

**THE IMPLEMENTATION OF QUIPPER SCHOOL APPLICATION TO
IMPROVE STUDENT'S ACHIEVEMENT IN READING
COMPREHENSION**

SKRIPSI

*Submitted in partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

RAHMAYANI SYAFITRI
NPM. 1302050257



**THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2017

ABSTRACT

Syafitri, Rahmayani. "The Implementation of Quipper School Application to Improve Student's Achievement in Reading Comprehension". Skripsi. English Education Program. Faculty of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2017.

This study dealt with the implementation of quipper school application to improve student's achievement in reading comprehension. This study was conducted at SMA Swasta YPK Medan on Jalan Sakti Lubis Gg. Aman No. 25 Medan in eleventh grade. The sample was taken by using purposive sampling technique. The number of sample were 34 students. The method of research applied classroom action research. It was applied to figure out the student's activity during the implementation of quipper school application in reading comprehension and to figure out the improvement of the student's achievement in reading comprehension by applying quipper school application. The instruments of this research were observation sheet and a reading comprehension test which consisted of 10 multiple choices. The researcher conducted two cycles in this research, there were three meetings in cycle 1 and 1 meeting in cycle 2. This research used quantitative and qualitative data. The quantitative data showed that the mean score in cycle 1 was 60.58, the mean score in cycle 2 was 86.76; the students who got score more than 70 in cycle 1 was 14 student and the percentage was 41.18%, the students who got score more than 70 in cycle 2 was 34 students and the percentage was 100%. The qualitative data got from observation sheet in every cycle showed that the improvement of teacher and students' behaviour. Based on the results from quantitative and qualitative data proved that quipper school application improved the students' achievement in reading comprehension.

Keywords: implementation, quipper school application, reading comprehension.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, the researcher would like to thank to Allah SWT, the most precious and merciful who had given healthy and blessing to complete this study. Secondly, to our prophet Muhammad SAW who had brought us the human beings from the darkness into the brightness.

This study was concerned with the implementation of quipper school application to improve students' achievement in reading comprehension. It was submitted to English Education Program of the Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara in partial fulfillment of the requirement for the Degree of Sarjana Pendidikan.

There were many people who have assisted her in process of completing this study, especially her beloved parents, Ilyasak, SE and Khuzaimah Harahap for their pray, support, advice, and material during completing her study in University of Muhammadiyah Sumatera Utara.

Therefore, the researcher would like to address her deep thankful to all people mention below:

1. Dr. Agussani, M.AP, rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd., M.Pd, the Dean of FKIP University of Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum, the Head and Secretary of English Education Program of FKIP University of

Muhammadiyah Sumatera Utara for administrative service. So she could finish this study.

4. Mandra Saragih, S.Pd., M.Hum, as her supervisor who had given her guidance, suggestion and advice, so she could finish this study.
5. All lectures especially those of English Education Program for guidance, advice, and suggestion during the years of her study.
6. Ricardo A. Sirait , ST., M.Si, the Headmaster of SMA Swasta YPK Medan, M. Irsyad K.I, S.Ag, the English teacher of SMA Swasta YPK Medan, and eleventh grade students of SMA Swasta YPK Medan in academic years 2017/2018 who helped during the experiment.
7. Her beloved younger brother, Fadhlil Fikar and Alfi Syabilla who always given supports, motivations, and spirit in finishing her study.
8. All of her classmates in D-Morning English Education in FKIP UMSU.

Finally the researcher hopes that her study will be useful for the readers, especially for the students of English Education Program who want to do the research and also the researcher herself. May Alla, the most almighty blessing all of us.

Medan, April 2017

The Researcher,

Rahmayani Syafitri

TABLE OF CONTENTS

TABLE OF CONTENTS	i
CHAPTER I	
INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of the Problem	3
C. The Scope and Limitation	3
D. The Formulation of the Study	3
E. The Objective of the Study	3
F. The Significance of the Study	4
CHAPTER II	
REVIEW OF LITERATURE	5
A. Theoretical Framework.....	5
1. Reading Comprehension	5
1.1.The Purpose of Reading.....	6
1.2.Types of Reading	6
1.3.The Basic Skills of Reading.....	7
1.4.The Reading Activities.....	8
1.5.Indicators of Reading Comprehension.....	10
2. Analytical Exposition	11
2.1.The Basic Competency of Analytical Exposition Text.....	11
2.2.The Indicator of Analytical Exposition	11
2.3.Generic Structure of Analytical Exposition	11

2.4. Language Features of Analytical Exposition	12
3. Quipper School Application.....	12
3.1. The Concept and Procedures of Quipper School	13
3.2. The Advantages and Disadvantages of Quipper School	14
B. Conceptual Framework	15
CHAPTER III	
METHOD OF RESEARCH.....	16
A. Location and Time of the Research	16
B. Subject and Object of the Research	16
C. Research Design.....	17
D. Procedure of the Research.....	18
E. Instrument of the Research.....	21
F. Technique of Collecting Data	21
G. Technique of Analyzing Data	22
CHAPTER IV	
DATA AND DATA ANALYSIS	23
A. The Data.....	23
1. Quantitative Data	23
2. Qualitative Data	29
B. Data Analysis	29
1. The Analysis of Quantitative Data	29
2. The Analysis of Qualitative Data	32
C. Research Findings	32

CHAPTER V

CONCLUSION AND SUGGESTION 34

 A. Conclusion 34

 B. Suggestion..... 35

REFERENCES

APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of the Study

In this era of high technology, learning media based technology is needed by the teachers. Learning media based technology is e-learning. E-learning is an innovation in education that has big contribution to change the learning process. Hamdani (2011: 116) stated that e-learning is a distance learning by using computer technology, computer network or internet. It meant that the teacher should use e-learning as an interesting media. The use of e-learning media enable to support the students in better learning. Learning sources were not only limited in text book but also used digital media so that it was easy to access and evaluate the students.

Based on the curriculum 2013, in reading skill at eleventh grade the students might be able to understand the meaning of short functional text and essays form of analytical exposition text in daily life to access the knowledge. However in the real teaching learning process showed that it was not same. Based on the researcher experience in doing Teacher Practicing Program at SMA Swasta YPK Medan at eleventh grade, the researcher found some problems in teaching reading comprehension that involved some factors namely students' factor and teachers' factor. First, it was the students' factor. The students' ability in reading comprehension was still low and it was shown from the low reading score . It was caused by the lack of understanding students in comprehending the text, only 73% students could comprehend the text.

Secondly, In teacher's factor, the teacher did not use e-learning as the interest media. The teacher used the text book only and used the monotonous media by reading a long text in text book. It could make the students feel bored.

Grabe and Soller (2002) stated that reading comprehension refers to the understanding of information in a text appropriately. Furthermore, reading comprehension is an essential part of reading activity. Without comprehension, reading is simply following words on a page from left to right while sounding them out. Quipper School application is one of the system based in e-learning, because it is a popular educational online platform focusing on helping teachers and students dealing with internet use in teaching learning. Quipper School Application was a good media in teaching reading. It was proven by the previous research conducted in MAN 2 Ponorogo as stated in Journal "The Use of Quipper School in Teaching English to the Tenth Grade Students of MAN 2 Ponorogo in Academic Year 2015/2016". Therefore, the Quipper School Application as a media was applied in MAN 2 Ponorogo motivates the researcher to apply it in this research.

Based on the explanation above, the researcher was interested to conduct a research entitles "The Implementation of Quipper School Application to Improve Student's Achievement in Reading Comprehension".

B. The Identification of the Problem

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

1. The students were not able to comprehend the reading comprehension text.

2. The teacher did not find the good media in teaching reading comprehension.

C. The Scope and Limitation

The scope of this study was focussed on reading comprehension and it was limited on teaching the analytical exposition text by applying Quipper School Application.

D. The Formulation of the Study

In this study, the problems were formulated as follows:

1. How was the student's activity during the implementation of Quipper School Application in reading comprehension?
2. was there any improvement of the students's achievement in reading comprehension by applying Quipper School application?

E. The Objective of the Study

The objectives of the study were stated as follows:

1. To figure out the students's activity during the implementation of Quipper School Application in reading comprehension.
2. To figure out the improvement of the student's achievement in reading comprehension by applying Quipper School application.

F. The Significance of the Study

Theoritically, the research findings of the study were expected to enrich the reader's knowledge in teaching reading comrehension, especially in analytical exposition text.

Practically, the research findings of the study were expected to be useful for:

1. For students, to improve the student's achievement in reading comprehension.
2. For English teacher, as a suggestion to improve their professionalism in teaching reading comprehension especially by applying Quipper School application.
3. The other researcher, who has an interest in this study to get information in teaching reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

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

1. Reading Comprehension

Reading is one of receptive in learning English, deals with how someone gets information from written text. According to Neil (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning. The goal of reading is comprehension. Reading as we know involves a number of cognitive processes. Reading is a communicative value and functions as an active skill as cognitive processes are working doing reading. The reader both read and tried to work on the information in the reading itself.

Reading with comprehension meant understanding what had been read. It was an active thinking process that depends not only on comprehension skills but also on the student's experience and prior knowledge.

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is the an interactive process. When reading process the reader has interaction with the text and the reader experience or background knowledge help her or him to understand the context of the text.

Hedgcock (2009: 210) stated that "reading comprehension is a complex construct that involves the interaction of number of psycholinguistic processes". It meant that in reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The reader should comprehend the meaning what the writer meant. They also should read the line between the lines and beyond the lines. In other words, it is an active language ability which result of communication between reader and the writer, thereby the readers will be able to understand what the authors' stated on their written.

In addition, Guthrie et al (2004: 1993) stated that " reading comprehension consist of the processes constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text". It could be said that in reading comprehension we did the process of conceptual knowledge. The reader needs to build their cognitive and conceptual knowledge during reading activity. The ability of reading comprehension among

the readers were various. One might had high level of understanding the text and another might had the low one. Reading comprehension abilities were quite complex and that they very numerous ways depending on tasks, motivation, goals, and language abilities (Grade and Stoller, 2002). They also argued that the large differences among the readers occur because of various ways of reading.

Based on the definition above, it was concluded that in reading comprehension the reader's background knowledge and information decoded from the text should be possessed by the reader and those two aspects process both interactively and simultaneously. While the definition can be simply stated the act is not simple to teach, learn, or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of written.

1.1. The Purpose of Reading

Like doing other activities, the reader also had some purposes in doing reading. There were numerous reasons in reading. Rivers and temporally (Nunan 2003) suggest there are seven main purpose of reading:

- 1) To obtain for some purpose or because we are curious about the topic.
- 2) To obtain an how to platform some task for our work daily life (e.g. knowing how an appliance work).
- 3) To act in a play, play a game, do apuzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when and where something will taken place or what is available.

- 6) To know what is happening or has happened (as reporter in newspaper, magazine, reports).
- 7) For enjoy and excitement.

1.2. Component of Reading Comprehension

As stated previously, reading comprehension is a complex process and multicomponent that involve many interactions between the reader and what the reader brings into the text (previous knowledge, strategy use). By this definition could be seen that component of reading comprehension include reader, text, the reader will use their previous knowledge and strategy to comprehend a text.

William (2009: 1998) explained that “in comprehending a text needs the ability to identify main idea in the text that involves the knowledge of basic grammar, effective comprehension strategies, and awareness of text structure and also a large of vocabulary knowledge base”.

1.3. Reading Comprehension Process

According to Hampton & Resnick (2008: 22) that there were two fundamental components of reading comprehension process developing a text base and building a mental model.

a. Developing a text base

Developing a text base meant the readers try to make connections within the text. Understanding the information and ideas that the text presents is the essential undergirding for understanding what it meant. The students must understand the meaning of the word, phrases, sentences and paragraph and link

these ideas coherently. In this process, readers worked with the information and ideas presented by the text. When students were reading well, developing the text base was likely to be automatic, they might not even be aware they were doing it. It was clear that developing a text base was the network of the ideas that connects the meaning drawn from phrases, clauses and sentences into the larger ideas.

b. Building a mental model

Mental model is representation from the ideas in the text base that was developed by existing knowledge of the readers. In building a mental model, the readers tried to make meaning from the text. In this process, the readers built a word or create an image in their minds based of the situation that is described in the text. They try to relate it into the prior knowledge, experiences and purposes they already have.

The movement between developing a text base and building a mental model was simultaneously done by the readers when they are process the text. Transfer and adjust their understanding in the act of reading. These were dynamic interplays in the reader's mind between the text base and the mental model. When reading the text, the reader's check accurately reflects what the text said and it was also match with reader's knowledge base. Shortly, the thinking process of developing a text base and building a mental model interact and depend on each other.

1.4. Types of Reading

Brown (2003: 189) describes that the types of reading. In the case of reading, variety of performance is derived more from the multiplicity of types

of the text than from the variety of overt types of performance. Nevertheless, several types of reading are very identify as follows:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation and other graphemic symbol. Bottom-up processing is apply.

b. Selective

In other to know one's reading recognition of lexical, grammatical, or discourse feature of language within a very short story, selective reading is apply.

c. Interactive

Include among interactive reading are stretches of language of several paragraphs to one page or more in which the reader must, psycholinguistic sense, interact with the text. That is, reading is process of negotiating meaning, the reader brings the text a set of schemata for understanding it and in take is the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

1.5. The Basic Skills of Reading

Mc Neil (1992) defines the basic skills of reading as follows:

1) Pronunciation

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would help the reader to retell the meaning of it. Stress intonation are under this part.

2) Structural System

Structural system is the parts of a word that forms unit of meaning or second. The unit may be parts of an inflectional ending, a compound word, a prefix, suffix, and syllable.

3) Vocabulary

Vocabulary is a list of words in a reader can find words to express the meaning. In other words recognition vocabulary is much larger than production vocabulary.

4) Comprehension

Comprehension is the combination of knowledge in structure and vocabulary in which situation the language is use.

1.6. The Reading Activities

Teacher should devide the reading into their interrelate stages, those are: pre-reading, while-reading, and post-reading.

a. Pre-reading Activities

The purpose of the activities are:

1. To introduce and amouse interest in the topic.
2. To motivate learners by giving a reason for reading.
3. To provide some language preparation for the text.

Pre-reading as an aspect of comprehension instruction, involves preparing students for what they are about to read. Pre-reading includes: drawing out or providing prior knowledge about content and process, motivating students and teaching important vocabulary. Some pre-reading answer simply consist of question to students which are require to find the answer from the text. Some various types of activity may be develop.

b. While-reading Activities

The aim of these activities is to help learners to develop their reading skills so that they can be effective and independent readers. By implication students should be flexible in their ways of reading which are appropriate to the give text. In these level students interact with the text by the help of their relevant background knowledge such as interaction will help students:

- 1) To understand the writer's purpose.
- 2) To understand the text structure.
- 3) To classify the content.

Furthermore, the activities in this phase of reading should be gradually develop from a global understanding of the text and to smaller unit such as paragraph, sentence and word.

c. Post-reading Activities

The aims of these activities are:

- 1) To measure how far the students understand about the reading text in the while reading .

- 2) To investigate and measure how far the students ability to extend their knowledge. In this case, the teacher will probably organize some kind of follow up students's task relate to the text give.

1.7. Indicators 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 the 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 synonym 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 referring word from a paragraph or text.

1.8. Principles of Teaching Reading Comprehension

Teaching reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In teaching reading comprehension, there are some principles from some experts.

Harmer (2008: 75) stated that there are some principles of teaching reading, they were as follow: first, reading is not passive skill. Second, the students need to be engaged with what they are reading. Third, the students should be encouraged to respond to the content of a reading text not just to the language. Fourth, prediction is major factor in reading. Fifth, match the task to the topic. Last, good teachers exploit reading texts to the full. It could be concluded that the principles of teaching reading are very important to be success in teaching reading. It is caused reading is a process of sound out word or sentences. The teacher asks students to read some sources, because teaching reading needed practice to observe students' progress in understanding the text. For example, teacher gave excercises and ask students to read the text, then the teacher lead students to make inferences after they read the text. It is purpose to observe students' comprehension about the text.

2. Analytical Exposition

According to Rita Suswati (2014: 66) stated that exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social

function is to persuade the reader that the idea is important matter. The aim of Analytical Exposition Text is to understand about the text.

2.1. The Basic Competency of Analytical Exposition Text

After learning about Analytical Exposition text, the students are expected to have some basic competencies:

- 1) Understand about the purpose, generic structures, and language features of Analytical Exposition text.
- 2) Know how to analyse a text from a news or other sources.

2.2. The Indicator of Analytical Exposition

- 1) The students were able to determine the purpose, generic structures and language features of the analytical exposition text from the news or other sources.
- 2) The students were able to analyse the analytical exposition text from the news or other sources.

2.3. Generic Structure of Analytical Exposition

- 1) Thesis : Introducing the topic and indicating the writer's position.
- 2) Aargument 1 : Explaining the argument to support the writer's position.
- 3) Argument 2 : Explaining the other arguments to support the writer's position more.
- 4) Reiteration : restating the riter's position.

2.4. Language Features of Analytical Exposition

- 1) Using relational process
- 2) Using internal conjunction
- 3) Using causal conjunction

4) Using Simple Present Tense

3. Quipper School Application

The process of teaching and learning activities at senior high school more easily established with the presence of several startup education one of them was Quipper School. It was founded by Mayasuki Watanabe in London, in December 2010. Quipper opened its representative offices in four countries, namely Japan, Philippines, Indonesia, and Mexico. Quipper has been used by millions of teachers and learners around the world.

Quipper School was an online platform for teachers and students.

Quipper School is an online learning (e-learning) platform aimed at revolutionizing the education by empowering teachers or educators and students with digital technologies. It expected to bring learning beyond classroom that took place anywhere and anytime in a fun and easy way. It was inspired by the founder's dream of making this world connected better and smarter which was reflected by the platform's mission; distributions of wisdoms.

Quipper School was a ready to use web based learning that did not need installation on an existing hosting site (or a web server). It made them more accessible to educators or educational institutions with limited knowledge of information technology.

Technically through Quipper School teachers could give task to students by online and students could do and learned the topics of subject related to the tasks both inside or outside the classroom through electronic devices which was connected to the internet. After students already finished do

the task, a scoring system available on the Quipper School was analyzed in a simple way that it was assisted teachers in getting clear overview of student achievement. Teacher got the report on how well students in mastering certain objects.

3.1. The Concept and Procedures of Quipper School Application

Quipper School is an educational start up that provides two main service:

1) Quipper School Learn, a special portal for students where they could access and read course materials, answer questions, send a message to teachers. Quipper School Learn is a place where students can learn. This platform was completed with features in which it could make students feel fun during learning. There were several things in Quipper School Learn as followed:

a) Task and general learning. Students could do a specific topic which was suggested by teachers or they learned materials from curriculum independently.

b) Message features. Students and teachers could communicate using message service that facilitate students to explain about questions or specific topic that they feel difficult to do.

c) The features like a game. Quipper School Learn gave reward to students in the form of coin that could be redeemed with the theme. So, students could customize the learning environment that they want.

d) Students could achieve. So, there were some steps in using Quipper School Application such as:

For teacher:

- 1) Teacher must login in teacher portal by using an email.
- 2) Teacher created a name of new class group.
- 3) Teacher got the class code and gave it to the students.
- 4) Teacher created an assignment in a class group.
- 5) Teacher could choose which lesson that wanted to give to students.

For students:

- 1) Students must login in student portal by using an email.
- 2) Students entered the class code that given by the teacher.
- 3) Students did the assignment in the class group.
- 4) If the students finish the question number one, the mark can appear.

So, the students can know true or false is it.

3.2. Basic Operation and Features in Quipper School

Quipper is available online at <http://school.quipper.com>. The system is user-friendly as Quipper's menu and sub-menu feature a simple design and accordingly, users can navigate all facilities available on the system with ease. This ease of using technology, as argued by Teo, Lee and Chai (2008), may promote users' positive attitudes towards the particular technology (such as Quipper), and may eventually be a contributing factor to using it.

Figure 1. Quipper's welcoming screen. To start using Quipper, both teachers and students are required to sign up for an account. They can either use their Facebook accounts or create a new, free Quipper accounts. To get a free account, teachers and students need only to provide an email address, telephone number, and the name of the school. If their school has already

registered in the Quipper database, teachers then can make a request to the Quipper ambassador at the school to assign their account into the virtual school classroom.

After registration, users can then log in into the system with the username and password they have already created. What is important to note is that Quipper will initially ask the user's role when logging into the system (see Figure 1). There are two roles for users: teachers and students (see Table 1). Each of these roles allows different access to Quipper's three main features, which are 'Creation', 'Assessment' and 'Learning'.

Table 2.1
Menu and sub-menu in Quipper's dashboard

Role	Main menu	Sub-menu
Teachers	Overview	Overview, performance
	Assignments	Assignments, examinations
	Curriculum	Curriculum
	Message	Message (personal), announcement
	Manage	Students, groups, teachers
Students	Assignment	To do, try it again, mastered
	Messages	Messages, notices
	Study notes	Study notes
T		

he 'creation' feature deals with setting up the learning classroom, the materials and the student participants. The 'assessment' feature facilitates teachers' use of the learning materials (lessons and quizzes) and assigning them to students. Learners then access these learning materials on the 'learning' feature. In addition to the three main features, Quipper provides a help facility (displayed as a question mark icon) to help teachers and

students to understand the functions of each menu. The ‘teacher role’ enables teachers to have full access to Quipper’s three main features.

The role also grants teacher access to ‘overview’, ‘assignments’, ‘curriculum’, ‘message’ and ‘manage’ menus. The ‘overview’ menu provides brief information about active assignments submitted by the students (‘overview sub-menu’), and students’ individual performances (‘performance sub-menu’). The ‘assignment’ menu allows teachers to create new assignments, distribute them to students and monitor their progress. The ‘curriculum’ menu offers two options for teachers regarding the learning materials; they can either use the materials available on the Quipper database, or they can develop their own materials and use them to teach their students. The ‘message’ menu has two functions; firstly, it facilitates teacher-student communication, and, secondly, it allows teachers to distribute notes to all students. Finally, the ‘manage’ menu allows teachers to select course participants, group the students, and invite other colleagues to teach collaboratively within the virtual classroom. The ‘student’ role is limited to accessing Quipper’s learning features. As shown in Table 1, three main menus on the student dashboard include assignments, messages and study notes.

The assignment menu informs students about tasks that need to be completed. The menu also notifies them about the tasks they have already done and their level of mastery. In addition, the ‘message’ menu allows learners to interact with their teachers and peers. Unfortunately, this

facility is suitable only for communication between two individuals, which may make group discussions difficult. The other study note menu allows students to write personal notes related to a topic or an assignment. It is important to highlight here that student users can only access the learning materials according to the classroom (course) already provided by their teachers.

3.3. Evaluation

In this section, evaluated in Quipper's features in terms of its affordability as an online English teaching learning platform. Special focus will be placed on whether or not these features address the three conditions of CALL pedagogy suggested by Chapelle (2003): L2- input exposure, interaction and linguistic production. In order to do this, attended a Quipper- mediated English teaching and learning activities at a senior secondary school in Indonesia.

3.3.1. Affordability of Quipper

Technically, the Quipper web application meets all three standards of online learning platforms as described by Paulsen (2003), namely the creation of course tools, student and tutor support tools and course administration. The course-creation tools on Quipper are easy to use, and the student- and tutor-support tools address both teacher and students' engagements in teaching and learning activities. For example, teachers can create a lesson that can be accessed by their students.

Unfortunately, despite the availability of the administrative system, Quipper does not offer an administrative function. Teachers, therefore, need to

set up a new classroom (course), create learning modules, and select the participating students themselves. This administrative workload may be challenging for some teachers to some extent, particularly for those who are not familiar with a web-based learning management system.

3.3.2. CALL pedagogy elements in Quipper

Chapelle (2003) suggests three conditions of CALL pedagogy that EFL teachers should consider when incorporating technology into language learning classrooms; these are the availability of L2-input exposure, interaction and linguistic production.

(a) Quipper features enhance L2 input exposure

According to Chapelle (2003), the use of computer technology in the classroom should bring benefit to learners through enhanced linguistic input. The three types of language input suggested by Chappelle are salience (e.g. interaction with a grammar application), modification (providing any means that help learners to arrive at the meaning, such as through images), and elaboration (providing explanations). Quipper addresses these types of enhanced learning input.

As a web-based learning platform, Quipper offers learners multimodal exposure (written, aural and visual) for foreign language input. For example, teachers can develop learning materials that are enriched by visual and audio media, such as text with illustration, images, videos or other multimedia resources. In order to do this, teachers can employ the multimedia tools available in 'lesson' and 'assessment' menus.

Figure 2. Embedded video from YouTube.

Figure 2 above illustrates how teachers can embed images, audios, or videos in the lesson content or in assignments. The incorporation of multimedia applications in the learning materials in Quipper not only motivates students but also improves students' understanding of word meanings and linguistic forms from texts presented by the teachers.

Unfortunately, Quipper is not enhanced with a speech recognition technology, technology that can identify or recognise words or spoken expressions. Such an absence reduces an opportunity for the students to interact with the computer verbally, thus, the learning of speaking is not feasible for the students.

(b) Quipper features promote classroom interactions

The use of CALL applications in EFL classrooms should also provide an opportunity for teachers and learners to interact, either within synchronous (real-time) or asynchronous (not- realtime) modes (Chapelle, 2003). Chapelle (2003) highlights three types of interaction that teachers should promote within language learning tasks: interpersonal interaction, learner- computer interaction, and intrapersonal interaction. In Quipper, teachers and students are given an opportunity to get engaged into interpersonal communication. The 'message' and 'announcement' features help teachers to interact with colleagues and students. In addition, teachers can work collaboratively with their colleagues when developing a learning curriculum, or can design lessons (assignments) for the pupils together. To do this, teachers initially need to invite colleagues into their classroom through the Teacher Page, via email or on the Class Page.

Figure 3. Inviting colleague to participate

In addition to interacting with colleagues, teachers can interact with the Quipper content developer through the 'curriculum' feature. The curriculum menu as shown in Figure 4 allows teachers either to develop their own curriculum (learning materials), or to use the available materials developed by the Quipper content developer in the Quipper database. These teacher-colleagues and teacher-content developer interactions are advantages of Quipper that, as far I have observed, are not available on other similar online learning platform.

Figure 4. Curriculum available in Quipper database

In addition to teacher-student interaction, student-student interaction is offered through private messaging (peer-to-peer) and 'group work' feature. Unfortunately, the 'group work' feature does not provide room for students to discuss a particular topic or work collaboratively. In other words, the limited functionality of private messaging and group work features indicates that collaborative learning activities for students seem to be difficult to promote using these features.

What is interesting about the Quipper features for teachers, students, and teacher-student interaction is the integration with social media platforms such as Twitter and Facebook. This social media integration enables teachers to build social relationships with their colleagues and students effortlessly, and to monitor their students' interaction and the progress they have made without having constraints of time and place.

Another advantage for students is that social media are integrated into the Quipper system because this not only helps students to socialise with their peers, it also keeps them updated about their learning progress. As argued by Donato (1994), social interaction may promote collective scaffolding that helps students perform the language they are learning beyond their linguistics ability.

With regard to intrapersonal interaction, Quipper provides useful tools called 'Hint' and 'Explanation' for the students' assignment. The 'Hint' and 'Explanation' features enable teachers to give their students help (e.g. with clues or explanations) in order to answer questions on a test or in a assignment. They also provide an opportunity for students to stimulate their inner voice and become involved in deep cognitive processing of input (Chapelle, 2003). It is interesting that teachers can also use the 'Hint' and 'Explanation' features to provide learning feedback to their students, as such features can be accessed by students during and after they complete an assignment. These two types of students' access to the learning feedback are of course subject to teachers' personal choices when developing assignments for students.

In addition to interpersonal and intrapersonal interaction features, Quipper provides a chance for learners to interact with a computer, although this seems limited. Students can only interact with a computer through the lessons and quizzes previously set up by their teachers. The use of a flash application that enables more learner-computer interactions (such as language games and computer-user communication applications) is unfortunately not available in Quipper, as it requires teachers to have advanced computer skills.

(c) Quipper facilitates students' linguistic production.

According to Chapelle (2003), the incorporation of technology in the EFL classroom should promote learning tasks that afford a wide variety of opportunities for learners to produce the the target language. Chapelle (2003) suggests that learners' language production within CALL tasks should provide students with chances to plan before speaking or writing, to receive feedback so they can correct their linguistic output, and to suggest a learning scaffolding.

Figure 5. Question types in Quipper

Figure 6. Feedback and explanation features on Quipper

In Quipper, students' linguistic production is facilitated through the assignment feature; however, production is limited to aspects of students' writing skills such as vocabulary and grammar. Question types in the Quipper assignment system include a single answer, multiple answers, correct values, correct order, and categorise answer questions. The limited range of question type is reason for such a limitation and they should therefore be brought to the attention of the developers for further improvement of the system.

3.4. The Advantages and disadvantages of Quipper School Application

Every media in teaching learning process had advantages and disadvantages as follows:

The advantages of Quipper School Application:

- 1) Provide the complete teaching materials with exercises with attractive appearance that is easily understood by students.
- 2) Provide all materials for class X, XI, XII in Senior High School that suitable with the curriculum in Indonesia.
- 3) Allow teacher to monitor the student's learning activities.

- 4) The students could review the instructional materials in every time and every where.
- 5) Teacher and students could conduct discussion of learning on the internet for available messaging facility which allowed the students to ask the teacher.
- 6) The passive students could change be active student.
- 7) Efficient in time, space, and cost.

The Disadvantages of Quipper School Application:

- 1) There was still no writing material which could be done by student like narrative and descriptive material.
- 2) The internet connection might be available.

B. Conceptual Framework

This research concept was about teaching reading in Analytical Exposition text by implementing Quipper School Application.

Quipper School is an online learning (e-learning) platform aimed at revolutioning the education by empowering teachers or educators and students with digital technologies. It expected to bring learning beyond classroom that takes place anywhere and anytime in a fun and easy way.

It was inspired by the founder's dream of making this world connected better and smarter which is reflected by the platform's mission; distributions of wisdoms.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of the Research

This research was conducted at SMA Swasta YPK Medan Jalan Sakti Lubis Gg. Aman No. 25 Medan. The reason for choosing this school because when the researcher did teaching practising program (PPL) at eleventh grade in SMA Swasta YPK Medan, the researcher found the students were not able to comprehend the reading comprehension text and the teacher did not find the good media in teaching reading comprehension.

B. Subject of the Research

The subject of this research was in the eleventh grade of SMA Swasta YPK Medan. Based on the purposive sampling technique, the researcher took XI students which consisted 34 students as the subject of the research. Because when the researcher did teaching practising program (PPL) in this class, the researcher found that the students were not able to comprehend the reading comprehension text and the teacher did not find the good media in teaching reading comprehension.

C. Research Design

This research was conducted by using classroom action research. Classroom action research is a method of finding out what works best in your own classroom so that you could improve students' learning.

There were four steps to conduct classroom action research namely:

1. Plan, an early stage that the teacher might be done before doing anything. It was hoped the plan is forward-looking, and the flexibility to incorporate the effects of an unexpected and early with the plan we can overcome obstacles. involve thinking process and evaluating to reflect the event that happen and attempting to find out ways to overcome problem encounter.
2. Action, this was an implementation of the action plan that had been created which could be either a specific application of learning models that aim to improve or enhance the model that is being executed. Such actions could be done by those directly involved in the implementation of a learning model that results will also be used to improve the implementation of the task.

3. Observation, was activity that consisted of gathering data to identify the result action. Collecting data could be considered form several factors: students, teacher, interaction between student and teacher. Observation process could be done by the teacher or assisted by other such as others teachers, consultant, headmaster, etc.

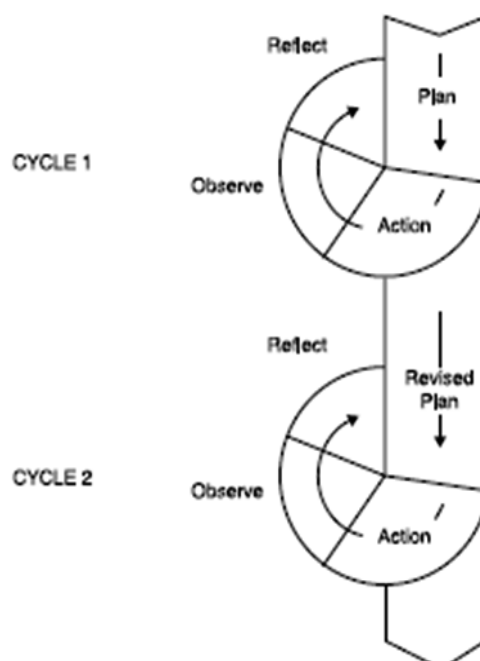
4. Reflection, was a feedback process of the action. It was used to help teacher make a decision because the reflection was done in order to analyze the situation and made conclusion what to do next. In this phase, the writer reflected on everything that was done in the first cycle and make conclusion. The reflection process was based on the data, reading comprehension test.

D. Procedure of the Research

This research was conducted by two cycles. Every cycle had four stages; they were planning, action, observation, and reflection.

Chart 3.1

Classroom Action Research Model by Kemmis and Mc. Taggart
(Arikunto, 2013)



1. Cycle 1

a) Planning

The activities in the planning were:

- 1) Making the lesson plan about Analytical Exposition Text.
- 2) Designing the steps in using Quipper School Application.
- 3) Preparing the material, that is Analytical Exposition Text.
- 4) Preparing teaching aids, that is Quipper School Application.
- 5) Preparing a test, that is reading test.

b) Action

Teacher's 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 told the students about the advantages of learning Analytical Exposition Text.
- 4) The teacher introduced the Quipper School Application in learning Analytical Exposition Text.
- 5) The teacher asked the student's opinion about Analytical Exposition.
- 6) The teacher gave the definition of Analytical Exposition.

- 7) The teacher showed the text of Analytical Exposition with its generic structure.
- 8) The teacher explained about the Analytical Exposition Text.
- 9) The teacher gave the question based on the text to students.
- 10) The teacher asked the student's answer by writing it on the whiteboard together with the students, and gave the correct answer also.
- 11) The teacher and students made the conclusion based on the material.
- 12) The teacher ended the class by closing

Students' activity:

- 1) The students answered greeting from their teacher as response to the teacher.
- 2) The students answered what topic they will learn.
- 3) The students listened about the advantages of learning Analytical Exposition Text.
- 4) The student listened the explanation the Quipper School Application in learning Analytical Exposition Text from teacher.
- 5) The students gave their opinion about Analytical Exposition Text.
- 6) The students listened the definition of Analytical Exposition Text from teacher.
- 7) The students saw and keep attention for the text of Analytical Exposition with its generic structure.
- 8) The students listened to the teacher in explaining the Analytical Exposition Text.

- 9) The students answered the question based on the text that given by the teacher.
- 10) The students wrote their answer on the whiteboard and see the correct answer that given by the teacher.
- 11) The student and teacher made the conclusion based on the material.
- 12) The students answered the closing from their teacher as response to the teacher.

c) Observation

Observation was done to collect data namely, teacher and students activity attitude during teaching learning process. In this section the researcher did the formal observation. The researcher was an observer for English teacher and the students of the class that consisted of 34 students.

d) Reflection

Reflection is a feedback process from the action that is done. Reflection was used to help teacher to make decision. The teacher and researcher analyzed all recording information learning process by using a test in Quipper School Appication.

2. Cyle 2

The researcher did cyle 2, if the result in cyle 1 was still need improvement. In cycle 2 also had four stages; they were planning, action, observation, and reflection. Every weakness in cycle 1 was revised in cycle 2.

E. Instrument of the Research

This research used two instruments. They were test and observation sheet.

1. Test

To get the data the researcher gave the reading comprehension test, especially in analytical exposition text. The test was taken from Quipper School Application.

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.

F. Technique of collecting Data

Collecting the data was done by test and observation sheet's technique. Observation was used to observe the quality of teaching learning process based on the instrument of observation, and test was done to know the quality of learning result.

G. Technique of Analyzing Data

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

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

Where:

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

$\sum x$: The total score of students

N : The number of the students

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

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

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 data of this research consisted of two kinds. They were quantitative data and qualitative data. Quantitative data was got from the students' score in a reading comprehension test of Analytical Exposition Text and qualitative data was got from the observation sheet. This research was conducted in one class exactly. It consisted of 34 students. It was accomplished in two cycles have four stages, namely: planning, action, observation, and reflection. The

researcher conducted two cycles. Cycle 1 was conducted three meetings and cycle 2 was conducted one meeting.

1. Quantitative Data

The quantitative data was taken from the students' score in a reading comprehension test of Analytical Exposition Text. It was taken from Quipper School Application that consisted of 10 questions of multiple choice in each

Question Number	Indicator of Reading Comprehension in multiple choice test in Cycle 1
------------------------	--

part of Analytical Exposition Text. The correct answer of multiple choice was given 10 point and incorrect answer was given 0 point, so the highest score was 100 point. In this research, the researcher divided the score of the students based on the indicator of reading comprehension and the researcher shown the comparison of the students' score of the hard and easy questions based on the indicator of reading comprehension from the students answered of multiple choice test. There were two cycles in this research, they were cycle 1 and cycle 2.

1	Answering some questions through specific information from text provided.
2	Answering some questions through specific information from text provided.
3	Finding unstated and stated information from some choices.
4	Answering some questions through specific information from text provided.
5	Finding synonym of particular word in the text.
6	Finding unstated and stated information from some choices.
7	Answering some questions through specific information from text provided.
8	Finding synonym of particular word in the text.
9	Finding unstated and stated information from some choices.
10	Completing sentence by using specific word from text.

1.1. Cycle 1

There were 3 meetings in cycle 1. In the first meeting in cycle 1, the researcher explained about Analytical Exposition Text without giving a test. In the second meeting in cycle 1, the researcher explained about Analytical Exposition Text and gave test of multiple choice in Quipper School Application. The items of the multiple choice test in this research have indicators of reading comprehension can be seen by the table below:

Table 4.1
The Students' Score of Multiple Choice Test in Cycle 1

No	Students ' Initial	Multiple Choice										Score
		Cycle 1										
		1	2	3	4	5	6	7	8	9	10	
1	AA	√	√	√	x	x	√	x	√	√	x	60
2	AM	√	√	x	x	√	x	√	X	x	x	40
3	AS	√	x	√	√	√	x	x	√	√	√	70
4	AR	√	√	x	√	√	√	√	√	x	x	70
5	AD	√	√	x	x	√	√	x	√	x	x	50
6	AP	√	√	x	x	√	√	√	√	√	x	70
7	AW	√	√	x	√	√	√	x	√	x	√	70
8	BH	√	√	x	x	√	√	√	√	x	x	60
9	DS	x	√	x	x	x	x	x	X	x	√	20
10	DN	√	√	√	x	√	√	x	√	√	x	70
11	DM	√	√	√	x	√	√	√	√	√	√	90

12	FW	√	√	x	√	x	√	√	√	x	√	70
13	FA	√	√	x	x	√	√	√	√	x	x	60
14	FM	x	√	√	√	√	x	x	√	√	√	70
15	FS	√	√	x	x	√	x	√	X	√	√	60
16	FT	√	√	x	x	√	√	√	√	√	x	70
17	HS	√	√	x	x	√	√	x	√	√	√	70
18	HA	√	√	x	√	√	x	x	√	√	x	60
19	IW	√	√	x	x	√	√	√	√	x	x	60
20	IN	√	√	x	√	x	√	√	√	√	x	70
21	JA	√	√	x	x	√	√	x	√	√	x	60
22	KR	√	√	x	x	√	√	x	√	x	√	60
23	MF1	√	√	x	x	√	√	√	X	√	x	60
24	MF2	√	√	x	√	√	x	√	X	√	x	60
25	MH	√	x	x	√	√	√	x	√	x	√	60
26	MA	√	√	x	√	√	√	√	√	√	x	80
27	NA	√	√	x	x	x	x	x	X	x	x	20
28	NS	√	√	x	√	x	√	√	√	x	x	60
29	RM1	√	√	x	√	√	√	x	√	x	√	70
30	RM2	√	√	√	x	√	x	x	√	√	√	70
31	RA	x	√	x	x	x	x	√	X	x	x	20
32	SA	√	√	x	x	√	√	√	√	x	x	60
33	TI	√	√	√	x	x	√	√	X	x	√	60
34	PH	√	√	√	x	x	√	x	√	√	x	60
∑x =		31	32	8	12	25	24	18	26	17	23	2060
X =												60,58

From the table of cycle 1, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100$$

Where:

X : The mean of the students

$\sum x$: The total score

N : The total number of students

In the test of cycle 1, the total score of the students was 2060 and the number of the students was 34, so the mean was:

$$X = \frac{2060}{34} \times 100\% = 60,58$$

To categorize the number of master students the researcher used this following formula:

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

Where:

P = the percentage of students getting score ≥ 70

R = the number of the students who get the point ≥ 70

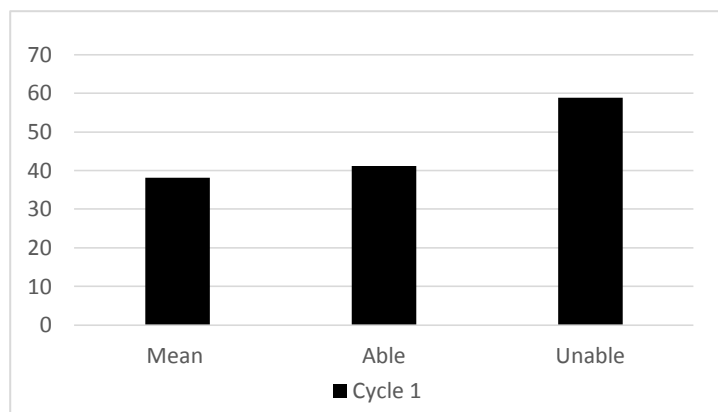
T = the total number of the students' who did the test

The percentage that the points up to 70 in cycle 1 is 14 students, it could be seen as follow:

$$P1 = \frac{14}{34} \times 100\% = 41.18\%$$

Based on the data, we can concluded that in Cycle 1 there were not students got maximal scores. Means of students score in Cycle 1 were shown by the chart below:

Chart 4.1
The Students' Score in Cycle 1



1.2. Cycle 2

There was one meeting in cycle 2. In the third meeting in cycle 1, the researcher explained about Analytical Exposition Text without giving a test. In the first meeting in cycle 2, the researcher explained about Analytical Exposition Text and gave test of multiple choice in Quipper School Application, the items of the multiple choice test in this research have indicators of reading comprehension can be seen by the table below:

Question Number	Indicator of Reading Comprehension in multiple choice test in Cycle 2
1	Answering some questions through specific information from text provided.
2	Answering some questions through specific information from text provided.
3	Answering some questions through specific information from text provided.
4	Finding unstated and stated information from some choices.
5	Answering some questions through specific information from text provided.
6	Finding idea from particular paragraph from text provided.
7	Completing sentence by using specific word from text.
8	Finding unstated and stated information from some choices.
9	Answering some questions through specific information from text provided.
10	Answering some questions through specific information from text provided.

Table 4.2
The Students' Score of Multiple Choice Test in Cycle 2

No	Students' Initial	Multiple Choice										Score
		Cycle 2										
		1	2	3	4	5	6	7	8	9	10	
1	AA	√	√	√	√	√	√	√	X	√	x	80
2	AM	√	√	√	√	√	√	√	√	x	x	80
3	AS	√	√	√	√	√	√	√	√	x	x	80
4	AR	√	√	√	√	√	√	√	√	x	√	90
5	AD	√	√	√	√	√	√	√	√	x	√	90
6	AP	√	√	√	√	√	√	√	√	√	x	90
7	AW	√	√	√	√	√	√	√	√	x	√	90
8	BH	√	√	√	√	√	√	√	X	√	√	90
9	DS	√	√	√	√	√	√	√	X	√	√	90
10	DN	√	√	√	√	x	√	√	√	√	x	80

11	DM	√	x	√	√	√	√	√	√	√	√	90
12	FW	√	√	√	√	x	√	√	√	√	√	90
13	FA	√	√	√	√	x	√	√	X	√	√	80
14	FM	√	√	√	√	√	√	x	√	√	x	80
15	FS	√	√	√	√	√	x	√	√	√	√	90
16	FT	√	x	√	√	√	√	√	√	√	√	90
17	HS	√	√	√	√	√	√	√	√	x	√	90
18	HA	√	√	√	√	√	√	√	X	x	√	80
19	IW	√	√	√	√	√	x	√	√	√	√	90
20	IN	√	√	√	√	√	√	√	X	√	√	90
21	JA	√	√	√	x	√	√	√	√	√	√	90
22	KR	√	√	√	√	√	x	√	√	√	√	90
23	MF1	√	x	√	√	x	√	√	√	√	√	80
24	MF2	√	√	x	√	x	√	√	√	√	√	80
25	MH	√	√	√	√	x	x	√	√	√	√	80
26	MA	√	√	x	√	√	√	√	X	√	√	80
27	NA	√	√	√	√	x	√	√	√	√	√	90
28	NS	√	√	x	√	√	√	√	√	√	√	90
29	RM1	√	√	x	√	√	√	√	√	√	√	90
30	RM2	√	√	√	x	√	√	√	√	√	√	90
31	RA	√	x	√	√	√	√	√	√	√	√	90
32	SA	√	√	√	√	√	x	√	√	√	√	90
33	TI	√	x	√	√	√	√	√	√	√	√	90
34	PH	√	√	x	√	√	√	√	√	√	√	90
	∑x =	34	29	29	32	27	29	33	27	27	28	2950
	X =											86.76

From the table of cycle 2, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100$$

Where:

X : The mean of the students

∑x : The total score

N : The total number of students

In the test of cycle 2, the total score of the students was 2950 and the number of the students was 34, so the mean was:

$$X = \frac{2950}{34} \times 100\% = 86.76$$

To categorize the number of master students the researcher used this following formula:

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

Where:

P = the percentage of students getting score ≥ 7

R = the number of the students who get the point ≥ 70

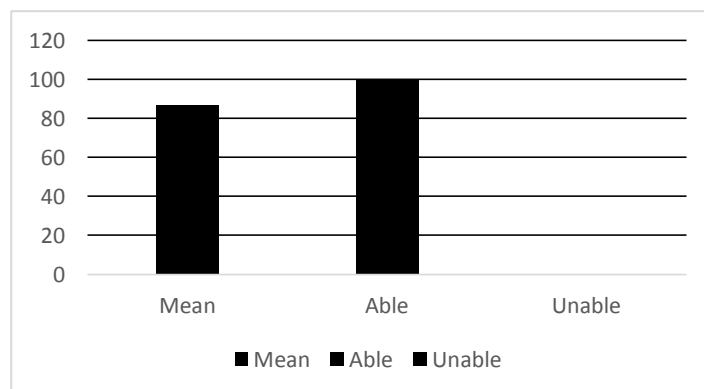
T = the total number of the students' who did the test

The percentage that the points up to 70 in cycle 2 is 34 students, it could be seen as follow:

$$P2 = \frac{34}{34} \times 100\% = 100\%$$

In the cycle 2 was 100% of students got ≥ 70 score. It could be concluded that applicated Quipper School Application as a media could improve students' achievement in reading comprehension. Students score in cycle 2 shown on chart below:

Chart 4.2
The Students' Score in Cycle 2



The table and chart above showed that the students who were able 34 students or 100% and the students who were unable 0 student or 0%. From the

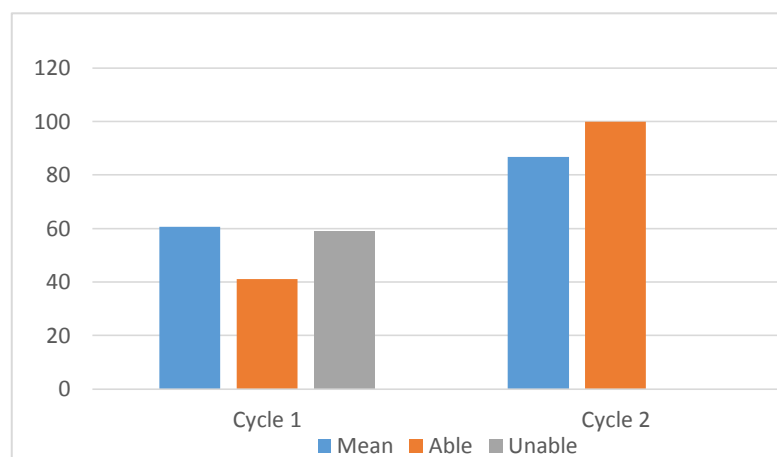
data above, it could be concluded that students score in cycle 2 had improved. The improvement of students' score in cycle 1 and cycle 2 could be seen from the table below:

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	AA	60	80
2	AM	40	80
3	AS	70	80
4	AR	70	90
5	AD	50	90
6	AP	70	90
7	AW	70	90
8	BH	60	90
9	DS	20	90
10	DN	70	80
11	DM	90	90
12	FW	70	90
13	FA	60	80
14	FM	70	80
15	FS	60	90
16	FT	70	90
17	HS	70	90
18	HA	60	80
19	IW	60	90
20	IN	70	90
21	JA	60	90
22	KR	60	90
23	MF1	60	80
24	MF2	60	80
25	MH	60	80
26	MA	80	80
27	NA	20	90
28	NS	60	90
29	RM1	70	90
30	RM2	70	90
31	RA	20	90
32	SA	60	90
33	TI	60	90
34	PH	60	90
	$\sum x =$	2060	2950
	$\bar{X} =$	60,58	86.76

Based on the result of cycle 1 and cycle 2 that have done by the researcher, so there was improvement that seen during teaching and learning process, the improvement can be seen by the chart below:

Chart 4.3
The Improvement of Students' Score in Cycle 1 and Cycle 2



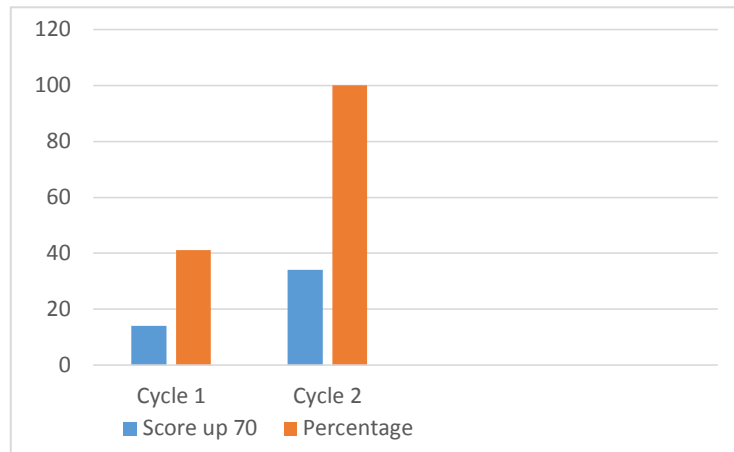
From the chart above could be concluded that there was not able students reading achievement in cycle 1, it could be seen there were 14 students got score more than 70 in reading comprehension or 41.18%. All the students should be reach score up to 70, and the diagram shown that there was improvement reading score in cycle 2, all the students got the score more than 70 or 100 %.

Table 4.4
Table of Students' Score from the First until Last Meeting

Test	Students' Score up to 75 Points	Percentage
Cycle 1	14	41.18%
Cycle 2	34	100%

From the table above, in the cycle 1 there were 14 students (41.18%) who got points up to 70. In cycle 2 there were 34 students (100%) who got points up to 70. The improvement from the cycle 1 to cycle 2 was 58.82%.

Chart 4.4
Students' Reading Comprehension Score in Percentage



From the chart above could be concluded that there was improvement in cycle 1 to cycle 2, score up to 70 in cycle 1 was 14 students 41.18%, and cycle 2 was 34 students or 100%. It meant that student's achievement in reading comprehension especially in Analytical Exposition Text in the eleventh grade at SMA Swasta YPK Medan had been improved by applying Quipper School Application.

2. Qualitative Data

The qualitative data was taken from observation sheet. The teacher and researcher used observation sheet to know the improvement in teaching reading comprehension in Analytical Exposition Text by applying Quipper School Application.

B. Data Analysis

1. The Analysis of Quantitative Data

Four meetings were conducted in this research. Three meetings in cycle 1 and one meeting in cycle 2. The researcher gave a reading comprehension test

from Quipper School Application to know the student's score in reading comprehension. The researcher applied Quipper School Application in cycle 1 and cycle 2. There was an improvement of reading comprehension's score from cycle 1 to cycle 2.

Table 4.5
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	AA	60	80
2	AM	40	80
3	AS	70	80
4	AR	70	90
5	AD	50	90
6	AP	70	90
7	AW	70	90
8	BH	60	90
9	DS	20	90
10	DN	70	80
11	DM	90	90
12	FW	70	90
13	FA	60	80
14	FM	70	80
15	FS	60	90
16	FT	70	90
17	HS	70	90
18	HA	60	80
19	IW	60	90
20	IN	70	90
21	JA	60	90
22	KR	60	90
23	MF1	60	80
24	MF2	60	80
25	MH	60	80
26	MA	80	80
27	NA	20	90
28	NS	60	90
29	RM1	70	90
30	RM2	70	90
31	RA	20	90
32	SA	60	90
33	TI	60	90
34	PH	60	90

$\sum x =$	2060	2950
$\bar{X} =$	60,58	86.76

From the table score above, it could be concluded that there was improvement students' reading achievement in cycle 1 and cycle 2.

In cycle 1, the total score of the students was 2060 and the number of the students was 34, so the mean was:

$$\bar{X} = \frac{2060}{34} = 60.58$$

In cycle 2, the total score was 2950 and the number of the students was 34, so the mean was:

$$\bar{X} = \frac{2950}{34} = 86.76$$

To categorize the number of master students the researcher used the following formula:

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

$$P1 = \frac{14}{34} \times 100\% = 41.18\%$$

$$P2 = \frac{34}{34} \times 100\% = 100\%$$

Where:

P : the percentage of students getting score 70

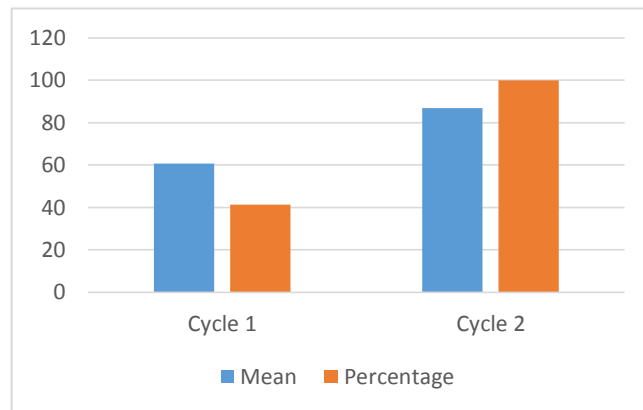
R : the number of the students who getting point 70

T : the total number of the students' who did the test

P1 : the percentage of the students who get point 70 to 100 in cycle 1

P2 : the percentage of the students who get point 70 to 100 in cycle 2

Reading Comprehension Score



The improvement of the mean score of the students from the cycle 1 to cycle 2 was 26.18. It then increased in cycle 2. In the test of cycle 1 there were 14 students (41.18%) who got points up to 70. In the cycle 2 there were 34 students (100%) who got points up to 75.

2. The Analysis of Qualitative Data

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The researcher was an observer for the English teacher and the students of the class that consisted of 34 students. The researcher did formal observation. The researcher observed every meetings in cycle 1 and cycle 2.

2.1 The Situation and Background

There were four meetings in this research. The first meeting in cycle 1, the researcher explained Analytical Exposition Text without giving a test, and in the second meeting in cycle 1, the researcher explained Analytical Exposition text again and gave a test from quipper school application. While doing the test in cycle 1, there were few students who were not able to comprehend the text in

quipper school application. They keep on looking up the words in a dictionary and askes the teacher to find out the meaning of the words.

2.2. The Data of Cycle 1

a. Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply quipper school application.

b. Action

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

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 the Analytical Exposition.

2. Next, the researcher introduced about Analytical Exposition Text.and some examples in Analytical Exposition Text.. The teacher gave more explanation from the application Analytical Exposition Text by giving some examples about Analytical Exposition Text.. After teacher gave explanation, teacher asked the students to read the text.

3. After the students read the text, the teacher gave the test to the students about Analytical Exposition Text from the quipper school application.

c. Observation

The observation of the action was students in SMA Swasta YPK Medan. The students were learning through quipper school application. The

observation report was put on the observation sheet of the students. The problems found during teaching and learning process:

1. The students' reading comprehension were still low, especially in finding unstated and stated information from some choices.
2. The students' difficulties in answering the questions from quipper school application. It was caused by bad of internet connection.

d. Reflection

Based on the observation and the result students test, it was known the teaching and learning reading through quipper school application not yet satisfied and did not gave improvement, although there was some students got low score or under the KKM (70). Reflection also was a phase to process the data that taken from observation while teaching learning process through quipper school application. After cycle1 had finished, the result of researcher did not effective through quipper school application in improving students achievement in reading comprehension, it was needed to continue in cycle 2.

2.3. The Data of Cycle 2

a. Planning

In planning, the researcher did:

1. Preparing lesson plan that related with the study, especially still about Analytical Exposition Text.
2. The researcher prepared the research instrument that would be used in teaching reading by applying quipper school application.
3. The teacher explained analytical exposition text and then the students have to listen.

4. After teacher explained analytical exposition text, teacher asked the students to answer the questions in quipper school application.

5. And then, the students did the mutiple choice test in quipper school application.

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 was different in cycle 1 and cycle 1, 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:

1. Giving observation sheet.
2. Teaching reading analytical exposition text through quipper school application.

In 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 quipper school application 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 41.18% or 14 students got score more than 70, and after getting maximal score the researcher gave second test in cycle 2 with different test but still about analytical exposition text. In cycle 2, 34 students got score more than 70 or 100%.

c. Observation

Observation was done to know the students' activities when teaching and learning process:

1. The students' reading comprehension were high, the students could comprehend more than 7 points of reading comprehension's indicators.
2. The students could answer the questions from quipper school application smoothly. It was caused by good of internet connection.

Thus the researcher collected the data that used as a basic of reflection. Observation was done together with action in the same time. It was intended to discover the information about behavior, attitude, performance, activities, during teaching learning by applying quipper school application in the classroom. In doing observation, the researcher was helped by English teacher as the collaborator.

3. Reflection

Based on the observation and students test, it was known that teaching and learning reading by applying quipper school application was satisfy and gave the improvement to the students.

According to the description in each cycle, the students' achievement in reading comprehension by applying quipper school application made students enjoyed in teaching and learning process, and also because the material which given by teacher more creative, not monotone, fun, and imaginative. The result of this result was quipper school application could improve students achievement in learning reading comprehension.

C. Research Findings

Based on the data analysis, it showed that the students' achievement in reading comprehension had been improved by applying Quipper School Application. It could be seen from the quantitative data. The mean score in cycle 1 was 60.58, the mean score in cycle 2 was 86.76; the students who got score more than 70 in cycle 1 was 14 students, the students who got score more than 70 in cycle 2 was 34 students; and the percentage of the students who got score more than 70 in cycle 1 was 41.18%, the percentage of the students who got score more than 70 in cycle 2 was 100. It also could be seen from qualitative data that was observation sheet.

It could be concluded that Quipper School Application could improve the students' achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. There was improvement of students' achievement in reading comprehension by implementing Quipper School Application. It meant that Quipper School Application was a good way in teaching reading comprehension.
2. The improvement of students' achievement could be shown from quantitative data. The mean score in cycle 1 was 60.58, the mean score in cycle 2 was 86.76; the students who got score more than 70 in cycle 1 was 14 students, the students who got score more than 70 in cycle 2 was 34 students; and the percentage of the students who got score more than 70 in cycle 1 was 41.18%, the percentage of the students who got score more than 70 in cycle 2 was 100%.
3. The improvement of students achievement could be shown from qualitative data too. The qualitative data got from observation sheet . from observation sheet every cycle showed the improvement of teacher and students' behaviour.

B. Suggestion

Suggestion was stage as followed:

1. For English teacher, it was better to use Quipper School Application to improve students' achievement in reading comprehension because it could make the students could comprehend the text in reading comprehension.
2. For students, to use Quipper School Application in learning English, especially in reading comprehension because it could improve their achievement in reading comprehension.
3. The other researchers, this research could be used as the reference to teach other subject, because Quipper School Application was easy to apply.

REFERENCES

- Arikunto, Suharsimi. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2014. *Evaluasi Program Pendidikan: Pedoman Teoretis Praktik Bagi Mahasiswa dan Praktisi Pendidikan*. Edisi Kedua. Jakarta: Bumi Aksara
- Brown, Douglass. 2004. *Language Assessment: Principles and Classroom Practices*. San Fransisco: Longman.
- Grabe, William and Stoller, L. Fredicka. 2002. *Teaching and Researching Reading*. San Fransisco: Longman.
- Kamarullah, Qismullah Yusuf, and Cut Intan Meutia. 2016. *The Use of Quipper School with Computer-Assisted Language Learning (CALL) for Teaching ESL Writing*. Malaysia: International Journal. ISSN: 2527-8037
- Nunan, David. 2003. *Practical English Language Teaching*. First Edition. New York: The Mc Graw Hill Companies.
- Suswati, Rita. 2014. *Reading 2*. Medan Estate: Unimed Press.
- <http://etheses.stainponorogo.ac.id/1458/1/Fanta,%20Abstrak,%20BAB%20I%20V,%20DP.pdf> (accessed on December 20th 2016)

APPENDIX 1

LESSON PLAN CYCLE 1

School	: SMA Swasta YPK Medan
Class	: XI
Subject	: English
Aspect/Skill	: Reading Comprehension
Topic	: Analytical Exposition Text
Time Allocation	: 3 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

Cars should be banned in the city

Thesis Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Arguments

Firstly, cars as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that cause illnesses such as bronchitis, lung cancer, and ‘triggers’ of asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

Reiteration { In conclusion, cars should be banned from the city for the reasons listened

E. Learning Method/Technique

Discussion method

F. Media / Tool / Source Learning

- 1. Media : Power point presentation and picture
- 2. Tool : LCD and Laptop

G. Learning Steps
First meeting

Activity	Description	Time Allocation
Opening activity	1. Teachers give greetings. 2. Teachers check student's attendance 3. Teachers 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, structure and linguistic elements. 3. Students identify the main idea, details and specific information from the analytical information. Questioning Under the guidance and direction of teachers, students ask questions about the main idea,	10' 5' 20'

	<p>details and specific information from the analytical information.</p> <p>Exploring</p> <ol style="list-style-type: none"> 1. Students tried to answer the questions from the teacher together. 	
	<p>Associating</p> <ol style="list-style-type: none"> 1. The teacher gave the correct answer for the students. <p>Communicating</p> <ol style="list-style-type: none"> 1. Teacher asked students to make an account for Quipper school Application. 	<p>15'</p> <p>20'</p>
Closing activities	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Teachers give greetings. 2. Teachers check student's attendance 3. Teachers communicate with students and give questions to material will be taught. 	10'
Core activities	<p>Observing</p> <ol style="list-style-type: none"> 1. Students look at a variety of analytical exposition text that shown by the teachers in Quipper School Application. 2. Students observe the social 	10'

	<p>function, structure and linguistic elements.</p> <p>3. Students identify the main idea, details and specific information from the analytical information.</p> <p>Questioning Under the guidance and direction of teachers, students ask questions about the main idea, details and specific information from the analytical information.</p> <p>Exploring</p> <ol style="list-style-type: none"> 1. Students login into the Quipper School application. 2. Students practice finding the main idea, details and specific information from the analytical Exposition text. 3. Students in groups read text analytical exposition by observing the social function, structure, and linguistic elements to coherently. 4. Students read the text of the exposition to a friend by using the appropriate linguistic elements 	<p>5'</p> <p>20'</p>
--	---	----------------------

	<p>Associating</p> <ol style="list-style-type: none"> 1. In pairs students analyze some text exposition focusing on the social function, structure, and language element. 2. Students gain feedback (feedback) from teachers and friends about the results of the analysis presented in the working group. <p>Communicating</p> <ol style="list-style-type: none"> 1. Students create a report in the form of notes of reading. 2. Flocking, students exchanged stories about text exposition with attention to social functions, structure and linguistic elements. 3. Students present in the classroom 4. 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. 5. Students create 'learning journal'. 	<p>15'</p> <p>20'</p>
<p>Closing activities</p>	<ol style="list-style-type: none"> 1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the 	<p>5'</p>

	<p>process and learning outcomes.</p> <p>3. Students receive assignments that done in Quipper School Application.</p>	
--	---	--

Third meeting

Activity	Description	Time Allocation
Opening activity	<ol style="list-style-type: none"> 1. Teachers give greetings. 2. Teachers check student's attendance 3. Teachers communicate with students and give questions to material will be taught. 	10'
Core activities	<p>Observing</p> <ol style="list-style-type: none"> 1. Students look at a variety of analytical exposition text that shown by the teachers in Quipper School Application. 2. Students observe the social function, structure and linguistic elements. 3. Students identify the main idea, details and specific information from the analytical information. <p>Questioning Under the quidance and direction of teachers, students ask questions about the main idea, details and specific information from the analytical information.</p> <p>Exploring</p> <ul style="list-style-type: none"> - the teacher ask students to understand about generic structure of analytical exposition text. 	<p>10'</p> <p>5'</p> <p>20'</p>

	<p>Associating</p> <ol style="list-style-type: none"> 1. Teacher gave the correct answers to students. <p>Communicating</p> <ol style="list-style-type: none"> 2. Teacher asked students to study more about Analytical Exposition Text at home. 	<p>15'</p> <p>20'</p>
Closing activities	<ol style="list-style-type: none"> 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 Quipper School Application. 	<p>5'</p>

H. Appraisal

Assessment Technique : Reading Comprehension Test

Form Instrument : Reading a text about Analytical Exposition Test in Quipper School Application.

Medan,

2017

Known by,

English Teacher

Researcher

M. Irsyad K.I, S.Ag

Rahmayani Syafitri

Headmaster of SMA YPK Medan

Ricardo A. Sirait, ST., M.Si

APPENDIX 2

LESSON PLAN CYCLE 2

School	: SMA Swasta YPK Medan
Class	: XI
Subject	: English
Aspect/Skill	: Reading Comprehension
Topic	: Analytical Exposition Text
Time Allocation	: 2 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.

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

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 program s 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.

E. Learning Method/Technique

Discussion method

F. Media / Tool / Source Learning

- 1. Media : Power point presentation and picture
- 2. Tool : LCD and Laptop

G. Learning Steps
Fourth meeting

Activity	Description	Time Allocation
Opening activity	1. Teachers give greetings. 2. Teachers check student's attendance 3. Teachers communicate with students and give questions to	10'

	material will be taught.	
Core activities	<p>Observing</p> <p>4. Students look at a variety of analytical exposition text that shown by the teachers in Quipper School Application.</p> <p>5. Students observe the social function, structure and linguistic elements.</p> <p>6. Students identify the main idea, details and specific information from the analytical information.</p> <p>Questioning</p> <p>Under the guidance and direction of teachers, students ask questions about the main idea, details and specific information from the analytical information.</p> <p>Exploring</p> <p>8. Students login into the Quipper School application.</p> <p>9. Students practice finding the main idea, details and specific information from the analytical Exposition text.</p> <p>10. Students in groups read text analytical exposition by observing the social function, structure, and linguistic elements to coherently.</p> <p>11. Students read the text of the exposition to a friend by using the appropriate linguistic elements</p> <p>Associating</p> <p>1. In pairs students analyze some text exposition</p>	<p>10'</p> <p>5'</p> <p>20'</p> <p>15'</p> <p>20'</p>

	<p>focusing on the social function, structure, and language element.</p> <ol style="list-style-type: none"> 2. Students gain feedback (feedback) from teachers and friends about the results of the analysis presented in the working group. <p>Communicating</p> <ol style="list-style-type: none"> 1. Students create a report in the form of notes of reading. 2. Flocking, students exchanged stories about text exposition with attention to social functions, structure and linguistic elements. 3. Students present in the classroom 4. 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. 5. Students create 'learning journal'. 	
Closing activities	<ol style="list-style-type: none"> 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 Quipper School Application. 	5'

H. Appraisal

Assessment Technique : Reading Comprehension Test

Form Instrument : Reading a text about Analytical Exposition Test in
Quipper School Application.

Medan,

2017

Known by,

English Teacher

Researcher

M. Irsyad K.I, S.Ag

Rahmayani Syafitri

Headmaster of SMA YPK Medan

Ricardo A. Sirait, ST., M.Si

APPENDIX 3

Reading Comprehension Test in Cycle 1 Multiple Choice (Analytical Exposition Text)

I. School Life

1. Choose the correct definition of analytical exposition text.
 - a) It is an argumentative text with the writer`s opinions.
 - b) It contains the readers` arguments.
 - c) It describes the surrounding phenomenon.
 - d) It functions to retell the writer`s past experiences.
 - e) It entertains the readers with its opinions.

2. *Read the text below and answer the question.*

Many parents wonder if extracurricular activities offer positive effects on students who participate. They always think that academics is number one and encourage their children to play less but study more. Most parents never think that extracurricular activities such as, sports and art can actually give impact on their children success in the future. There are many benefits that the children can get through extracurricular activities.

Firstly, the children can have great chances to socialize with their friends. It will build their confidence to work together with people in a team. They will know how to deal with people with different characters.

Secondly, extracurricular activities give impact on the children`s time and stress management skill. Dealing with stressful school work and need to focus on the competition at the same time will train them to organize their time well. They will also know how to manage their emotion so that it won`t affect their neither performance nor academics record.

Last, it gives the children a lot of fun. Playing together with their friends, competing in competitions, meeting new friends, are things they never forget.

To conclude, extracurricular activities can actually give impact on their children success in the future since it offers many benefits.

The second paragraph of the text above is called the

- a) Climax
- b) Thesis
- c) Argument
- d) Reiteration
- e) Introduction

3. The following statements are true based on the text above, *except* ...

- a) Sports can help the students to develop their time management skill.
- b) Play sports help the students to manage their anger.
- c) Extracurricular activities will give bad effect on students' academic records.
- d) Joining art club gives so much fun for the students.
- e) Joining a sport club gives the students chance to know how to work together in a team.

4. The suitable title for the text above is ...

- a) How to develop our children social skill.
- b) The importance of extracurricular activities
- c) How to help the children to succeed.
- d) Children joining sports and art clubs.
- e) The negative impacts of extracurricular activities.

5. Parents always encourage their children to play less and study more.

- a) Dissuade
- b) Stimulate
- c) Facilitate
- d) Support
- e) Help

6. Extracurricular activities are good for the children because of the following reasons, *except* ...

- a) It has so much fun.
- b) It allows them to join many competitions.
- c) It guarantee the children will succeed in the future.
- d) It trains them to manage time and emotion.
- e) It develops their social skill.

7. The correct order of the jumbled paragraph above is ...

- a) 4-3-1-2

- b) 2-1-4-3
- c) 4-3-2-1
- d) 4-2-1-3
- e) 2-1-3-4

8. 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 ...

- a) pause
- b) space
- c) intermission
- d) slot
- e) hole

9. *Read the text below and answer the question.*

Most students in Indonesia should wear uniform to school. The school committee asks their students to wear uniform to school for many reasons which hopefully can only give good impact to the students.

First, the school committees argue that wearing uniform will remove the social gap between the rich and the poor students. If they are not forced to look similar by wearing uniform, it will be easy to find differences in appearance between them. Hopefully, uniform can prevent the poor to show off their wealth to the poor.

Second, uniform will make the students look neat. Students are young generations who like to try new things express themselves, including in fashion. If the school does not restrict the students' freedom in expressing themselves through fashion, it is possible that the students will come to school with inappropriate clothes.

To sum up, wearing uniform is compulsory in Indonesia for some reasons, such as to remove social gap between the poor and the rich and to make the students look neat.

The following statements are NOT true based on the text....

- a) All students in Indonesia are poor.
- b) Young people like to express themselves.
- c) School committee is the one which make the school regulation.
- d) There are social gap in Indonesian school.
- e) Students might wear inappropriate clothes to school.

10. From the text above we can conclude that wearing uniform is for students in Indonesia.

- a) dilemma
- b) obligatory
- c) preferential
- d) secondary
- e) alternative

Answer key

- 1) a
- 2) c
- 3) c
- 4) c
- 5) a
- 6) c
- 7) d
- 8) b
- 9) a
- 10) b

APPENDIX 4

Reading Comprehension Test in Cycle 2 Multiple Choice (Analytical Exposition Text)

I. Social Issue

1. The act of bullying seems to be an unnoticed act we commonly find in our society, especially in school environment. 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 overcome. The act of bullying will bring a great damage to the targeted victims which impacts on their future and even results in suicide act.

From the paragraph above, we can infer that the purpose of the text is....

- a) to give explanation about the negative effect of bullying to one's behaviour.
 - b) to describe the types of bullying in social life.
 - c) to inform readers about the negative effect of bullying to the subordinate person.
 - d) to persuade readers to agree and support the idea to prevent and to stop bullying
 - e) to persuade readers to look for solution to lessening the damage created by bullying.
2. "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 overcome."

The statement above concludes that the definition of bullying is....

- a) overcoming domination
 - b) harrassing and belittling someone
 - c) raising an urgent issue
 - d) dominating someone
 - e) finding a subordinate person
3. The victim would perceive the destructive behavior as the acceptable and normal act. The continuous harassment and physical abuse to a person,

especially children and teenager, will impact on their self-esteem, self-hatred, and long-term traumatic impact. If the damage grows in the victim is not seriously taken care under professional therapy, the trauma would destruct the victim's life. In some cases, the victims of bullying would *commit suicide*.

From the passage, we know that professional therapy to the victim of bullying would...

- a) lengthen the victim's long-term traumatic impact
 - b) prevent the victim's life from long-term traumatic.
 - c) construct abusive behavior
 - d) increase the victim's trauma
 - e) bring continuous harassment
4. "Second reason to take precaution and to stop bullying act is that bullying can escalate to violence and be considered as a crime. This is not only permanently damaging the victim's psychological aspect, but also has become a criminal issue. A bullying act leads the children and the teenager to construct destructive behavior. This is obviously a serious problem for *our society*."

Choose the **correct** statement according to the passage.

- a) Bullying act can accumulate into a criminal issue.
 - b) Bullying can be considered as a crime.
 - c) Violence can escalate into bullying.
 - d) Bullying can construct favorable behavior.
 - e) Not every bullying act is considered as violence or crime.
5. "Bullying phenomenon is a common act that we can find in our society. It is an irony that most of this kind of acts happen in school. The act of bullying to elevate the self-esteem by continuously harassing the victim is a cowardly act that could damage one's future. Therefore, we should commit to ourselves to take action, to prevent and to stop the bullying act from our closest surrounding."

The passage contains an irony. The irony emerges in the passage is...

- a) We can stop the act of bullying from ourselves.
 - b) The act bullying elevates the bully's self-esteem.
 - c) We can't do anything to prevent and stop the act of bullying.
 - d) The destructive act such bullying happens in educational environment.
6. *Read the text below and answer the question.*

Reconsidering TV Programs

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.

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.

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.

The first paragraph of the passage concludes that....

- a) everyone can access tv program.
 - b) Television is a media of entertainment
 - c) Television only entertains a small scope of people
 - d) many inappropriate programs that give negative impact are shown in television
 - e) the programs that are presented in the television today have been appropriate for any level of age
7. "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."

According to the statement above, the viewers of the television are....

- a) the old age person
 - b) teenager
 - c) children
 - d) almost everyone
 - e) parent
8. Choose correct statement from the following that is in line with the second paragraph.
- a) Inappropriate TV programs impact on social problems.
 - b) Inappropriate TV programs mostly impact on adultery.

- c) TV programs have nothing to do with life style and mindset.
 - d) In the prime time, most of the children have fallen asleep.
 - e) TV programs are not in need to be put under evaluation.
9. Look at the second paragraph. According to the passage, TV programs that should be taken under evaluation are....
- a) those that expose improper models
 - b) those that are watched by the children
 - c) those that run in prime time
 - d) those that get high rate
 - e) those that everyone can enjoy
10. “As the media to give both entertainment and information, television can be accessed by many people. The inappropriate programs will shape wrong mindset and behavior. ... ”

Choose from the following statement that completes the passage above.

- a) Therefore, it is essential for us to reconsider the programs that are run in television and wisely choose the proper program to watch.
- b) Hence, it is important for us to control the programs that are run in the prime time.
- c) Hence, it is important to not purchase our money to buy television.
- d) Therefore, it is essential for us to ban the use of television in our home.
- e) Therefore, it is important to reconsider the television as the media to give information and entertainment for our life.

Answer key

- 1) d
- 2) b
- 3) b
- 4) a
- 5) d
- 6) d
- 7) d
- 8) a
- 9) a
- 10) a

APPENDIX 5

OBSERVATION SHEET

CYCLE 1

Subject : English
Class : XI
Number of Students : 34
Observer's name : Rahmayani Syafitri
Teacher's name : M. Irsyad K. I, S.Ag
Note : 3 = very good, 2 = good, 1 = bad

Indicators	First Meeting			Second Meeting			Third Meeting		
	1	2	3	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 regularly 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	35			44			56	
Mean	$\frac{35}{7} = 5$			$\frac{44}{7} = 6.28$			$\frac{56}{7} = 8$	

APPENDIX 6

OBSERVATION SHEET

CYCLE 2

Subject : English
Class : XI
Number of Students : 34
Observer's name : Rahmayani Syafitri
Teacher's name : M. Irsyad K. I, S.Ag
Note : 3 = very good, 2 = good, 1 = bad

Indicators	Fourth Meeting		
	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 specific.		√	
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 regularly 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			63
Mean			$\frac{63}{7} = 9$

