group
N	Valid	18
	Missing	18
Mean		9.3210
Median		9.0000
Mode		9.00
Std. Deviation		1.59510
Minimum		13.00
Maximum		16.00

The results of calculations using SPSS to find out the percentages and averages of gamification success on the experimental class Pre-test data found that the number of valid samples was 18, the average score was 9.3210, the mode score was 9, std. deviation 1.59 minimum score 13 and maximum score 16. The Pre-test frequency distribution for the experimental class can be seen in the table 4.3:

Table 4. 3Pre-test Frequency Distribution

No.	Interval	Frequency	Frequency Relative
1.	13,00 – 14,00	2	12%
2.	14,01 – 15,01	10	68%
3.	15,02 – 16,02	6	20%
Total		18	100%

Based on the following table, the Pre-test interval frequency of the experimental group majority is under 14.01 to 15.01 with a total of 10 students and the percentage is 68%.

Table 4. 4Post-test Experimental Group

		Post-test Experimental Group
N	Valid	30
	Missing	30
Mean		20.1456
Median		20.000
Mode		20.00
Std. Deviation		1.40121
Minimum		19.00
Maximum		23.00

The calculation results after implementing the gamification project in the experimental group showed that the number of valid samples was 30, mean score 20.1456, mode score 20, std. deviation score is 1.4, minimum score is 19 and the maximum score is 23.

The distribution frequency Post-test score for experimental group can be seen from the table 4.5:

Table 4. 5Post-test Frequency Distribution

No.	Interval	Frequency	Frequency Relative
1.	19,00 – 20,3	8	24%
2.	20,4 – 21,7	12	48%
3.	21,8 – 23,1	10	28%
Total		30	100%

The Post-test calculation results for the gamification project in the experimental group majority were under 20.4 to 21.7 with 12 students and the percentage was 48%.

Table 4. 6Pre-test Control Group

		Pre-test Control Group
N	Valid	15
	Missing	15
Mean		7.4121
Median		7.000
Mode		7.00
Std. Deviation		1.81451
Minimum		9.00
Maximum		13.00

The results of calculations using SPSS in the Pre-test control group showed that the number of valid samples was 15, mean score 7.4121, median score 7, std. deviation score 1.8 minimum score 9 and maximum score 13.

The frequency distribution of the Pre-test control group can be seen from the table 4.7.

Table 4. 7Pre-test Frequency Distribution

No.	Interval	Frequency	Frequency Relative
1.	9,00 – 10,00	2	1%
2.	11,00 – 12,00	3	7%
3.	13,00	10	92%
Total		15	100%

The results of the Pre-test control group calculation are majority under 13.00 with 10 students and the percentage is 92%.

Table 4. 8Post-test Control Group

		Pre-test Control Group
N	Valid	40
	Missing	40
Mean		22.1345
Median		22.0000
Mode		22.00
Std. Deviation		1.81567
Minimum		24.00
Maximum		38.00

The results of calculations using SPSS Post-test control group showed that the number of valid samples was 40, mean score 22.1345, mode score 22, std. deviation score 1.8 minimum score 24 and maximum score 38.

The frequency distribution Post-test control group scores can be seen from the table 4.9.

Table 4. 9Post-test Control Group

No.	Interval	Frequency	Frequency Relative
1.	24,00 – 28,66	3	2%
2.	28,67 – 33,27	25	88%
3.	33,28 – 37,88	12	10%
Total		40	100%

The normality test is carried out to test whether the variables are normally distributed. The normality test uses the Kolmogrov-Smirnov formula in this study (Ghozali, 2018). If the sig value is >0.05 then the distribution is normal and conversely if the sig <0.05 then it is not normal (Dodi, 2020). The calculation results are obtained as follows:

Table 4. 10Normality Test

No.	Group	Sig.	Conclusion
1.	Pre-test experimental group	0.486	Normal
2.	Post-test experimental group	0.294	Normal
3.	Pre-test control group	0.211	Normal
4.	Post-test control group	0.420	Normal

Based on the table result above, Pre-test and Post-test for both group are sig. $>0,05$, in conclusion the data distribution is normal.

B. Hypothesis Test

This research show the different after evaluating group members who do not contribute using the gamification project and the problem. The analysis using the T-test with SPSS program. Based on the analysis that has been done using the gamification project the result can be seen from the table 4.11.

Table 4. 11T-test Pre-test With Post-test Experimental Group

Group	Mean	t-count	t-table	P
Pre-test experimental group	20,00	5,101	1,697	0,000
Post-test experimental group	18,10			

To conclude the results of the t-count, if the significance level is 5%, then the gamification project is declared significant as a group work evaluation method if the t-count value is $>$ t-table and the p value is <0.05 . Based on the table above, it is known that the t-value is $5.101 >$ t-table 1.697 with a p value of $0.000 <0.05$.

Table 4. 12T-test Pre-test With Post-test Control Group

Group	Mean	t-count	t-table	P
Pre-test control group	18,15	4,978	1,684	0,000
Post-test control group	17,89			

Based on the table above, it is known that the t-value is $4.978 > t\text{-table}$ 1.684 with a p value of $0.000 < 0.05$.

Analysis of the experimental group using the independent-sample T-test Control group and post-test The purpose of the post-test is to ascertain whether the experimental group's and the control group's post-test scores differ significantly.

Table 4. 13T Post-test Experimental Group and Control Group

Group	Mean	t-count	t-table	P
Experimental Group	21,00	5,043	1,994	0,000
Control Group	19,12			

The summary of the Post-test and T-test shows that the average value of the gamification project as a group work evaluation method is 21.00 in the experimental group and 19.12 in the control group. From the table above also shown the t-count is $5.043 > t\text{-table}$ 1.994 with p $0.000 < 0.05$. In conclusion the gamification project has been significant as a method to evaluate the team work of students.

C. Discussion

Based on the research results, it could be observed that the calculation results using SPSS in the experimental class showed a Pre-test frequency interval of 14.01 - 15.01 with a count of 10 students and a percentage of 68%. Meanwhile, in the experimental class Post-test, a frequency interval of 20.4 - 21.7 was obtained with 12 students and a percentage of 48%.

In the Pre-test control group, it was found that the percentage of obtained scores was 92% within an interval of 13.00, with a total of 10 students. The normality test using Kolmogorov-Smirnov showed the significance values for the Pre-test experimental group, Post-test experimental group, Pre-test control group, and Post-test control group were 0.486, 0.294, 0.211, and 0.420 respectively. All these values were > 0.05 , indicating that the data were normally distributed.

The results of the Post-test T-test carried out on the experimental group and control group obtained a t-count value of 5.043 and a t-table of 1.994 where the p-value < 0.05 . So it can be concluded that gamified projects have a significant influence in evaluating student teamwork.

There are several reasons why the use of gamified projects is important in this research. First, addressing student contribution problems. Identification of the study shows that there are problems with student contribution to group assignments at the school. The use of gamification can help in solving this problem by providing a platform or mechanism that allows the contribution of individuals in a group to be measured more clearly. Second, increasing student engagement. Sinar Husni High School may face challenges in keeping students

engaged in the learning process. The use of projects that utilize game elements, such as Kahoot and Quizizz, can increase student engagement by presenting learning material interactively and interestingly. Third, assessing student performance and contribution. In the context of research on evaluating free riders' contributions and student performance, the use of gamification allows researchers or teachers to more easily assess and identify individual contributions in projects or group assignments. Fourth, encouraging active participation. By utilizing challenging and competitive game elements, gamification can be an incentive for students to actively participate in learning. This can help reduce the problem of non-participation in group assignments. Fifth, the application of modern education. The integration of technology and innovative educational approaches such as gamification at Sinar Husni High School can provide a more interesting and relevant learning experience for students, in line with the demands of modern education. By incorporating a gamification project in this research, it is hoped that it can increase student engagement, overcome the problem of lack of contribution in group assignments, and overall improve the effectiveness of learning at Sinar Husni High School.

The presence of free riders or people who do not contribute in group assignments can be caused by several factors. First, lack of awareness or understanding. Students may not fully realize the importance of actively contributing to group assignments or may not understand the impact of non-participation on the group's final outcome. Second, differences in individual motivation and goals. There are differences in the level of motivation or goals of

individuals within a group. Some students may have low motivation or lack of interest in a particular topic or project leading to non-participation. Third, lack of individual responsibility. Some students may rely on their peers in the group to complete assignments without actively contributing, perhaps due to a lack of sense of responsibility towards the group's work. Fourth, difficulty in collaboration. There may be difficulty in the process of collaborating between group members. This can be caused by differences of opinion, communication problems, or incompatibility in working together. Fifth, lack of supervision or evaluation. When students are not closely monitored or evaluated regarding their contributions to group assignments, there is a tendency for some students to demonstrate inactivity or lack of contribution. In research at Sinar Husni High School, the presence of free riders can hurt group assignment results and student learning experiences. Understanding the reasons can help schools and teachers address this problem with more effective approaches, such as using gamification strategies to encourage student engagement or finding other ways to stimulate active participation in group assignments.

Pre-test and Post-test scores have a significant influence on research at Sinar Husni High School because they are evaluation tools used to measure changes or improvements in students' understanding or performance before and after a particular intervention or learning. This can be seen from the results of the Pre-test and Post-test scores carried out in the experimental group and control group. In the experimental group, the lowest Pre-test score was 13 and the highest was 16. Meanwhile, the lowest Post-test score was 19 and the highest was 23. In

the control group, the lowest Pre-test score was 9 and the highest was 13. Meanwhile, the lowest Post-test score was 24 and the highest was 38.

These results show significant changes that occurred during learning before the gamified project was implemented and after it was implemented. When the Pre-test is carried out, students tend to get low scores. However, after implementing the gamified project, students' scores increased very well through the Post-test exam.

CHAPTER V

SUGGESTIONS AND CONCLUSIONS

A. Suggestions

Based on the research results above, the writer tries to give some suggestions for the future research about evaluate group work free riders and team performance as follows:

1. For the Teachers
 - a. The teacher suggested to expand the use of gamification strategies not only in student performance evaluation but also in everyday learning. Use interesting game elements, such as the use of online platforms such as Kahoot, Quizizz, or other interesting tools to increase student engagement in the entire learning process.
 - b. The teacher suggested to teach collaboration skills to students. This includes how to communicate well, resolve conflict, and work together as a team. This can help in reducing difficulties that occur during collaboration in group assignments.
 - c. The teacher suggested to conduct regular evaluations of learning methods, including the use of gamification strategies. Review results, student responses, and successful implementation to continually improve and adapt strategies to student needs and educational goals.

2. For the Students

- a. Actively participating in class discussions or extracurricular activities can help the students understand lesson material and broaden the horizons.
- b. Studying in groups or collaborating with friends can help to solve problems in different ways and understand lesson concepts better.
- c. Don't hesitate to ask for help from teachers, parents, or friends if there is material that is difficult to understand.

B. Conclusions

The process of increasing target behavior and engagement through the application of game components and game thinking outside of a gaming environment is known as gamification. Though the word "gamification" has a tendency to sound complicated, developers may actually use it with ease. An openness to learning and using technology is the first requirement. By adding game components into training methods, gamification can be created to have a good effect on pupils. Gamification does not require educators to create original games or programs, but that would be ideal if it were possible. Based on the research results above, it can be concluded that:

1. The use of gamification-based projects has a significant impact on evaluating student teamwork at Sinar Husni High School. This project helps in addressing the issue of student contributions in group assignments by providing a clear platform for measuring individual contributions, increasing

student engagement, and facilitating better assessment of student contributions and performance.

2. The existence of free riders is caused by several factors such as lack of awareness, differences in individual motivation, lack of individual responsibility, difficulties in collaboration, and lack of supervision or evaluation.
3. Pre-test and Post-test scores have a major influence in assessing changes in students' understanding and performance before and after implementing a gamification project. There was a significant increase in student scores after implementing the gamification project, indicating its effectiveness in improving student learning outcomes.
4. The use of gamification in modern education provides significant benefits in increasing student engagement, resolving the problem of low contribution in group assignments, and increasing the overall effectiveness of learning at Sinar Husni High School.

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APPENDIXES

Appendix 1 Learning Implementation Plan

LEARNING IMPLEMENTATION PLAN EXPERIMENTAL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Report Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the report text.
2. Students are able to understand the function of report text.
3. Students are able to understand the linguistic characteristics of the report text.
4. students are able to understand the structure of the report text.
5. Students know examples of report texts regarding the structure of report texts.

B. Media/Tools, Materials and Learning Resources

Media : Kahoot, Quizizz, and Worksheets or worksheets (students)

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI Students and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, Group Discussions, Games.

D. Learning Steps

Preliminary (15 Minutes)	
	<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Report Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken.
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related

	to social functions, linguistic elements, and the structure of Report Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting, from factual. This question must still be relate to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in questions via the Kahoot application containing questions about Report Text. ✓ The teacher asks students to do group evaluations using Kahoot!. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test takes the form of multiple choice questions on Kahoot!.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.
3. **Skills Assessment:** Performance assessment in the Kahoot!.

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LEARNING IMPLEMENTATION PLAN EXPERIMENTAL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Report Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the report text.
2. Students are able to understand the function of report text.
3. Students are able to understand the linguistic characteristics of the report text.
4. students are able to understand the structure of the report text.
5. Students know examples of report texts regarding the structure of report texts.

B. Media/Tools, Materials and Learning Resources

Media : Kahoot, Quizizz, and Worksheets or worksheets
(students)

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI Students and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, Group Discussions, Games.

D. Learning Steps

Preliminary (15 Minutes)	
	<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Report Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken.
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Report Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as

	many things as possible that are not understood, starting, from factual. This question must still be relate to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in questions via the Quizizz application containing questions about Report Text. ✓ The teacher asks students to do group evaluations using Quizizz. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test takes the form of multiple choice questions on Quizizz.
 2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.
- Skills Assessment:** Performance assessment in the Quizizz.

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LEARNING IMPLEMENTATION PLAN EXPERIMENTAL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Descriptive Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Descriptive Text.
2. Students are able to understand the function of Descriptive Text.
3. Students are able to understand the linguistic characteristics of the Descriptive Text.
4. students are able to understand the structure of the Descriptive Text.
5. Students know examples of Descriptive Text regarding the structure of Descriptive Text.

B. Media/Tools, Materials and Learning Resources

Media : Kahoot, Quizizz, and Worksheets or worksheets (students).

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI Students and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, Group Discussions, Games.

D. Learning Steps

Preliminary (15 Minutes)	
<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Descriptive Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken. 	
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Descriptive Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood,

	starting, from factual. This question must still be relate to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in questions via the Quizizz application containing questions about Descriptive Text. ✓ The teacher asks students to do group evaluations using Quizizz. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test takes the form of multiple choice questions on Quizizz.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.
3. **Skills Assessment:** Performance assessment in the Quizizz.

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LEARNING IMPLEMENTATION PLAN EXPERIMENTAL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Descriptive Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Descriptive Text.
2. Students are able to understand the function of Descriptive Text.
3. Students are able to understand the linguistic characteristics of the Descriptive Text.
4. students are able to understand the structure of the Descriptive Text.
5. Students know examples of Descriptive Text regarding the structure of Descriptive Text.

B. Media/Tools, Materials and Learning Resources

Media : Kahoot, Quizizz, and Worksheets or worksheets (students)

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI Students and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, Group Discussions, Games.

D. Learning Steps

Preliminary (15 Minutes)	
<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Descriptive Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken. 	
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Descriptive Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still relate to the material.

Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in questions via the Kahoot application containing questions about Descriptive Text. ✓ The teacher asks students to do group evaluations using Kahoot!. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test takes the form of multiple choice questions on Kahoot!.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.

Skills Assessment: Performance assessment in the Kahoot!.

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LEARNING IMPLEMENTATION PLAN EXPERIMENTAL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Spoof Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Spoof Text.
2. Students are able to understand the function of Spoof Text.
3. Students are able to understand the linguistic characteristics of the Spoof Text.
4. students are able to understand the structure of the Spoof Text.
5. Students know examples of Spoof Text regarding the structure of Spoof Text.

B. Media/Tools, Materials and Learning Resources

Media : Kahoot, Quizizz, and Worksheets or worksheets (students).

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI Students and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, Group Discussions, Games.

D. Learning Steps

Preliminary (15 Minutes)	
	<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Spoof Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken.
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Spoof Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still relate to the material.

Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in questions via the Kahoot application containing questions about Spoof Text. ✓ The teacher asks students to do group evaluations using Kahoot!. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

- 1. Knowledge Assessment:** The test takes the form of multiple choice questions on Kahoot!.
- 2. Attitude Assessment:** Observation by the teacher and assessment between friends during group work.

Skills Assessment: Performance assessment in the Kahoot!.

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LEARNING IMPLEMENTATION PLAN EXPERIMENTAL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Spoof Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Spoof Text.
2. Students are able to understand the function of Spoof Text.
3. Students are able to understand the linguistic characteristics of the Spoof Text.
4. students are able to understand the structure of the Spoof Text.
5. Students know examples of Spoof Text regarding the structure of Spoof Text.

B. Media/Tools, Materials and Learning Resources

Media : Kahoot, Quizizz, and Worksheets or worksheets (students).

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI Students and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, Group Discussions, Games.

D. Learning Steps

Preliminary (15 Minutes)	
	<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Spoof Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken.
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Spoof Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still be related to the material.

Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in questions via the Quizizz application containing questions about Spoof Text. ✓ The teacher asks students to do group evaluations using Quizizz. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

- 1. Knowledge Assessment:** The test takes the form of multiple choice questions on Quizizz.
- 2. Attitude Assessment:** Observation by the teacher and assessment between friends during group work.

Skills Assessment: Performance assessment in the Quizizz.

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LEARNING IMPLEMENTATION PLAN EXPERIMENTAL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Explanation Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Explanation Text.
2. Students are able to understand the function of Explanation Text.
3. Students are able to understand the linguistic characteristics of the Explanation Text.
4. students are able to understand the structure of the Explanation Text.
5. Students know examples of Explanation Text regarding the structure of Explanation Text.

B. Media/Tools, Materials and Learning Resources

Media : Kahoot, Quizizz, and Worksheets or worksheets (students).

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI, English books, and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, Group Discussions, Games.

D. Learning Steps

Preliminary (15 Minutes)	
<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Explanation Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken. 	
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Explanation Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still be related

	to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in questions via the Kahoot application containing questions about Explanation Text. ✓ The teacher asks students to do group evaluations using Kahoot!. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test takes the form of multiple choice questions on Kahoot!.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.
Skills Assessment: **Performance assessment in the Kahoot!.**

KepalaSekolah,

Medan, September 2023
Guru Bahasa Inggris

Drs. H. Sosiar

Ria Purnama Sari, S.Pd

LEARNING IMPLEMENTATION PLAN EXPERIMENTAL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Explanation Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Explanation Text.
2. Students are able to understand the function of Explanation Text.
3. Students are able to understand the linguistic characteristics of the Explanation Text.
4. students are able to understand the structure of the Explanation Text.
5. Students know examples of Explanation Text regarding the structure of Explanation Text.

B. Media/Tools, Materials and Learning Resources

Media : Kahoot, Quizizz, and Worksheets or worksheets (students).

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI, English books, and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, Group Discussions, Games.

D. Learning Steps

Preliminary (15 Minutes)	
<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Explanation Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken. 	
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Explanation Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still be related

	to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in questions via the Quizizz application containing questions about Explanation Text. ✓ The teacher asks students to do group evaluations using Quizizz. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test takes the form of multiple choice questions on Quizizz.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.

Skills Assessment: Performance assessment in the Quizizz.

KepalaSekolah,

Medan, September 2023
Guru Bahasa Inggris

Drs. H. Sosiar

Ria Purnama Sari, S.Pd

LEARNING IMPLEMENTATION PLAN CONTROL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Report Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Report Text.
2. Students are able to understand the function of Report Text.
3. Students are able to understand the linguistic characteristics of the Report Text.
4. students are able to understand the structure of the Report Text.
5. Students know examples of Report Text regarding the structure of Report Text.

B. Media/Tools, Materials and Learning Resources

Media : Worksheets or worksheets (students), PPT and

Youtube

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI, English Books and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, and Group Discussions.

D. Learning Steps

Preliminary (15 Minutes)	
<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Report Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken. 	
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Report Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still be related

	to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in the questions on the worksheet that has been given which contains questions about Report Text. ✓ The teacher asks students to carry out group evaluations using the worksheet. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test is a Worksheet multiple choice questions.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.

Skills Assessment: Performance assessment in Mark Sheet.

KepalaSekolah,

Drs. H. Sosiari

Medan, September 2023

Guru Bahasa Inggris

Ria Purnama Sari, S.Pd

LEARNING IMPLEMENTATION PLAN CONTROL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Descriptive Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Descriptive Text.
2. Students are able to understand the function of Descriptive Text.
3. Students are able to understand the linguistic characteristics of the Descriptive Text.
4. students are able to understand the structure of the Descriptive Text.
5. Students know examples of Descriptive Text regarding the structure of Descriptive Text.

B. Media/Tools, Materials and Learning Resources

Media : Worksheets or worksheets (students), PPT and Youtube

Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.

Learning Resources : English Book for Class XI, English Books and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*

Learning Methods : Lectures, Questions and Answers, and Group Discussions.

D. Learning Steps

Preliminary (15 Minutes)	
<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Descriptive Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken. 	
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Descriptive Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still be related

	to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in the questions on the worksheet that has been given which contains questions about Descriptive Text. ✓ The teacher asks students to carry out group evaluations using the worksheet. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test is a Worksheet multiple choice questions.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.

Skills Assessment: Performance assessment in Mark Sheet.

KepalaSekolah,

Medan, September 2023
Guru Bahasa Inggris

Drs. H. Sosiar

Ria Purnama Sari, S.Pd

LEARNING IMPLEMENTATION PLAN CONTROL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Spoof Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Spoof Text.
2. Students are able to understand the function of Spoof Text.
3. Students are able to understand the linguistic characteristics of the Spoof Text.
4. students are able to understand the structure of the Spoof Text.
5. Students know examples of Spoof Text regarding the structure of Spoof Text.

B. Media/Tools, Materials and Learning Resources

Media : Worksheets or worksheets (students), PPT and Youtube
Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.
Learning Resources : English Book for Class XI, English Books and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*
Learning Methods : Lectures, Questions and Answers, and Group Discussions.

D. Learning Steps

Preliminary (15 Minutes)	
<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Spoof Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken. 	
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Spoof Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still be related

	to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in the questions on the worksheet that has been given which contains questions about Spoof Text. ✓ The teacher asks students to carry out group evaluations using the worksheet. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test is a Worksheet multiple choice questions.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.

Skills Assessment: Performance assessment in Mark Sheet.

KepalaSekolah,

Drs. H. Sosiar

Medan, September 2023
Guru Bahasa Inggris

Ria Purnama Sari, S.Pd

LEARNING IMPLEMENTATION PLAN CONTROL CLASS

School : SMAS Sinar Husni Time Allocation : 2 x 45 minutes
 Subject : English (2 Meetings)
 Grade : XI / Ganjil Years : 2023/2024

Main Material : Explanation Text

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to identify the meaning of the Explanation Text.
2. Students are able to understand the function of Explanation Text.
3. Students are able to understand the linguistic characteristics of the Explanation Text.
4. students are able to understand the structure of the Explanation Text.
5. Students know examples of Explanation Text regarding the structure of Explanation Text.

B. Media/Tools, Materials and Learning Resources

Media : Worksheets or worksheets (students), PPT and Youtube
Tools/Materials : Laptop, Infocus, Markers, and Whiteboards.
Learning Resources : English Book for Class XI, English Books and Internet.

C. Learning Models and Methods

Learning Models : *Cooperative Learning*
Learning Methods : Lectures, Questions and Answers, and Group Discussions.

D. Learning Steps

Preliminary (15 Minutes)	
<ol style="list-style-type: none"> 1. Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude. 2. Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material. 3. Convey motivation about what can be obtained (goals and benefits) by studying the material: Explanation Text. 4. Explain the things to be learned, the competence to be achieved, and the learning methods/models to be taken. 	
Content (60 Minutes)	
Literacy Activities	Students are given motivation and guidance to view, observe, read, discuss, and analyze reading text related to social functions, linguistic elements, and the structure of Explanation Text in groups.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual. This question must still be related

	to the material.
Collaboration	Students were asked to rejoin groups that had been divided during the previous meeting.
Guiding group work and study	<ul style="list-style-type: none"> ✓ Students are instructed to fill in the questions on the worksheet that has been given which contains questions about Explanation Text. ✓ The teacher asks students to carry out group evaluations using the worksheet. ✓ Students work in groups on these questions and they can exchange information and discuss in completing the exercises given. ✓ The teacher pays attention to all students regarding their respective responsibilities and contributions to the tasks that have been given.
Evaluation	The teacher clarifies and provides explanations for the answers given by students, then concludes the learning with the students.
Closing (15 Minutes)	
<ol style="list-style-type: none"> 1. The teacher invites students to make conclusions about what they have learned today by asking reflection questions 2. Students get feedback, appreciation and motivation from the teacher and they analyze where they made mistakes as their reflection for the future. 3. The teacher announces the material that will be studied at the next meeting, then closes the lesson with greetings. 	

E. Assessment of Learning Outcomes

1. **Knowledge Assessment:** The test is a Worksheet multiple choice questions.
2. **Attitude Assessment:** Observation by the teacher and assessment between friends during group work.

Skills Assessment: Performance assessment in Mark Sheet.

KepalaSekolah,

Drs. H. Sosiar

Medan, September 2023
Guru Bahasa Inggris

Ria Purnama Sari, S.Pd

APPENDIX 2 Name of Class XI IPS**EXPERIMENT CLASS**

NO	NAMES OF CLASS XI IPS STUDENTS
1.	Aidil Fitri
2.	Alaska Herlangga
3.	Arifin Azrai
4.	Arya Syahputra
5.	Azura Octa Franchese
6.	Bebby Suhaila Syahnes
7.	Candy Suhartono
8.	ElysabetSiagian
9.	FanyErawanti
10.	Farel Andrian
11.	Fernando Dika Pratama
12.	Indah Fahdillah
13.	Indri Anggraini
14.	IrwaniRahmadani
15.	Iyan Alkaliv
16.	Jihan Rahma Shabilla
17.	Michael
18.	M. Aryan Davi Harahap
19.	M. Irfansyah
20.	M. Syahputra
21.	Nabila Wardah Wiyah
22.	Nadin Safika Azemi
23.	Nahdratul Akmal
24.	Sakti Pratama
25.	Saskia Naysila Ramadani
26.	Selvina
27.	Syamaizar Nabal
28.	Tatan Arya Hartanto
29.	Yan Febrian

APPENDIX 3 Name of Class XI IPA

CONTROL CLASS

NO	NAMES OF CLASS XI IPA STUDENTS
1.	Agung Sukma ³
2.	Ahmad Airul ⁴
3.	Ahmad Suwandi ²
4.	Ajeng Dwi Pratiwi ³
5.	Alin Karlina ³
6.	Allikah Bunga ²
7.	Allin PeliskaGinanti ⁵
8.	Amira Anggraini ⁵
9.	AnggiPramanda ²
10.	Annisa Fadilah Hakim ⁴
11.	Ardian Lie ¹
12.	Aulia Putri Aura M ²
13.	AuliaYoanda ⁵
14.	Azizah Iswatun H ²
15.	Dea Pratiwi Simanjuntak ³
16.	Diki Ramadan ⁵
17.	Farel Azmi Hidayah ³
18.	Farel Rudi Handoko ¹
19.	Ferdiansyah ⁴
20.	Fiqih Ramadan A ²
21.	Indra Jaya Pramana ⁴
22.	Intan Junita ¹
23.	Irfan Gunawan ¹
24.	Lutfi Ardiansyah ²
25.	Munawar Ansori M ³
26.	Nazwa Safira ¹
27.	Nazwa Keszia ⁴
28.	Novika Anggraini ¹
29.	Olivia Wijaya Haritah ⁴
30.	Raihan Al-Fikri ⁵
31.	Rasya Adi Putra ⁵
32.	Revaldo ²
33.	Riska Nabilah ¹
34.	Ronal Munte ²
35.	Salsabila Maulia ⁵
36.	Selfi Widya Astuti
37.	Shakira Ayla Azwa ⁵

38.	Simson Siregar ⁴
39.	Tasya Aulia ³
40.	Tasya Marsanda ¹
41.	Tyan Pratama ¹
42.	Wildan Aditya ³
43.	AmruFaza ⁴
44.	Rasya Affan Adha H

APPENDIX4 Pre-Test Scores

PRE-TEST SCORES
02 September 2023

CLASS	NAMES	SCORE	FREE RIDERS
CONTROL CLASS XI IPA	Tyan Pratama Nazwa Safira Intan Junita Tasya Marsanda Novika Anggraini Ardian Lie Farel Rudi Handoko Irfan Gunawan	65	3
	Aulia Putri Aura M Azizah Iswatun H AnggiPramanda Ronal Munte Ahmad Suwandi Fiqih Ramadan A Allikah Bunga Revaldo	100	5
	Munawar Ansori M Wildan Aditya Agung Sukma Farel Azmi Hidayah Alin Karlina Dea Pratiwi Simanjuntak Tasya Aulia Ajeng Dwi Pratiwi	60	-
	Olivia Wijaya Haritah Nazwa Keszia Simson Siregar Indra Jaya Pramana Annisa Fadilah Hakim Ahmad Airul Ferdiansyah AmruFaza	85	-
	Rasya Adi Putra AuliaYoanda Shakira Ayla Azwa Raihan Al-Fikri	60	-

	Salsabila Maulia Diki Ramadan Amira Anggraini		
EXPERIMENT CLASS XI IPS	Azura Octa Franchise Jihan Rahma Shabilla Selvina Sakti Pratama Syamaizar Nabal	95	2
	Saskia Naysila Ramadani Bebby Suhaila Syahnes Nabila Wardah Wiyah Farel Andrian Arifin Azrai M. Aryan Davi Harahap Fernando Dika Pratama	70	3
	IrwaniRahmadani Nahdratul Akmal Indri Anggraini Alaska Herlangga Iyan Alkaliv Arya Syahputra	85	3
	ElysabetSiagian Nadin Safika Azemi Tatan Arya Hartanto Aidil Fitri	90	-
	FanyErawanti Indah Fahdillah M. Irfansyah Yan Febrian M. Syahputra	70	1

APPENDIX 5 Control Group Post Test Scores

KAHOOT REPORT TEXT

XI IPA

NO	NAMES	SCORE	FREE RIDERS
1	Intan Junita Riska Nabilah Tyan Pratama Ardian Lie Farel Rudi Handoko Irfan Gunawan Nazwa Safira	70	4
2	Aulia Putri Aura M Allin PeliskaGunanti Azizah Iswatun H Lutfi Ardiansyah Ronal Munthe Allikah Bunga Revaldo	70	2
3	Farel Azmi Hidayah Alin Karlina Dea Pratiwi Simanjuntak Tasya Aulia Ajeng Dwi Pratiwi Munawar Ansori M Wildan Aditya Agung Sukma	70	3
4	Olivia Wijaya Haritah Simson Siregar Annisa Fadilah Hakim Ahmad Airul	100	3

	AmruFaza Nazwa Keszia Indra Jaya Pramana Ferdiansyah		
5	Rasya Adi Putra AuliaYoanda Shakira Ayla Azwa Salsabila Maulia Diki Ramadan Amira Anggraini Raihan Al-Fikri	40	3

QUIZIZZ REPORT TEXT

XI IPA

NO	NAMES	SCORE	FREE RIDERS
1	Intan Junita Riska Nabilah Tyan Pratama	80	1
2	Aulia Putri Aura M Allin PeliskaGunanti Azizah Iswatun H Lutfi Ardiansyah Ronal Munthe Allikah Bunga Ahmad Suwandi	70	4
3	Ajeng Dwi Pratiwi Munawar Ansori M Agung Sukma	60	2
4	Simson Siregar Annisa Fadilah Hakim Ahmad Airul Ferdiansyah	90	2
5	AuliaYoanda Shakira Ayla Azwa Salsabila Maulia Raihan Al-Fikri Rasya Adi Putra	70	2

KAHOOT DESCRIPTIVE TEXT

XI IPA

NO	NAMES	SCORE	FREE RIDERS
1	Intan Junita Riska Nabilah	80	-
2	Aulia Putri Aura M Azizah Iswatun H Lutfi Ardiansyah Allikah Bunga Ahmad Suwandi Ronal Munthe	80	2
3	Ajeng Dwi Pratiwi Munawar Ansori M Agung Sukma	100	2
4	Olivia Wijaya Haritah Annisa Fadilah Hakim Simson Siregar Ahmad Airul Ferdiansyah	70	3
5	Aulia Yoanda Shakira Ayla Azwa Allin PeliskaGinanti Salsabila Maulia Rasya Adi Putra Raihan Al-Fikri	50	4

QUIZIZZ DESCRIPTIVE TEXT

XI IPA

NO	NAMES	SCORE	FREE RIDERS
1	Intan Junita Riska Nabilah Tyan Pratama	60	1
2	Aulia Putri Aura M Azizah Iswatun H Lutfi Ardiansyah Ronal Munthe Allikah Bunga	60	3
3	Agung Sukma Dea Pratiwi Simanjuntak Ajeng Dwi Pratiwi Munawar Ansori M	80	1
4	Olivia Wijaya Haritah Simson Siregar Annisa Fadilah Hakim Ahmad Airul Ferdiansyah	80	1
5	Rasya Adi Putra Allin PeliskaGinanti AuliaYoanda Shakira Ayla Azwa Raihan Al-Fikri	50	3

KAHOOT SPOOF TEXT

XI IPA

NO	NAMES	SCORE	FREE RIDERS
1	Intan Junita Riska Nabilah Tyan Pratama	70	-
2	Aulia Putri Aura M Ahmad Suwandi Azizah Iswatun H Lutfi Ardiansyah Ronal Munthe Allikah Bunga	60	3
3	Dea Pratiwi Simanjuntak Ajeng Dwi Pratiwi Munawar Ansori M Farel Azmi Hidayah Agung Sukma	50	3
4	Simson Siregar Annisa Fadilah Hakim Ahmad Airul Ferdiansyah	50	-
5	Aulia Yoanda Shakira Ayla Azwa Salsabila Maulia Rasya Adi Putra	40	1

QUIZIZZ SPOOF TEXT

XI IPA

NO	NAMES	SCORE	FREE RIDERS
1	Intan Junita Riska Nabilah Tyan Pratama	90	-
2	Aulia Putri Aura M Azizah Iswatun H Fiqih Ramadhan Alamsyah Lutfi Ardiansyah Ronal Munthe Allikah Bunga Revaldo	60	4
3	Ajeng Dwi Pratiwi Munawar Ansori M Agung Sukma	90	2
4	Olivia Wijaya Haritah Annisa Fadilah Hakim Ahmad Airul Ferdiansyah	80	2
5	Rasya Adi Putra Allin PeliskaGinanti Shakira Ayla Azwa Raihan Al-Fikri	60	2

KAHOOT EXPLANATION TEXT

XI IPA

NO	NAMES	SCORE	FREE RIDERS
1	Intan Junita Riska Nabilah Tyan Pratama	60	1
2	Aulia Putri Aura M Azizah Iswatun H Lutfi Ardiansyah Ronal Munthe Allikah Bunga	80	2
3	Ajeng Dwi Pratiwi Munawar Ansori M Agung Sukma	80	2
4	Olivia Wijaya Haritah Annisa Fadilah Hakim Ahmad Airul Ferdiansyah	70	2
5	Allin PeliskaGinanti Shakira Ayla Azwa Rasya Adi Putra Salsabila Maulia Raihan Al-Fikri	60	3

QUIZIZZ EXPLANATION TEXT

XI IPA

NO	NAMES	SCORE	FREE RIDERS
1	Intan Junita Riska Nabilah Tyan Pratama	100	1
2	Aulia Putri Aura M Azizah Iswatun H Lutfi Ardiansyah Ronal Munthe Allikah Bunga Ahmad Suwandi	90	3
3	Dea Pratiwi Simanjuntak Ajeng Dwi Pratiwi Munawar Ansori M Agung Sukma	50	2
4	Olivia Wijaya Haritah Simson Siregar Annisa Fadilah Hakim Ahmad Airul Ferdiansyah	60	2
5	Rasya Adi Putra AuliaYoanda Shakira Ayla Azwa Salsabila Maulia Aulia Putri Aura Marpaung Raihan Al-Fikri Harahap	90	1

APPENDIX 6 Questionnaire 1

Read the statement carefully and give your response on each statement by putting a tick mark (✓) in the column which the samples to the degree of agreement (SA: Strong Agree, A: Agree, U : Undecided, D : Disagree, SD: Strong Disagree). Please state your perception based on your own feeling, attitude, and experience.

No.	STATEMENT	SA	A	U	D	SD
1	A leader was clearly established					
2	Leader's plan communicated team					
3	Priorities/orders of actions Communicated					
4	Appropriate balance between authority and openness					
5	Leader maintained overview of situation					
6	Plans were adapted when the situation changed					
7	Each team member had a clear role					
8	Instructions and verbal communication explicit and directed					
9	Team members repeated / paraphrased instructions					
10	When directions unclear team asked for clarification					
11	Team shared situation assessment information					
12	Team sought assistance when they became overloaded					
13	Team offered assistance when they became overloaded					
14	Team members verbalised important clinical interventions					
15	Tasks well-coordinated					
16	Team members referred to written aids					

	appropriately					
17	The team sourced external assistance when appropriate					
18	Team called attention to hazardous actions /omissions					
19	Reacted appropriately when others pointed out					
20	When ignored by leader, team persisted					
21	Disagreements impaired performance					
22	Team fixated on isolated item					
23	Inappropriate assumptions re others capabilities / actions					
24	Team overall behavioural performance					

APPENDIX 7 Questionnaire 2

Read the statement carefully and give your response on each statement by putting a tick mark (√) in the column which the samples to the degree of agreement (A: Agree and D : Disagree).

Free-Riding (a Two-Step Measure)

Step 1: Recall the entire process of your group project. Choose a member who has contributed to the project in your group at least (other than you).

Step 2: Do you agree with the following statements regarding contribution to your group work project?

No.	STATEMENTS	A	D
1.	The person did NOT participate in group meetings.		
2.	The person did NOT communicate with other members		
3.	The person could NOT be reached by e-mail or telephone.		
4.	The person did NOT take responsibility for his/her part of the project development.		
5.	The person did NOT contribute any creative ideas to the project.		
6.	The person did provide meaningful suggestions/advice to the project.		
7.	The person's knowledge has great significance to this project.		
8.	Compared with my efforts, I think the person has contributed significantly to the group project.		
9.	Overall, the person has contributed a lot to this project.		

Team Morale

No.	STATEMENTS	A	D
1.	This assignment is important to all team members.		
2.	Everyone should work hard on this assignment.		
3.	Everyone should commit heavily to this assignment.		
4.	Nobody should “escape” from doing the assignment.		
5.	Teamwork is important to your group’s success.		
6.	People should work closely to get the job done		

Shared Awareness of Expertise Location

No.	STATEMENTS	A	D
1.	The team had a good “map” of each other’s talents and skills.		
2.	Team members were assigned to tasks commensurate with their taskrelevant knowledge and skill.		
3.	Team members knew what task related skills and knowledge they each possess.		
4.	Team members knew who on the team has specialized skills and knowledge that is relevant to their work.		

Shared Task Understanding

No.	STATEMENTS	A	D
1.	Team members had a common understanding of the application domain (i.e., inventory management) that the system was supposed to support.		
2.	Team members had a common understanding of the technologies used in the development process.		
3.	Team members had a common understanding of the project development procedures.		
4.	Overall, team members shared their visions of the project.		

Team Performance

No.	STATEMENTS	A	D
1.	The amount of work the team produced.		
2.	The efficiency of team operations		
3.	The team's adherence to the schedule.		
4.	The quality of work the team produced.		
5.	The effectiveness of the team's interactions with people outside the team.		
6.	People should work closely to get the job done		

APPENDIX 8 XI IPA Questionnaire 1

Full Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Annisa Fadhilah Hakim	SA	A	SA	A	SA	SA	U	SA	A	SA	SA	A	SA	SA	SA	SA	A	A	SA	A	SA	SD	SD	SA
Olivia Wijaya Haritan	SA	U	SA	A	SA	A	SA	A	SA	SA	SA	A	SA	A	SA	A	SA	SA	A	A	SA	D	SD	SA
Agung Sukma	A	SA	SA	SA	SA	A	U	SA	SA	A	A	U	SA	A	SA	A	SA	A	SA	A	SA	D	SD	SA
Rasya Adi Putra	SA	SA	SA	SA	SA	SA	SA	SA	A	SA	SA	A	SA	SA	SA	A	SA	A	SA	U	SA	SD	SD	SA
Lutfi Ardiansyah	SA	A	SA	SA	A	A	A	SA	A	A	SA	SA	A	SA	SA	A	SA	A	SA	U	SA	D	SD	SA
Ajeng Dwi Pratiwi	A	SA	A	A	SA	SA	A	A	A	SA	SA	A	A	SA	SA	SA	A	A	A	D	SA	D	SD	A
Munawar Ansori M	SA	A	U	SA	A	SA	U	A	SA	A	SA	A	A	SA	A	SA	A	SA	SA	U	SA	SD	SD	SA
AuliaYoanda	SA	SA	SA	A	A	SA	SA	A	SA	A	SA	SA	A	SA	SA	A	SA	SA	A	A	SA	D	SD	SA
Ahmad Airul	SA	U	SA	A	SA	A	A	SA	A	SA	SA	SA	A	A	A	SA	A	SA	SA	A	SA	D	SD	A
Tyan Pratama	SA	A	SA	A	SA	A	SA	SA	SA	SA	A	SA	SA	SA	A	SA	A	SA	SA	A	SA	SD	SD	SA
Ferdiansyah	SA	U	A	U	A	SA	U	SA	A	A	SA	A	SA	SA	A	SA	A	SA	A	U	SA	SD	SD	A
Simsan Siregar	SA	U	U	U	SA	SA	U	A	A	A	A	U	SA	A	SA	SA	SA	A	SA	A	SA	SD	SD	SA
Riska Nabilah	SA	A	SA	A	SA	A	SA	SA	A	SA	A	SA	A	A	A	A	A	A	A	A	SA	D	SD	SA
Ronal Munte	SA	SA	U	A	SA	SA	A	SA	SA	A	SA	SA	A	SA	SA	SA	SA	A	SA	A	SA	SD	SD	SA
Raihan Al Fikri	SA	A	SA	U	A	SA	SA	SA	A	SA	SA	A	A	A	SA	SA	A	SA	A	U	SA	D	SD	A
Azizah Iswatun	SA	A	SA	SA	SA	SA	U	A	SA	SA	SA	U	SA	A	SA	A	SA	SA	SA	A	SA	SD	SD	SA
Intan Sunira	SA	A	SA	A	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	A	A	SA	SD	SD	A
Salsabila Maulia	SA	A	U	SA	SA	A	SA	SA	SA	A	SA	SA	A	SA	A	SA	SA	A	SA	U	SA	D	SD	A
Allin PeliskaGinanti	SA	SA	U	U		SA	U	SA	SA	A	SA	U	SA	SA	SA	A	SA	A	SA	A	SA	SD	SD	SA
Aulia Putri Aura M	SA	SA	U	U	SA	SA	A	SA	SA	A	A	SA	A	A	A	SA	SA	A	SA	A	SA	D	SD	SA
Ahmad Suwandi	SA	SA	U	U	A	A	SA	SA	SA	SA	SA	U	SA	SA	SA	SA	A	A	SA	A	SA	D	SD	SA
Syakira Ayla Azwa	SA	A	U	U	SA	SA	A	A	A	A	A	A	SA	A	SA	A	A	A	SA	U	SA	SD	SD	A

Allikah Bunga	SA	SA	A	SA	SA	SA	A	A	A	SA	SA	A	SA	A	SA	SA	A	SA	A	U	SA	SD	SD	SD
Aidil Fitri	SA	U	U	SA	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	A	A	SA	SD	SD	A
Alin Karlina	SA	U	SA	SA	A	SA	A	SA	SA	SA	A	U	SA	A	SA	SA	SA	A	SA	A	SA	D	SD	A
Amira Anggraini	SA	SA	A	SA	A	A	A	SA	A	SA	SA	SA	A	A	SA	SA	SA	A	A	U	SA	D	SD	SA
Ardian Lie	SA	D	A	D	U	U	SD	U	U	U	U	U	U	U	U	U	U	U	U	U	U	SA	A	A
AnggiPramanda	SA	U	A	U	A	U	D	U	A	U	A	A	U	A	D	U	A	A	A	D	SA	U	D	U
Diki Ramadan	A	D	A	U	A	A	U	U	A	A	A	U	A	U	SD	D	U	A	SA	SD	SA	A	D	U
Farel Azmi Hidayah	SA	U	A	A	U	D	U	A	A	U	U	A	A	A	SD	A	U	U	A	U	SA	U	U	A
Dea Pratiwi Simanjuntak	SA	D	A	A	A	A	A	A	A	A	A	A	A	A	SD	A	A	A	U	SD	SA	A	A	A
Fiqih Ramadan A	A	D	A	U	A	A	U	A	A	U	A	U	A	A	SD	A	U	A	A	SD	SA	U	A	A
Tasya Aulia	A	U	A	U	A	A	U	A	U	A	U	A	U	U	SD	U	A	A	U	SD	SA	A	U	D
Farel Rudy Handoko	SA	U	U	A	D	U	U	A	A	U	U	A	U	U	D			A	U	D	SA	U	D	U
Indra Jaya Pramana	SA	D	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	D	SA	D	D	D
Wildan Aditya	SA	D	A	A	U	D	SD	U	A	U	A	A	U	A	SD	A	D	A	U	SD	SA	D	U	A
Irfan Gunawan	SA	U	A	A	U	D	SD	A	A	U	A	A	A	A	U	A	A	U		D	SA	A	U	
Rasya Affuan Adha	A	D	A	A	A	U	SD	A	A	U	A	U	A	A	SD	A	A	U	A	SD	SA	A	U	A
Najwa Safira	SA	U	A	A	A	A	SD	A	A	A	A	A	A	A	SD	A	A	A	A	D	SA	A	A	A
Nazwa Keszia	SA	U	A	U	A	A	U	A	A	A	A	U	U	U	D	U	U	A	A	D	SA	D	SD	U
AmruFaza	SA	D	U	A	U	D	SD	D	U	A	U	A	A	U	SD	A	D	U	A	SD	SA	A	U	U
Novika Anggraini	SA	U	A	A	A	D	U	A	A	A	U	A	U	A	D	U	U	A	U	D	SA	A	U	A
Salsabila Mauliah	A	U	A	A	U	D	D	U	A	A	U	U	A	U	D	U	U	A	A	U	SA	U	A	A
Revaldo	A	D	A	U	A	U	SD	A	D	D	A	A	U	U	SD	D	D	A	U	SD	SA	U	A	U
Selvi Widya Astuti	SA	U	A	U	D	D	U	A	U	A	U	A	U	A	D	A	A	U	U	D	SA	U	A	D
Tasya Marsanda	SA	D	A	A	U	A	SD	A	A	U	U	U		U	SD	A	A	U	A	SD	SA	A	A	U

Appendix 9 XI IPA Questionnaire 2

Full Name	Free-Riding (a Two-Step Measure)									Team Morale						Shared Awareness of Expertise Location				Shared Task Understanding				Team Performance					
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	5	6
Annisa Fadhilah Hakim	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Olivia Wijaya Haritan	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Agung Sukma	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Rasya Adi Putra	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A
Lutfi Ardiansyah	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A
Ajeng Dwi Pratiwi	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Munawar Ansori M	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A
Aulia Yoanda	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A
Ahmad Airul	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Tyan Pratama	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A
Ferdiansyah	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A
Simsan Siregar	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Riska Nabilah	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A
Ronal Munte	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Raihan Al Fikri	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Azizah Iswatun	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A

Intan Sunira	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Salsabila Maulia	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A
Allin PeliskaGinanti	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A
Aulia Putri Aura M	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Ahmad Suwandi	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Syakira Ayla Azwa	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Allikah Bunga	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A
Aidil Fitri	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Alin Karlina	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Amira Anggraini	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A
Ardian Lie	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	A	D	D	D	D
AnggiPramanda	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D
Diki Ramadan	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	A	D	D	D	D
Farel Azmi Hidayah	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	A	D	A	A	D	D	A	D	D	D	D
Dea Pratiwi Simanjuntak	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D
Fiqih Ramadan A	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D
Tasya Aulia	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D
Farel Rudy	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	A	D	D	D	D
Indra Jaya	A	A	A	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D

Pramana																												
Wildan Aditya	A	A	A	A	A	D	A	D	D	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D	D
Irfan Gunawan	A	A	A	A	A	D	D	D	D	A	A	A	A	A	D	D	D	A	A	A	A	D	A	D	D	D	D	D
Rasya Affuan Adha	A	A	A	A	A	D	A	D	D	A	A	A	A	A	D	D	D	A	D	D	D	A	A	D	D	D	D	D
Najwa Safira	A	A	A	A	A	D	D	D	D	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D	D
Nazwa Keszia	A	A	A	A	A	D	A	D	D	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D	D
AmruFaza	A	A	A	A	A	D	A	D	D	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D	D
Novika Anggraini	A	A	A	A	A	D	A	D	D	A	A	A	A	A	A	A	A	D	A	A	A	D	A	D	D	D	D	D
Salsabila Mauliah	A	A	A	A	A	D	A	D	D	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D	D
Revaldo	A	A	A	A	A	D	A	D	D	A	A	A	A	A	D	D	D	A	A	A	D	D	A	D	D	D	D	D
Selvi Widya Astuti	A	A	A	A	A	D	A	D	D	A	A	A	A	A	D	D	D	D	A	A	D	D	A	D	D	D	D	D
Tasya Marsanda	A	A	A	A	A	D	A	D	D	A	A	A	A	A	D	D	D	A	A	A	A	D	A	D	D	D	D	D

APPENDIX 10 XI IPS Questionnaire 1

Full Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Arifin Azrai	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	U	A	A	A	A	A	A	A	A	U	S D	U	
Aidil Fitri	S A	A	S A	S A	S A	A	A	S A	S A	A	A	A	U	U	U	U	A	A	U	S A	S A	D	D	U	
Alaska Herlangga	S A	A	S A	A	S A	A	S A	S A	A	S A	A	S A	U	S A	S A	S A	A	A	S A	A	S A	U	U	S A	
Arya Syahputra	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	U	U	S A
Azura Octa	S A	A	S A	A	S A	S A	A	S A	A	S A	A	A	U	S A	A	S A	S A	S A	S A	A	A	A	D	D	S A
Bebby Suhaila	S A	A	S A	S A	A	A	A	A	S A	A	A	A	U	U	A	A	A	U	S A	S A	A	D	D	U	
Sakti Pratama	S A	A	S A	S A	S A	A	A	S A	S A	A	S A	S A	A	S A	A	U	U	U	U	S A	S A	D	D	U	
ElysabetSiagian	S A	S A	S A	A	S A	A	S A	A	S A	S A	A	S A	U	S A	A	A	U	U	A	A	A	S A	D	U	
Vanny Erawanti	S A	S A	A	S A	A	S A	S A	A	A	A	S A	S A	U	U	U	S A	S A	A	A	A	A	S A	D	S D	A
Farel Andrian	S A	A	S A	A	S A	S A	S A	S A	A	A	S A	S A	A	S A	U	S A	A	U	A	S A	A	D	U	S A	
Indah Fahdillah	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	A	S A	S A	S A	S A	S A	S A	S A	S A	D	D	S A	
Fernando Dika	S A	A	S A	A	A	S A	S A	A	S A	S A	S A	A	U	U	S A	S A	A	A	S A	S A	S A	D	U	U	
Candy	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	S A	U	A	A	A	A	A	A	A	A	A	D	D	U

Yan	S A	A	S A	A	S A	A	S A	A	A	S A	S A	S A	U	A	S A	U	U	S A	S A	A	A	U	D	S A
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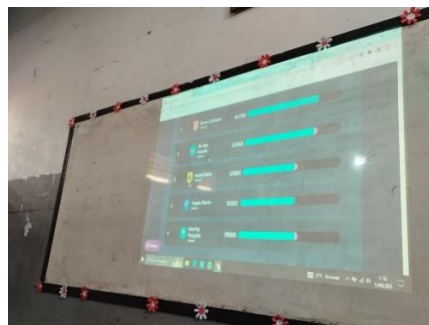
APPENDIX 11 XI IPS Questionnaire 2

Full Name	Free-Riding (a Two-Step Measure)									Team Morale						Shared Awareness of Expertise Location				Shared Task Understanding				Team Performance					
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	5	6
Annisa Fadhilah Hakim	D	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Olivia Wijaya Haritan	D	D	D	A	A	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Agung Sukma	D	D	D	D	D	A	A	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Rasya Adi Putra	D	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Lutfi Ardiansyah	D	D	D	D	A	A	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Ajeng Dwi Pratiwi	D	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Munawar Ansori M	D	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
AuliaYoanda	D	D	D	A	D	A	A	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Ahmad Airul	A	A	A	A	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Tyan Pratama	D	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Ferdiansyah	D	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Simsan Siregar	D	D	D	D	A	A	A	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Riska Nabilah	D	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Ronal Munte	D	D	D	D	A	A	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Raihan Al Fikri	D	D	D	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

APPENDIX12 Documentations



P.1 Experimental class using kahoot!



P.2 Experimental class using Quizizz

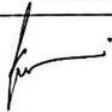
APPENDIX 13 Important Research Files



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 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Khairunnisa Sutarman
 NPM : 1902050008
 ProgramStudi : Pendidikan Bahasa Inggris

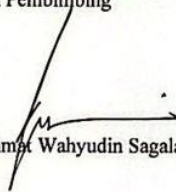
JUDUL	DITERIMA
Gamified project to evaluate group work free riders and team performance of eleventh-grade senior high school students.	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris


Medan, 01 Februari 2023

Disetujui oleh

Dosen Pembimbing


 (Dr. Rakhmat Wahyudin Sagala, S.Pd.,M.Hum)

Hormat Pemohon


 (Khairunnisa Sutarman)





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

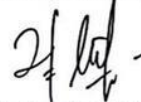
Nama : Khairunnisa Sutarman
 NPM : 1902050008
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 3,68

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
	Gamified project to evaluate group work free riders and team performance of eleventh-grade senior high school students.	
	Amalysis of student learning independence in English education subjects in Sinar husni high school.	
	The effect of using poster media on student learning outcomes in English subjects.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 01 Februari 2023

Hormat Pemohon,



Khairunnisa Sutarman

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan



UMSU
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Khairunnisa Sutarman
N.P.M : 1902050008
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Gamified Project to Evaluate Group Work Free Riders and Team Performance of Eleventh-Grade Senior High School Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
2-1-2023	Discussion of the title with several journal references	
13-2-2023	Discussion of titles for the proposal	
25-5-2023	Background revision, layout background writing order, method used.	
13-6-2023	Discussion the theory used based on articles / journals.	
4-7-2023	Re-discussion of chapter I - III.	
07-8-2023	Approved for seminar proposal.	

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 8 Agustus 2023

Dosen Pembimbing

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada Hari Senin, Tanggal 21, Bulan Agustus, Tahun 2023 Diselenggarakan Seminar Prodi Pendidikan Bahasa Inggris Menerangkan Bahwa :

Nama Lengkap : Khairunnisa Sutaman
NPM : 1902050008
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Gamified Project To Evaluate Group Work Free Riders And Team Performance Of Eleventh-Grade Senior High School Students.

No	Masukan dan Saran
Judul	Revise the topic to be "The Effect of Gamified Project to the Students' achievement speaking"
Bab I	
Bab II	
Bab III	
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [] Disetujui dengan adanya perbaikan

Dosen Pembahas

(Dra. Diani Syahputri, M.Hum)

Dosen Pembimbing

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Khairunnisa Sutarman
 NPM : 1902050008
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Gamified Project to Evaluate Group Work Free Riders and Team Performance of Eleventh-Grade Senior High School Students

Pada hari Senin tanggal 21, bulan Agustus tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 5 Agustus 2023

Disetujui oleh:

Dosen Pembahas

(Dra. Diani Syahputri, M.Hum.)

Dosen Pembimbing

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

Diketahui oleh
 Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)



UMSU

Unggul | Cerdas | Terpercaya

Bila mengabdikan surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/AK.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 3118/II.3/UMSU-02/F/2023
 Lamp : --

Medan, 16 Shafar 1445 H
 2 September 2023 M

Hal : Izin Riset

Kepada ; Yth. Bapak/Ibu Kepala
 SMA Swasta Sinar Husni Medan
 Di
 Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Khairunnisa Sutarman**
 N P M : 1902050008
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **Gamified Project to Evaluate Group Work Free Riders and Team Performance of Eleventh-GradeSenior High School Students.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan
 k WB-1

Dr. Hj. Dewi Kesuma Nst., M.Hum.
 NIDN : 0106087503

****Pentinggal**



MAJELIS PENDIDIKAN TINGGI
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 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Khairunnisa Sutarman
 NPM : 1902050008
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Gamified Project to Evaluate Group Work Free Riders and Team Performance of Eleventh-Grade Senior High School Students.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5/12-2023	formulating chapter IV, consisted data and findings	
15/12-2023	Discussion for conclusion, consideration and reflection on the conclusions drawn.	
9/1-2024	Discussion for the abstract and refinement of the abstract section.	
27/1-2024	Examination and addressing of issues related to Turnitin and academic integrity regarding plagiarism.	
6/2-2024	Abstract, acknowledgement and final review.	
16/2-2024	Thesis accepted, prepare for thesis defense.	

Diketahui oleh:
 Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 16 Februari 2024

Dosen Pembimbing

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

Appendix 14 Curriculum Vitae**CURRICULUM VITAE****Biodata Pribadi**

Nama :Khairunnisa Sutarman

Jenis Kelamin : Perempuan

Tempat/TanggalLahir : Medan, 25 November 2001

Kebangsaan : Indonesia

Status : Belum Menikah

Agama : Islam

Nama Ibu :Wati Mahdalena

Nama Ayah :Alm. Sutarman

Alamat :Jln. Pembangunan Gg. Rukun No. 11, Helvetia Timur, Medan Helvetia

No. Hp :0878-0797-0569

Email :Sutarmannisa@gmail.com

Riwayat Pendidikan: SD : SD Al-Washliyah

SMP : SMP Sinar Husni

SMA : SMASinar Husni