THE IMPLEMENTATION OF APPLYING INTEGRATED LEARNING BY USING QUIZIZZ TO IMPROVE STUDENTS' READING ACHIVEMENT

SKRIPSI

Submitted to Complete The Assignment and Fulfill
The Requirements for Achieving Sarjana Pendidikan
Degree in English Education

By

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Judul Skripsi   : The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students' Reading Achievement

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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LEMBAR PENGESAHAN SKRIPSI

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ABSTRACT

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The research was applied through classroom action research in which aimed to investigate the improvement of the students' reading achievement by applying integrated learning assisted by quizizz and also to investigate the student's activity during the implementation of applying integrated learning assisted by quizizz. The subject of this research was the grade XI TKJ 1 of SMKS Tarbiyah Islamiyah Hamparan Perak, there were 38 students. The data of this research were qualitative data and quantitative data which is taken through observation sheet, questionnaire and multiple choice instrument that consisted of ten questions of reading comprehension.The quantitative data showed that the mean score in cycle 1 was 62.10, the mean score in cycle 2 was 87.10; the students who got score more than 70 in cycle 1 was 18 students and the percentage was 43.70%, the students who got score more than 70 in cycle 2 was 38 students and the percentage was 100%. The observation sheet showed that the students' activity was increased in the cycle 1 to the cycle 2, and the questionnaire showed that quizizz media that used was interesting. From the data above, the implementation of applying integrated learning by using quizizz significantly improved the students' reading achievement.

Keywords : *classroom action research, integrated learning, reading comprehension*

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Dea Kartika Sari

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CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of a compulsory subject that incorporates into educational curriculum in Indonesian today, namely, 2013 curriculum. 2013 curriculum is learning that emphasizes the affective aspects or changes in behavior and competencies to be achieved are balanced competencies between attitudes, skills, and knowledge, in addition to a holistic and enjoyable way of learning. English learning requires a good understanding of the curriculum so that it becomes an absolute demand for education providers, especially teachers. From this understanding the teacher will know the purpose of organizing education, the contents of the learning material, procedures for implementing learning and learning experience as a tool to achieve learning goals. By understanding the curriculum, the teacher has implemented the expected English teaching.

Teaching English in the curriculum should be suitable for students' current needs and also, the teaching materials should be realistic and useful in students' daily life. so that it can be said, English teaching that is by following the curriculum is that refers to student needs and student-centered learning. The concept of teaching English in the school, in general, must also be in accordance with the curriculum. such as teaching reading in a class that involves a learner-centered, contextual, and textbook learning rocess, a scoring system that educates and competencies that are as expected.

Extensively, teaching reading in the classroom requires students to achieve the learning objectives of reading, namely students are accustomed to reading and understanding the meaning of the text and summarizing and representing it in their own language. Students are accustomed to compiling text that is systematic, logical, and effective through text drafting exercises, students are introduced to appropriate text rules so that they are not confused in the process of composing text (according to the situation and conditions: who, what, where), and students getting used to being able to express themselves and their knowledge in convincing language spontaneously.

However, the reality of students' English reading skills is generally low. based on the national exam results of SMK students in 2017/2018 shows that only 33.99% of students were able to determine the topic of the text. 35,76% of students were able to determine the conclusion of the conversation. And 31,18% of students were able to determine the similarity of words contained in the text correctly. (Puspendik, Kemdikbud, 2018)

The real condition above was proven when the researcher observed a learning process in SMKS Tarbiyah Islamiyah Hamparan Perak. Based on the results of the midterm examination, only 41,35% of students were able to identify the main idea of the paragraph in the text. Most of the students did not understand how to identify the generic structure of the text and monotonous learning methods so that students are not able to understand the material properly.

Considering the problem discussed above, it is hoped that there will be a great chance for Indonesian learners to improve their English competence. According to

Kemdikbud (2013) school graduates are expected to have a noble character, relevant skills and knowledge related to the subjects studied at school. To achieve this goal, the Ministry of Education and Culture expects that the teaching materials used by teachers in the relevant classes with the competencies needed contain essential material, and by following the level of development of students.

Related to the description above, the solution is needed in teaching and learning reading by applying integrated learning by using quzizz. According to Joan Mueller (2013), Integrated learning is a classroom experience that draws upon a full palate of technological teaching and learning strategies as well as traditional lecture and discussion techniques. Based on the definition above, integrated learning is a learning process that combines traditional learning strategies and technology-based learning to make the learning process more attractive and effective.

According to Samet BAL (2018), quizizz is a web-based learning that significantly affects the learning process among foreign language learners. So, technology-based learning such as quizizz can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. By creating an enjoyable learning conditions, it is expected that the previous problems can be solved and the teaching learning process can run effectively.

Based on the background above, the researcher is interested in conducting a study entitled *"The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students' Reading Achievement "*

B. The Identification of the Problem

Based on the background of the study above, the problems were identified as follows:

1. The students were not understand how to identify the main idea of the paragraph in the text.

2. The students were not understand how to identify the generic structure of the text.

3. The monotonous learning method which is used by the teacher in teaching reading.

C. Scope and Limitation

The scope of the study was focused on realizing classroom action research in teaching reading and the limitation of this study was mainly concerned with reading analytical exposition text.

D. The Formulation of the Problem

Based on the limitation of the problem above, so the researcher formulated the research question in this study as follows:

(1) Was there any significant improvement on the student's reading achievement through integrated learning by using quizizz?

E. The Objective of the Study

The objective of this study was:

To investigate the improvement on the students' reading achievement through implementing integrated learning by using quizizz.

F. The Significances of Study

The significances of this study were expected to be useful theoretically and practically.

1. Theoretically, this study was expected to enrich teacher knowledge in teaching reading comprehension.

2. Practically, this study were useful for :

   a. Students, it was expected that the students could learn how to improve their achievement in reading comprehension.

   b. Teachers, it was expected that the study would be beneficial for the English teachers to implement and improve learners' reading comprehension by using quizizz.

   c. Other researchers, as information to conduct research a certain variety of reading comprehension in a different context.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework

In conducting research, theories are needed to explain some concepts in research concern. In this chapter, some important theories used in this research. These important theories might be clear from the beginning to avoid misunderstanding between the researcher and the reader and both of them must have the same perception of the concept of this research. The researcher presented this chapter to strengthen this study. The theories are classified in the following:

1. Reading

Reading as part of education that involved in an academic context, where readers get the process of learning from what they read (Grabe, 2009:5). Some teachers often used textbooks as a learning media to deliver material in the classroom. So, students asked to read textbooks to retrieve the information so they can understand the material on their own.

Other expert point out that the reading can be considered as a way to draw information from a text and to form a text and to form an interpretation of that information (Grabe and Stoller,2002:4). If it is connected with this research, reading is the action of students to read text book in reading comprehension class to comprehend what is printed on paper. In this case, the teachers need to think about the ways that students can learn to read efficiently and also effectively. It can help the students to understand what they read if the teacher used a

compatible strategy of teaching reading in order to help students get the idea of what is written.

2. Teaching English Reading in Indonesian Curriculum

Teaching is an activity in which the teacher guides and facilitates learning, provides opportunities for the students to learn, and established the condition for learning (Brown, 2000:7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining knowledge. and also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment of what is being learned.

The functions of teaching reading primarily reading foreign language, such as English, for students who are not native speaker, is to make them able to understand the texts when they are dealing with the foreign language. They will be able to read in an appropriate pace, in a quiet manner, and with adequate understanding. The process of teaching and learning English has some characteristics. These characteristics lead the process to be a succesful process if the teacher applied it well. According to Davies and Pears (2000), there are some characeristics of effective English teaching and learning :

1. Associated with the use of physical appearances in the classroom, the teachers must regulate their relationship with the students, the suitability of the variation in nuances in teaching and learning, the teacher movements and contacts that occur between teachers and students.

2. Associated with the stages that occur in the classroom, the teachers are able to provide variety and clearly in the stages of teaching and learning process.

3. The class should be used the variety of seeing arrangement

4. The teacher always evaluates what happened on that day so that he or she can take the next steps to solve the problem or to improve what has been achieved

In the process of teaching reading, the teacher has an important role to provide materials, techniques, and media to make students able to learn something new in the class and can also enjoying the process. The result of this process is the students have behavioural changes in humans caused by emotional and intellectual experiences.

The teacher must hold to the principles of teaching reading so the teacher teaches the students accrording to the rules. Following are the teaching reading principles stated by Anderson in Nunan (2003) :

1. Exploiting the background knowledge of the reader

Reading comprehension depends on the background knowledge of the reader (Anderson in Nunan, 2003). It can be their experience that they bring into the text they read. From this background knowledge, the readers can improve reading comprehension when they actively set goals, ask questions, make predictions, teach text structure, and so on.

2. Building strong vocabulary base

It was known that vocabulary is important for making reading activity successful. Therefore, it must be taught explicitly. The learners are also taught to use context to effectively guess the meanings of less frequent vocabulary. It will be easier for the learners if they use specific terminology than the general one. There are some formulas by Anderson in Nunan (2003) to enhance the teacher

vocabulary instruction. The teacher should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary. Next is the way to know what the learners need to know and what they know now.

3. Teaching for comprehension

Teaching students to comprehend is more important than testing reading comprehension. The process is not simply about how to understand information from the text. This is about how students learn to engage with meaning and develop ideas. There must be an involvement of teachers and students in the class who are discussing a passage.

4. Working to improve reading levels

Part of the joy of reading is being able to pick up a book and comprehend it. In addition, the reader reads without difficulty through reading assignments. Teaching reading is how the teacher is able to produce fluent readers not speed readers. What should be the focus of the teacher is to reduce the students' dependence on the dictionary. Instead, they have to analyze and synthesize the content of the passage being read. This is a big mistake when a teacher still requires the students to be speed readers rather than fluent readers. To support the focus, the teacher has to work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

5. Teaching reading strategies

In Oxford in Nunan (2003), strategy is defined as " a tool for active, and independent involvement that is necessary for developing communicative abilites.

Strategies are not simple event but a series of creative events that students used actively". It is important for students to learn how to use various reading strategies that are appropriate for their purposes for reading. So, that is a major consideration in the reading classroom.

6. Encouraging the readers to transform strategies into skills

Strategies and skills can create an important difference (Nunan, 2003). Using strategies are to achive the desired goal or target, while skills are strategies that has become automatic.

7. Building assessment and evaluation into your reading

The growth and development of reading skills can be measured by conducting formal and informal assessment. There must be quantitative and qualitative assessment engaged in classroom. The quantitative assessment results information of reading comprehension test as well as reading rate data, while qualitative assessment can include reading jornal responses, reading interest surveys, and responses to reading strategy checklist.

8. Striving for continous improvement as a reading teacher

The quality reading teacher determines the success of foreign language readers, so the teacher must be enthusiastic in doing their work as facilitators, helping each reader discover what works best. Considering that the main focus of teaching reading is to teach students what to do, the teacher should enrich their selves with tips and techniques. They need to understand the nature of the reading process (Nunan, 2003). One of the ways to enrich them is joining a community or association which provides a lot of input on teaching reading, specifically.

3. Learning English Reading in Indonesian Curriculum

The 2013 curriculum requires active, innovative, creative, effective and fun learning. students must be student subjects. The learning process requires teacher skills in managing the class. The teacher conveys learning material using a specific learning approach that involves as much as possible the ability of students during the learning process (student centered) and complete learning (master learning). Thus, the right learning methods can be chosen to achieve results through a process in accordance with the objectives or competency standards. Good and interesting Class Management can be supported by several factors, namely:

(a) Professional teacher, (b) a teaching attitude that influences the understanding that: teaching is the science of educating, teaching is a learning process transaction, teaching is technology, teaching is art, (c) the learning method developed should be adjusted to the level of development of learners' thinking, classroom situations, and learning materials.

The learning characteristics of each education unit are closely related to the Graduates' Competency Standards and Content Standards. Graduates' Competency Standards provide a conceptual framework for learning goals that must be achieved. The Content Standards provide a conceptual framework for learning and learning activities derived from the level of competence and scope of the material. In accordance with the Graduates' Competency Standards, the learning objectives include the development of the domains of attitudes, knowledge, and skills that are elaborated for each education unit. These three

competency domains have different acquisition trajectories (psychological processes). Attitudes are obtained through the activities of "accepting, running, respecting, appreciating, and practicing". Knowledge is obtained through activities "remembering, understanding, applying, analyzing, evaluating, creating. Skills are obtained through activities "observing, asking, trying, reasoning, presenting, and creating". (Permendikbud Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah Kurikulum 2013)

The area of attitude takes the transformation of substance or teaching material so students "know why". The realm of skill is the transformation of substance or teaching material so that students "know how". The realm of knowledge takes over substance or teaching material so that students "know what." The end result is an increase and balance between the ability to be a good people (soft skills) and people who have the skills and knowledge to live well (hard skills) from student participants that include aspects of attitudes, knowledge and skills competencies.

In accordance with Graduates' Competency Standards and Content Standards, learning principles are developed based on process standards which include planning the learning process, applying the learning process, evaluating learning outcomes, and monitoring the learning process. The learning principle used are : (1) Students being told to participants to investigate, (2) The teacher as the only source of learning into learning based on various learning resources, (3) The textual approach to the process as a reinforcement of the use of the scientific approaches, (4) Content based learning for competency-based learning, (5) Partial

learning for integrated learning, (6) Learning that emphasizes one answer to learning with multi dimensional truth answers, (7) Verbalism learning for applicative skills, (8) improving the balance of the physical skills (hard skills) and mental skills (soft skills), (9) learning that prioritizes civilization and empowering students as lifelong learners, (10) learning that applies values by setting an example, developing will, and developing students' creativity in the learning process, (11) learning that takes place at home, at school, and in the community, (12) learning that applies the principle that whoever is the teacher, whoever is the student, and wherever there is a class, (13) Use of information and communication technology to improve the efficiency and effectiveness of learning, (14) Recognition of individual differences and students' cultural backgrounds. (Permendikbud, No 65 thn. 2013 tentang Standar Proses Pendidikan Dasar dan Menengah)

Related to the principle above, a standard process was developed which included planning the learning process, implementing the process of learning, evaluating the outcomes of learning, and monitoring the process.

1. The learning process touches three domains, namely: attitudes, knowledge, and skills and learning outcomes give birth to students who are productive, creative, innovative, and affective through strengthening integrated attitudes, skills and knowledge.

2. The attitude domain takes substance transformation or teaching material so that students "know why".

3. The domain of skills takes substance transformation or teaching material so that students "know how".

4. The domain of knowledge takes substance transformation or teaching material so that students "know what."

5. The end result is an increase and a balance between the ability to be a good human being (soft skills) and a human who has the skills and knowledge to live properly (hard skills) from students which includes aspects of competence in attitudes, knowledge, and skills.

The 2013 curriculum aims to prepare Indonesian to have the ability to live as individuals and citizens who are loyal, productive, creative, innovative, and affective and able to contribute to world life, the nation, the country and world civilization.

4. Indicator of Reading Comprehension

Another important thing that should be exist in teaching reading comprehension is the teachers have to decide the indicators of reading comprehension. It has purpose to measure how far the students comprehend about the passage. Through the indicators the teachers can assess whether the students have understood about the text or not. If the students can achieve all indicators, it means that the students can understand the text well. Basirun (2004:14) states some general indicators in reading comprehension process as follows: (1) Finding idea from particular paragraph from text provided, (2) Answering "WH" questions about main idea from particular paragraph from text provided, (3) Answering some questions through specific information from text provided, (4)

Deciding the meaning of word based on word form, (5) Completing sentence by using specific word from text, (6) Answering "WH" questions by using particular information, (7) Finding synonim of particular word in the text, (8) Finding antonym of particular word in the text, (9) Finding meaning of particular word in the text, (10) Finding unstated and stated information from some choices, (11) Making conclusion of the text, (12) Finding reffering word from a paragraph or text.

5. Integrated Learning

According to Joan Mueller (2013) , Integrated learning is a classroom experience utilizing a ceiling full of technology teaching and learning strategies as well as traditional and discussion techniques. In integrated learning, the classroom can more active so that the teacher and the students can get feedback both of them in teaching learning process. Rather than expecting a teacher or a series of predictable discussions, students are challenged with different pedagogical strategies based on class or unit. Integrated learning keeps the classroom experience fresh with students eager to discover what will happen next.

In an integrated learning experience, classrooms work to develop a wide variety of traditional pedagogical skills and technologies that are useful for teaching in the classroom. Many will begin to "reversing" their classrooms, and online content and using class time to study primary sources, follow-up experiments, student research, etc. Integrated learning is a pedagogical integration of technology and classical pedagogy that allows instructors to choose whatever tools are most suitable for the presentation of certain material.

Dennis R. Harkins (2015) defines that integrated learning has shown that students are good enough in assessing their own academic talent, and where students develop and grow to maximize their potential. So, the students can find personally regulated instruction and combine instruction in general education and other subjects in education. In integrated learning, students have additional cultural and global experience in examining academic and globab issues, enhancing critical thinking and the analyzing various points of view.

The idea of integrating technology into learning situations is well known. One way to indicate the direction of our thinking is to compare the notions of 'multimedia' and 'multiple media'. Teachers and trainers often use a lot of media to deliver teaching materials (textbooks, presentation notes, diagrams, and so on. Multimedia ideas are intended to convey the idea that various media are integrated in a coherent framework of some kind. Integration that wants to encourage goes beyond the idea of having a framework which is general and integrated for technology based items, (J.Michael Spector, 2002).

However, they also want to promote the idea of integrating theory and practice. In addition, integrated perspective implies that the situation of the learner (i.e., setting, motivation, culture, prerequisite knowledge, etc.) and learning objectives (i.e., type of subject, desired outcomes, institutional considerations and constraints, etc.

6. Quizizz

According to Samet BAL (2018), quizizz is web-based learning that significantly affects the learning process among foreign language laerners. So, the

technology based learning like quizizz can create pleasant learning condition by helping students activate their background knowledge before reading and evaluate their understanding after reading.

Quizizz is flexible platform for pre-assessments, formative assessments, lesson hooks, homework assignments, test reviews, and post-assessments. The platform is easy to use and there are tutorials available for easy access to answers and processes. There is a search bar for questions that direct you to various topics. Live chat is even available if the question has not been answered or needs clarification.

7.   The Advantages and Disadvantages of Quizizz

7.1. The Advantages of Quizizz

Quizizz flexibility is the best feature of this gaming platform. Every teacher can use it for the area of content they teach, has a Blog Section that highlights new features or techniques for using the platform. Quizizz has a teacher resource section that includes a 1-page preparation guide, training presentation, and help center. You do not have to project the question on a board or screen. Each student has access to their own question and answer game. The teachers can look at student reports and see what questions are answers correctly or incorrectly in order to inform instruction or overcome learning gaps. Can be easily added to Google Classroom. Add existing questions from other's Quizizz to your own Quizizz with 1-click and make edits. Fun Memes are added to questions after they are answered. This can be adjusted to fit your classroom community, school environment, or class content and provide positive feedback for students. Quizizz

can also be used for fun trivia or extra credit near school vacations where students become nervous.

7.2.The Disadvantages of Quizizz

There are limits to the types of questions you can ask. It is perfect for facts and remember, but not conducive to more complicated questions. When working with technology, it is always important to consider the access that schools and each students has to a computers, ipads, or phones. This platform can be a problem when access is limited. The most difficult process in this whole experience is adding the memes. Another thing that we will change is that if we copy a question from other people's quizzes, we must use the meme that they have set, which which may not be appropriate for your class.

So, Quizizz is very suitable for many aspects of learning in the classroom. easy to use, flexible, and fun for students. Because students can complete this on their own screens and there are no time restrictions, it is perfect for introverts who still want to participate in game-based learning without the group hype. It is easy to conect with Google Classroom, so it is easy to give Quiz to the students.

8.   Teaching Reading Through Integrated Learning

In teaching reading, the teacher's responsibility in helping students achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading assignments, to establish effective classroom procedures, to encourage critical reading, and to create supportive environment for practicing reading. In classroom, the teacher has to decide what the purpose of reading will be done. It is reading for pleasure or understanding the passage. If the purpose of

reading to be done is for fun, the topic of reading texts can be free. And if the purpose of reading the text that will be done is to understand the passage, then the topic of reading text must be prepared before the teacher teach in the reading class. And the teacher should be provide the interested strategy and media in teaching reading. One of the effective strategy is teaching reading through integrated learning. There are several steps in teaching reading through integrated learning, included : (1) Transferring form talks to student centered learning, (2) Increasing the students pre knowledge by exploring subject within subject that will be learned, (3) Combine the traditional learning and technological learning such as by using quizizz platform, (4) Students discussion based on combination between the teacher (as a guide) and the cooperative learning groups in the classroom as traditional learning or the groups on the internet, (5) See an increase every students and learning outcomes intensively and doing asessment in learning outcomes directly.

B. Conceptual Framework

The concept of applying integrated learning by using quizizz to improve students' reading comprehension has been explored in previous discussions. The conceptual framework derived from the concepts above will be presented as follows. Reading is one of the important things to get information. In the case of schools, reading is an important skill because students deal with written text in their textbooks almost every day. In fact, the students' faces difficulties in the learning process, especially in learning English. The difficulties caused by strategies and media used monotonously in the learning process. This is a serious

problem because of difficulties affecting other components of teaching and learning. Students cannot understand a passage so well that they cannot take part information comprehensively. There should be a solution to resolve this problem.

From the previous theoretical framework, the researcher had discussed the term of integrated learning and quizizz. Therefore, the application of integrated learning by using quizizz is a good strategy to solve the problems identified by the researcher in the class XI A 1 at SMKS Tarbiyah Islamiyah Hamparan Perak. This technique is considered in accordance with the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the reading comprehension. The following schema were shown below :

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          │  Classroom Action Research  │
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          │     Applying Integrated     │
          │  Learning by Using Quizizz  │
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        ┌───────────┐         ┌───────────┐
        │  Cycle 1  │         │  Cycle 2  │
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              │ Multiple Choice Test │
              └──────────────────────┘
                         │
                         ▼
                ┌─────────────┐
                │ Assessment  │
                └─────────────┘
                         │
                         ▼
          ┌───────────────────────────────┐
          │ Students' Reading Achivement  │
          └───────────────────────────────┘
```
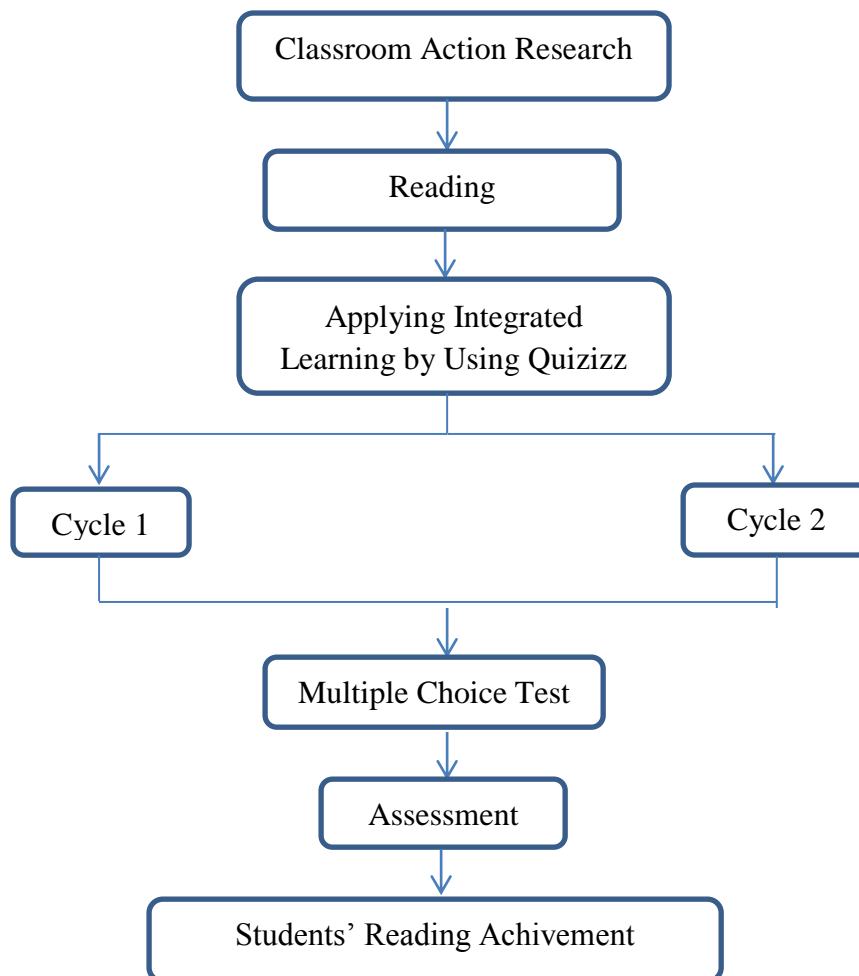
C. Previous Relevant Studies

To get and provide the originality of the research, the researcher wants to present the previous research that deals especially with integrated learning of students reading achievement.

1. Pratama, Eric Yudha (2015) in *The Implementation of Blended Learning Method Using Etmodo to Improve Students Reading Comprehension*. The researcher investigated that there was a significant effect of students' reading comprehension achievement after being taught through Etmodo and conventional reading activities were significantly different. It means that blended learning method using etmodo was effective to increase students" reading comprehension achievement.

2. Birgani, Mahrami Barzieh (2018) *in the Effectiveness of Blended Learning in Improving Reading Comprehension among Iranian EFL Students*. The findings offered the effect of blended learning is realizing the ability of each person to develop their capabilities as a result of combination of virtual world with his learning in the class and also their capability for independent performance in blended learning after the class. The findings showed that blended learning had a positive effect on reading comprehension ability which is the main finding of the resent research.

CHAPTER III
RESEARCH METHODOLOGY

A. Location of the Research

The research was conducted at SMKS Tarbiyah Islamiyah, which is located at Jl. Perintis Kemerdekaan, Hamparan Perak. The reason for choosing this school because the researcher found that the students were not able to comprehend the reading text and the teacher still used the monotonous learning method in teaching reading.

B. Subject of the Research

The subject of this research was the students grade XI of SMKS Tarbiyah Islamiyah. It divided into seven class. the research only involved one class of XI TKJ 1. It consisted of 38 students. The researcher was taught reading skills according to the learning materials and the lesson plans which has been developed. The English teacher as a collaborator and an observer in this research. The researcher was collaborated with the teacher during the implementation of the actions plan. The observer identified the effectiveness and the ineffectiveness of the action and then, she helps the researcher in improving the action by providing feedback. The researcher and the teacher worked together in this research process.

C. Research Design

In classroom action research, there were four stages included of planning, action, observation and reflection. For this stage would be applied in each cycle, because action research is cycle process. If the result of the first cycles is fail, it

will be continued to the next cycle. If there is significant improvement in reading comprehension, so the cycles has been stopped. It showed up the improvement students' achievement in reading comprehension, the cycle will be continued to the next cycle until the result is achieved. To show step in classroom action research can be seen below:
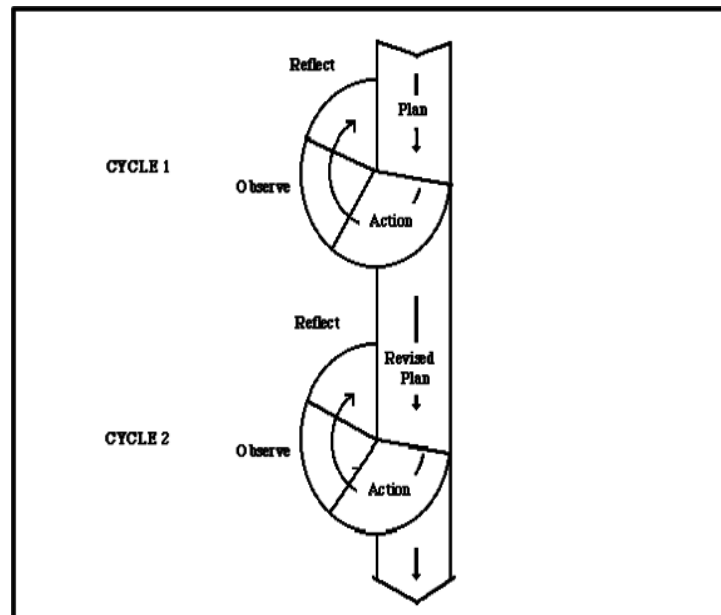
Figure 1. Classroom Action Research Model by Kemmis and McTaggart (Arikunto, 2015:132)

1. **Cycle 1**

a. *Planning.*

The activities in the planning included : (1) Creating the lesson plan about Analytical Exposition Text, (2) Designing the steps in using Quizizz, (3) Preparing the material, that is Analytical Exposition Text, (4) Preparing teaching aids, that is Integrated learning by using quizizz, (5) Preparing a test, that is multiple choice.

b. *Action*

Teachers activity: (1) The teacher opened the class by greeting the students, (2) The teacher asked what topic they will learn, that is Analytical Exposition Text, (3) The teacher tell the students about the advantages of learning Analytical Exposition Text, (4) The teacher introduce the Quizizz in learning Analytical Exposition Text, (5) The teacher asks the student's opinion about Analytical Exposition, (6) The teacher show the text of Analytical Exposition with its generic structure, (7) The teacher will give 10 questions in each part based on the text that available in Quizizz, (8) The teacher will see the results of every students who answer correctly on the computer screen, (9) The teacher and students made the conclusion based on the material, (10) The teacher ended the class by closing.

Students' activity: (1) The students answers greeting from their teacher as response to the teacher, (2) The students answers what topic they will learn, (3) The students listens about the advantages of learning Analytical Exposition Text, (4) The student listens the explanation of how to use Quizizz in learning Analytical Exposition Text from teacher, (5) The students give their opinion about Analytical Exposition Text, (6) The students will see and keep attention for the text of Analytical Exposition with its generic structure.

c. *Observation*.

Besides implementing several action plans, the researcher and the teacher observed and recorded the teaching and learning process. During the process of taking action, the researcher and the teacher observing everything that

happened in the classroom. The result of the discussing is an important data to be used as an evaluation for the implementation of the action plans to enhance further action.

d. *Reflection*.

Reflection is the feedback process from the action that is done. Reflection is used to help teacher make decisions. The teacher and researcher will analyze all recording information in learning process through integrated learning by using Quizizz.

2. Cycle 2

The researcher will do cyle 2, if the result in cyle 1 is still need improvement. In cycle 2 also has four stages; they are planning, action, observation, and reflection. Every weakness in cycle 1 will be revised in cycle 2.

D. Research Instrument

This research was used three instruments. They were test and observation sheet, and questionnaire.

1. Test

To get the data the researcher was done the reading multiple choice test in analytical exposition text. It is consisted of 10 questions of multiple choice in each cycle. The test was taken from Quizizz Learning Media.

2. Observation Sheet

Observation sheet was used to observe all activities happened during the teaching learning process. The activities were included teacher and student's activities.

3. Questionnaire

The questionnaires were distributed to know the students' interest of reading comprehension in analytical exposition text by using Quizizz media.

E. Technique of Collecting Data

In this research, the data was done by multiple choice test , observation sheet's technique, and questionnaires. Observation was done to observe the quality of teaching learning process based on the instrument of observation, and the tests was conducted by the researcher in order to know the improvement on the students reading achievement.

F. Technique of Analyzing the Data

Quantitative data was done in this study. It was used to analyze the student's score. The quantitative data was analyzed by using formula as follows:

$$\bar{x} = \frac{\sum x}{N} \qquad \text{(Arikunto, 2013)}$$

Where :

$\bar{x}$: The mean of the student's score

$\sum x$: The total score of students

N : The number of students

Next, to categories the number of the students who passed the test successfully, the researcher was applied the following formula:

$$P = \frac{R}{T} \times 100\% \qquad \text{(Arikunto, 2013)}$$

Where:

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the students

CHAPTER IV
DATA AND DATA ANALYSIS

A. The Data

The research provided two types of data, namely as Qualitative data and Quantitative data in which taken from 38 students through observation sheet, questionnaire and reading comprehension test as the main instrument of the research. Those instruments were applied to two meetings in every cycle.

1. Quantitative Data

The quantitative data was taken from the students' score in a reading comprehension test of Analytical Exposition Text. It was created in Quizizz that consisted of 10 questions of multiple-choice.

1.1. Cycle 1

There were 2 meetings in cycle 1. The first meeting, the researcher explained the Analytical Exposition Text without giving a test. The second meeting, the researcher explained the Analytical Exposition Text and gave the test of 10 multiple choice in Quizizz Platform. The items of the multiple choice test in the research have indicators of reading comprehension that could be seen in Appendix 1. The students score multiple choice test in cycle 1 could be seen as the following table:

Table 4.1.
The students' score of multiple choice test in Cycle 1

No	Students' Initial	Multiple Choice Cycle 1										Score
		1	2	3	4	5	6	7	8	9	10	
1	A	√	×	√	×	√	√	√	×	√	√	70
2	ASY	√	×	√	×	√	√	√	√	√	√	80

3	AP	√	×	√	×	√	×	√	×	×	√	50
4	AS	×	×	√	×	√	×	√	×	√	√	50
5	BAP	√	×	√	×	√	×	√	×	×	×	40
6	CMS	√	√	√	×	×	×	√	√	√	√	70
7	D	√	√	×	×	√	√	√	×	√	√	70
8	DH	√	×	√	×	√	×	√	×	√	√	60
9	DS	×	×	√	√	×	√	√	√	√	√	70
10	DZR	√	×	×	×	√	×	√	√	√	×	50
11	EA	√	√	√	√	×	×	√	√	×	√	70
12	FGA	×	×	√	×	√	×	√	√	√	√	60
13	IHE	×	×	×	×	×	×	√	×	×	√	20
14	IH	×	×	√	√	√	√	×	√	√	√	70
15	KFN	√	√	√	×	√	×	√	√	×	√	70
16	MRF	√	×	√	√	×	√	√	√	×	√	70
17	MSH	×	×	√	√	√	√	√	√	×	×	60
18	MDP	√	×	√	√	×	√	√	√	√	√	80
19	MJ	√	×	×	×	√	×	√	√	×	√	50
20	MAA	√	×	√	×	√	√	√	√	√	×	70
21	MAP	√	√	×	√	√	×	√	√	√	×	70
22	MAPR	×	×	√	×	√	×	√	√	√	√	60
23	MSS	√	×	√	√	√	√	√	×	×	√	70
24	N	√	×	√	√	√	×	√	√	×	√	70
25	NS	√	×	√	×	√	√	√	×	√	√	70
26	NF	√	×	×	√	√	×	√	√	√	√	70
27	P	×	×	√	×	√	×	√	×	√	√	50
28	PF	√	√	√	×	√	√	√	√	√	√	90
29	PPS	√	×	√	×	×	√	√	√	×	√	60
30	PY	√	√	√	×	√	×	√	√	×	√	70
31	RA	√	×	√	×	√	×	√	√	√	√	70
32	RAM	√	×	×	×	×	√	√	×	×	×	30
33	SA	×	×	×	×	√	×	√	√	√	×	40
34	SI	×	×	√	×	√	×	√	√	√	√	60
35	SNA	√	×	√	√	×	×	√	×	√	×	50
36	S	√	×	√	×	√	×	√	×	√	√	60
37	SAP	√	√	√	√	√	√	×	×	×	√	70

38	TS	√	√	√	×	√	×	√	√	×	√	70
$\sum x$												2360
×												62,10

From the table of cycle 1, The researcher applied the following formula to know the mean of students' score and the percentage of the students mastery. The total score of the students was 2360 and the number of the students was 38, the mean was :

$$X = \frac{\Sigma x}{N} \quad \longrightarrow \quad X = \frac{2360}{38} = 62,10$$

The number of students who got the points up to 70 are 18 students. The percentage of the students mastery was :

$$P = \frac{R}{T} \times 100\% \quad \longrightarrow \quad P = \frac{18}{38} \times 100\% = 47,36\%$$

Based on the table of students' score in Cycle 1, it could be presented in the following chart :

Chart 4.1
The Students' Percentage Score in Cycle 1
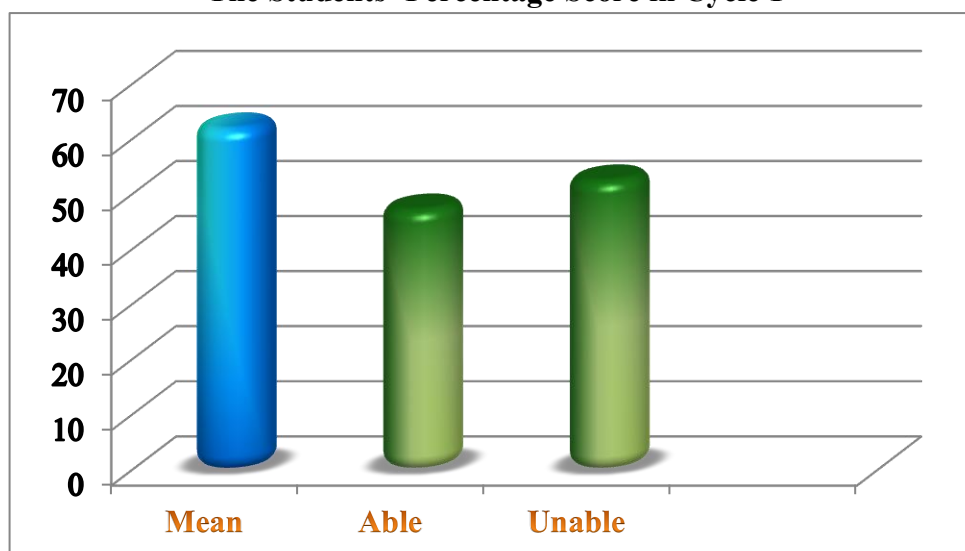
1.2. Cycle 2

There were 2 meetings in cycle 2. The third meeting, the researcher explained the Analytical Exposition Text without giving a test. The fourth meeting, the researcher explained the Analytical Exposition Text and gave the test of 10 multiple choice in Quizizz Platform. The students score multiple choice test in cycle 2 could be seen by the following table:

Table 4.2.
The students' score of multiple choice test in Cycle 2

No	Students' Initial	Multiple Choice Cycle 2										Score
		1	2	3	4	5	6	7	8	9	10	
1	A	√	√	√	√	√	√	√	×	√	×	80
2	ASY	√	√	√	√	√	√	√	√	×	×	80
3	AP	√	√	√	√	√	√	√	√	×	×	80
4	AS	√	√	√	√	√	√	√	×	√	√	90
5	BAP	√	√	√	√	√	√	√	×	√	√	90
6	CMS	√	√	√	√	√	√	√	√	√	×	90
7	D	√	√	√	√	√	√	√	×	√	√	90
8	DH	√	√	√	√	√	×	√	√	√	√	90
9	DS	√	√	√	√	√	√	√	×	√	√	90
10	DZR	√	√	√	√	√	×	√	√	√	×	80
11	EA	√	√	√	√	√	√	√	√	×	√	90
12	FGA	√	√	√	√	√	×	√	√	√	√	90
13	IHE	√	√	√	√	√	√	√	×	×	√	80
14	IH	√	×	√	√	√	√	×	√	√	√	80
15	KFN	√	√	√	√	√	√	√	√	×	√	90
16	MRF	√	√	√	√	√	√	√	√	×	√	90
17	MSH	√	√	√	√	√	√	√	√	√	×	90
18	MDP	√	×	√	√	×	√	√	√	√	√	80
19	MJ	√	×	√	√	√	√	√	√	√	√	90
20	MAA	√	×	√	√	√	√	√	√	√	√	90
21	MAP	√	√	×	√	√	√	√	√	√	√	90
22	MAPR	√	√	√	√	√	×	√	√	√	√	90

23	MSS	√	√	√	√	√	√	√	×	×	√	80
24	N	√	√	√	√	√	×	√	√	×	√	80
25	NS	√	√	√	×	√	√	√	×	√	√	80
26	NF	√	√	×	√	√	×	√	√	√	√	80
27	P	√	√	√	√	√	×	√	√	√	√	90
28	PF	√	√	√	×	√	√	√	√	√	√	90
29	PPS	√	√	√	×	√	√	√	√	√	√	90
30	PY	√	√	√	×	√	√	√	√	√	√	90
31	RA	√	×	√	√	√	√	√	√	√	√	90
32	RAM	√	×	√	√	√	√	√	√	√	√	90
33	SA	√	√	√	√	√	√	√	√	√	×	90
34	SI	√	√	√	√	√	×	√	√	√	√	90
35	SNA	√	√	√	√	√	√	√	√	√	×	90
36	S	√	√	√	√	√	√	√	×	√	√	90
37	SAP	√	√	√	√	√	√	√	×	√	√	90
38	TS	√	√	√	√	√	√	√	√	×	√	90
$\sum x$												3310
×												87,10

From the table of cycle 2, The researcher applied the following formula to know the mean of students' score and the percentage of the students mastery. The total score of the students was 3310 and the number of the students was 38, the mean was :

$$X = \frac{\Sigma x}{N} \qquad \longrightarrow \qquad X = \frac{2360}{38} = 87,10$$

The number of students who got the points up to 70 are 38 students. The percentage of the students mastery was :

$$P = \frac{R}{T} \times 100\% \qquad \longrightarrow \qquad P = \frac{38}{38} \times 100\% = 100\%$$

Based on the table of students' score in Cycle 2, it could be presented in the following chart :

Chart 4.2
The Students' Percentage Score in Cycle 2
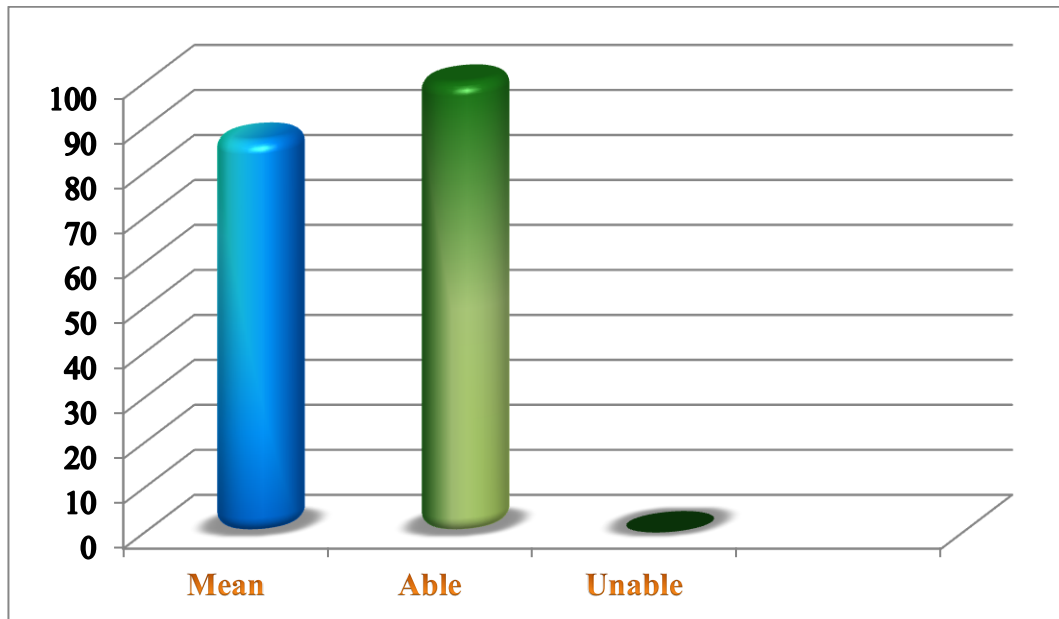
From the data above, it could be concluded that the comparison of the students' score in cycle 1 and cycle 2 could be seen from the table below :

Table 4.3
The Improvement of students' score in cycle 1 and cycle 2

No	Students' Initial	The Students' Score In Cycle 1	The Students' Score In Cycle 2
1	A	70	90
2	ASY	80	90
3	AP	50	80
4	AS	50	80
5	BAP	40	80
6	CMS	70	90
7	D	70	90
8	DH	60	90
9	DS	70	90
10	DZR	50	80
11	EA	70	90
12	FGA	60	90
13	IHE	20	80

14	IH	70	80
15	KFN	70	90
16	MRF	70	90
17	MSH	60	90
18	MDP	80	80
19	MJ	50	90
20	MAA	70	90
21	MAP	70	90
22	MAPR	60	90
23	MSS	70	80
24	N	70	80
25	NS	70	80
26	NF	70	80
27	P	50	90
28	PF	90	90
29	PPS	60	90
30	PY	70	90
31	RA	70	90
32	RAM	30	90
33	SA	40	90
34	SI	60	90
35	SNA	50	90
36	S	60	90
37	SAP	70	90
38	TS	70	90
$\sum x =$		**2360**	**3310**
$\times =$		**62,10**	**87,10**

Based on the result of students' score in cycle 1 and cycle 2, there was an improvement that seen from the mean of students' score in every cycle. The improvement could be seen by the following chart:

Chart 4.3.
The Improvement of Students' Score in Cycle 1 and Cycle 2
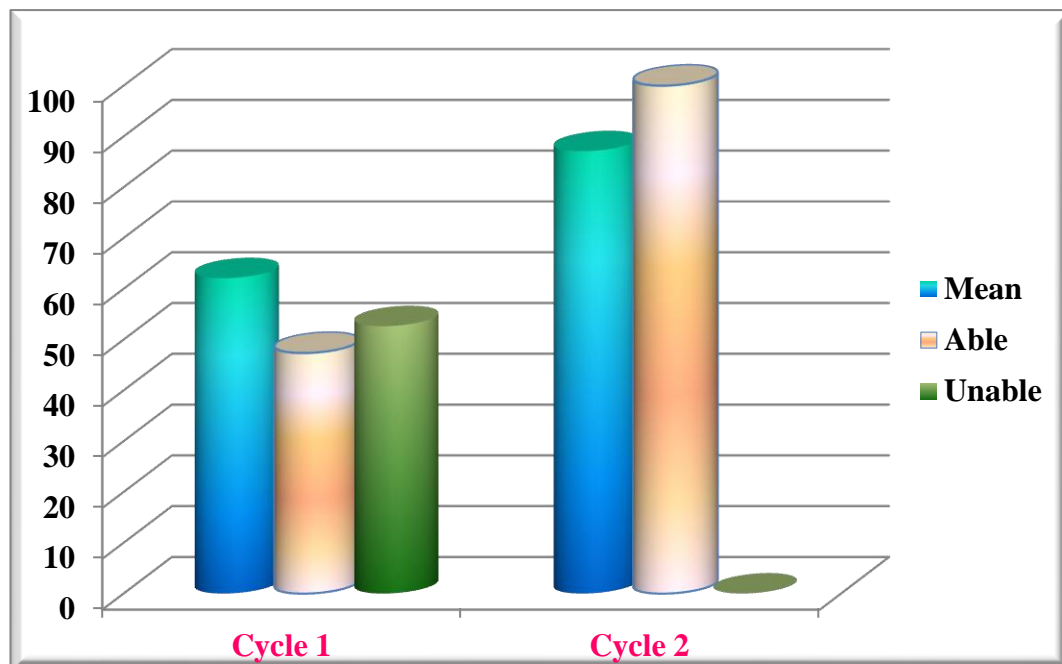
From the chart above, it could be concluded that there was an improvement from the Cyle 1 to the Cycle 1. The percentage of students' score could be seen in the following table :

Table 4.4
Table of students' percentage in Cycle 1 and Cycle 2

Test	Students who got Score up to 70	Percentage
Cycle 1	18 Students	43,70%
Cycle 2	38 Students	100%

Based on the table above, the improvement from the Cycle 1 to Cycle 2 was 56,30%. It meant that the student's reading achievement had been improved by applying integrated learning by using Quizizz.

2. Qualitative Data

The qualitative data was taken from the observation sheet and questionnaire. There were several indicators of teacher and students assessment during teaching and learning process. Based on the observation sheet, the researcher analyzed that the observation of the learning process from Cycle 1 to Cycle 2 was increased. As the questionnaire showed that the learning media was interesting to students' in improving reading comprehension.

B. Data Analysis

1. The Analysis of Quantitative Data in Cycle 1

Two meetings were conducted in this cycle. The first meeting in Cycle 1, the researcher explained the Analytical Exposition Text without giving a test. The teacher asked the students to investigate the generic sructure of analytical exposition text. In the second meeting, the researcher explained briefly the analytical exposition text and gave a test in which consisted 10 questions of analytical exposition text created in quizizz.

Table 4.5
The students' score of multiple choice test in Cycle 1

No	Students' Initial	Multiple Choice Cycle 1										Score
		1	2	3	4	5	6	7	8	9	10	
1	A	√	×	√	×	√	√	√	×	√	√	70
2	ASY	√	×	√	×	√	√	√	√	√	√	80
3	AP	√	×	√	×	√	×	√	×	×	√	50
4	AS	×	×	√	×	√	×	√	×	√	√	50
5	BAP	√	×	√	×	√	×	√	×	×	×	40
6	CMS	√	√	√	×	×	×	√	√	√	√	70
7	D	√	√	×	×	√	√	√	×	√	√	70

No	Name											Score
8	DH	√	×	√	×	√	×	√	×	√	√	60
9	DS	×	×	√	√	×	√	√	√	√	√	70
10	DZR	√	×	×	×	√	×	√	√	√	×	50
11	EA	√	√	√	√	×	×	√	√	×	√	70
12	FGA	×	×	√	×	√	×	√	√	√	√	60
13	IHE	×	×	×	×	×	×	√	×	×	√	20
14	IH	×	×	√	√	√	√	×	√	√	√	70
15	KFN	√	√	√	×	√	×	√	√	×	√	70
16	MRF	√	×	√	√	×	√	√	√	×	√	70
17	MSH	×	×	√	√	√	√	√	√	×	×	60
18	MDP	√	×	√	√	×	√	√	√	√	√	80
19	MJ	√	×	×	×	√	×	√	√	×	√	50
20	MAA	√	×	√	×	√	√	√	√	√	×	70
21	MAP	√	√	×	√	√	×	√	√	√	×	70
22	MAPR	×	×	√	×	√	×	√	√	√	√	60
23	MSS	√	×	√	√	√	√	√	×	×	√	70
24	N	√	×	√	√	√	×	√	√	×	√	70
25	NS	√	×	√	×	√	√	√	×	√	√	70
26	NF	√	×	×	√	√	×	√	√	√	√	70
27	P	×	×	√	×	√	×	√	×	√	√	50
28	PF	√	√	√	×	√	√	√	√	√	√	90
29	PPS	√	×	√	×	×	√	√	√	×	√	60
30	PY	√	√	√	×	√	×	√	√	×	√	70
31	RA	√	×	√	×	√	×	√	√	√	√	70
32	RAM	√	×	×	×	×	√	√	×	×	×	30
33	SA	×	×	×	×	√	×	√	√	√	×	40
34	SI	×	×	√	×	√	×	√	√	√	√	60
35	SNA	√	×	√	√	×	×	√	×	√	×	50
36	S	√	×	√	×	√	×	√	×	√	√	60
37	SAP	√	√	√	√	√	√	×	×	×	√	70
38	TS	√	√	√	×	√	×	√	√	×	√	70
	$\sum x =$											2360
	$\times =$											62,10

Based on the students score in the table above, the total score of the students was 2360 where the number of students were 38, the mean score was 62,10. The number of students who got points up to 70 was 18 students, the percentage was 47,26%. Based on the data, the researcher analyzed that in cycle 1, the students were not got the maximal scores seen from the average of students score was low and most of the students were not achieved the minimum of standard scores. Based on the ten indicator of reading comprehension, the students English proficiency were still low and the second indicator in which "answering some questions through specific information from the text provided" were the lowest indicator that the students' achieved. These were mainly caused when in cycle 1, the students were not concentrated in answering the questions and they were confused in determining the main idea from the text provided, and the limited of vocabulary as the students problem to comprehend the text. Besides that, a bad internet connection also affected the accuracy of answering the questions. So, the students were not enthusiastic in answering the questions. Based on the problem in cycle 1, the researcher reflected that the students score needs to be improved. Therefore, the researcher were continued to cycle 2.

2. **The Analysis of Quantitative Data in Cycle 2**

Two meetings were conducted in the cycle 2. The first meeting in Cycle 2, the researcher explained the Analytical Exposition Text without giving a test. During learning process, the students were enthusiastic to the material that presented, so the student were played an active role in the class. in the second meeting, the researcher explained briefly the analytical exposition text and gave a

test in which consisted 10 questions of analytical exposition text created in

quizizz.

Table 4.5
The students' score of multiple choice test in Cycle 2

No	Students' Initial	Multiple Choice Cycle 2										Score
		1	2	3	4	5	6	7	8	9	10	
1	A	√	√	√	√	√	√	√	×	√	×	80
2	ASY	√	√	√	√	√	√	√	√	×	×	80
3	AP	√	√	√	√	√	√	√	√	×	×	80
4	AS	√	√	√	√	√	√	√	×	√	√	90
5	BAP	√	√	√	√	√	√	√	×	√	√	90
6	CMS	√	√	√	√	√	√	√	√	√	×	90
7	D	√	√	√	√	√	√	√	×	√	√	90
8	DH	√	√	√	√	√	×	√	√	√	√	90
9	DS	√	√	√	√	√	√	√	×	√	√	90
10	DZR	√	√	√	√	√	×	√	√	√	×	80
11	EA	√	√	√	√	√	√	√	√	×	√	90
12	FGA	√	√	√	√	√	×	√	√	√	√	90
13	IHE	√	√	√	√	√	√	√	×	×	√	80
14	IH	√	×	√	√	√	√	×	√	√	√	80
15	KFN	√	√	√	√	√	√	√	√	×	√	90
16	MRF	√	√	√	√	√	√	√	√	×	√	90
17	MSH	√	√	√	√	√	√	√	√	√	×	90
18	MDP	√	×	√	√	×	√	√	√	√	√	80
19	MJ	√	×	√	√	√	√	√	√	√	√	90
20	MAA	√	×	√	√	√	√	√	√	√	√	90
21	MAP	√	√	×	√	√	√	√	√	√	√	90
22	MAPR	√	√	√	√	√	×	√	√	√	√	90
23	MSS	√	√	√	√	√	√	√	×	×	√	80
24	N	√	√	√	√	√	×	√	√	×	√	80
25	NS	√	√	√	×	√	√	√	×	√	√	80
26	NF	√	√	×	√	√	×	√	√	√	√	80
27	P	√	√	√	√	√	×	√	√	√	√	90
28	PF	√	√	√	×	√	√	√	√	√	√	90

29	PPS	√	√	√	×	√	√	√	√	√	√	90
30	PY	√	√	√	×	√	√	√	√	√	√	90
31	RA	√	×	√	√	√	√	√	√	√	√	90
32	RAM	√	×	√	√	√	√	√	√	√	√	90
33	SA	√	√	√	√	√	√	√	√	√	×	90
34	SI	√	√	√	√	√	×	√	√	√	√	90
35	SNA	√	√	√	√	√	√	√	√	√	×	90
36	S	√	√	√	√	√	√	√	×	√	√	90
37	SAP	√	√	√	√	√	√	√	×	√	√	90
38	TS	√	√	√	√	√	√	√	√	×	√	90
$\sum x =$												**3310**
×=												**87,10**

Based on the students score in cycle 2, it could be seen in the table 4.2, the total score of the students was 3310 where the number of students were 38, the mean score was 87,10. The number of students who got points up to 70 was 38 students, the percentage was 100%. Based on the data, the researcher analyzed that in cycle 2, the students were got the maximal scores seen from the average of students score was increased and all the students were achieved the minimum of standard scores. Based on the ten indicator of reading comprehension, the students English proficiency were good and the indicator of reading comprehension was answered well by the students. The students were concentrated in answering the questions, they were able in determining the main idea from the text provided, and good vocabulary understanding enables students to comprehend the text. Besides that, the accuracy of students answered affected by good internet connection So, it foster the students enthusiasm in answering each questions well. Based on the data of students score in cycle 1, it could be compared with the data of students

score in cycle 2 there was significant improvement of the students score in reading comprehension test.

3. The Analysis of Qualitative Data in Cycle 1

a. Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply Quizizz media.

b. Action

The following were the procedures of the action in cycle 1 :

First, in this stage the researcher as a teacher. This stage researcher prepared instruction and observation instruments needed to facilitate the implementation of English learning. The researcher also reviewed the students whether they had already learned about Analytical Exposition Text. The researcher motivated the students before teaching Analytical Exposition Text. Next, the researcher introduced about what is Analytical Exposition Text, the generic structure of analytical exposition text and some examples of analytical exposition text. After teacher gave explanation, the teacher asked the students to read the text and investigated the generic structure of analytical exposition text. After the students read the text, the teacher gave the test to the students about analytical exposition text from Quizizz media.

c. Observation

Observation sheet was used to observe the teacher and students activities that happened during teaching learning process in cycle 1. There were 7 indicators of teacher and students assessment in which taken from the learning process. The

teaching materials and the objectives of teacher plans in the first meeting was good. The teacher prepared the materials, elaborate the structure of materials sistematically, but the teacher was not reviewed at the end of the lesson. The second indicator was the suitability of the material. the material that being taught appropriate to the grade XI in Senior High School. The teacher was good at delivering the analytical exposition text, shared the knowledge and given the understanding of the materials to the students. The last indicator was the interesting media that used through powerpoint presentation in first meeting was good and the using of quizizz media in te second meeting was good. The students attention to the material presented in the first meeting was bad, so they were not understand well to the material. The students was interesting to the media that the teacher used but they were still not focus to the material.

d. Reflection

Based on the observation and the result of students test, it was known the teaching reading through Quizizz not yet satisfied and did not gave improvement, although there was some students got low score or under KKM (70). Reflection also was a phase to process the data that taken from observation while teaching learning process through Quizizz media. After cycle 1 had finished, the result that was got of researcher did not effective in improving students' reading achievement by using Quizizz. Therefore, it was needed to continue in cycle 2.

4. The Analysis of Qualitative Data in Cycle 2

a. Planning

the researcher did :

Preparing lesson plan that related with the study, especially still about analytical exposition text, The teacher prepared the research instrument that would be used in teaching reading by applying Quizizz media, The teacher explained analytical exposition text and then the students have to listen. After the teacher explained analytical exposition text, teacher asked the students to answer the questions in Quizizz, and then the sudents did the multiple choice test in Quizizz.

b. Action

In this step, the researcher done the lesson plan which add arranged in cycle 1, and also in this cycle improved the weakness before. The questions were gave different in cycle 1 and cycle 2, but still about analytical exposition. The teaching and learning process in action same in cycle 1, it was started from opening until closing. The activities in action were follow : Giving observation sheet to the observer, Teaching reading analytical exposition test by using Quizizz In the meeting of cycle 2, the researcher told to the students about the students' mistake in cycle 1. Most of them did same mistake in reading analytical exposition text. The researcher gave each students each items test in Quizizz and they more understand and more focused in doing the test. It could be shown from the different score between cycle 1 and cycle 2. In the test of cycle 1 only 43,70% or 18 students got score 70, and after those students getting maximal score, the researcher gave second test in cycle 2 with different questions but still about analytical exposition text. In cyle 2, 38 students got score more than 70 or 100%.

c. Observation

In the Cycle 2, the teaching materials and the objectives of teacher plans in the first meeting was very good. The teacher prepared the materials, elaborate the structure of materials sistematically, the teacher was reviewed the material at the end of the lesson. The second indicator was the suitability of the material. the material that being taught appropriate to the grade XI in Senior High School. The teacher was good at delivering the analytical exposition text, shared the knowledge and given the understanding of the materials to the student. The last indicator was the interesting media that used in third meeting was very good. and the using of quizizz media in te second meeting was good. The students attention to the material presented in the first meeting was bad, so they were not understand well to the material. The students was interesting to the media that the teacher used but they were still not focus to the material.

d. Reflection

Based on the observation and students test, it was known that teaching and learning reading by using Quizizz media was satisfied and gave the improvement to the students. According to the description in each cycle, the students' achievement in reading comprehension by applying Quizizz made students enjoyed in teaching learning process, and also because the material which given by teacher more creative, not monotone, fun, and imaginative. The result of this research was Implementing Integrated learning by using Quizizz could improve students achivement in learning reading comprehension.

5. The Analysis of Questionnaire Data

The Questionnaire was used to investigate the students respond to learning English assisted by Quizizz media in which taken from the last meeting. There were 10 questionnaire statements that given to the students regarding the learning media. Based on the data of the questionnaire, it could be concluded that the students was strongly agree that the Quizizz media was useful in learning English specifically in reading comprehension. The students also stated that learning english through Quizizz was created learning fun and encourage students more quickly to find out the main idea of the text. So, the students was agree that Quizizz media could be motivated them to be more active in learning English.

C. Discussion

Relating to the data analysis, the implementation of applying integrated learning by using quizizz gave a significant improvement in reading comprehension. It was proved from the result of students score from the cycle 1 to the cycle 2. While the implementation integrated learning from the action stage in cycle 1, the students have to be more active and exploring the material that will be learned. On the contrary, the students depends on the teacher's explanation of the material. The second meeting in cycle 1, the using of quizizz media gave the new experience to the students in which make the students enjoyed in learning English specifically in reading comprehension. However, the using of quiziz media in cycle 1 were not gave the maximum results. After that, the researcher continued to the cycle 2 in which to increase the students score by implementing the same process. in the cycle 2, the implementation of integrated learning from the action

stage showed that, the learning focus was the students centered learning and the students was able to explore the material and discussed in group. The last meeting in cycle 2, the using of quizizz media were gave the maximum scores that could be seen from the students interested when the students completed the reading comprehension of analytical exposition text.

D. Research Findings

Based on the data analysis, it showed that the students' achivement in reading comprehension had beed improved by applying integrated learning by using quizizz. It could be seen from the quantitative data. The mean score in cycle 1 was 62,10 and the mean score in cycle 2 was 87,10. The students who got score more than 70 in cycle 1 was 18 students and the students who got score more than 70 in cycle 2 was 38 students. The percentage of the students who got score more than 70 in cycle 1 was 43,70% and the percentage of the students who got score more than 70 in cycle 2 was 100%. It could be concluded that Integrated Learning By Using Quizizz could improve students' achivement in reading comprehension.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion could be drawn as follows :

The comparison of the students' mean score in cycle 1 and cycle 2 were significantly increased. It means that there was significant improvement of implementing integrated learning assisted by quizizz on the students reading comprehension achievement

B. Suggestion

Related to the conclusions above, some suggestions were pointed out as follows :

1. For English teacher, the integrated learning plays significantly roles in teaching which is mainly focus on reading comprehension
2. For students, to be successful in reading comprehension is strongly need deliberate effort and creative learners
3. For the other researchers, this research could be used as the reference to conduct the research which is directly related especially to reading comprehension areas

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APPENDICES

Appendix 1

LESSON PLAN
CYCLE 1

School	**: SMKS Tarbiyah Islamiyah Hamparan Perak**
Class	**: XI**
Subject	**: English**
Aspect/Skill	**: Reading Comprehension**
Topic	**: Analytical Exposition Text**
Time Allocation	**: 4 X 45 Minutes**

A. Core Competencies

KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science

B. Basic Competency

3.2. Analyzing social function, the structure of the text, and linguistic elements in the expression of opinions and mind, according to the context of use.

4.2. Responding the meaning in the text of Analytical Exposition about the hot topic discussed in common.

C. Competency Achievement Indicators

3.2.1.   Students can analyze the social function, the structure of the text, and linguistic elements of analytical exposition text about the hot topic discussed generally according to the context of use.

4.2.1.   Students can respond the meaning from analytical exposition text.

D. Learning Materials

School Uniform, Another Good Lesson

Thesis

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

Arguments

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes

they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Reiteration Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

E. Learning Method/Technique

Collaborative Method

F. Media / Tool / Source Learning

1. Media : Powerpoint Presentation and Quizizz Platform
2. Tools : LCD and Laptop

G. Learning Steps

First meeting

Activity	Description	Time Allocation
Opening activity	1. Teacher give greetings. 2. Teacher check student's attendance 3. Teacher communicate with students and give questions to material will be taught.	**10'**
Core activities	**Observing** 1. Students look at a variety of analytical exposition text that shown by the teachers in slide powerpoint. 2. Students observe the social function,	**15'**

	structure and linguistic elements. 3. Students identify the main idea, details and specific information from the analytical information.	
	Questioning 4. Under the quidance and direction of teachers, students ask questions about the main idea, details and specific information from the analytical information.	**5'**
	Exploring 5. Students tried to answer the questions from the teacher together.	**20'**
	Associating 6. The teacher gave the correct answer for the students.	**15'**
	Communicating 7. Teacher asked students to make an account for Quizizz Platform**.**	**20'**
Closing activities	1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the process and learning outcomes.	**5'**

Second meeting

Activity	Description	Time Allocation
Opening activity	1. Teacher give greetings. 2. Teacher check student's attendance	**10'**

	3. Teacher communicate with students and give questions to material will be taught.	
	Observing	**15'**
	1. Students look at a variety of analytical exposition text that shown by the teachers in Quizizz Platform.	
	2. Students observe the social function, structure and linguistic elements.	
	3. Students identify the main idea, details and specific information from the analytical information.	
	Questioning	**5'**
	4. Under the quidance and direction of teachers, students ask questions about the main idea, details and specific information from the analytical information.	
Core activities	**Exploring**	**20'**
	5. Students login into the Quizizz Platform as a student.	
	6. Students practice finding the main idea, details and specific information from the analytical Exposition text.	
	7. Students in groups read text analytical exposition by observing the social function, structure, and linguistic elements to coherently.	
	8. Students read the text of the exposition to a friend by using the appropriate linguistic elements	
	Associating	**15'**

	9. In pairs students analyze some text exposition focusing on the social function, structure, and language element. 10. Students gain feedback (feedback) from teachers and friends about the results of the analysis presented in the working group **Communicating** 11. Students create a report in the form of notes of reading. 12. Flocking, students exchanged stories about text exposition with attention to social functions, structure and linguistic elements. 13. Students present in the classroom 14. Make a written self evaluation report on their respective experiences in the search for text exposition during the learning process inside and outside the classroom, including constraints experienced. 15. Students create 'learning journal'.	**20'**
Closing activities	1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the process and learning outcomes. 3. Students receive assignments that done in Quizizz Platform.	**5'**

H. Appraisal

Assessment Technique   : Reading Comprehension Test

Form Instrument   : Multiple Choice Test in Quizizz Platform.

<div align="right">

Medan, 26 July 2019

</div>

Known by,

Headmaster of SMKS Tarbiyah Islamiyah   English Teacher

Juhairi Sam, S.Pd., M.si   Rizki Savitri, S.Pd

<div align="center">

Researcher

Dea Kartika Sari

</div>

LESSON PLAN
CYCLE 2

School	: **SMKS Tarbiyah Islamiyah Hamparan Perak**
Class	: **XI**
Subject	: **English**
Aspect/Skill	: **Reading Comprehension**
Topic	: **Analytical Exposition Text**
Time Allocation	: **4 X 45 Minutes**

B. Core Competencies

KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science

H. Basic Competency

3.2. Analyzing social function, the structure of the text, and linguistic elements in the expression of opinions and mind, according to the context of use.

4.2. Responding the meaning in the text of Analytical Exposition about the hot topic discussed in common.

I. Competency Achievement Indicators

3.2.1.   Students can analyze the social function, the structure of the text, and linguistic elements of analytical exposition text about the hot topic discussed generally according to the context of use.

4.2.1.   Students can respond the meaning from analytical exposition text.

J. Learning Materials

Reconsidering TV Programs

Thesis

Television has become a widely used electronic device to entertain the viewer. Almost everyone from different level of age can access various program of television. However, have we ever considered that the programs in the television are appropriate for us to watch? Nowadays, many programs in our television are inappropriate that bring the negative impact to the viewer. Therefore, we must reconsider TV programs that run today.

Arguments

The TV programs should be taken under evaluation for its negative impact to our society, especially for the children. Today, TV program often views the variety shows that full of slapstick act, the abusive cartoon, and dramas with improper moral value. Those programs mostly gain a high rate and run in a prime time. In the prime time, everyone from any level of age, including children, can access the TV programs. The programs give inappropriate models to the viewer, especially children. The social problems emerge as the impact of the inappropriate model of the program such as abusive behavior, ethical issue, life style, etc.

Reiteration

As the media to give both entertainment and information, television can be accessed by many people. The inappropriate programs will shape wrong mindset and behaviour. Therefore, it

is essential for us to reconsider the programs that are run in television and wisely choose the proper program to watch.

K. Learning Method/Technique

Collaborative Method

L. Media / Tool / Source Learning

1. Media : Powerpoint Presentation and Quizizz Platform
2. Tools : LCD and Laptop

3. **Learning Steps**

   Third meeting

Activity	Description	Time Allocation
Opening activity	1. Teacher give greetings. 2. Teacher check student's attendance 3. Teacher communicate with students and give questions to material will be taught.	**10'**
Core activities	**Observing** 1. Students look at a variety of analytical exposition text that shown by the teachers in Quizizz Platform. 2. Students observe the social function, structure and linguistic elements. 3. Students identify the main idea, details and specific information from the analytical information. **Questioning** 4. Under the quidance and direction of teachers, students ask questions about the	**15'** **5'**

Activity	Description	Time Allocation
	main idea, details and specific information from the analytical information.	
	Exploring	**20'**
	5. the teacher ask students to understand about generic structure of analytical exposition text.	
	Associating	**15'**
	6. The teacher gave the correct answer for the students.	
	Communicating	**20'**
	7. Teacher asked students to study more about Anlytical Exposition Text at home	
Closing activities	1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the process and learning outcomes. 3. Students receive assignments that done in Quizizz Platform.	**5'**

Fourth meeting

Activity	Description	Time Allocation
Opening activity	1. Teacher give greetings. 2. Teacher check student's attendance 3. Teacher communicate with students and give questions to material will be taught.	**10'**
Core	**Observing**	**15'**

activities	1. Students look at a variety of analytical exposition text that shown by the teachers in Quizizz Platform.	
	2. Students observe the social function, structure and linguistic elements.	
	3. Students identify the main idea, details and specific information from the analytical information.	5'
	Questioning	
	4. Under the quidance and direction of teachers, students ask questions about the main idea, details and specific information from the analytical information.	20'
	Exploring	
	5. Students login into the Quizizz Platform as a student.	
	6. Students practice finding the main idea, details and specific information from the analytical Exposition text.	
	7. Students in groups red text analytical exposition by observing the social function, structure, and linguistic elements to coherently.	
	8. Students read the text of the exposition to a friend by using the appropriate linguistic elements	15'
	Associating	
	9. In pairs students analyze some text exposition focusing on the social function, structure, and language element.	
	10. Students gain feedback (feedback) from	

	teachers and friends about the results of the analysis presented in the working group	
	Communicating	**20'**
	11. Students create a report in the form of notes of reading.	
	12. Flocking, students exchanged stories about text exposition with attention to social functions, structure and linguistic elements.	
	13. Students present in the classroom	
	14. Make a written self evaluation report on their respective experiences in the search for text exposition during the learning process inside and outside the classroom, including constraints experienced.	
	15. Students create 'learning journal'.	
Closing activities	1. Learners and teachers reflect on their learning activities and benefits.	**5'**
	2. Learners and teachers give each other feedback on the process and learning outcomes.	
	3. Students receive assignments that done in Quizizz Platform.	

H. Appraisal

Assessment Technique   : Reading Comprehension Test

Form Instrument   : Multiple Choice Test in Quizizz Platform.

Medan,   2019

Known by,

Headmaster of SMKS Tarbiyah Islamiyah   English Teacher

Julkhairi Sam, S.Pd., M.si   Rizki Savitri, S.Pd

Researcher

Dea Kartika Sari

Appendix 2

OBSERVATION SHEET

CYCLE 1

Subject   **: English**

Class   **: XI**

Number of Students **: 38**

Observer's name **: Dea Kartika Sari**

Teacher's name   **: Rizki Savitri, S.Pd**

Note   **: 3 = very good, 2 = good, 1 = bad**

Indicators	First Meeting			Second Meeting		
	1	2	3	1	2	3
1. The teacher plans effectively and sets clear objectives that are understood.						
a. Objectives are communicated clearly at the start of the lesson.						
b. Materials are ready.						
c. There is structure of the lesson.						
d. The lesson is reviewed at the end.						
2. Teacher shows knowledge and understanding.						
a. The teacher gives thorough knowledge at the subject content covered in the lesson.						
b. Instructional Materials are appropriate for the lesson						

c. Knowledge is made relevant and interesting for the students					
3. Teaching methods are used enable all students to learn effectively.					
a. The lesson is link to previous teaching learning					
b. The ideas and experiences of the students are drawn upon					
c. A variety of activity and questioning techniques are used.					
d. Instructions and explanations are clear and spesific.					
e. The teacher involves all the students, listen to them and respond appropriately.					
f. High standard of efforts, accuracy and presentation are encourage.					
g. The teacher uses the interesting media					
4. Students are well managed and high standard of behavior are insisted upon.					
a. Students are praised reqularly for their effort and achievement.					
b. All students are treated fairly					
5. Students work is assesed thoroughly.					
a. Students understanding is assesed throughout the lesson by using of teacher"s question					
b. Mistakes and misconceptions are recognized and used constructively to					

facilitate learning.						
6. Homework is used effectively to reinforce and extend learning.						
a. Homework is appropriate.						
b. Homework is followed up if it is set previously.						
7. Medium of instructions.						
a. The teacher integrate internet connection devise in the lesson.						
b. The instructional materials are used to capture the interest students.						
Total Number						
Mean						

OBSERVATION SHEET

CYCLE 2

Subject   : **English**

Class   : **XI**

Number of Students : **38**

Observer's name : **Dea Kartika Sari**

Teacher's name   : **Rizki Savitri, S.Pd**

Note   : **3 = very good, 2 = good, 1 = bad**

Indicators	Third Meeting			Fourth Meeting		
	1	2	3	1	2	3
1. The teacher plans effectively and sets clear objectives that are understood.						
a. Objectives are communicated clearly at the start of the lesson.						
b. Materials are ready.						
c. There is structure of the lesson.						
d. The lesson is reviewed at the end.						
2. Teacher shows knowledge and understanding.						
a. The teacher gives thorough knowledge at the subject content covered in the lesson.						
b. Instructional Materials are appropriate for the lesson						
c. Knowledge is made relevant and interesting for the students						

3. Teaching methods are used enable all students to learn effectively.						
a. The lesson is link to previous teaching learning						
b. The ideas and experiences of the students are drawn upon						
c. A variety of activity and questioning techniques are used.						
d. Instructions and explanations are clear and spesific.						
e. The teacher involves all the students, listen to them and respond appropriately.						
f. High standard of efforts, accuracy and presentation are encourage.						
g. The teacher uses the interesting media						
4. Students are well managed and high standard of behavior are insisted upon.						
a. Students are praised reqularly for their effort and achievement.						
b. All students are treated fairly						
5. Students work is assesed thoroughly.						
a. Students understanding is assesed throughout the lesson by using of teacher"s question						
b. Mistakes and misconceptions are recognized and used constructively to facilitate learning.						
6. Homework is used effectively to reinforce and extend learning.						
a. Homework is appropriate.						

b. Homework is followed up if it is set previously.						
7. Medium of instructions.						
a. The teacher integrate internet connection devise in the lesson.						
b. The instructional materials are used to capture the interest students.						
Total Number						
Mean						

Appendix 3

Students' Attendance List

XI TKJ 1

No	Students' Name	Meeting1	Meeting 2	Meeting 3	Meeting4
1	Akmal	√	√	√	√
2	Aminullah Syahputra	√	√	√	√
3	Andre Pradana	√	√	√	√
4	Arya Saputra	√	√	√	√
5	Bayu Adji Pamungkas	√	√	√	√
6	Cut Maya Sari	√	√	√	√
7	Dalila	√	√	√	√
8	David Hamdala	√	√	√	√
9	Deni Syahputra	√	√	√	√
10	Devi Zapirah Rahmadina	√	√	√	√
11	Emilia Amri	√	√	√	√
12	Farras Gibran Abid	√	√	√	√
13	Ida Heriani	√	√	√	√
14	Ila Husada	√	√	√	√
15	Kayla Fatih Nabila	√	√	√	√
16	M. Riski Fahrizi	√	√	√	√
17	M. Setiawan Hafiz	√	√	√	√
18	Mhd Dimas Prayogi	√	√	√	√
19	Miftahul Jannah	√	√	√	√
20	Muhammad Abdul Aziz	√	√	√	√
21	Muhammad Ananda Pratama	√	√	√	√
22	Muhammad Asha Pradana	√	√	√	√
23	Mutia Sari Syahfitri	√	√	√	√
24	Nurbaiti	√	√	√	√
25	Nuriza Syahpitri	√	√	√	√
26	Nurul Fadhillah	√	√	√	√
27	Purnama	√	√	√	√
28	Putri Fathia	√	√	√	√
29	Putri Purnama Sari	√	√	√	√
30	Putri Yusliani	√	√	√	√
31	Raihan Arlanda	√	√	√	√

32	Riska Amelia	√	√	√	√
33	Siti Agustina	√	√	√	√
34	Siti Ilyasa	√	√	√	√
35	Siti Nur Azizah	√	√	√	√
36	Suprayoga	√	√	√	√
37	Syafrizal Aditya Pratama	√	√	√	√
38	Tyana Salma	√	√	√	√

Appendix 4

Questions	Class Level			A	RA
	# correct	# Incorrect	# Unattempted		
Choose the correct definition of analytical exposition text.	15	11	11	It is an argumentative text with the writer's opinions.	It is an argumentative text with the writer's opinions.
what is the tenses that used in analytical exposition The second paragraph of the text above is called the	7	19	11	Thesis	Thesis
The following statements are true based on the text above, except ...	6	23	8	Extracurricular activities will give bad effect on students" academic records	Extracurricular activities will give bad effect on students" academic records
The suitable title for the text above is ...	6	21	10	Children joining sports and art clubs.	Children joining sports and art clubs.
The synonym of underlined word is	4	23	10	Dissuade	Dissuade
. Extracurricular activities are good for the children because of the following reasons, except ...	3	24	10	It guarantee the children will succeed in the future.	It allows them to join many competitions.
The correct order of the jumbled paragraph above is ... global warming. there are several things that we can do. one of them is ...	7	20	10	4-2-1-3	4-2-1-3
First, the school committees argue that wearing uniform will remove the social gap between the rich and the poor students. The synonym of the underlined word is	7	21	9	pause	space
The following statements are NOT true based on the text.... (paragraph 2) the underlined word can be replaced by	6	21	10	All students in Indonesia are poor.	All students in Indonesia are poor.
From the text above we can conclude that wearing uniform is .... for students in Indonesia.	4	24	9	obligatory	obligatory
Total	72	228	107	3830	3520
Accuracy		18%		70%	70%

ASY	PF	MDP	CMS	D	EA
It is an argumentative text with the writer's opinions.	It is an argumentative text with the writer's opinions.	It is an argumentative text with the writer's opinions.	It is an argumentative text with the writer's opinions.	It is an argumentative text with the writer's opinions.	It is an argumentative text with the writer's opinions.
ntroduction	Argument	ntroduction	Argument	Argument	Argument
Extracurricular activities will give bad effect on students" academic records	Extracurricular activities will give bad effect on students" academic records	Extracurricular activities will give bad effect on students" academic records	Extracurricular activities will give bad effect on students" academic records	Working too hard will cause sleeping disorder.	Bad sleepers always have bad mood.
Children joining sports and art clubs.	Children joining sports and art clubs.	How to help the children to succeed.	Children joining sports and art clubs.	describe some types of music	argue the importance of music in life
Dissuade	Dissuade	a controversial argument	an introduction	a thesis statement	a controversial argument
It guarantee the children will succeed in the future.	It guarantee the children will succeed in the future.	argument	recommendation	recommendation	argument
4-2-1-3	4-2-1-3	4-2-1-3	4-2-1-3	every body must help to reduce global warming	every body must help to reduce global warming
space	space	space	space	buy import product	buy import product
All students in Indonesia are poor.	All students in Indonesia are poor.	All students in Indonesia are poor.	All students in Indonesia are poor.	All students in Indonesia are poor.	decrease
obligatory	obligatory	obligatory	obligatory	obligatory	obligatory
3570	3650	3750	3700	2750	2870
80%	90%	80%	70%	70%	70%

DS	IH	KFN	MRF	MAA	MAP
option 2(image)	option 2(image)	option 2(image)	option 2(image)	option 2(image)	option 3(image)
simple past tense	simple present tense	simple past tense	simple present tense	past continuous tense	simple present tense
Good sleep improves concentration and productivity	Bad sleepers always have bad mood.	Good sleep improves concentration and productivity	Bad sleepers always have bad mood.	Depression affects people getting difficulty to sleep.	Bad sleepers always have bad mood.
tell how to enjoy listening to music	tell how to enjoy listening to music	tell how to enjoy listening to music	describe some types of music	tell how to enjoy listening to music	argue the importance of music in life
a controversial argument	a controversial argument	a controversial argument	an introduction	a controversial argument	a current popular issue
argument	suggestion	argument	reiteration	argument	suggestion
carbon dioxide is needed to reduce global warming	every body must help to reduce global warming	every body should consume local groceries	carbon dioxide is needed to reduce global warming	every body must help to reduce global warming	every body should consume local groceries
not use electricity efficiently	buy expensive clothes	not use electricity efficiently	buy import product	consume fresh foods	consume fresh foods
improve	increase	increase	increase	improve	add
obligatory	obligatory	obligatory	obligatory	obligatory	obligatory
2700	2620	2720	2830	2740	2820
70%	70%	70%	70%	70%	70%

PY	SAP	TS	N	NF	NS
option 2(image)	option 3(image)	option 2(image)	option 2(image)	option 2(image)	option 3(image)
past perfect continuous tense	simple past tense	simple past tense	simple present tense	simple past tense	past perfect continuous tense
Good sleep improves concentration and productivity	Working too hard will cause sleeping disorder.	Depression affects people getting difficulty to sleep.	Good sleep improves concentration and productivity	Bad sleepers always have bad mood.	Good sleep improves concentration and productivity
argue the importance of music in life	explain the connection between music and health	describe some types of music	explain the connection between music and health	argue the importance of music in life	explain the connection between music and health
an introduction	a controversial argument	a controversial argument	an introduction	a thesis statement	a controversial argument
argument	reiteration	argument	recommendation	argument	argument
comparison of local products and foreign products	one way to reduce carbon dioxide is to buy local	one way to reduce carbon dioxide is to buy local	every body should consume local groceries	carbon dioxide is needed to reduce global warming	comparison of local products and foreign products
buy import product	not use electricity efficiently	consume fresh foods	buy import product	not use electricity efficiently	consume fresh foods
increase	increase	increase	improve	improve	maximize
obligatory	obligatory	obligatory	obligatory	obligatory	obligatory
2830	2750	2730	2550	2820	1740
70%	70%	70%	70%	70%	70%

MSS	DH	FGA	MSH	MAPR	PPS
option 1(image)	option 3(image)	No response	option 3(image)	option 1(image)	option 1(image)
past perfect continuous tense	simple past tense	No response	simple present tense	past perfect continuous tense	past perfect continuous tense
Bad sleepers always have bad mood.	Depression affects people getting difficulty to sleep.	Depression affects people getting difficulty to sleep.	Bad sleepers always have bad mood.	Depression affects people getting difficulty to sleep.	Depression affects people getting difficulty to sleep.
explain the connection between music and health	describe some types of music	tell how to enjoy listening to music	tell how to enjoy listening to music	explain the connection between music and health	explain the connection between music and health
a controversial argument	a current popular issue	a current popular issue	an introduction	an introduction	an introduction
suggestion	reiteration	argument	recommendation	recommendation	recommendation
one way to reduce carbon dioxide is to buy local	every body should consume local groceries	every body should consume local groceries	every body must help to reduce global warming	one way to reduce carbon dioxide is to buy local	one way to reduce carbon dioxide is to buy local
buy expensive clothes	consume frozen foods	consume frozen foods	buy expensive clothes	not use electricity efficiently	not use electricity efficiently
decrease	improve	improve	maximize	increase	increase
obligatory	obligatory	obligatory	Thesis, Arguments, Recommendation	Orientation, Complication, Resolution	Orientation, Complication, Resolution
1920	1880	980	940	980	0
70%	60%	60%	60%	60%	60%

SI	S	AS	DZR	MJ	P
option 3(image)	option 3(image)	option 3(image)	option 3(image)	option 3(image)	option 3(image)
simple present tense	simple present tense	simple present tense	past continuous tense	past continuous tense	simple present tense
Bad sleepers always have bad mood.	Bad sleepers always have bad mood.	Bad sleepers always have bad mood.	Working too hard will cause sleeping disorder.	Working too hard will cause sleeping disorder.	Bad sleepers always have bad mood.
tell how to enjoy listening to music	tell how to enjoy listening to music	tell how to enjoy listening to music	describe some types of music	describe some types of music	tell how to enjoy listening to music
an introduction	an introduction	an introduction	an introduction	an introduction	an introduction
recommendation	recommendation	recommendation	argument	argument	recommendation
every body must help to reduce global warming	every body must help to reduce global warming	every body must help to reduce global warming	every body should consume local groceries	every body should consume local groceries	every body must help to reduce global warming
buy expensive clothes	buy expensive clothes	buy expensive clothes	buy expensive clothes	buy expensive clothes	buy expensive clothes
maximize	maximize	maximize	improve	improve	maximize
Thesis, Arguments, Recommendation	Thesis, Arguments, Recommendation	Thesis, Arguments, Recommendation	Orientation, Event, Reorientation	Orientation, Event, Reorientation	Thesis, Arguments, Recommendation
0	0	0	0	0	0
60%	60%	60%	50%	50%	50%

SNA	AP	BAP	RHM	IHE
option 3(image)	option 1(image)	option 3(image)	option 3(image)	option 3(image)
simple present tense	past continuous tense	simple present tense	simple present tense	simple present tense
Bad sleepers always have bad mood.	Depression affects people getting difficulty to sleep.	Bad sleepers always have bad mood.	Bad sleepers always have bad mood.	Bad sleepers always have bad mood.
tell how to enjoy listening to music	describe some types of music	tell how to enjoy listening to music	tell how to enjoy listening to music	tell how to enjoy listening to music
an introduction	an introduction	an introduction	an introduction	an introduction
recommendation	argument	recommendation	recommendation	recommendation
every body must help to reduce global warming	every body must help to reduce global warming	every body must help to reduce global warming	every body must help to reduce global warming	every body must help to reduce global warming
buy expensive clothes	not use electricity efficiently	buy expensive clothes	buy expensive clothes	buy expensive clothes
maximize	maximize	maximize	maximize	maximize
Thesis, Arguments, Recommendation	Orientation, Complication, Resolution	Thesis, Arguments, Recommendation	Thesis, Arguments, Recommendation	Thesis, Arguments, Recommendation
0	0	0	0	0
50%	50%	40%	30%	20%

Quizizz: Analytical Exposition Cycle 2

Quiz started on: Fri 26, Jul 09:10 AM Total Attendance: 38 Average Score: 2335

Questions	Class Level		AS	BAP	CMS
	# Correct	# Incorrect			
. From the paragraph above, we can infer that the purpose of the text is.... of a particular school. the uniform of a school may differ from others, why should school use uniform? below are some	18	26	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to
Bullying as the act to dominate the subordinate person as a mean to harass and to belittle the person is an urgent issue to be	2	43	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone
From the passage, we know that professional therapy to the victim of bullying would...	16	28	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.
Choose the correct statement according to the passage.	9	36	a) Bullying act can accumulate into a	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.
The passage contains an irony. The irony emerges in the passage is... attendance" (paragraph 2) the antonym of the underlined	13	30	d) The destructive act such bullying	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in
The first paragraph of the passage concludes that....	11	30	d) many inappropriate	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative
According to the statement above, the viewers of the television are....	26	17	d) almost everyone	d) almost everyone	d) almost everyone
Choose correct statement from the following that is in line with the second paragraph.	14	31	b) Inappropriate TV programs mostly	d) In the prime time, most of the children have fallen asleep	a) Inappropriate TV programs impact on social problems.
Look at the second paragraph. According to the passage, TV programs that should be taken under evaluation are....	22	23	a) those that expose improper models	a) those that expose improper models	a) those that expose improper models
Choose from the following statement that completes the passage above. The suitable heading related to the picture is	13	30	a) Therefore, it is essential for us to reconsider the	a) Therefore, it is essential for us to reconsider the programs that are run in television and	b) Hence, it is important for us to control the programs that are run in the prime time
Total	144	294	7780	7600	6740
Accuracy	25%		90%	90%	90%

D	DH	DS	EA	FGA	KFN
d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying
b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone
b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.
a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.
d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in
d) many inappropriate programs that give negative	e) the programs thar are presented in the television	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	a) everyone can access tv program.	d) many inappropriate programs that give negative
d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone
d) In the prime time, most of the children have fallen asleep	a) Inappropriate TV programs impact on social problems.	c) TV programs have nothing to do with life style and mindset	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.
a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	c) those that run in prime time	a) those that expose improper models	c) those that run in prime time
a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and
6710	6820	5810	5350	4700	4790
90%	90%	90%	90%	90%	90%

MRF	MSH	MJ	MAA	MAP	MAPR
d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to
b) harrassing and belittling someone	b) harrassing and belittling someone	d) dominating someone	d) dominating someone	b) harrassing and belittling someone	b) harrassing and belittling someone
b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	c) construct abusive behavior	b) prevent the victim's life from long-term traumatic.
a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulat into a criminal issue.
d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in
d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	b) Television is a media of entertainment
d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone
a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV program impact on social problems.
c) those that run in prime time	a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	a) those that expose imprope models
a) Therefore, it is essential for us to reconsider the programs	d) Therefore, it is essential for us to ban the use of television	a) Therefore, it is essential for us to reconsider the programs	a) Therefore, it is essential for us to reconsider the programs	a) Therefore, it is essential for us to reconsider the programs	a) Therefore, it is essential fo us to reconsider the program
4830	4260	3680	3810	3300	3730
90%	90%	90%	90%	90%	90%

P	PF	PPS	PY	RA	RAM
d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to	d) to persuade readers to agree and support the idea to
b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	e) finding a subordinate person	B. Cannot afford to buy a school uniforme) finding a
b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.
a) Bullying act can accumulate into a criminal issue.	e) Not every bullying act is considered as violence or	e) Not every bullying act is considered as violence or	e) Not every bullying act is considered as violence or	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.
d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in
b) Television is a media of entertainment	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative
d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone
a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.
a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	a) those that expose improper models
a) Therefore, it is essential for us to reconsider the programs	a) Therefore, it is essential for us to reconsider the programs	a) Therefore, it is essential for us to reconsider the programs	a) Therefore, it is essential for us to reconsider the programs	a) Therefore, it is essential for us to reconsider the programs	a) Therefore, it is essential for us to reconsider the programs
2830	2550	2820	2590	2850	2950
90%	90%	90%	90%	90%	90%

SA	SI	SNA	S	SAP	TS
d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying
b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone
b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.
a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.
d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in
d) many inappropriate programs that give negative	b) Television is a media of entertainment	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative
d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone
a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	a thesis statement	an introduction	a) Inappropriate TV programs impact on social problems.
a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	Laptop engages less physical activity for children.
e) Therefore, it is important to reconsider the television as the media to give information	a) Therefore, it is essential for us to reconsider the programs that are run in television and	e) Therefore, it is important to reconsider the television as the media to give information	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and
2840	2870	2810	1800	1770	1840
90%	90%	90%	90%	90%	90%

NF	N	NS	MSS	A	ASY
d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying
b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone
D. A study	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.
a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	D. The writer's general statement	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.
d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in
D. Kids shouldn't Use Computer	A. How To Teach Kids Operating A Laptop	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative
d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone	d) almost everyone
a) Inappropriate TV programs impact on social problems.	a controversial argument	an introduction	a thesis statement	a current popular issue	a) Inappropriate TV programs impact on social problems.
a) those that expose improper models	a) those that expose improper models	a) those that expose improper models	Laptop emits radiation that will be harmful for children.	a) those that expose improper models	Children get difficulty in operating a laptop.
a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	Car Use Should Be Limited	The Danger Of Driving Cars
1980	1720	1930	1600	1860	1910
80%	80%	80%	80%	80%	80%

AP	DZR	IHE	IH	MDP
d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying	d) to persuade readers to agree and support the idea to prevent and to stop bullying
b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	b) harrassing and belittling someone	c) raising an urgent issue
b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.	b) prevent the victim's life from long-term traumatic.
a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.	a) Bullying act can accumulate into a criminal issue.
d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	d) The destructive act such bullying happens in	a) We can stop the act of bullying from ourselves.
d) many inappropriate programs that give negative	A. How To Teach Kids Operating A Laptop	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative	d) many inappropriate programs that give negative
d) almost everyone	d) almost everyone	d) almost everyone	a) the old age person	d) almost everyone
a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.	e) TV programs are not in need to be put under evaluation	a) Inappropriate TV programs impact on social problems.	a) Inappropriate TV programs impact on social problems.
Children get difficulty in operating a laptop.	a) those that expose improper models	e) those that everyone can enjoy surrounding.	a) those that expose improper models	a) those that expose improper models
The consumption of Fuel	d) Therefore, it is essential for us to ban the use of television in our home	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and	a) Therefore, it is essential for us to reconsider the programs that are run in television and
1800	750	910	980	980
80%	80%	80%	90%	80%

Appendix 5

No	Pernyataan	STS	S	TS	SS
1	Media Pembelajaran Quizizz sangat bermanfaat untuk belajar Bahasa Inggris khususnya Reading		√		
2	Belajar Bahasa Inggris dengan menggunakan Quizizz membuat saya lebih semangat belajar.		√		
3	Media Quizizz mendorong saya untuk menemukan ide-ide baru		√		√
4	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih mudah memahami materi				√
5	Pembelajaran Bahasa Inggris menggunakan media Quizizz membuat saya mudah menentukan ide utama dari materi Reading		√		
6	Belajar Bahasa Inggris menggunakan media Quizizz saya merasa lebih termotivasi		√		
7	Belajar Bahasa Inggris dengan media Quizizz dapat mengeksplorasi diri saya sendiri			√	
8	Belajar Bahasa Inggris dengan menggunakan media Quizizz melatih saya untuk bisa mengemukakan pendapat		√		
9	Media Quizizz membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari				√
10	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih aktif dalam belajar		√		

KUESIONER RESPON SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS MENGGUNAKAN MEDIA PEMBELAJARAN *QUIZIZZ*

Nama : MUHAMMAD RIZKY FAHREZI

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda

Keterangan :

STS : Sangat Tidak setuju   S : Setuju   TS : Tidak Setuju   SS : Sangat setuju

No	Pernyataan	STS	S	TS	SS
1	Media Pembelajaran Quizizz sangat bermanfaat untuk belajar Bahasa Inggris khususnya Reading		√		
2	Belajar Bahasa Inggris dengan menggunakan Quizizz membuat saya lebih semangat belajar.				√
3	Media Quizizz mendorong saya untuk menemukan ide-ide baru		√		
4	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih mudah memahami materi		√		
5	Pembelajaran Bahasa Inggris menggunakan media Quizizz membuat saya mudah menentukan ide utama dari materi Reading		√		
6	Belajar Bahasa Inggris menggunakan media Quizizz saya merasa lebih termotivasi				√
7	Belajar Bahasa Inggris dengan media Quizizz dapat mengeksplorasi diri saya sendiri		√		
8	Belajar Bahasa Inggris dengan menggunakan media Quizizz melatih saya untuk bisa mengemukakan pendapat				√
9	Media Quizizz membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari		√		
10	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih aktif dalam belajar		√		

**KUESIONER RESPON SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS
MENGGUNAKAN MEDIA PEMBELAJARAN *QUIZIZZ***

Nama : Riska Amelia

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda

Keterangan :

STS : Sangat Tidak setuju   S : Setuju   TS : Tidak Setuju   SS : Sangat setuju

No	Pernyataan	STS	S	TS	SS
1	Media Pembelajaran Quizizz sangat bermanfaat untuk belajar Bahasa Inggris khususnya Reading		√		
2	Belajar Bahasa Inggris dengan menggunakan Quizizz membuat saya lebih semangat belajar.				√
3	Media Quizizz mendorong saya untuk menemukan ide-ide baru				√
4	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih mudah memahami materi		√		
5	Pembelajaran Bahasa Inggris menggunakan media Quizizz membuat saya mudah menentukan ide utama dari materi Reading				√
6	Belajar Bahasa Inggris menggunakan media Quizizz saya merasa lebih termotivasi				√
7	Belajar Bahasa Inggris dengan media Quizizz dapat mengeksplorasi diri saya sendiri				√
8	Belajar Bahasa Inggris dengan menggunakan media Quizizz melatih saya untuk bisa mengemukakan pendapat		√		
9	Media Quizizz membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari				√
10	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih aktif dalam belajar		√		

KUESIONER RESPON SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS MENGGUNAKAN MEDIA PEMBELAJARAN *QUIZIZZ*

Nama : M. Abdul Aziz

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda

Keterangan :

STS : Sangat Tidak setuju   S : Setuju   TS : Tidak Setuju   SS : Sangat setuju

No	Pernyataan	STS	S	TS	SS
1	Media Pembelajaran Quizizz sangat bermanfaat untuk belajar Bahasa Inggris khususnya Reading				√
2	Belajar Bahasa Inggris dengan menggunakan Quizizz membuat saya lebih semangat belajar.		√		
3	Media Quizizz mendorong saya untuk menemukan ide-ide baru		√		
4	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih mudah memahami materi		√		
5	Pembelajaran Bahasa Inggris menggunakan media Quizizz membuat saya mudah menentukan ide utama dari materi Reading				√
6	Belajar Bahasa Inggris menggunakan media Quizizz saya merasa lebih termotivasi				√
7	Belajar Bahasa Inggris dengan media Quizizz dapat mengeksplorasi diri saya sendiri				√
8	Belajar Bahasa Inggris dengan menggunakan media Quizizz melatih saya untuk bisa mengemukakan pendapat			√	
9	Media Quizizz membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari				√
10	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih aktif dalam belajar		√		

KUESIONER RESPON SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS MENGGUNAKAN MEDIA PEMBELAJARAN *QUIZIZZ*

Nama   : Putri Purnama Sari

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda

Keterangan :

STS : Sangat Tidak setuju   S : Setuju   TS : Tidak Setuju   SS : Sangat setuju

No	Pernyataan	STS	S	TS	SS
1	Media Pembelajaran Quizizz sangat bermanfaat untuk belajar Bahasa Inggris khususnya Reading				√
2	Belajar Bahasa Inggris dengan menggunakan Quizizz membuat saya lebih semangat belajar.				√
3	Media Quizizz mendorong saya untuk menemukan ide-ide baru		√		
4	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih mudah memahami materi		√		
5	Pembelajaran Bahasa Inggris menggunakan media Quizizz membuat saya mudah menentukan ide utama dari materi Reading		√		
6	Belajar Bahasa Inggris menggunakan media Quizizz saya merasa lebih termotivasi		√		
7	Belajar Bahasa Inggris dengan media Quizizz dapat mengeksplorasi diri saya sendiri		√		
8	Belajar Bahasa Inggris dengan menggunakan media Quizizz melatih saya untuk bisa mengemukakan pendapat		√		
9	Media Quizizz membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari				√
10	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih aktif dalam belajar				√

KUESIONER RESPON SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS MENGGUNAKAN MEDIA PEMBELAJARAN *QUIZIZZ*

Nama : David Hamdata

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda

Keterangan :

STS : Sangat Tidak setuju   S : Setuju   TS : Tidak Setuju   SS : Sangat setuju

No	Pernyataan	STS	S	TS	SS
1	Media Pembelajaran Quizizz sangat bermanfaat untuk belajar Bahasa Inggris khususnya Reading		√		
2	Belajar Bahasa Inggris dengan menggunakan Quizizz membuat saya lebih semangat belajar.				√
3	Media Quizizz mendorong saya untuk menemukan ide-ide baru				√
4	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih mudah memahami materi		√		
5	Pembelajaran Bahasa Inggris menggunakan media Quizizz membuat saya mudah menentukan ide utama dari materi Reading				√
6	Belajar Bahasa Inggris menggunakan media Quizizz saya merasa lebih termotivasi				√
7	Belajar Bahasa Inggris dengan media Quizizz dapat mengeksplorasi diri saya sendiri				√
8	Belajar Bahasa Inggris dengan menggunakan media Quizizz melatih saya untuk bisa mengemukakan pendapat		√		
9	Media Quizizz membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari				√
10	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih aktif dalam belajar		√		

KUESIONER RESPON SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS MENGGUNAKAN MEDIA PEMBELAJARAN *QUIZIZZ*

Nama : Ida Hariani

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda

Keterangan :

STS : Sangat Tidak setuju   S : Setuju   TS : Tidak Setuju   SS : Sangat setuju

No	Pernyataan	STS	S	TS	SS
1	Media Pembelajaran Quizizz sangat bermanfaat untuk belajar Bahasa Inggris khususnya Reading				√
2	Belajar Bahasa Inggris dengan menggunakan Quizizz membuat saya lebih semangat belajar.		√		
3	Media Quizizz mendorong saya untuk menemukan ide-ide baru		√		
4	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih mudah memahami materi		√		
5	Pembelajaran Bahasa Inggris menggunakan media Quizizz membuat saya mudah menentukan ide utama dari materi Reading		√		
6	Belajar Bahasa Inggris menggunakan media Quizizz saya merasa lebih termotivasi		√		
7	Belajar Bahasa Inggris dengan media Quizizz dapat mengeksplorasi diri saya sendiri		√		
8	Belajar Bahasa Inggris dengan menggunakan media Quizizz melatih saya untuk bisa mengemukakan pendapat		√		
9	Media Quizizz membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari		√		
10	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih aktif dalam belajar		√		

KUESIONER RESPON SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS MENGGUNAKAN MEDIA PEMBELAJARAN *QUIZIZZ*

Nama : ARYA SAPUTRA

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda

Keterangan :

STS : Sangat Tidak setuju   S : Setuju   TS : Tidak Setuju   SS : Sangat setuju

No	Pernyataan	STS	S	TS	SS
1	Media Pembelajaran Quizizz sangat bermanfaat untuk belajar Bahasa Inggris khususnya Reading		√		
2	Belajar Bahasa Inggris dengan menggunakan Quizizz membuat saya lebih semangat belajar				√
3	Media Quizizz mendorong saya untuk menemukan ide-ide baru		√		
4	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih mudah memahami materi		√		
5	Pembelajaran Bahasa Inggris menggunakan media Quizizz membuat saya mudah menentukan ide utama dari materi Reading		√		
6	Belajar Bahasa Inggris menggunakan media Quizizz saya merasa lebih termotivasi				√
7	Belajar Bahasa Inggris dengan media Quizizz dapat mengeksplorasi diri saya sendiri		√		
8	Belajar Bahasa Inggris dengan menggunakan media Quizizz melatih saya untuk bisa mengemukakan pendapat		√		
9	Media Quizizz membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari		√		
10	Belajar Bahasa Inggris menggunakan media Quizizz membuat saya lebih aktif dalam belajar		√		

Appendix 6

Documentation of Research

Learning Process in Cycle 1

Teacher explained about the analytical exposition text

Teacher asked the students to read the example of analytical exposition text and it's generic structure

Teacher asked the students to analyze each part of generic structure in analytical exposition text

Teacher explained about quizizz and the way to join in quizizz platform

Learning Process in Cycle 2

The students worked on analytical exposition test in Quizizz platform

Students has done working on the analytical exposition test in quizizz platform
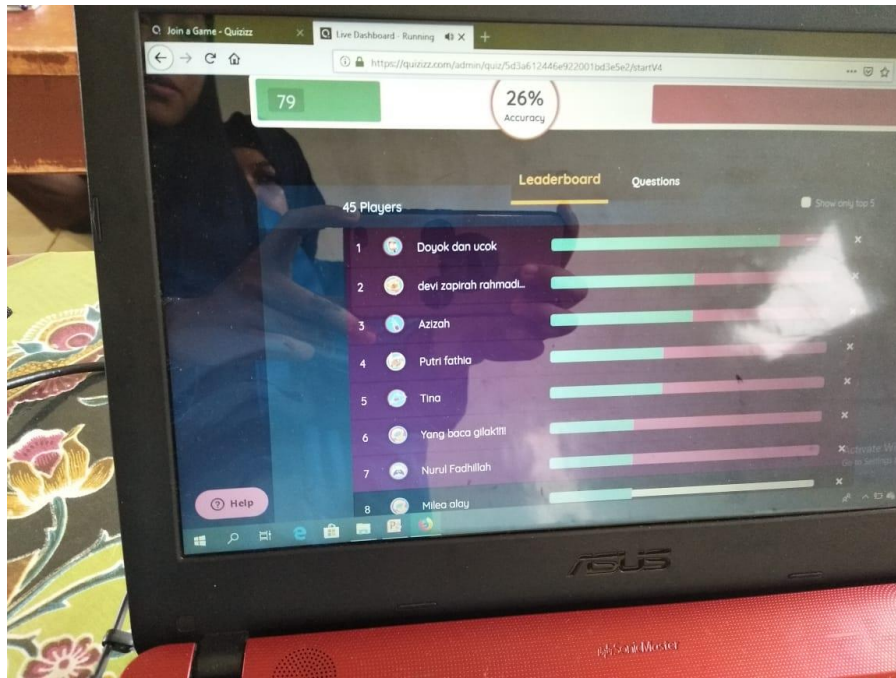
Teacher monitors the result of students answer in computer screen and the Students report in quizizz platform

Appendix 7

Form K-1

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa	: Dea Kartika Sari
N P M	: 1502050295
Program Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 3,48
Jumlah SKS	: 154

Persetujuan Ketua/Sekret Program Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
02-2019	The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students' Reading Achievement	
	Transitivity Analysis of Students' in Recount Text	
	The Effectiveness of MUF (Meaning, Use, And Form) Framework Technique on Students' Achievement in Writing Narrative Text.	

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

Medan, 26 Februari 2019
Hormat Pemohon

Dea Kartika Sari

Keterangan :
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
            - Untuk Ketua/Sekretaris Program Studi
            - Untuk Mahasiswa yang Bersangkutan

Appendix 8

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Dea Kartika Sari
NPM   : 1502050295
Prog. Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
di bawah ini dengan judul sebagai berikut:

The Implementation of Applying Integrated Learning by Using Quizizz
to Improve Students' Reading Achievement

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Mandra Saragih, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 06 April 2019
Hormat Pemohon,

Dea Kartika Sari

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
       -   Untuk Ketua / Sekretaris Prog. Studi
       -   Untuk Mahasiswa yang Bersangkutan

Appendix 9

Nomor   : 069 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Dea Kartika Sari
N P M   : 1502050295
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students' Reading Achievement.

Pembimbing   : Mandra Saragih, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 15 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 10 Sya'ban 1440 H
            15 April   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

Appendix 10

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Dea Kartika Sari
N.P.M   : 1502050295
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Implementation of Applying Integrated Learning by Using Quizizz
                      to Improve Students' Reading Achievement

Sudah layak diseminarkan.

Medan, 26 April 2019

Disetujui oleh
Pembimbing

Mandra Saragih, S.Pd, M.Hum

Appendix 11

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap   : Dea Kartika Sari
N.P.M   : 1502050295
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Implementation of Applying Integrated Learning by Using Quizizz
                       to Improve Students' Reading Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
2/04-2019	Chapter I Background Chapter II	
24/04-2019	Background Identification The Objective	
25/04-209	Chapter III References	
	ACC 26/04-2019	

Medan, 25 April 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

Appendix 12

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap   : Dea Kartika Sari
N.P.M   : 1502050295
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students' Reading Achievement

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 13, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan,   Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Appendix 13

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Dea Kartika Sari
N.P.M	:	1502050295
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students' Reading Achievement

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Juli 2019
Hormat saya
Yang membuat pernyataan,

Dea Kartika Sari

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Appendix 14

Nomor   : 4154 /II.3/UMSU-02/F/2019   Medan, 07 Dzulqaidah 1440 H
Lamp   : ---   10   Juli   2019 M
H a l   : Mohon Izin Riset

Kepada Yth. Bapak/Ibu Kepala
SMK S Tarbiyah Islamiyah Hamparan Perak
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Dea Kartika Sari
N P M   : 1502050295
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitia : The Implementation of Applying Integrated Learning by Using Quizizz
                   to Improve Students' Reading Achievement.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN 0115057302

** Pertinggal **

Appendix 15

No   : 114 / 06. SMK / HP – TI / VII / 2019
Lamp : -
Hal   : **Memberikan Izin Riset**

Kepada Yth,
Dekan Universitas Muhammadiyah Sumatera Utara
Fakultas Keguruan dan Ilmu Pendidikan

Di –
     Tempat

Sehubungan dengan surat Saudara Nomor 4559 / II.3.UMSU-01/F/2019 Perihal Permohonan Izin Riset, bahwa mahasiswa yang tersebut dibawah ini :

Nama	: DEA KARTIKA SARI
NPM	: 1502050295
Program Studi	: Pend. Bahasa Inggris
Judul Penelitian	: **"THE IMPLEMENTATION OF APPLYING INTEGRATED LEARNING BY USING QUIZIZZ TO IMPROVE STUDENT'S READING ACHIVEMENT".**

SMK Tarbiyah Islamiyah memberikan izin riset yang terhitung tanggal **11 Juli – 1 Agustus 2019**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik kami ucapkan terima kasih

Hamparan Perak, 30 Juli 2019
SMK Tarbiyah Islamiyah

ZULKHAIRI SAM, S.Pd, M.Si

Appendix 16

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Dea Kartika Sari
N.P.M : 1502050295
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students' Reading Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
22/08/2019	Chapter IV Data analysis Qualitative Data	
24/08/2019	Chapter I <Background> Chapter IV Quantitative data analysis Qualitative Data analysis	
26/08/2019	Chapter V Abstract	
29/08/2019	Chapter IV Chapter V Reference ACC	

Medan, 29 Agustus 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum.)

CURRICULUM VITAE

Name   : Dea Kartika Sari

Place and Date Birth : Dulang Mauli Asahan, 14 August 1998

Age   : 21 Years old

Gender   : Female

Nationality   : Indonesian

Religion   : Islam

Marital status   : Not Married

Address   : Jln. Mutiara, Link. 1 Kota Bayu, Tebing Tinggi

Phone Number   : 082272267865

Email   : dea232kartika@gmail.com

Parents' Name

Father   : Boiman

Mother   : Juriah

Address   : Kpg Melati, Sorek Satu, Riau

Education

2003 – 2009   : SD Negeri 165732 Tebing Tinggi

2009 - 2012   : SMP Negeri 6 Tebing Tinggi

2012 - 2015   : SMA Negeri 2 Tebing Tinggi

2015 – 2019   : Students of English Department Faculty of Teacher Training and
                        Education, Umsu 2019 Until Reaching The Degree of Sarjana