

**THE USE OF QUIZIZZ APPLICATION IN IMPROVING STUDENTS'
READING COMPREHENTION SKILL AT SMKN 3 TAKALAR**



A THESIS

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Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for
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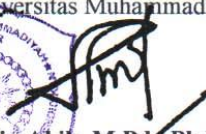
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ABSTRACT

SITI RESKI NANDA, 2018. The Use of Quizizz Application in Improving Students' Reading Comprehension Skill (A Fre-Experimental Research at the 10th Grade Students' of SMKN 3 Takalar Kab. Takalar), A thesis of English Education Department Faculty of Teacher Training and Education, Makassar Guided by Nurdevi Bte, Abdul and Herlina Daddi, under supervisor of completion my thesis.

The research aimed at investigating the use of Quizizz application in improving students' reading comprehension skill. A Pre experimental design was employed only one classes of the tenth graders at one school Kab. Takalar seelected with total sampling as sample. The data were obtained through a pre-test, a post-test. The Reading comprehension assessment was covering identify main idea, identifying supporting details, identifying reference, understanding vocabulary, and making inference.

The compulation showed that the used Quizizz application was improving the students' reading comprehension skills, students' reading comprehension skill using the Quizizz application show better learning outcomes than before the Quizizz application was applied. The results of inferential statistical analysis using the t test formula, it is known that the value of t Calculations obtained are 6.25 with frequency db = $25 - 1 = 24$, at the 50% significance level obtained t-table = 2.064. So, $t\text{-count} > t\text{ table}$ or null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. The use of Quizizz application was very enjoyable in the learning process and it could help the students' to improve their reading comprehension skill. It can be concluded that designing the learning purpose appropriately considers language level may ease teacher to use the Quizizz application in improving students' Reading comprehension skill.

Key words: Quizizz application, Reading, and Learning

ABSTRAK

SITI RESKI NANDA, 2018. Penggunaan Aplikasi Kuis dalam Meningkatkan Keterampilan Pemahaman Membaca Siswa di SMKN 3 Takalar. Tesis Pendidikan Bahasa Inggris Fakultas Pelatihan dan Pendidikan Guru, Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul dan Herlina Daddi.

Peneliti bertujuan untuk menyelidiki penggunaan Aplikasi Quizizz dalam meningkatkan keterampilan membaca pemahaman siswa. Sebuah lambang Pra-Eksperimental dipekerjakan hanya satu kelas dari kelas sepuluh di satu sekolah dan dipilih dengan total sampling sebagai sampel. Data diperoleh melalui pre-test, post-test. Penilaian pemahaman bacaan meliputi pengidentifikasian ide utama, pengidentifikasian detail pendukung, pengidentifikasian rujukan, pemahaman kosa kata, dan penyimpulan.

Komposisi menunjukkan bahwa Aplikasi Quizizz yang digunakan meningkatkan keterampilan membaca pemahaman siswa, keterampilan membaca pemahaman siswa menggunakan Aplikasi Quizizz menunjukkan hasil belajar yang lebih baik daripada sebelum Aplikasi Quizizz diterapkan. Hasil analisis statistik inferensial menggunakan rumus uji t, diketahui bahwa nilai perhitungan t yang diperoleh adalah 6,25 dengan frekuensi db = 25-1 = 24, pada tingkat signifikansi 50% diperoleh t-tabel = 2,064. Jadi, $t_{hitung} > t_{tabel}$ atau hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Penggunaan Aplikasi Quizizz sangat menyenangkan dalam proses pembelajaran dan itu dapat membantu bahwa merancang tujuan pembelajaran dengan tepat mempertimbangkan tingkat bahasa dapat memudahkan guru untuk menggunakan Aplikasi Quizizz dalam meningkatkan keterampilan membaca pemahaman siswa.

Kata kunci: Aplikasi Quizizz, Membaca dan Belajar

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The Researcher

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CHAPTER 1

INTRODUCTION

A. Background

Nowdays, the progress of education in Indonesian is growing rapidly along with technological advances. One lesson that is not less important is English language. In the process of teaching English there are several aspects that need to be considered, namely reading skill, speaking skill, writing skill, and listening skill. All these skills have important links between each other, especially for the reading skill. Reading an activity in which a person obtains information in a passage and pours in writing, in terms of perspective reading is an activity that requires high concentration or focus in reading to obtain information. Reading is a part of daily activities which is always done by someone. He or she usually reads to find something that he or she wants to know, need other opinion which wants to check clearly some information (Rahayu, 2014).

According to Pardon (2004), Reading is a process which is done by the readers to get a message, to be delivered from authors with an intermediary media words or writing. Besides, reading is a process done and used for the reader to find out messages that use the author of words or written language. Reading is also needed to know the answers to a particular question or issue for which someone reads. To satisfy one's thirst for knowledge, reading books is

necessary, and most of the books are in English. This is the reality of the world, the teaching of the reading skills of English is very important. Importance of the reading skills of English has reached new heights in the present context of the globalized world. Reading component of English course in the country focuses on understanding the meaning and answering. At no stage of the whole education system, students are encouraged to process the information from texts by themselves through an intellectual engagement, analysis and interpretation of the text. Reading is not taught properly in scientific methods. Teachers also do not have important training for that. Haque's (2006: 133) rightly points out that teachers fail to recognize the potentiality of reading, and they neglect and / or ignore it in the classroom. According to him, the responsibility of this failure goes to the attitude of the teacher and then of the students.

In addition, there are many difficulties that students often experience in reading or in terms of reading comprehension, often the students feel lazy, it is difficult to know the information on the reading, lack of motivation in reading, difficulty to pronunciation, lack of vocabulary and lack of confidence in students. The most acknowledged cause of failure of the students in effective reading is the lack of vocabulary. Many students inspired by friends or guided by teachers sometimes try to read a book but soon they lose the eagerness and interest with which they start reading the text. In every paragraph, or even in every sentence, or every phrase they come across some new words, which create a constant barrier for them to understand the meaning. Sometimes, they do not understand the long sentences, and they miss the links between parts of a text. As a result,

they lose their patience and their interest, and they give up reading. Sometimes they may inspire to dictionary too many times proves boring, and at last, their enthusiasm for reading the text dies down (Seyabi, et.al, (2015). Therefore, the researcher offer various types of applications that can be used in winning the various difficulties that are often faced by students, especially in the ability to read comprehension. Primarily in utilizing various internet facilities that exist in schools and owned by students.

Teaching reading English or reading is important to be taught at all levels of education, procurement of resources for students, facilities and methods used by teachers is an absolute requirement of success in learning English in school. Along with technological advances, teachers are required to create or seek new innovations in teaching English in the classroom, for example, the use of media-based online media applications, or game applications. Where if one of the media or application is used in the classroom then this will make the students know more about the online learning-based world, in addition, students also feel relaxed in learning English. In fact, most educational journals are made in English. Thus, the main purpose of reading-teaching in general is to develop reading skills, not only by using book media but by collaborating with media applications or game games. (Unun Pratiwi, 2015).

When reading English texts students use numerous strategies to help them comprehend what are about. Each student employs different reading strategies. There is a possibility that higher and lower achievers use similiar strategies.

Where the strategies are needed to teaching in the classroom for teachers. According to (Korpesdhoek, et.al,(2014).

In this study, provide an overview of classroom management strategies and classroom management facilities programs for (new) teachers in primary education to help them develop ways to effectively manage their classroom and to identify interventions that have the potential to prevent classroom management difficulties. One way for classroom management to run well, by utilizing the internet facilities provided by the school, a teacher conducting an online search of posted webquest will find many activities from all subject and topic. Whereas according to the analysis of the data obtained through quasi-experiment reveals that there is significant difference between students' reading comprehension achievement taught by using M-WebQuest compared to those who are taught conventionally (Hadriana, 2014).

There are some researchers that have found about the Quizizz applications in improving students' reading ability. Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, Smartphone and I Pad. The researchers use this application media because this application media is kind of learning model (Ju, 2018).

Therefore, how the students can get some information by the Quizizz application and students can collaborate with their friends and sharing with the teacher. So that Students' have a motivation about the benefit of using Quizizz application media to collaborate with friends. Therefore the researchers used

pre-Experimental Research as a method in their research and the data collected through Reading test by using formula mean score. The researcher implemented in two stages such as One-shot case study design and One-group pretest-posttest design that the validity of test his took e.g. reading is a competence standard to get some information and problem in the content of text. The Internet has a wide variety of reading resources for students so that students can find interesting, complete, and easy and reading fun.

According to Adam, (2018) about Implementing Quizizz as Game Based Learning in the Arabic Classroom The Arabic classroom by implementing Quizizz as a game based learning in the Arabic classroom of Sultan Idris Education University Malaysia. The researchers tested 85 students for 3 sections during the Arabic course titled "Arabic skill". And created 20 questions relevant to the topics which are used for learning Arabic class once the students feel very tired, sleeping and bored for their Arabic class. And a set of questioners was distributed to the students regarding Quizizz during the Arabic class. According to testing the implementation of Quizizz by researcher during the Arabic skill classroom, found that all the students were very active on the topic of research and more concentrated on the topic. And the results of the questioners show that the students displayed the position of attorney as a online teaching and assessment tool during the Arabic class.

The other finding about quizizz media application by the researchers, and focus on students reading ability. Quizizz gives the opportunity to complete the quiz with music and silly "correct" or "incorrect" images drawn from popular

media. These pictures with fun / funny messages are a treat. They're displayed after a question is answered to show whether it's right or wrong. Quizizz even lets you create your own (see image at right). The students can use their pre-loaded images or upload your own. As the teacher, once the quiz is over, you have access data and analyze reports and easy to know the reading skill of students. teacher can see the overall class performance on a particular quiz, or the individual student breakdown as well. (Medvedovska, et.al., 2016).

Based on the previous research that have done by the researchers. The Researcher investigate the use of quizizz application in improving students reading Comprehension at senior high school. The researcher uses an quantitave research/Fre-Experimental for collecting data.

B. Problem Statement

Based on the background, the problems can be formulated as follows:

1. Does the use of Quizizz improve students' independent level reading ability?
2. Does the use of Quizizz improve students' frustration level reading ability?

C. Objective of the Reserch

Based on problems statement, the objectives of the research are:

1. To find out the students' independent level reading ability to used Quizizz application.
application.
2. To find out the students' frustration level reading ability to used quizizz application.

D. Significant of the Research

It is expected that the result of the study will give significant contribution for the teacher, the students, the researcher and also the institution.

1. Teachers

This study is expected that the result will give contribution to the teacher to vary their students' ways in teaching reading. Teacher can be apply the quizizz application and improving students' reading ability and make students easier to read the content of the text. Hopefully by using this quizizz application in teaching reading that the students can really comprehend the reading well and students know the benefit of web application.

2. Students

The students it is also expected that the students can find more interesting activity in reading. Then, the students can improve their reading ability by using web application. Therefore, it can make them easier to really improving the reading ability.

3. Researcher

It is expected that the result give some knowledge and experience for the researcher in teaching learning process, especially in teaching reading using quizizz application. It is also can be use as new reference about media in teaching learning process especially in teaching reading.

4. Institution

Quizizz application is the media application in teaching learning process that can be used not only in teaching reading skill, but also can be used in the text. If the implementation of webquest media is running well, so it can improve the achievement of the institution among other institutions.

E. Scope of the Research

The target of this study is investigating the use of Quizizz Application in improving students' reading comprehension skill at the tenth X TKJ-1 (*Teknik Komputer dan Jaringan*) students of SMKN 3 Takalar. Properly reading in this case, by using the quizizz application in improving students' Comprehension to read descriptive and narrative text to score five elements: identify main idea, identifying supporting details, identifying reference, understanding vocabulary, and making inference.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Findings

Artini, et.al, (2013). the central intention of this study was to analyze the English teachers' strategies in teaching speaking and reading comprehension skills in SMPN 1 Selong. It was conducted to get detailed information about the students' responses toward their teachers' strategies in teaching speaking and reading comprehension skills. This study employed a qualitative research design. Necessary data were gathered using open-ended question, classroom observation, interview, and questionnaire. The result of this study revealed that the three teachers applied teaching speaking and reading comprehension skills strategies in three stages; Pre-stages, Whilst-stages and Post-Stages. From the three teachers observed, they employed various strategies in each stage with different reasons.

Furthermore, Hadriana (2014). This is a Quasi-experiment research used to determine the effectiveness of using M-WebQuest towards reading comprehension achievement of private senior high school students in Pekanbaru - Riau. Sampel of this research involved 260 students that consisted of 130 students for treatment group and 130 students for control groups. This involved eight classes from two senior high schools in Pekanbaru - Riau Indonesia. Data were collected using questionnaires and test on students' reading comprehension achievement. The test was analyzed using

ANATESV4 and SPSS 19.0. The analysis of the data obtained through quasi-experiment reveals that there is significant difference between students' reading comprehension achievement taught by using M-WebQuest compared to those who are taught conventionally. The study implication shows that the teacher should use various approaches in teaching and learning process. Using *MwebQuest* is one of the way and it can improve students' reading comprehension achievement.

Another research conducted by Hastuti, (2017). Reading skill have to be mastered by hearing impairment students, however, they face some difficulties in reading comprehension. This study was aimed at obtaining an overview of the learning process and finding the improvement skills of Procedure Text reading comprehension through the scientific approach of pictural media for hearing impairment students in the grade XI. The research design was a Classroom Action Research (CAR) with Kemmis & Mc Taggart spiral model. The implementation was done in two cycles. Planning in cycle I was done by creating a lesson plan reflecting the steps of observing, questioning, gathering information, associating, and communicating the picture as a medium. Repairing the 2nd cycle was by enlarging the media image with A2 paper size and giving scaffolding in the step of asking. The implementation was done according to the scientific approach steps: (1) observing: the students read and observe text & picture simultaneously, (2) asking: the students ask manythings that have not been understood yet, (3) gathering information: the students are active to find out, work together finding in the dictionary and experiencing

hands-made sandwich (4) associating: the students associate all the information acquired and the previous experiences by making a text translation, (5) communicating: the students communicate the work in front of their friends . The successfull indicator achieved in cycle I was 25% of the students and in cycle II increased to 100%. It was concluded that the scientific approach of image media in learning for Procedure Text reading comprehension was succeeded in improving the students' learning achievement of hearing impairment students of class XI in SLB N 2 Bantul.

The last researcher by Mei, (2018). The main purpose of this research is evaluating the effectively interesting of students for Arabic class by implement of Quizizz as a game based learning in the Arabic classroom of Sultan Idris Education University Malaysia . The researchers tested 85 students for 3 sections during Arabic course titled "Arabic skill". And created 20 questions relevant to the topics which are students already learned before by using Quizizz as games based learning for 20 minutes before finishing Arabic class once the students feel very tired, sleeping and bored for their Arabic class. And a set of questioners was distributed to those students regarding to their opinion of implementing Quizizz during the Arabic class. According to testing the implementing of Quizizz by researcher during the Arabic skill classroom, found that all students were very active to answer the questions which provided by researches, and more concentrated on the topic. And the results of the questioners shows that the students displayed the

position attitude for quizizz as a online teaching and assessment tool during the Arabic class.

From the research study, one of the researchers has used the Quizizz Application in Arabic language class. Therefore, the researcher is interested to do further research with the title of "the use of Quizizz Application in improving reading comprehension skill", focus on reading comprehension skill.

B. Concept of Reading

1. Definition of Reading

According to Harmer (2008:8), writes that reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get it. Moreover, reading comprehension is a complex process of language skill, which can be gradually developed from simple to more complex practices. Due to its complexity, the student needs many abilities and skill to understand the concept and meaning being communicated and presented in print. Successful comprehension process involves the students abilities to discover the meanings needed to achieve the particular piece of information, solving problem through reading, working to grasp ideas of following a set of reading.

In addition defined reading as “the process of constructing meaning from written texts,” and noted that, “it is a complex skill requiring the coordination

of a number of interrelated sources of information”. As a partial conceptualization that emphasizes the role of the reader in reading, this definition is as true today as it has ever been. However, we propose that the original definition be expanded to encompass new developments in the field that emphasize (or more accurately, reemphasize) the important roles of texts and contexts in the construction of meaning (Cervetti, et.al, 2015). Reflective of renewed foci on texts and contexts, the RAND Reading Study Group (2012) defined reading as “the process of extracting and constructing meaning through interaction and involvement with written language.

According to Anderson, et.al., (2016) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. Reading is considered by many teachers, textbook writers and language test constructors to be made up of different skills and components. It is often claimed that sets of reading components provide useful frameworks on which to base course design, teaching, and test development, (Liu, 2010).

Reading is one of the basic skills of language learning. It can not be separated from other skills of language learning besides writing, speaking and listening. Those skills must be learned all by English language learners. Reading skill can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, enrich vocabulary. Reading as with other skill is

more enjoy able to do. Based on Patel and Jain (2008: 113 – 114) states as follows:

“Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture”.

2. Principles of Reading

According to Harmer in Marzban (2007: 201 - 202) the principles of reading: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5) teacher has to match the task to the topic when using intensive reading texts, (6) good teacher exploit reading texts to the full.

The 'top ten' principles, According to Williams, (2013) are:

- 1). *In the absence of interesting texts, very little is possible.* An obvious principle, but one which is often forgotten. Interest is vital, for it increases motivation, which in turn is a significant factor in the development of reading speed and fluency. Interesting to whom? First and foremost to the learner, but preferably interesting also to the teacher. How do we know what our learners are interested in reading in English? Ask them what they like reading in their own

language, peer over their shoulders in the library, ask the school librarian, spend a few minutes in the local bookshop; then find texts in English, of an appropriate level, on similar topics. To check the interest- level of texts currently being used in your EFL reading course, ask learners to assess them as 'interesting', 'all right', or 'boring'. But be prepared for a few surprises!

- 2). *The primary activity of a reading lesson should be learners reading texts —not listening to the teacher, not reading comprehension questions, not writing answers to comprehension questions, not discussing the content of die text.* This is not to say that such activities are unimportant; but it is a question of balance. Of course, if the objective of a particular lesson is the integration of the reading activity with another skill (e.g. an associated writing task), then the lesson will justifiably have two equally important activities. But my emphasis on the primacy of learners reading in a single-skill 'reading only' lesson is to stress that die central activity of learners reading must not ballowed to become submerged in a welter of peripheral supportive activi-ties. Learners learn to read by reading: there is no other way.
- 3). *Growth in language ability is an essential part of the development of reading ability.* The pendulum in recent years has swung towards an emphasis on teaching appropriate skills and strategies. This re-orientation is welcome; but we must not forget that the best skills and strategies in the world will have little effect unless learners are simultaneously expanding their 'sight' vocabulary, and their recognition knowledge of commonly occurring sentence patterns and rhetorical patternings in text.

- 4). *Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading.* A psycholinguistic model of the reading process (e.g. Goodman 1967) holds that the reader is actively engaged in striving to reconstruct the author's message. He or she participates in an internal dialogue in which hypotheses are formed, predictions made, doubts expressed, uncertainties subsequently clarified, new information grafted on to old, old views modified by new, etc. Reading is thus not only active but interactive—just as interactive as audible conversation. How can the interactivity which is an intrinsic part of efficient, real reading be fostered in the reading classroom? Through classroom procedures involving pairwork and groupwork in which inter-learner discussion of the text and associated tasks is not only permitted but required. Purposeful, audible interactivity of this nature (not necessarily in English) replicates the interactivity which is characteristic of the efficient, individual, silent reader. In particular, this essential interactivity should encourage learners to make use of what they have read. This can be done by requiring the completion of a diagrammatic representation of (part of) the text—matrix, flowchart, tree-diagram, etc.
- 5). *Teachers must learn to be quiet: all too often, teachers interfere with and so impede their learners' reading development by being too dominant and by talking too much.* Although it can and should be fostered by collaborative groupwork, in the final analysis reading is an individual skill, like swimming or playing the piano. It has to be practised under guidance, with copious encouragement, and with carefully set goals. Many teachers find it difficult to

abandon their customary centre-stage role, and to become a learning-manager rather than a teacher. But there is enormous satisfaction to be gained from assisting groups of learners with their own particular difficulties, seeing them progress at their optimum rate, and observing the pleasure that learners derive from understanding and enjoying a text.

6). *Exercise-types should, as far as possible, approximate to cognitive reality.*

Since the purpose of teaching reading is to make the learner a more efficient reader, it follows that we need to identify the strategies, skills, and objectives of the efficient reader during the process of real reading (as opposed to the classroom teaching of reading), and then help the learner to acquire them. In other words we need to identify just what the efficient reader does (by examining our own cognitive processes, perhaps). Investigations of the reading process (self-report, self-observation, and think-aloud), focusing on individual case-studies, are throwing very interesting light on what readers do during the process of reading (see e.g. van Parreren and Schouten-van Parreren 1981; Cohen 1984; Hosenfeld 1984). We must now apply the fruits of this growing body of knowledge to the creation of more appropriate exercise-types.

7). *A learner will not become a proficient reader simply by attending a reading course or Working through a reading textbook.* For every hour of intensive reading, a learner should be doing at least another hour of extensive reading—by means of a graded reader system, a collection of carefully-chosen texts, simple paperbacks, etc. It does not matter very much what learners read in

extensive reading, as long as they enjoy doing it. A system of graded readers is, of course, one of the most effective ways of promoting extensive reading.

8). *A reader contributes meaning to a text.* Reading is not simply a matter of taking out (information, opinion, enjoyment, etc.), like shopping at a supermarket; it also involves contributing (attitudes, experience, prior knowledge, etc.). This natural characteristic of real reading must be encouraged and developed in teaching EFL reading. This can be done by including questions or tasks which require readers to combine what is in their heads with what is in the text. (Such questions and tasks can be indicated by a symbol, such as if necessary.)

9). *Progress in reading requires learners to use their ears, as well as their eyes.*

As with audible reading, silent reading involves stress and intonation or prosody. Research (e.g. Pegolo 1985) suggests that the more accurate the reader's internal prosody, the greater the degree of comprehension. Therefore, learners should be encouraged also to listen to texts—such as tapes accompanying graded readers, specially recorded tapes, the teacher reading to the class, older learners reading to younger learners, and better readers reading to weaker readers in their group.

10). *Using a text does not necessarily equal teaching reading.* Texts can be used for many different purposes. For example, it is perfectly sensible to use a text to demonstrate a certain grammatical or functional point in context, as a trigger for further work on that point. But it would be a mistake to think that one was thereby teaching reading.

3. Kinds of Reading

As reference to the conception of reading comprehension highlighted in preceding discussion, there are four types of reading according to Petel & Jain, (2008: 117-123) : (1) reading aloud, (2) silent reading, (3) intensive reading, (4) extensive reading.

a. Reading Aloud

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

The aim of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels. Oral reading can serve as an evaluate check and add some extra student participant if the teacher want to highlight a certain short segment of reading passage. Some activities that the teacher can use in reading aloud like guessing game, pictures description and missing letters to develop the students' reading comprehension. If one students is reading aloud , the teacher ask to the other students to pay attention to the next part of the text being read rather than listen to their friends.

b. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading

is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

c. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

d. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

Extensive reading is carried out achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional

reading can also be extensive. The latter, sometimes involves skimming and scanning as strategies for gaining the general sense of a text. After the students have done pre reading activity, skimmed for the gist, and scanned for some key details extensive reading is quite simply a relatively rapid and efficient process of reading a text for global or general meaning.

4. The Difficulties of Reading Ability

For many learning-disabled students, reading comprehension is a major problem. There are mainly three causes for poor reading comprehension according to Cicerchia, (2016):

a. Issues with de-coding

Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a child continues to struggle, there may be a specific learning difficulty present or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language.

b. Poor comprehension

There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence and paragraph level. When a

beginner reader encounters vocabulary they do not know or do not recognise due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level.

However, reading also requires being able to pay attention to narrative. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading. If a student has problems staying focused as a result of ADD or ADHD, it can impact on comprehension.

c. Speed

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. Students who continue to decode may benefit from overlearning sight words such as those on the Dolch List.

If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is a complex, multiple task ability. These processes were divided into two equally difficult main types, lower-level and higher-level processes (Stoller, et.al., 2002). The lower level abilities include word recognition, graphophonic and others, while the higher level abilities included syntactic, semantic and other processes. To be able to comprehend what is read, a person needs to be familiar with text structure and topic, aware of reading strategies, how to use these strategies in the processing of material and word recognition (Pang, 2008).

Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating. “No one process defines reading comprehension by itself, but together they provide a fairly accurate account of the processes required for fluent reading.” (Stoller et.al., 2002:17)

The variable in the comprehension process is related to the type of written text presented. Traditionally, the difficulty of texts has been judged on the basis of the simplicity of grammatical structures and the familiarity of the vocabulary. This may be due to the fact that comprehension is tested on the basis of grammar and vocabulary recognition rather than on the interaction with the text’s message. But empirical studies revealed that exposure to texts

with unfamiliar grammar and vocabulary does not significantly affect In reviewing reading comprehension, three points have been discussed: The History of Reading Instruction, Types and Purposes of Reading, and Cognitive Reading Skills. Finally, the variables in comprehension consists of (1) the importance of context and background knowledge in understanding input, (2) the degree to which the reader uses strategies in understanding the text, (3) the purpose for reading or the nature of the task, (4) the length of text presented for comprehension, (5) the type of written text presented, and (6) how to treat the vocabulary.

D. Reading Ability

1. Definition of Reading Ability

Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent.

Reading is a process of understanding written language (Rumelhart, 1985). Reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process.

Reading ability is skill of communication between the reader and the writer to get knowledge and information. According to Brown In Logman, (2001: 298) reading ability will be developed best in association with

writing, listening, and speaking activities. Even in those courses that may be labeled reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading – writing connection.

2. Level of Reading Ability

According to Gillet and Temple (1990:134 – 137) level of reading ability:

a. The Independent Level

This level of difficulty the student can read text easily, without help. Comprehension of what is read is generally excellent, and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

b. The Instructional Level

This level the material isn't really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and don't cause a loss of meaning.

c. The Frustration Level

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.

d. The Listening Level

The listening level provides an estimate of the student's present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instructional reading level. The listening level gives us an indication of how much their reading may be expected to advance at this point in time.

E. Quizizz application

1. Definition Quizizz application

Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, Smartphone and I Pad. The main purpose of this research is evaluating the

effectively interesting of students for Arabic class by implement of Quizizz (Ju, 2018).

Quizizz is an alternative to Kahoot! and constitutes a great online tool which helps students check their knowledge and progress in learning. In Quizizz, the question order is randomized for each student. With Quizizz, teachers can also assign homework to give students additional practice. Each question ought to be multiple choice with two or four possible answers. friendly online formative assessment tools which help teachers assess students' language as well as their curriculum knowledge (Baeta Bury, 2007).

2. Purpose of Quizizz application

Quizizz is a wonderful tool similar to Kahoot in that you can make online quizzes. It is much less competitive than Kahoot and students can actually see the question on the device. All students work at their own pace and timers can be turned off. It is a wonderful way to implement BYOD and it takes the stress away from students seeing a leaderboard (unless you want them to see it). You can make a Quizizz a homework assignment or have students complete them in class. You can easily export the results into an Excel spreadsheet and the program saves the data. You can log in simply with your (google) email address. This takes away the stress of students knowing that they are in last place. You can also create your own memes which are funny pictures. It is also very easy

to make your own quizzes by building from other people's public quizzes. It saves a lot of time in grading. (Medvedovska, et.al., 2016).

Quizizz gives the opportunity to complete the quiz with music and silly "correct" or "incorrect" images drawn from popular media. These pictures with fun / funny messages are a treat. They're displayed after a question is answered to show whether it's right or wrong. Quizizz even lets you create your own (see image at right). The students can use their pre-loaded images or upload your own. As the teacher, once the quiz is over, you have access data and analyze reports and easy to know the reading skill of students. teacher can see the overall class performance on a particular quiz, or the individual student breakdown as well. Quizizz also has an integration with Google Classroom. So if students are using that learning management system can easily push out your quizzes to your students, and they will already be authenticated with their school emails. Some of the features of Google Classroom integration include the following: Google Classroom Integrated Reports Quizizz is definitely fun. But when everyone is answering different questions at different times, you lose a bit of the excitement. When a Quizizz game is over, you can review all the questions all at once, and you lose that isolation. (Medvedovska, et al., 2016).

3. The Implementing of Quizizz Application

The implementing of Quizizz application, According to Chandler, (2015) are :

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

Second, Quizizz To 'play,' students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are provided a detailed report of student responses that can be downloaded and saved.

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

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

F. Theoretical Framework

Based on SMKN 3 Takalar, students do not read well because teachers cannot use reading techniques and methods, and teachers should provide support and provide new innovations in the application or used of methods such as game applications or the like, to master reading skills or reading ability for all students.

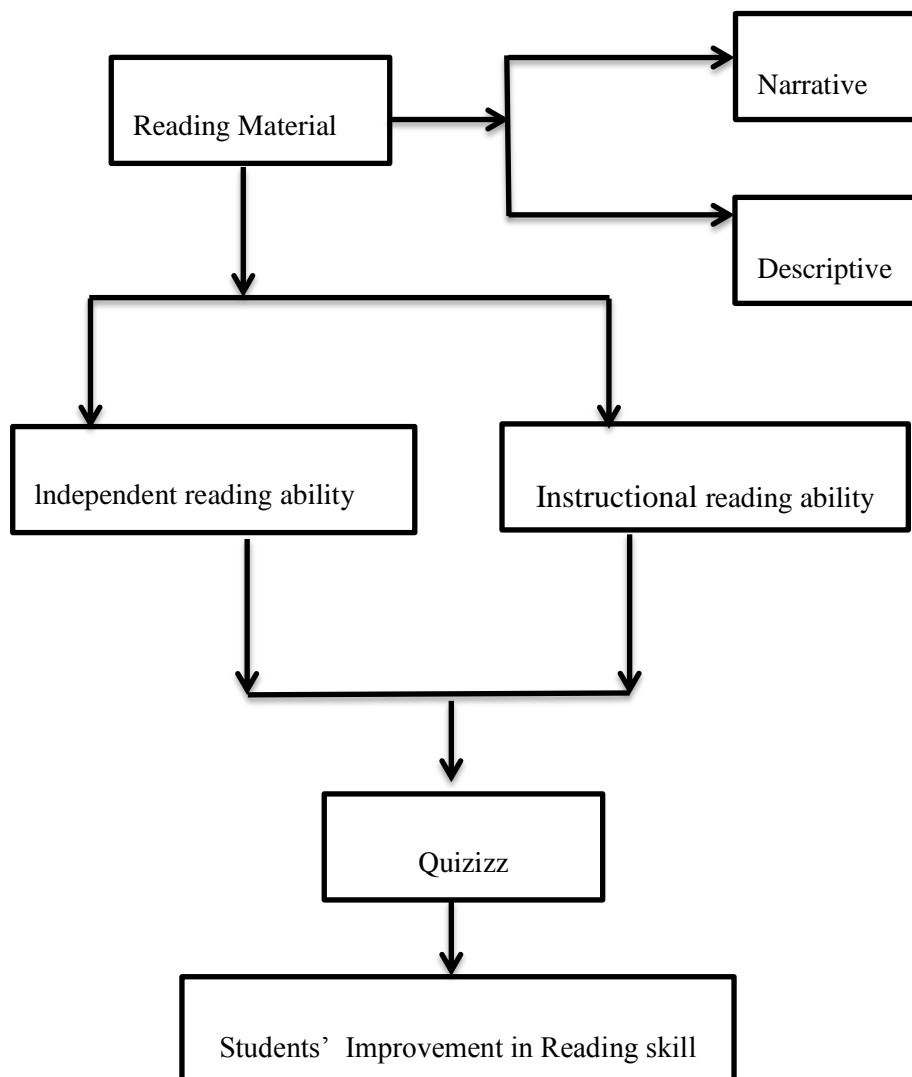


Figure 2.1 Theoretical Framework.

The process of the research is illustrated as in the existing diagram above. The research start defining the population of the research from the total numbers of Students in SMKN 3 Takalar Which is the first grade students' in X TKJ 1 class in reading classroom. After defining the population, the researcher continue by choosing the sample from each class by conducting observation so that the selected sample could be trusted as the most representative students to this research. The researcher observe the students' independent level reading ability and frustation level reading ability based on use material descriptive text and narrative text in the class. The researcher applies the quizizz application method by choose one of the most active students' in reading class.

Each student follow a narrative and descriptive text, after that the students can be read and finding the main idea, correlation of text in quizizz application. The next step is conduct a data analysis by collecting all of the answers related to the reading learning to know the students' improvement reading skill. A result of pre-test and post-test be added.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research study used quantitative approach. A quantitative approach is one in which the investigatory primarily used postpositive claim for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and question, use of measurement and observation, and the test of theories) employs strategies of inquiry such as experiment and survey and collect data on predetermined instrument that yield statistics data. (Creswell, 2003).

According to (Ary, 2010), “quantitative research is inquiry employing operational definitions to generate numeric data to answer predetermined. It is using quantitative approach because quantitative is the data that of all number using statistic data.

The researcher used pre-experimental design. The design of this study is experimental design because the researcher wants to measure the used of quizizz application in improving reading ability. According to Arikunto, experimental study is a study which aimed to know there is or not the effect of the variable studied. In line with this Donald Ary says that experimental design refers to the conceptual framework within which the experiment is conducted. The most important criteria that is the design be appropriate for testing the particular hypothesis of the study.

The researcher used the one-group pretest-posttest design usually involves three steps : (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest score. (Ary, 2010). As for the design of this study is as follows:

Table 3.1 One Group Pretest-Posttets Design

Pre-Test	Treatment	Post-Test
O₁	X	O₂

Source: (Emzir, 2014)

Where:

O_1 = pre-test

O_2 = post-test

X = treatment using quizizz game

The experiment model is through three steps:

- a) Provide a pretest for measuring the dependent variable (initial reading comprehension skill) before treatment is performed.
- b) Giving treatment to the research subject class by applying the game application method.
- c) Provide posttest to measure the dependent variable after treatment is done.

B. Population and Sample

1. Population

The all population of SMKN 3 TAKALAR, there are 445 students, include X (TKJ (*kejuruan komputer dan jaringan*), Otomotif, TSM, HTPH, TPHP, and Marketing), XI (TKJ, ATPH, TPHP, and marketing) and XII (TKJ (*kejuruan komputer dan jaringan*), ATPH, TPHP, and marketing). The populations of the X class, there 4 four class X TKJ, 1 one class X Otomotif, 2 two class X TSM, 1 one class X ATPH, 1 one class X TPHP, and than 1 one class X Marketing. The total students of class X 217, XI there 120, and XII there 118 students. Since there is only one to be examined in the tenth grade TKJ 1 (*kejuruan komputer dan jaringan*), then objectively it will be taken as a population study, in academic year 2018/2019 (odd semester).

2. Sample

The sample is part of the population. Samples are the group selected from the population for observation in a study. For the sample, the researcher taken by total sampling technique that the class X TKJ 1 consists of 25 students.

C. Research Instruments

There was one kind of instrument used in this research, namely test. The test consisted of pre test and post-test. The pre-test was administered before the treatment to get data on the students' prior knowledge, while post-test was given after the last treatment to get data on the impact of Quizizz application.

(Ary, 2010). Researchers build the question itself. The advantage of tests made by researchers is that they can be tailored to be specific content.

1. Assessment Method

In assessment methods, researcher used inter-rater. researchers as rater 1 and rater 2 as a teacher. For the assessment of student test results, researcher used a scoring rubric that has been predetermined.

Table.3.2 Instruments Assessment and scoring Reading Comprehension skill using Quizizz Applications as learning media

No	Rated aspect	Total questions	Number of questions	Skor
1.	Ability to understand the meaning of words in sentences	3	1	2
			2	2
			3	2
2.	Ability to understand paragraphs.	2	4	2
			5	2
3.	Finding the main idea	3	6	2
			7	2
			8	3
4.	Ability to outline	2	9	2
			10	2
5.	Ability to analyze (by using reading skill)	3	11	2
			12	2
	Total	13		25

NA = number of Scores X 4

F. Data Collection Procedures

Data collection techniques used in this study are the initial and final tests. The data collection steps was done as follows:

1. Initial test (pretest)

Initial test is done before treatment, pretest is done to know ability possessed by student before applying of play method.

2. Treatment

In this case the researcher applies the application method of quizizz game application in English class.

3. The final test (posttest)

After treatment, the next action is posttest to know the effect of using quizizz application method.

G. Data Analysis Procedures

1. Distribution of the pre-test to the sample

In this part the researcher gave the students amount of test. The purpose of this session is to find out the students reading comprehension skill before applying Quizizz application.

2. Treatment by applying quiziz application to the class.

After giving the pre-test, the writer did the treatment to the students by using Quizizz application. The treatment were done for fourth meeting which took 90 minutes each meeting. The Quizizz application In the class as follows:

- 1) The researcher invite the students' into the computer lab. And show reading text on the LCD about Quizizz application.
- 2) The researcher distributed the reading material which have been quizizz application. Each students got a complete text.

- 3) The researcher asked the students the structure generic and read the reading material in correct composition or correct form.
- 4) Each students read the reading text (narrative and descriptive text)
- 5) The researcher read the true composition of the reading material to the students so they can correct their false in the reading material.
- 6). The Students answer the question and underline words that are considered difficult.

3. Distributing post test to the sample

After do the treatment, the writer gave the students amount of test namely post-test to know the students reading comprehension skill after applying quizizz application.

4. The data collected by using inferential statistic. Percentage score is also used to know the students skill in reading comprehension.

a. Researcher analyze the data in several ways, namely:

1. Researcher collect test results.
2. The researcher gives scores for the students according to the criteria
3. Researcher organize into tables.
4. Researcher determine the average score by the formula:

a). Average of mean score)

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

Where :

\bar{x} = The mean, or arithmetic average, of the scores

Σx = The sum of all the scores

N = Total number of subject

b). Persentase (%) nilai rata-rata

$$P = \frac{f}{N} \times 100\%$$

Where :

P = Percentage score

f = Frekuensi of percentage

N = Total number of subject.

(Gay, L.R. 2006)

c). Classifying the students score into following criteria:

No.	Classification	Range of Score
1	Excellent to very good	84-100
2	Good to average	68-83
3	Fair to poor	51-67
4	Very poor	34-50

Arikunto (2002: 245)

5. The researcher calculated the deviation score and standard deviation using

Tehnique (t-test)the formula:

a. Deviation Score

$$t.test = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

(Gay, 1981:331)

Where :

Md = Mean of pretest and posttest differences

X_1 = Learning outcomes before treatment (pretest)

X_2 = Learning outcomes after treatment (posttest)

d = Deviation of each subject

$\sum X^2 d$ = The sum of squares of deviation

N = subject of the sample

b. The steps in testing the hypothesis are as follows:

a). Looking for "Md" price using the formula:

$$Md = \frac{\sum d}{N}$$

Where :

Md = Mean of pretest difference with posttest

$\sum d$ = Amount of gain (posttest - pretest)

N = Subject in sample.

b). Find the price " $\sum X^2 d$ " using the formula:

$$\sum X^2 d = \sum d - \frac{(\sum d)^2}{N}$$

Where :

$\sum X^2 d$ = the sum of squares of deviation

$\sum d$ = number of gain (post test - pre test)

N = subject of the sample.

c). Determine price t Calculate by using the formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Where :

Md = Mean of pretest and posttest differences

X₁ = Learning outcomes before treatment (pretest)

X₂ = Learning outcomes after treatment (posttest)

d = Deviation of each subject

$\sum X^2 d$ = The sum of squares of deviation

N = Subject of the sample

d). Determining significant decision-making rules or criteria Significant testing rules:

If $t_{\text{count}} > t_{\text{table}}$ maka H_0 ditolak dan H_1 then H_0 is rejected and H_1 accepted, means application of Quizizz application method influence to increase comprehension of reading of student.

e). Jika $t_{\text{count}} < t_{\text{table}}$ then H_0 rejected, means the application of Quizizz method does not affect the improvement of reading comprehension of students t-count of t-table.

f). Look for t_{tabel} by using t distribution table with significant level $\alpha = 0,05$ and dk = N-1.

g). Make a conclusion whether the application game method improves reading comprehension skills in English subjects.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the finding and discussion. The findings the following description:

A.Finding

Based on the results of research conducted by researchers at SMKN 3 Takalar School Sanrobone Subdistrict, Takalar District. starting from September 25 to October 20 - 2018, data collected through test instruments was obtained so that students' reading comprehension abilities in the form of grades in class X TKJ (*Teknik Komputer dan Jaringan*) SMKN 3 Takalar, Kab. Takalar were obtained. The Data Analysis of The use Quizizz application in improving Students' Reading Comprehension Skill.

1. The improvement of students' idenpendent and frustation level ability used quizizz application

The finding of the result deals the improvement students' score on the pre-test and post-test in experimental.

Table 4.1 The improvement students'score for the pre-experimental group students' score

Variabel	Pre test	Post test	Improvement
Idenpendent level Frustation level	56.08	72.06	16.52

The data in table 4.1 indicates that the mean score of the variabel idenpendent level reading ability and frustion level reading ability in students pretest is 56.08 while the mean score of the students post-test is 72.06 From that result, it can be seen the mean score of the post-test is higher than pre-test mean score that improvement is 16.52. It means that the students could improve their reading ability after treatment.

Table 4.2 The pre-test score for the pre-experimental group students' score

No .	Classifications	Range of Score	Frequency	Percentage
1	Excellent to very good	84-100	-	0
2	Good to average	68-83	6	24%
3	Fair to poor	51-67	11	44%
4	Very poor	33-50	8	32%

Based on the data, it can be concluded that student learning outcomes for reading ability at the pretest stage using the test instrument are categorized as excellent to very good, which is 0.00%, good to average, 24%, very poor 32% and fair to the poor is at a percentage of 44%. Looking at the results of the present percentage, it can be said that the level of students' reading comprehension skills before applying the Quizizz application method is relatively low.

Table 4.3 The post-test score for the pre-experimental group students' score

No	Classifications	Range of Score	Frequency	Percentage
1	Excellent to very good	84-100	5	20%
2	Good to average	68-83	11	44%
3	Fair to poor	51-67	9	36%
4	Very poor	33-50	-	00%

The table above, shows that student learning outcomes for reading ability in the post-test stage using the test instrument are categorized as good to average, which is 44%, fair to poor 36%, very poor 20%, and excellent to very good is in the percentage of 0.00%. Looking at the results of the present percentage, it can be said that the level of students' skills in reading the beginning after being applied to the Quizizz application method is relatively high. The result of pre-test and post-test calculation is presented in the following mean score table.

2. Standard deviation and mean score the Experimental

To know the mean score of the students pre-test and post-test the researcher used t-test the following formula:

Table 4.3 The t-test of the students' achievement

Variabel	t-test value	t-table
X ₁ X ₂	4.640	2.064

Table above indicates, the score of two variabel pre-test and post text that result. Mean score for the t-test value is 4.640. and while the mean score of t-table

is 2.064. From that result, it can be seen the mean score of the t-test value is higher than t-table mean score that improvement.

B. Discussion

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

1. The use Quizizz application in improving students' independent level reading ability.

The aims in this research was using Quizizz application in improve their independent level reading ability based on two text, descriptive text and narrative text. reffering to the comparison text between pre-test and pos-test of the pre-experimental class. There was an increase on students' score where pre-test and post-test. It can be concluded the students score between pre-test and post-test had a significance different.

for the pre-test the post-test consisted of four reading texts, two descriptive texts and two narrative texts. Which consists of several questions. At the time of pre-test the students experienced many difficulties in answering the pre-test questions, especially the three text readings. Because more students underline the vocabulary they don't know the meaning At the time of the treatment, for the text descriptve the students knew more about the vocabulary in the text and they were very easy to read especially for the vocabulary they knew before in

the text descriptive. And in giving treatment that is in the form of using Quizizz application in the material of reading text (narrative and descriptive). Students have many changes to reading and try to find out the words they did not know beforehand. In addition, when giving pre-tests to students, they underlined many words in the narrative text. This indicates that the percentage of reading ability is included in the category for descriptive text, and for post-test students answer questions correctly and underline the vocabulary they do not know in descriptive text. Therefore, it can be concluded that after treatment students experience an increase in the independent level reading ability.

Based on theory (Gillet and Temple, 2009), The Independent Level is This level of difficulty the student can read text easily, without help. Comprehension of what is read is generally excellent, and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

2. The use of Quizizz application in improving students' frustration level reading ability.

The aim of this research was using Quizizz application to improve their frustration level reading ability based on two texts, descriptive text and narrative text. Referring to the comparison of text between pre-test and post-test of the pre-experimental class. There was an increase in students' score where pre-test and

post-test. It can be concluded the students score between pre-test and post-test had a significance different.

for pre-test the post-test consisted of four reading texts, two descriptive texts and two narrative texts. Which consists of several questions. At the time of the pre-test the students experienced many difficulties and did not know the meaning of the vocabulary in the text at all in answering the pre-test questions for the four texts. Because students underline the vocabulary they don't know what they meaning of the text. of treatment the students did not know the vocabulary at all, comprehension is poor, even in reading they read it very slowly and silently because students were very difficult in analyzing the vocabulary in the reading. After giving treatment that is in the form of using Quizizz application in the material of reading text (narrative and descriptive). Students have many changes to reading and try to find out the words they did not know. In addition, when giving pre-test to students, they underlined the vocabulary a lot in the narrative text. This indicates that for frustational level reading abilities belong to the category for narrative text. and for the post-test students answered the questions correctly and underlined the vocabulary they did not know in descriptive text. Therefore, it can be concluded that after treatment students experience an increase in frustational level reading ability.

Based on theory (Gillet and Temple, 2009), The Frustration Level is the level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with

frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.

The students' use of Quizizz application in learning process. The use of Quizizz application can help the teacher in learning. The students' can get new situation, get motivation to develop their inspiration and supporting how to identify main idea, identifying supporting details, identifying reference, understanding vocabulary, and making inference in narrative and descriptive text. On the other hand, students' could several condition and make students' active in class, enjoyable to learn, easy to understand the material.

Besides, the result of pre-test in pre-experimental class showed the students' independent and frustrational level reading ability was improved in pre-test and post-test after treatment. So, it could be concluded that the use of Quizizz application in improving students' reading comprehension skill in pre-experimental class improve students' independent level and frustrational level reading ability.

Moreover, the statement that had been stated in the second chapter of the study toward the use of Quizizz application in improving students' reading comprehension skill same as the result of this research. In the same way implementing Quizizz as application game based learning in the arabic classroom.

Because the could vocabulary, making interference, content, and effective to answer the question, (Mei. 2018).

The other researcher, in reading ability based on the descriptive and narrative text using Quizizz application in students' readingability. The students' can use their easy to use this application, As the teacher, once the quiz is over, you have access data and analyze reports and easy to know the reading skill of students. teacher can see the overall class performance on a particular quiz, or the individual student breakdown as well. So if students are using that learning management system can easily push out your quizzes to your students, and they will already be authenticated with their school emails. But when everyone is answering different questions at different times, you lose a bit of the excitement. When a Quizizz game is over, you can review all the questions all at once, and you lose that isolation. (Medvedovska, et al., 2016).

In conclusion the use of Quizizz application in improving students' reading comprehension skill of TKJ (*Teknik komputer dan jalinan*) at SMKN 3 Takalar, improve students' independent level reading ability and frustrational level reading ability especially in reading component namely identify main idea, identifying supporting details, identifying reference, understanding vocabulary, and making inference.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the research. The conclusion is based on the presentation and description of the findings and discussions from the data analysis.

A. Conclusions

Based on the result and the discussion of the data analysis previously, the researcher takes conclusion as follows:

- 1). The use of Quizizz application in improving students' independent level reading ability at the second year students of SMKN 3 Takalar in academic year 2018-2019 is still low before using Quizizz application. It is proven by the mean score of the pre-test (56.08), than improved after treatment in descriptive text the category independent level improved after treatment. Mean score of post-test (72.6) was adequately proved this statement. It means that the reading ability at the tenth year students of SMKN 3 Takalar improved about 16.52 after applying Quizizz application.
- 2). The use of Quizizz application in improving students' frustrational level reading ability at the second year students of SMKN 3 Takalar in academic year 2018-2019 is still low before using Quizizz application. It is proven by

the mean score of the pre-test (56.08), than improved after treatment in narrative text the category frustational level improved after treatment. Mean score of post-test (72.6) was adequately proved this statement. It means that the reading ability at the tenth year students of SMKN 3 Takalar improved about 16.52 after applying Quizizz application.

B. Suggestions

Based on the findings related to the results of study in Quizizz application methods that the improving student reading comprehension skill of class X TKJ 1 at SMKN 3 Takalar Kab. Takalar. Then the following suggestions was suggested:

1. To teacher, especially teachers of SMKN 3 Takalar, Kab. Takalar, it is recommended to apply or use the Quiziz Application method to generate interest and motivation for improve students' reading ability.
2. To student, as well as in teaching english is expected to be able to develop reading ability by the use of the Quiziz Application method by applying to other materials are suitable for this learning to achieve the expected goals and easy to learn.
3. To researchers, they will be able to develop and strengthen the method of this application and strengthen the results of this study by studying it first, being able to conduct more successful research and as a teacher can improve the creativity, make quizizz application to be unique like, put the video, picture in the quizizz application based on the material. Before than use quizizz in

learning process, researcher always double check the internet connection or wi-fi.

4. To institution, it is expected to add provider facility, as a computer program, and always give motivation and supporting for teachers. Moreover, it can be improve the achievement of the institution among other institutions.

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APPENDIX A

INSTRUMENT OF PRE-TEST

1. Pre Test

A. The following text is for questions 1 to 3

A kangaroo is an animal found only in australia. It has a small relative called a wallaby, that lives in Tasmania and New Guinea. Kangaroo eat grass and plants. They have short front legs, long and strong back legsand a tail. These are used to sit up and jump. Kangaroos are well known for their 8-meter forward jumps and more that 3-meters high leap across fences. They can also run at the speed of over 45 kilometers per hour. The largest kangaroos are the great grey kangaroos and red kangaroos. Adilt kangaroos grow to a meter in lenght and 90 kilos in weight. Kangaroos are marsupials. This menas that the female kangaroo has an external pouch on the front of her body, they baby kangaroo is very tiny when it was born. It right away crawls into its mother's pouch where it spends the first five months of its life.

(Text from national exam

2017)

1. what is the purpose of the text?

- A. To infrom kangaro;s uniqueness.
- B. To report the features of kangaroo.
- C. To encourage kangaroo's preservation.
- D. To describe how a kangaroo looks like.
- E. To raise awareness of Kangaroo's special status.

2. we can conclude from the text that....

- A. the largest kangaroos are the males

- B. the male kangaroos do not have pouch
- C. kangaroos only eat grass and plants that grow in Australia
- D. Tasmania's and new Guinea's wallabies are different in size
- E. the new born kangaroo is also skillful in jumping and leaping

3. which of these statements is country to the fact?

- A. Kangaroos are not carnivorous.
- B. Kangaroo is native animal of Australia.
- C. All wallabies are of smaller size than Kangaroo.
- D. All marsupial females have pouch on the front of their body.
- E. Baby Kangaroos leave their mother's pouch at the age of five months.

B. The following text is for questions 4 to 8

Once upon a time, there lived an old lady crow who was mean and ugly. One day, Miss crow had stolen a big piece of cheese. And then, she flew on to a branch to enjoy it.

On the other place, under the tree, a sly creature, Mr. Fox, who wanted the cheese for himself, came up and spoke politely to her.

"Oh. Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If you only could sing, you would be the most beautiful bird in the world!"

Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could, sing. Of course, the moment she opened her beak, the cheese fell down, and Mr. Fox ran away with it, laughing loudly.

(Text from national exam

(UNBK) 2018)

4. what is the best title of the story?

- A. Old Lady Crow
- B. Beautiful Miss Crow
- C. The Fox and The Crow
- D. lady Crow and The Fox
- E. Ugly Mr. Fox

5. why did the crow gave a loud croak? Because it wanted ...

- A. To Show her pretty eyes
- B. To show her beautiful beak
- C. To Show her lovely Feathers
- D. To Show that she could sing
- E. To Show that her croak

6. "... an old lady crow who was mean and ugly," the opposite of the underlined word is ...

- A. Bad
- B. Poor
- C. Beautiful
- D. Rich
- E. Happy

7. Miss Crow gave a loud Croak to show that she could, sing, the underlined word means ...

- A. Expand
- B. Exhibition

C. Expense

D. Expedition

E. Expensive

C. The following text is for questions 8 to 10

Kaka was born In Brazilia. From age 4 to 7. His family lived in Cuiaba. Following his father. a civil wngineer. At age 7, the family moved to the city of Sao Poulo. In the neighborhood of Marumbi, near the stadium of Sao Paulo FC, As FIFA says,” kaka fails to fit the Brazilia stereo type of the kid from the favela who first. Played the game in the street with a ball made from rags. Coming from comfortable and cultured family, kaka kept up this studies as long as they were compatible with his profession.”

His talent was soon recognized, A professor called the family and suggested enrolling him in a football school. At age 8, kaka was playing with Sao Paulo FC, where he succeeded in all categories. At age 14, kaka used to wake up two hours early, to keep up with his studies. Kaka meneged to conclude the intermediary cycle (eleven years) in Brazil before dedicating exclusively to football.

In 2006, only 24 years old. Kaka was one of the main Brazialian players in the world Cup. Despite the abundance of good players, coach Carlos Alberto Parreira already said that kaka would starts as a principle. The groups formed by kaka, Ronaldinho, Ronaldo, and Adriano was called”the magiss square” by Brazilian media fans.

(Text from national exam

(UNBK) 2018)

8. Having recognize kaka’s tatlent, the professor suggested that ... in the football school.

A. He become a supervisor

B. He enroll as a member

- C. He accomodate
- D. He practice more
- E. He spend his free time

9. The main idea of paragraph 3 is ...

- A. His talent was soon recognized
- B. Kaka would starts as a principle
- C. “Magic Square” was formed by kaka, Ronaldinho, Ronaldo, and Adriano
- D. A professor suggested kaka’s family enrolling him in a football school
- E. kaka was one of the main Brazilian players in the World Cup

10. “His talent was soon recognized.” (paragraph 2) The underling word is closset in meaning to ...

- A. Predicted
- B. Registered
- C. Managed
- D. Succeeded
- E. Identified

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50.000 hectares and is inhabited by around 100 families. Several other islands, both inhabited and uninhabited, lie near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti, and Tambakulu.

Kapoposang and the nearby islands were declared a Nature Tourism Park by the Departement of Forestry in 1999. Diving has been an important activity at Kapoposang. There were so few local divers at the time, and because of the distance from other wellknown diving areas in Indonesia, Kapoposang has

basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favorable, and the wind less fi erce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Pulau Kapoposang, you see the deep blue water, which suddenly meets an expanse of coral reefs between extensive shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the island are some quite shallow contours, and then suddenly steep underwater cliffs leading to seemingly endless depths. The water is very clear, you can expect underwater visibility of over 15 meters – ideal condition for divers.

11. The text is about

- A. Kapoposang and the surrounding islands
- B. Kapoposang as a diving spot
- C. Kapoposang as a very popular tourist spot
- D. Kapoposang as a secret area
- E. Kapoposang and the weather

12. Where is Kapoposang located?

- A. In the Nature Tourism Park of Makassar
- B. Next to Makassar, South Sulawesi
- C. In the Spermonde Islands
- D. Among the big islands near Makassar
- E. Very close, to the north of Spermonde

APPENDIX B

STUDENTS' NAME OF PRE- TEST AND POST TEST EXPERIMENTAL CLASS

NO.	NAME					
	PRE-TEST	M/F	POST-TEST			
1	Aswar	M	P R E T E S T		P O S T	Aswar
2	Hermija	F				Hermija
3	Irmawati	F				Irmawati
4	Irmayani	F				Irmayani
5	Juniarti	F				Juniarti
6	Mardia	F				Mardia
7	Mirawati	F				Mirawati
8	Muh. Syahrul rajab	M				Muh. Syahrul rajab
9	Muh. Dahlan	M				Muh. Dahlan

10	Muh. Riswar	M				Muh. Riswar
11	Muh. Sainal	M				Muh. Sainal
12	Muhammad ansar	M				Muhammad ansar
13	Muhammad fikri	M				Muhammad fikri
14	Muhammad firly	M				Muhammad firly
15	Muhammad redianto	M				Muhammad redianto
16	Muhammad rizal	M	P R E T E S T		P O S T E S	Muhammad rizal
17	Neli	F				Neli
18	Nurbianti	F				Nurbianti
19	Nurcahya	F				Nurcahya
20	Nurenisa darwis	F				Nurenisa darwis
21	Nurfadila	F				Nurfadila
22	Nurhikmah	F				Nurhikmah
23	Rival	M				Rival

24	Serli	F			T	Serli
25	Syahriani	F				Syahriani

APPENDIX C

TEACHING MATERIALS

1. (Descriptive Text)

1. Definition and function of Descriptive text.

Descriptive text adalah, “..... *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.*” ***Or Is a text which used to describe something, someone, or place.*** [teks yang menjelaskan gambaran seseorang atau benda.

2. Function : *used to describe something, someone, or place.*

The aim is to describe or reveal certain people, places or objects]

So, it can be said that descriptive text is a text that describes what a person or object is like to describe, both its shape, its properties, numbers and so on. The purpose (purpose) of the descriptive text is also clear, namely to explain, describe or reveal someone or an object.

3. Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

1. Identification

This part identifies particular things to be described. What is the text about?

berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

2. Description

This part describes the parts and characteristics.

Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

4. Example of Descriptive Text

My Favorite Star

I have favorite star.

My favorite star is Justin Bieber. He is 18 years old. He is a famous singer. He has pointed nose. His skin is white and his hair is blonde. He is handsome. Besides that, he also has beautiful voice.

2. Describing about People.

My Classroom

I want to tell you about my classroom.

My classroom is next to the school library. It is a big and clean classroom. I have two black doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables, forty chairs and

two white boards. The air is cool because my classroom is air conditioned room.

1. Example.

1. My Lovely Girlfriend Susan Smith
2. I want to tell you about my lovely girlfriend. My lovely girlfriend is Susan Smith.
3. She is very beautiful and attractive. She is young, slim, sexy, and tall.
4. She has long straight blonde hair and small blue eyes. Her nose is pointed and her mouth is big.
5. She is funny, nice, and friendly.

2. (Narrative Text)

Social Function: Modeling moral values, loving the country, respecting other cultures.

Structure Texts:

- a. Introduction of characters and settings.
- b. Complications for the main character.
- c. Solution and end of story.

Language Element:

- a. Words are related to character, character, and settings in legend.

- b. Auxiliary verbs capital.
- c. Clear and neat spelling and handwriting and printing.
- d. Speech, word pressure, intonation, when presenting verbally.
- e. Word reference.

1. Definition of Narrative Text

Narrative Text is one of 13 types of English text (genre) born from the Narration as well as Recount Text, Anecdote Text, Spoof Text. Then, the definition of narrative text is an imaginative story to entertain people

Perhaps you need to know that the narrative text, in the writing and composition lecture is usually called narration, which is one of type of text in a literary language. Usually, the narrative text contains good stories of fiction, non-fiction stories, animal stories (fable), folktales, fairy tales, myths, legends etc. In a simple word everything about the story is included in narrative text.

2. Generic Structure of Narrative Text

- # Orientation : It is about the opening paragraph where the characters of the story are introduced.
- # Complication : Where the problems in the story developed.
- # Resolution : Where the problems in the story is solved.
- # Coda / reorientation (optional) – lesson from the story

3. Kinds of Narrative Text : (fable, folktales , fairy tales, and legend)

4. Example of Narrative Text

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the

forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Moral of the Story- A true friend in need is a friend indeed

Fox and Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one

of your hundred tricks are you going to use?’

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral : A single plan that works is better than a hundred doubtful plans.

APPENDIX E

STUDENTS' ATTENDANCE LIST X TKJ 1 SMKN 3 TAKALAR KECAMATAN SANROBONE KABUPATEN TAKALAR

NO.	NAME	M/F	MEETING							INFORM ATION
			1	2	3	4	5			
1	Aswar	M	PRETEST	√	√	√	√	√	P	
2	Hermija	F		a	√	√	√	√	O	
3	Irmawati	F		√	√	√	√	√	S	
4	Irmayani	F		√	√	√	√	√	T	
5	Juniarti	F		√	√	√	√	√	T	
6	Mardia	F		√	√	√	√	√	E	
7	Mirawati	F		√	√	√	√	√	S	
8	Muh. Syahrul rajab	M		a	√	√	√	√	T	
9	Muh. Dahlan	M		√	√	√	√	√		

10	Muh. Riswar	M		√	√	√	√	√		
11	Muh. Sainal	M		√	√	√	√	√		
12	Muhammad ansar	M		√	√	√	√	√		
13	Muhammad fikri	M		√	√	√	√	√		
14	Muhammad firly	M		√	√	√	√	√		
15	Muhammad redianto	M		√	√	√	√	√		
16	Muhammad rizal	M	P R E T E S T	√	√	√	√	√	P	
17	Neli	F		√	√	√	√	√	O	
18	Nurbianti	F		√	√	√	√	√	S	
19	Nurcahya	F		√	√	√	√	√	T	
20	Nurenisa darwis	F		√	√	√	√	√	T	
21	Nurfadila	F		√	√	√	√	√	E	
22	Nurhikmah	F		√	√	√	√	√	S	
23	Rival	M		a	√	√	√	√	T	

24	Serli	F		√	√	√	√	√		
25	Syahriani	F		√	√	√	√	√		

Info: a : absen (not information)

s : sick

p : permission

Male = **11** people

Female = **14** people +

Total student = **25** people

Takalar, October 2018

The Researcher

Siti Reski Nanda
NIM. 10535614714

APPENDIX D

LESSON PLAN

(RPP 01)

School	: SMKN 3 TAKALAR
Subject	: English Language
Class/educationyear	: X/ first
Material	: (deskriptive text)
Submaterial	: Describing About People, place
Time	: 2 Hour lesson@45 Minutes
Skill	: Reading

A. Core Competence

KI 1: Living and practicing the teachings of the religion he adheres to

KI2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competencies and Indicators of Achieving Competence

Kompetensi Dasar	Indikator
2.3 Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication	<ul style="list-style-type: none"> • Demonstrating non-tracing behavior in descriptive text writing activities • Always on time in completing tasks • Willing to respond to issues raised in descriptive text • Want to ask critical questions about the problems raised in descriptive text • Always use words that do not offend others
3.7 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use.	<ul style="list-style-type: none"> • Identify generic structure and language features from descriptive text • Identifying differences in descriptive text with procedures seen from the generic structure and language features
4.8 Capturing meanings in descriptive oral and simple written texts	<ul style="list-style-type: none"> • Determine topics and main ideas from descriptive texts • Find characters to be described in accordance with generic structure and descriptive language feature • Identify main ideas from texts that are heard • Identify characters from the stories

	<p>heard</p> <ul style="list-style-type: none"> • Identify events in heard texts • Identify the characteristics of the object / person described • Identify the core of the news heard.
--	--

C. Learning Objectives

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

1. During the learning process, students are used to using English in expressing opinions, asking questions, and answering questions
2. In expressing ideas verbally or in writing, students prefer English words, terms, or expressions
3. Students show non-tracing behavior in the activity of writing text
4. Students are always on time in completing tasks.
5. Students are willing to respond to the issues presented in descriptive text
6. Students want to ask critical questions about the problems raised in descriptive text.
7. Students always use words that do not offend others.
8. After reading descriptive text, students can identify differences in descriptive and procedure texts seen from the structure of the content and characteristics of the language.
9. After reading descriptive text, students can determine and play ideas.
10. Based on the selected figures, students can explain the contents of descriptive text in accordance with the structure of the content and characteristics of the language.

D. Learning Materials

- ☐ Social Function Maintain interpersonal relationships with teachers, friends and others.

(Descriptive Text)

1. Definition and function of Descriptive text.

Descriptive text adalah, “..... *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.*” *Or Is a text which used to describe something, someone, or place.* [teks yang menjelaskan gambaran seseorang atau benda.

2. Function : *used to describe something, someone, or place.*

The aim is to describe or reveal certain people, places or objects]

So, it can be said that descriptive text is a text that describes what a person or object is like to describe, both its shape, its properties, numbers and so on. The purpose (purpose) of the descriptive text is also clear, namely to explain, describe or reveal someone or an object.

3. Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

2. Identification

This part identifies particular things to be described. What is the text about?

berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

2. Description

This part describes the parts and characteristics.

Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

4. Example of Descriptive Text

My Favorite Star

I have favorite star.

My favorite star is Justin Bieber. He is 18 years old. He is a famous singer. He has pointed nose. His skin is white and his hair is blonde. He is handsome. Besides that, he also has beautiful voice.

3. Describing about People.

My Classroom

I want to tell you about my classroom.

My classroom is next to the school library. It is a big and clean classroom. I have two black doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables, forty chairs and two white boards. The air is cool because my classroom is air conditioned room.

2. Example.

1. My Lovely Girlfriend Susan Smith
2. I want to tell you about my lovely girlfriend. My lovely girlfriend is Susan Smith.
3. She is very beautiful and attractive. She is young, slim, sexy, and tall.
4. She has long straight blonde hair and small blue eyes. Her nose is pointed and her mouth is big.
5. She is funny, nice, and friendly.

➤ Topic

Interactions between teachers and students inside and outside the classroom that involve congratulations and praise that can foster behavior contained in KI

E. Metode Pembelajaran

- 1) Approach : Saintifik
- 2) lesson model : Contextual teaching learning (CTL)
- 3) Method : use quizizz application

F. Instructional Media

1. Media

- ❖ Worksheet students'
- ❖ Assessment sheet

2. Alat/Bahan

- ❖ Ruler, marker, blackboard
- ❖ Laptop & infocus

G. Learning Resources

- ❖ 2013 Curriculum Support Books for Grade X English Subjects, Ministry of Education and Culture, Revised 2016
- ❖ English Dictionary

- ❖ Experience of students and teachers

H. Langkah-Langkah Pembelajaran

- **First meeting**

A. Introduction (10 minutes):

1. The teacher says hello.
2. The teacher asks one of the students to lead a prayer together.
3. Prepare students psychologically and physically to follow the learning process.
4. Delivering an outline of the scope of the material and the purpose of learning about the activities that will be carried out by students.

B. Core activities (45 minutes):

Observe

1. Students pay attention to some text examples about someone's description.
2. Students imitate the example guided.
3. Students learn to find key ideas, detailed information and certain information from the text.

Questioning

1. With the guidance and direction of the teacher, students question, among other things, the differences between various description texts in English, differences in text in English and those in Indonesian.

2. Students question the main ideas, detailed information and certain information from descriptive texts

Explore

1. Students in groups read other descriptive texts from various sources with proper pronunciation, word pressure and intonation.
2. Students in pairs find the main ideas, detailed information and certain information and social functions from the description text that is read / heard.
3. Students edit the description text given by the teacher in terms of structure and language
4. Group, students describe one of their classmates

Associate

1. In guided group work students analyze by comparing various texts that describe people.
2. Students get feedback (feedback) from the teacher and friends about everything he conveyed in group work.

Communicate

1. Group, students compile a text description of people according to the social function of goals, structures and linguistic elements
2. Students edit descriptions made by friends.
3. Students convey their descriptions in front of the teacher and friends and publish them on the magazine.
4. Students make clippings of descriptions of people

Closing (10 minutes)

1. Teachers together with students and / or themselves make summaries / conclusions of lessons,
2. Conducting assessments and / or reflections on activities that have been carried out consistently and programmed,
3. Deliver the learning plan in the next meeting.

TAKALAR, October 2018

Researcher

SITI RESKI NANDA

NIM. 10535614714

LESSON PLAN

(RPP)

School	: SMKN 3 TAKALAR
Subject	: English Language
Class/educationyear	: X/ first
Material	: Text Narrative
Submaterial	: Text Narrative (short legend)
Time	: 2 Hour lesson@45 Minutes
Skill	: Reading

A. Core Competence

KI 1: Living and practicing the teachings of the religion he adheres to

KI2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competencies and Indicators of Achieving Competence

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Being grateful for the opportunity to learn English as the language of instruction in international communication is realized in the spirit of learning.	1.1.1 Writing a learning log that expresses gratitude for the opportunity to learn English
2.	2.3 Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication.	<p>2.3.1 Responsible for the actions of its members when becoming a group leader.</p> <p>2.3.2 Recognize when making a mistake.</p> <p>2.3.3 Do not blame others for their own actions.</p> <p>2.3.4 Doing things that are said will be done without being reminded by others.</p>
3.	3.10 Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.	<p>3.10.1 Identify social functions, text structures, and linguistic elements in simple narrative texts in the form of legends.</p> <p>3.10.2 Identify the general picture in a narrative text in the form of a legend.</p>
4.	4.15 Capturing the meaning of oral and written narrative texts in the form of simple short stories.	4.15.1 Finding explicit information from written text narrative is in the form of a short story / legend.

		<p>4.15.2 Finding implied information from written text narrative is in the form of a short story / legend.</p> <p>4.15.3 Finding the meaning of words from written text narrative is in the form of a short story / legend.</p>
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B. Learning Objectives

Given a narrative text students are able to:

1. Identifying social functions, text structures, linguistic elements in simple narrative texts in the form of legends.
2. Identifying the general picture of written text in the form of narrative.
3. Finding written information from written text narrative is in the form of a short story / legend.
4. Finding implied information from written text narrative is in the form of a short story / legend.
5. Finding the meaning of words from written text narrative in the form of short stories / legends.

C. Learning Materials

Social Function: Modeling moral values, loving the country, respecting other cultures.

Structure Texts:

- a. Introduction of characters and settings.
- b. Complications for the main character.

c. Solution and end of story.

Language Element:

- a. Words are related to character, character, and settings in legend.
- b. Auxiliary verbs capital.
- c. Clear and neat spelling and handwriting and printing.
- d. Speech, word pressure, intonation, when presenting verbally.
- e. Word reference.

1. Definition of Narrative Text

Narrative Text is one of 13 types of English text (genre) born from the Narration as well as Recount Text, Anecdote Text, Spoof Text. Then, the definition of narrative text is an imaginative story to entertain people

Perhaps you need to know that the narrative text, in the writing and composition lecture is usually called narration, which is one of type of text in a literary language. Usually, the narrative text contains good stories of fiction, non-fiction stories, animal stories (fable), folktales, fairy tales, myths, legends etc. In a simple word everything about the story is included in narrative text.

2. Generic Structure of Narrative Text

- # Orientation : It is about the opening paragraph where the characters of the story are introduced.
- # Complication : Where the problems in the story developed.
- # Resolution : Where the problems in the story is solved.
- # Coda / reorientation (optional) – lesson from the story

3. Kinds of Narrative Text : (fable, folktales , fairy tales, and legend)

4. Example of Narrative Text

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Moral of the Story- A true friend in need is a friend indeed

Fox and Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some _____ of _____ yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. ‘This is the trick I told you about, the only one I know,’ said the cat. ‘Which one of your hundred tricks are you going to use?’

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral : A single plan that works is better than a hundred doubtful plans.

D. Learning Methods

1. Scientific Approach

E. Media, Tools and Learning Resources

- Book Supporting 2013 Curriculum for Class X English Subjects,
- Ministry of Education and Culture, Revised 2016
- English dictionary
- Experience of students and teachers

F. Steps in Learning Activities

Introduction (10 minutes)	
step	Activity
Greetings greetings	<ul style="list-style-type: none"> • Apperception and motivation • Submission of learning objectives • Submission of material coverage and description of activities

Core activities (70 minutes)	
Observing	
Teacher	Student
<ul style="list-style-type: none"> The teacher displays an example of narrative text. 	<ul style="list-style-type: none"> Students listen to various examples of legend texts given by the teacher Students observe social functions, structures and linguistic elements. Questioning.
Questioning	
Teacher	Student
The teacher directs students to make questions from the text narrative.	<ul style="list-style-type: none"> Students make questions from narrative texts about things that have not been understood.
Exploring	
Teacher	Student
<ul style="list-style-type: none"> The teacher asks students to discuss in groups. 	<ul style="list-style-type: none"> The teacher asks students to read the task alternately. Students take turns reading the task given by the teacher.
Associating	
Teacher	Student
<ul style="list-style-type: none"> In groups students work on tasks that have been given by the teacher. 	<ul style="list-style-type: none"> The teacher asks students to discuss in groups. In groups students work on tasks that have been given by the teacher. Students get feedback from teachers and friends about the results of the analysis presented in group work
Communicating	

Teacher	Student
The teacher tells students to read legend stories / texts briefly in front of the class in their own language.	<ul style="list-style-type: none"> • Students repeat the simple text of the legend briefly by paying attention to social functions, structure and linguistic elements..
Closing (10 minutes)	
Closing •	<ul style="list-style-type: none"> • Concluding things that have been learned. • Assignment • Deliver plans for future activities.

TAKALAR, October 2018

Researcher

SITI RESKI NANDA

NIM. 10535614714

APPENDIX F

1. The classification of the students' score on the pre-test in experimental.

Test The finding of the result deals with the classification of the students' score on the pre-test and post-test in experimental.

Table 4.1 pre-test

No.	Name	Pre-test
1	S-1	34
2	S-2	75
3	S-3	63
4	S-4	80
5	S-5	33
6	S-6	40
7	S-7	34
8	S-8	65
9	S-9	70
10	S-10	70
11	S-11	40
12	S-12	48
13	S-13	53
14	S-14	60
15	S-15	53

16	S-16	53
17	S-17	65
18	S-18	48
19	S-19	70
20	S-20	40
21	S-21	60
22	S-22	53
23	S-23	75
24	S-24	60
25	S-25	60

2. The classification of the students' score on the post-test in experimental.

Table 4.2 post-test

No.	Name	Post-test
1	S-1	58
2	S-2	83
3	S-3	80
4	S-4	93
5	S-5	54
6	S-6	60
7	S-7	60

8	S-8	83
9	S-9	90
10	S-10	85
11	S-11	65
12	S-12	54
13	S-13	70
14	S-14	85
15	S-15	60
16	S-16	70
17	S-17	70
18	S-18	65
19	S-19	75
20	S-20	75
21	S-21	65
22	S-22	75
23	S-23	80
24	S-24	85
25	S-25	75

APPENDIX G
DISTRIBUTION OF T-TABLE

d.f.	TINGKAT SIGNIFIKANSI						
dua sisi	20%	10%	5%	2%	1%	0.2%	0.1%
satu sisi	10%	5%	2.5%	1%	0.5%	0.1%	0.05%
1	3.078	6.314	12.706	31.821	63.657	318.309	636.619
2	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	1.310	1.697	2.042	2.457	2.750	3.385	3.646
31	1.309	1.696	2.040	2.453	2.744	3.375	3.633
32	1.309	1.694	2.037	2.449	2.738	3.365	3.622
33	1.308	1.692	2.035	2.445	2.733	3.356	3.611
34	1.307	1.691	2.032	2.441	2.728	3.348	3.601

35	1.306	1.690	2.030	2.438	2.724	3.340	3.591
36	1.306	1.688	2.028	2.434	2.719	3.333	3.582
37	1.305	1.687	2.026	2.431	2.715	3.326	3.574

APPENDIX H

1. Calculations the mean Score (average) the pre-test scores of class students' can be seen through the table below:

Tabel 4.2. Calculations to find the mean score (average) of pretest

X	F	F.X
33	1	33
34	2	68
40	3	120
48	2	96
53	4	212
60	4	240
63	1	63
65	2	130
70	3	210
75	2	150
80	1	80
Total score	25	1402

From the data above, it can be seen that the score of $\sum fx = 1402$, while the score of N is 25. Therefore, the mean Score can be obtained as formula follows:

$$\bar{x} = \frac{\sum_{i=1}^k f x_i}{n}$$

$$= \frac{1402}{25}$$

$$= 56.08$$

From the results of the calculation above, the average Score of the learning outcomes of class X TKJ 1 is obtained. Before using the Quizizz application, it is 56.08.

2. Calculations mean Score (average) the post-test scores of class students' can be seen through the table below:

Tabel 4.4. Calculations to find the mean score (average) of post-test

X	F	F.X
54	2	108
58	1	58
60	3	180
65	3	195
70	3	210
75	4	300
80	2	160
83	2	166
85	3	255
90	1	90
93	1	93
Total score	25	1815

From the data above, it can be seen that the value of $\sum fx = 1815$, while the value of N is 25. Therefore, the mean value can be obtained as follows:

$$\begin{aligned}\bar{x} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{1815}{25} \\ &= 72.6\end{aligned}$$

From the results of the calculation above, the average score of learning outcomes of class 1 X TKJ 1 is obtained. After the application of the Quizizz play application, it is 72.6.

3. Standard deviation and mean score the Experimental

To know the mean score of the students pre-test and post-test the researcher used uji t the following formula:

Tabel 4.9. Analysis Score *Pre-test* dan *Post-test*

No	X1 (<i>Pre-test</i>)	X2 (<i>Post-test</i>)	d = X2 - X1	d ²
1	34	58	24	576
2	75	83	8	64
3	63	80	17	289
4	80	93	13	169
5	33	54	21	441
6	40	60	20	400
7	34	60	26	676
8	65	83	18	324

9	70	90	20	400
10	70	85	15	225
11	40	65	25	625
12	48	54	6	36
13	53	70	17	289
14	60	85	25	625
15	53	60	7	49
16	53	70	17	289
17	65	70	5	25
18	48	65	17	289
19	70	75	5	25
20	40	75	35	1225
21	60	65	5	25
22	53	75	22	484
23	75	80	5	25
24	60	85	25	625
25	60	75	15	225
Total	1402	1815	413	8425
Mean score	56.08	72.6	16.52	-

The steps in testing hypotheses t are as follows:

1. Looking for the price of "Md" using the formula:

$$Md = \frac{\sum d}{N}$$

$$= \frac{413}{25}$$

$$= 16.52$$

1. To find score “ $\sum X^2 d$ ” using the formula:

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 8425 - \frac{(413)^2}{25}$$

$$= 8425 - \frac{20322}{25}$$

$$= 8425 - 812.88$$

$$= 7.612$$

2. To determine the t price Calculate :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{16.52}{\sqrt{\frac{7}{25(25-1)}}}$$

$$t = \frac{16.52}{\sqrt{\frac{7.612}{600}}}$$

$$t = \frac{16.52}{\sqrt{12.68}}$$

$$t = \frac{16.52}{3.56}$$

$$t = 4.640$$

APPENDIX I

SCHEDULE OF IMPLEMENTATION RESEARCH

X TKJ CLASS, SMKN 3 TAKALAR

ACADEMIC YEARS 2018/2019

No	Day/date	Time	Material
1.	tuesday, 25 September 2018	3 × 40 Minutes	Pretest
2.	Tuesday, 2 September 2018	3 × 40 Minutes	Introduce Quizizz application
3.	tuesday, 9 October 2018	3 × 40 Minutes	Descriptive text
4.	tuesday, 16 October 2018	3 × 40 Minutes	Narrative txt
6.	Thursday, 23 October 2018	3 × 40 Minutes	Posttest

APPENDIX L

Score data results of reading comprehension Pre-Test

No	Name	Reading stage					Total Σx	Score N
		Identify main idea <20	Identify support ing details <20	Identify referenc e <20	Unders tandin g vocabu lary <20	Making inferen ce <20		
		\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}		
1.	Aswar	9	6	7	10	6	34	34
2.	Hermija	20	10	15	15	15	75	75
3.	Irmawati	13	10	20	10	10	63	63
4.	Irmayani	16	20	14	10	20	80	80
5.	Juniarti	7	8	5	6	7	33	33
6.	Mardia	10	5	5	12	8	40	40
7.	Mirawati	9	6	7	6	10	34	34
8.	Muh. Syahrul rajab	15	10	14	16	10	65	65
9.	Muh. Dahlan	14	16	13	17	10	70	70
10.	Muh. Riswar	16	12	15	18	9	70	70
11.	Muh. Sainal	8	11	8	8	5	40	40
12.	Muhamm ad ansar	10	5	8	18	5	48	48

13.	Muhamm ad fikri	11	8	10	12	13	53	53
14.	Muhamm ad firly	12	15	13	15	5	60	60
15.	Muhamm ad redianto	13	10	11	12	8	53	53
16.	Muhamm ad rizal	18	10	10	13	12	53	53
17.	Neli	13	12	14	16	10	65	65
18.	Nurbianti	7	8	8	18	5	48	48
19.	Nurcahya	16	12	15	18	9	70	70
20.	Nurenisa darwis	5	10	8	12	5	40	40
21.	Nurfadila	12	15	10	15	8	60	60
22.	Nurhikma h	11	10	12	13	8	53	53
23.	Rival	20	15	15	15	10	75	75
24.	Serli	10	17	12	13	8	60	60
25.	Syahrani	12	13	12	8	15	60	60

Where :

\bar{x} = the mean, or arithmetic average, of the scores

Σx = the sum of all the scores

N = total number of subject

Score total : (1402) =SUM (all score)+enter

Average : (56.08) =AVERAGE(all score)+enter

No	Name	Reading stage					Total Σx	Score N
		Identif y main idea <20	Identify supporting details <20	Identify referenc e <20	Understa nding vocabular y <20	Making inference <20		
		x	x	x	x	x		
1	Aswar	13	10	12	14	9	58	58
2	Hermija	22	10	14	23	24	83	83
3	Irmawati	20	14	16	20	10	80	80
4	Irmayani	20	18	19	23	13	93	93
5	Juniarti	11	9	10	13	12	54	54
6	Mardia	12	15	11	17	5	60	60
7	Mirawati	13	14	13	15	5	60	60
8	Muh. Syahrul rajab	20	12	14	25	22	83	83
9	Muh. Dahlan	20	18	15	23	14	90	90
10	Muh. Riswar	20	16	12	23	14	85	85
11	Muh. Sainal	13	12	14	16	10	65	65
12	Muhamm ad ansar	11	10	9	13	9	54	54
13	Muhamm ad fikri	16	12	15	15	12	70	70
14	Muhamm ad firly	20	13	10	22	20	85	85
15	Muhamm ad	10	10	10	22	8	60	60

	redianto							
16	Muhamm ad rizal	15	12	16	17	10	70	70
17	Neli	13	14	12	17	14	70	70
18	Nurbianti	10	13	10	22	10	65	65
19	Nurcahya	15	15	15	20	10	75	75
20	Nurenisa darwis	16	14	12	23	10	75	75
21	Nurfadila	15	11	14	15	10	65	65
22	Nurhikm ah	15	15	15	20	10	75	75
23	Rival	16	20	14	20	10	80	80
24	Serli	20	18	13	23	11	85	85
25	Syahriani	15	10	22	17	13	75	75

Score data results of reading comprehension Post-Test

Where :

\bar{x} = the mean, or arithmetic average, of the scores

Σx = the sum of all the scores

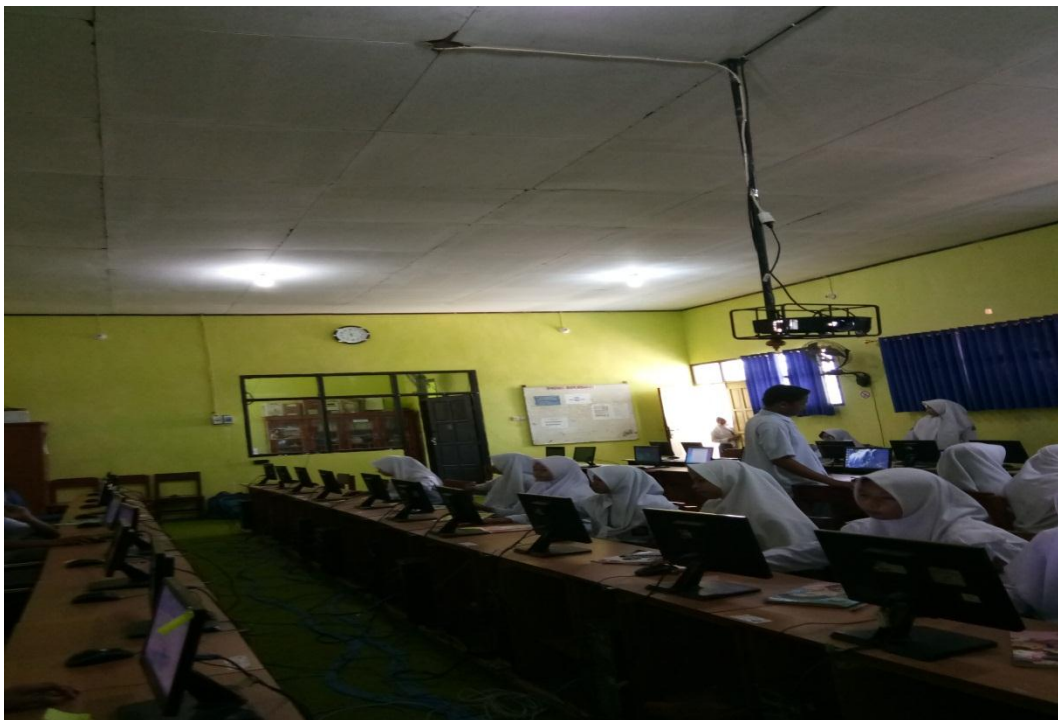
N = total number of subject

Score total : (1815) =SUM (all score)+enter

Average : (72.6) =AVERAGE(all score)+enter



(Students' activity in learn descriptive text)



(Students' activity in learn narrative text)

APPENDIX L

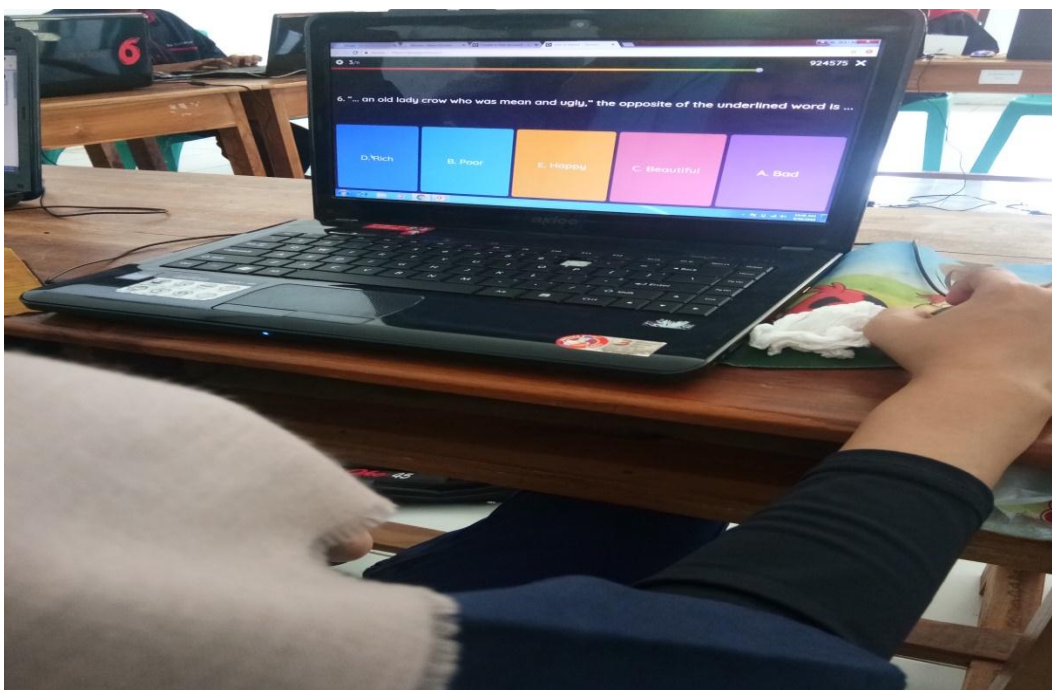
DOCUMENTATION



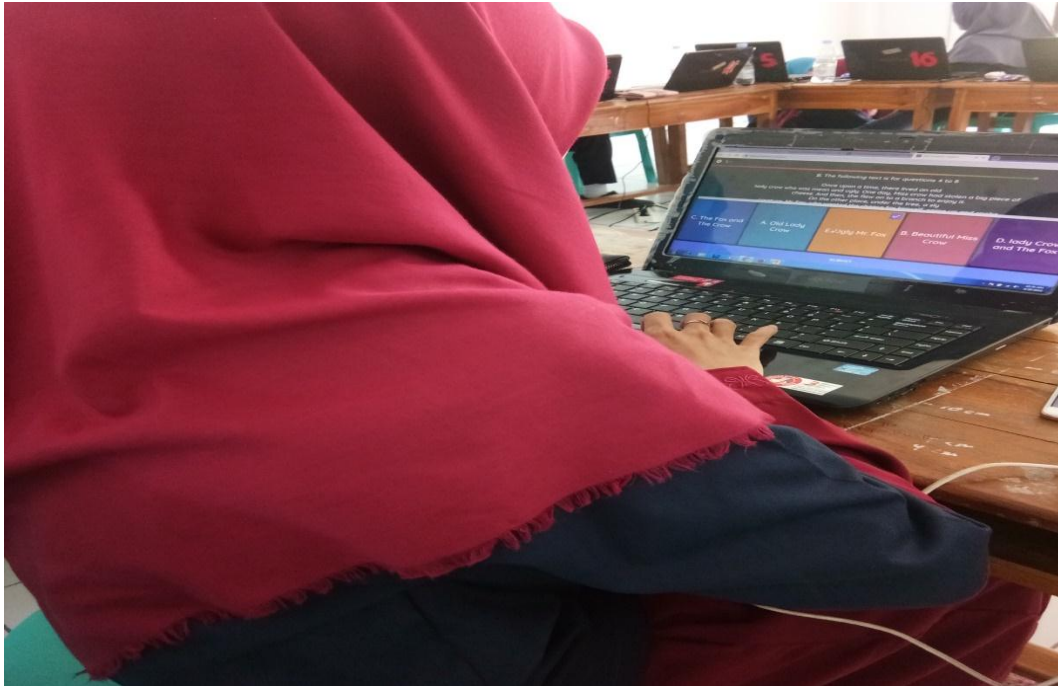
(Students' activity in pre-test class)



(Students' activity in post-test class)



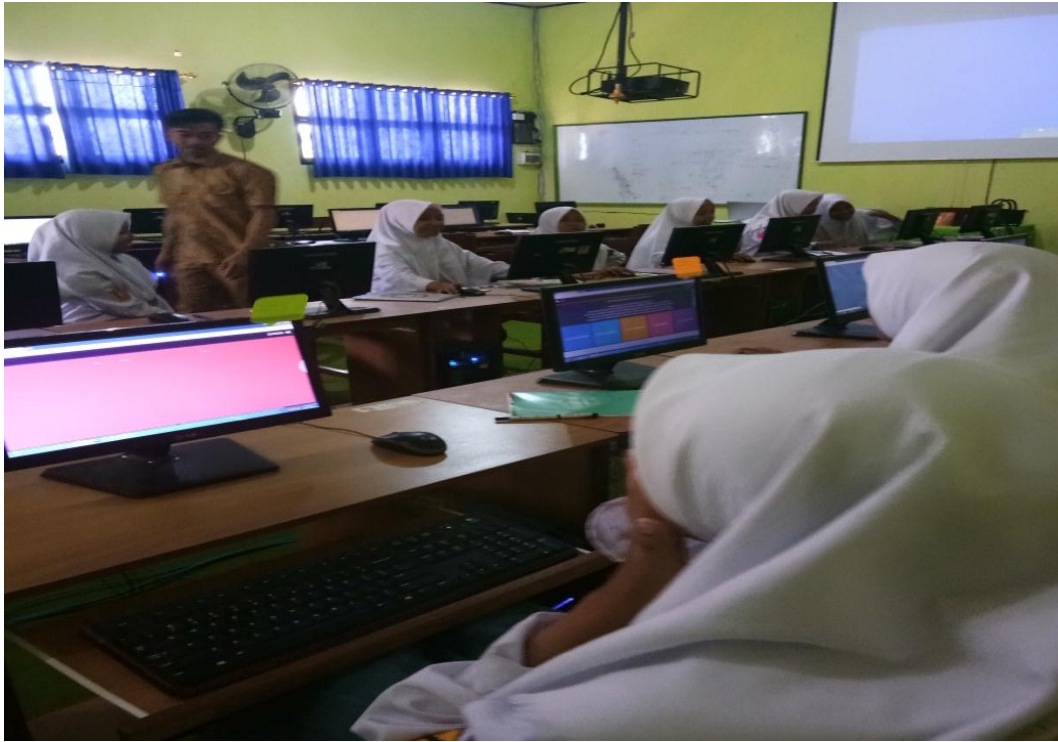
(students' activity used Quizizz application to answer some question)



(students' activity used Quizizz application to answer some question)



(students' activity used Quizizz application to Read text)



(The activity when students' use Quizizz application to login in application)



(take picture with the students' in last meetings)



(take picture with the students' in last meetings)

CURRICULUM VITAE



The researcher. **SITI RESKI NANDA** was born on December 03th, 1996 in Takalar, South Sulawesi selatan. She is the five from five siblings from the marriage of Al. Haruna and Hj. Rohani. She began her study at SDN 26 Soreang and graduated in 2007. She is continued her education at SMPN 2

Mappakasunggu and graduated in 2010. Afterwards, she continued her study at SMAN 3 Takalar in 2012 in year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During she study at the university, she joined organization, namely English Department Students Association (EDSA). At the end of this study, she could finish her thesis by the title *The Use Of Quizizz Application In Improving Students' Reading Comprehension Skill At SMKN 3 Takalar*.

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