

**The Implementation of Quizizz as a Learning Media in Teaching Reading Skill
at SMA Negeri 1 Karanganom Klaten in the Academic Year 2023/2024**

THESIS

Submitted as a Partial Requirement for the Degree of Sarjana



Written by:

Rindiani

SRN: 196121073

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR'S SHEET

Subject : Thesis of Rindiani

SRN : 196121073

To:

Dean, Faculty of Cultures and
Language

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu 'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : **RINDIANI**

SRN : **196121073**

Title : **THE IMPLEMENTATION OF QUIZZ AS A LEARNING MEDIA IN TEACHING READING SKILL AT SMA NEGERI 1 KARANGANOM KLATEN IN THE ACADEMIC YEAR 2023/2024.**

has already fulfilled the requirements to be presented before the board of Examiners (Munaqosah) to gain Bachelor Degree in UIN Raden Mas Said Surakarta in English Educational Study Program, thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

Sukoharjo, 22 December 2023

Advisor,



Dr. Zainal Arifin, S.Pd., M.Pd

NIP. 19730820 200312103

RATIFICATION

This is to certify the *Sarjana* thesis entitled “**THE IMPLEMENTATION OF QUIZIZZ AS A LEARNING MEDIA IN TEACHING READING SKILL AT SMA NEGERI 1 KARANGANOM KLATEN IN THE ACADEMIC YEAR 2023/2024.**” By Rindiani has been approved by the Board of Thesis Examiners as the requirement for the degree of *English Language Education* in UIN Raden Mas Said Surakarta.

Chairman **Maria Wulandari, M. Pd.**

NIP. 19890518 2023212027




Secretary **Dr. Zainal Arifin, S. Pd., M. Pd.**

NIP. 19730820 2003121003



Main Examiner **Furqon Edi Wibowo, M. Pd.**

NIP. 19890124 2023211011

Sukoharjo, 22 December 2023

Approved by

Dean, Faculty of Cultures and Language



Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.

NIP. 19710801 199903 1 003



DEDICATION

This thesis is dedicated to:

My beloved father and mother

My brother and sisters

Me, myself, my thoughts, and my feelings

My extended family

MOTTO

*"Then actually with the difficulty of ease there is, the difficulty is there is an ease,
then if you have finished (from something), will still work hard (for another), and
only to God you hope."*

(QS. Al-Insyirah: 6-8)

I came, I tutored, I tested, I revised, and I won

(The researcher)

PRONOUNCEMENT

Name : RINDIANI
SRN : 196121073
Study Program : English Language Education
Faculty : Culture and Languages Faculty

I hereby sincerely state that the thesis titled "**THE IMPLEMENTATION OF QUIZZZ AS A LEARNING MEDIA IN TEACHING READING SKILL AT SMA NEGERI 1 KARANGANOM KLAEN IN THE ACADEMIC YEAR 2023/2024.**" is my real masterpiece. The things out my masterpiece in my thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 22 December 2023



RINDIANI

SRN. 196121073

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The Researcher



Rindiani
SRN. 196121073

ABSTRACT

Rindiani. 2023. *The Implementation of Quizizz as a Learning Media in Teaching Reading Skill at SMA Negeri 1 Karanganom Klaten in the Academic Year 2023/2024*. Thesis. English Education Departement, Cultures and Languages Faculty.

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Keywords : Reading Skill, Learning Media, Quizizz

The objectives of this research are to describe the use of Quizizz as a media for teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024 and to investigate the advantages and disadvantages of the use of Quizizz in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024.

This research used qualitative descriptive research method. The data is in the form of the implementation of Quizizz as a learning media in teaching reading skill by the teacher as well as the advantages and disadvantages of the implementation of Quizizz as a learning media in teaching reading skill. In collecting data, this research used three kinds technique of collecting data; they were observation, interview, and documentation. This research used four major phases of data analysis, they were data collection, data reduction, data display, and data conclusion.

The results of the research are as follows the implementation of Quizizz as a learning media in teaching reading skill consists of planning and implementation. Planning on reading skill is that the teacher develop the teaching modules provided by the school, then the teacher prepares the learning media using Quizizz. Implementation of learning reading skill in State School 1 Karanganom Klaten is implemented through delivering learning materials then practicing text reading and translating reading and final text of the task associated with reading text. The advantages of Quizizz are Quizizz has a very colorful and interesting view when used to deliver learning materials, the teacher can create learning materials in the form of slides that match the needs of the students, in Quizizz there is a live feature and homework, Quizizz can be used in class and to create homework lessons so that students can study it whenever and wherever they choose. The disadvantages of Quizizz are the problem of unstable internet networks and Quizizz presentation feature is paid so that the teacher cannot use the lesson feature to its full potential.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning media is a tool in the learning process both inside and outside the classroom. Learning media is a component of learning resources that contain instructional material in the student's environment that can stimulate students to learn (Arsyad, 2017). Interesting learning media are those that have interactive properties by prioritizing cooperation and communication and can lead to interaction between students through games, which have the characteristics of creating motivation in learning, namely fantasy, challenges, and curiosity (Irwan & Walidi, 2019).

Digital learning media is a combination of technology in the form of software that aims to convey information or knowledge to students so that students can receive knowledge, skills, and attitudes more easily without any space and time limitations (Permansah & Murwaningsih, 2018). Types of digital media including television, mobile phones, computers, and the internet are new digital media. It can be concluded that digital learning media is a tool used by educators to convey messages to students with a technology-based tool in the form of sound, images, videos, and even the internet so that learning becomes more efficient.

The same as the other languages, English is divided into four skills which are listening, speaking, reading, and writing. Reading is a skill that works as a communication way of written text between a writer and a reader. By using this skill, the readers try to understand the idea or the information of a text that is wanted to be delivered by the writer. Mastering reading skill has also become a must for all students who are studying English as a foreign language.

Reading skill can be described as a cognitive ability that a person can use when interacting with text. Reading as one of the language skills has a very important role. Reading cannot be separated from daily activities. Students read many kinds of written materials such as newspapers, magazines, novels, academic books, and so on. Through reading, students can get a lot of information, knowledge, enjoyment, and even problem-solving (Alyousef, 2005).

Based on the background from Kamalia (2018), there are still many students who complained that they are bored with learning English from the beginning to the end with some exercises without motivation and variation learning. They are uninterested in reading because they are not able to understand the reading of the text. So, the strategy is very important because of the resources available to achieve these goals.

In teaching reading, the teacher needs some strategy to make them successful in the reading-learning process. The teachers can try other strategies

in their classes. There are a lot of reading strategies that can help the readers to take more information efficiently. There are many reading strategies outside there to make the reading process run more effectively and interesting.

In learning, the use of digital media becomes an intermediary to maximize the learning process. The learning process that is assisted by an interesting tool or media will foster the motivation and enthusiasm of students which can accelerate the achievement of learning goals. In teaching reading, the teacher needs media so that the learning process is more effective and interesting. Many learning media can be used in class. The teacher can use Quizizz to teach reading skill. Quizizz is a game-based educational application that makes students feel like they are in an interactive and fun practical classroom. Quizizz is an interactive and fun learning media because it has game characters such as avatars, themes, memes, and music that are entertaining in the process of taking quizzes (Zhao, 2019).

Based on observations on January 31, 2023, conducted by the researcher, until now English learning activities at SMA Negeri 1 Karanganom still use digital learning media, namely Quizizz. From the beginning of its use, the teacher used Quizizz as a formative assessment. For the learning process, the teacher uses PowerPoint presentation which is shared in class WhatsApp group and students study the material then the teacher and students discuss the material.

From the description above, students get bored with the teacher's presentation using PowerPoint. This results in students lacking motivation to participate in teaching and learning activities in class. To create an effective, innovative, and fun atmosphere, the Quizizz application is needed as an interactive learning media. Apart from being used as a formative assessment, Quizizz can be used as a learning media, and as homework.

By utilizing this presentation feature, teachers can not only hold quizzes as usual but can also add slides or presentations like those on Google Slides or Microsoft PowerPoint. This means teachers can insert slides between existing quizzes. By using the Quizizz application media which has educational value it is hoped that students can learn innovatively it will make it easier to carry out learning in class, especially for teachers who must always be able to update their teaching abilities.

There are several studies on the use of Quizizz for learning. The thesis from Pradnyadewi & Kristiani (2021) entitled "The Use of Quizizz in Improving Students' Skill" mentioned that Quizizz can be used as an effective learning media in teaching reading. Quizizz provides the students with meaningful and fun activities that can improve student's reading skill. Using various learning media in teaching reading is needed to avoid monotonous learning activities that make students easily bored. With increasingly sophisticated technological developments, teachers can apply the Quizizz

application as a learning media to improve students' reading skill. Quizizz allows students to read a lot and to understand the meaning of the text while answering the questions in Quizizz. This study aimed to analyze the use of Quizizz application in improving students' reading skill. This literature study reviews some papers studying the implications of Quizizz and its advantages. The findings of this study revealed that Quizizz can be used as an effective learning media in teaching reading. Quizizz provides the students a meaningful and fun activities that can improve students' reading skill. The findings of this study are expected to give insights to the teachers about the use of Quizizz as an alternative learning media which is beneficial for both teacher and students in supporting the teaching and learning process in reading.

According to the thesis from Savinna (2022) entitled "The use of Quizizz application in improving students' reading skill at SMP N 2 Kartasura" that using Quizizz application can make the teacher innovate her strategies for developing students' reading skill and increase students' interest in learning English. This study aims to explore the use of Quizizz application in improving students' reading skill and identify the challenges faced by the teacher and students at SMP N 2 Kartasura in applying Quizizz application. Employing an in-depth interview with the English teacher and seventh graders, the data were collected to address the research question. The participants are 15 students from three classes of seventh-grade students and consist of five students in each class.

The result of this study is that (1) using Quizizz application can make the teacher innovate her strategies for developing students' reading skill and increasing students' interest in learning English; (2) the teacher faced several challenges that are classified into three, school facilities, the process of creating questions, and classroom situation; (3) the teacher overcome several challenges by using her device, raising her spirit back on track, and asking the students to focus more on learning.

From the description of the study, the implementation of Quizizz as a learning media can be used as an effective learning media in teaching reading. Quizizz provides the students a meaningful and fun activities that can improve students' reading skill. In using Quizizz can help the teacher Innovate her strategies for developing students' reading skill and increasing students' interest in learning English.

Based on the statements and situations above, the researcher conducted a study entitled "The Implementation of Quizizz as a Learning Media for Teaching Reading Skill at SMA Negeri 1 Karanganom in Academic Year 2023/2024". The novelty of this study is The focus of research from the previous studies was the analyst usage of Quizizz in improving the ability to read students. Research from Pradnyadewi & Kristiani (2021) using Study Literature as a research method. Researchers collect data from major resources and secondary resources. The main resources include previous research, and

secondary resources include articles and books. While Savinna (2022) uses an in-depth interview method with English teachers and with 15 students from three classes of seventh-class students.

B. Identification of the Problems

Based on the background that has been described, several problems can be identified as follows:

1. The use of technology in learning media has not been optimal when the English learning process takes place.
2. Students easily get bored quickly in teaching and learning activities.
3. Students are less motivated in the learning process due to monotonous learning.
4. The utilization of Quizizz as an interactive learning media has not been optimized.

C. Limitation of the Problem

Based on the description of the background, the researcher limits the problem, so that the problem to be analyzed follows the expected goals. Quizizz has the main feature of lesson and quiz. For limitations on the problems created, the researcher focus on the implementation of Quizizz to deliver learning materials in teaching reading skill using lesson features. The subject used in

this study is the English teacher who taught at class X B of SMA Negeri 1 Karanganom in the academic year 2023/2024.

D. Formulations of the Problems

Based on the description of the background, problem identification, and problem definition, the formulation of the problem in this research is:

1. How is the implementation of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024?
2. What are the advantages and disadvantages of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024?

E. Objectives of the Study

1. To describe the implementation of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024.
2. To investigate the advantages and disadvantages of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024.

F. Benefits of the Study

This research is expected to provide benefits in education as follows:

1. Theoretically

The results of this research are expected to add insight and develop knowledge in education, especially in teaching and learning activities and this research can be used as a reference for further research.

2. Practically

- a. For students

Adding students' insight into interesting and fun learning resources motivates students to utilize technology for learning activities.

- b. For Teachers

This research can provide variations in teaching and learning activities so that the learning process is not monotonous. As a means for teachers regarding the use of digital learning media. It is hoped that they will help each other in introducing various media to learning.

- c. For Researchers

This research can be used to determine the benefits of digital learning media. Adding insight and growing skills in the field of Research, and is expected to be able to assist all Research related to this Research.

- d. For Prospective English Teachers

This research can be used as a guide in the use of digital learning media for teaching preparation in English lessons.

G. Definition of Key Terms

1. Quizizz

Quizizz is a digital media for teaching-learning assessment. Quizizz is a gamified student engagement platform with a variety of features to make the classroom more fun, interactive, and engaging. Quizizz is an educational game-based app that introduces multiplayer activities to the classroom and makes in-class exercises more dynamic and enjoyable. Students can use Quizizz to complete in-class tasks on their mobile devices (Zhao, 2019).

2. Learning Media

Learning media is all the equipment used by the teacher as an intermediary to deliver learning materials to the person who is learning properly and effectively. In the development of today's learning media instead of just helping the teacher in teaching learning materials, but able to become a source of learning (Hamzah et al., 2022).

3. Reading Skill

Reading is a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is process

to understand the text content and to get information. (Nurdiana & Amelia, 2017).

CHAPTER II

LITERATURE REVIEWS

A. Theoretical Review

1. The Nature of Reading Skill

a. Definition of Reading

There are various meanings of reading. In a narrow sense, reading is the activity of understanding the meaning contained in writing. Meanwhile, in a broad sense, reading is a critical-creative processing of reading carried out by readers to obtain a comprehensive understanding of the reading, which is followed by an assessment of the condition, value, function, and impact of the reading (Nurhadi, 2016).

Reading skills are skills in recognizing and understanding writing in the form of letters, words, and sentences in reading to obtain the information contained therein (Christina, 2019). In other words, reading is an activity of translating symbols into sounds and understanding their meaning. By reading we can find out what is in the world and our thinking patterns can develop.

Reading is a process of understanding and finding the meaning contained in reading material (Retno, 2018). Recognizing the meaning of words according to their context is the initial requirement needed to understand the message contained in the reading material.

Based on the description above, it can be concluded that reading is the process of relationship between the reader and the reading text. This means a process carried out and used by readers to obtain messages (information) conveyed by the author through words or written language.

b. Types of Reading

According to Retno (2018), there are six main types of reading techniques:

1) Intensive Reading

Intensive reading is the activity of reading in-depth to fully understand the contents of a particular book or reading. In intensive reading learning, reading texts that truly suit this purpose must be selected by the teacher, both in terms of form and content. Students who succeed in this stage will be directly related to the quality and suitability of the choice of reading material.

2) Extensive Reading

Extensive reading means reading widely. The object is to cover as much text as possible in as little time as possible. The level of understanding required in extensive reading is not too deep because the reading activity carried out is enough to understand what is needed. So, the purpose of extensive reading is to understand

important content quickly. In this way, extensive reading can be done.

3) Reading Techniques

Technical reading is a reading activity that is carried out by articulating writing, whether words, groups of words, sentences, or paragraphs complete with accompanying punctuation properly and correctly. Therefore, a good technical reader must not only be able to read with correct pronunciation, stress, pauses, and intonation, but the reader must also know the meaning of the discourse being voiced and communicate it to the listener correctly. The ideal figure for a good technical reader is a television or radio broadcaster.

4) Expressive Reading

Expressive reading is a form of reading activity that aims to make listeners feel the beauty of reading and the beauty of the text (work) being read. Expressive reading activities can increase a person's literary appreciation. The texts commonly used in expressive reading activities are literary works, such as poetry and fiction stories (short stories, novels, drama scripts).

5) Fast Reading

Speed reading is a reading activity that prioritizes speed without ignoring understanding. Reading quickly does not mean just reading quickly so that after you finish reading, nothing is

remembered or understood. The main things that must be considered when reading fast are a high level of speed and level of reading comprehension.

6) Critical Reading

Critical reading is a reading activity that is carried out wisely, and in-depth, to assess and analyze, and not just look for errors in the content of the reading. Critical reading is intellectual work that requires accuracy, sensitivity, high responseability, and courage to express opinions. Critical reading contains content study and language study. Next, we can submit responses, questions, and analysis related to the substance/content and sources of information as a reference for the author, logic, language, as well as the author's qualifications (expertise) and capacity (ability).

The reader should give a break in each type of reading mentioned above because each type gives different engagement in the text, different perceptions, and different times to think of what has been read. However, everything contributes to an increase in the understanding of written text. In addition, by mastering all types of reading, readers can expand vocabulary, study grammar construction better, and trace spelling with the help of visual memorization.

c. The Purposes of Reading

The main purpose of reading is the activity of obtaining information from print media. Specifically, reading is a skill aimed at recognizing characters and punctuation marks, recognizing the relationship between characters and punctuation marks and formal linguistic elements, as well as recognizing the relationship between form and meaning or meaning (Broughton in Fatmasari & Fitriyah, 2014).

Tarigan in Fatmasari & Fitriyah (2014) suggests several purposes for reading, including:

1) Identifying The Topic

In identifying the topic of the text, they get the topic by relating their schemata, which will help them to get an idea about the text quickly and effectively.

2) Predicting and Guessing

The readers sometimes guess to try and understand what the text is about, especially if they have first identified the topic. They try to predict what is coming and make assumptions about the content of the text. Then they relate their schemata with the text that they read.

3) General Understanding

The readers do not have to understand the text specifically, but they only understand the general idea of the text and they do not need to focus on detailed information. It is called skimming. It means running your eyes over a text to get a quick idea from the gist of the text.

4) Specific Information

The readers need the specific details that are included in the text. It is called scanning. For example; the readers want to find the name of the director or movie stars in a film review.

5) Detailed Information

Sometimes the readers read to understand everything in detailed information. It is usually in written instructions, directions, or descriptions of scientific procedures.

6) Interpreting Texts

The reader can get the meaning of the passage, by using a variety of clues to understand what the writer is implying. The readers will be successful in interpretation if they have schemata.

The purpose of reading is to gain knowledge and improve vocabulary, understanding, and writing skills. Readers can also read the news or search for certain information. There is much information that can be read on different topics. By reading we can achieve the read goal.

d. Principles of Teaching Reading

According to Harmer (1998), there are six principles of teaching reading. These six principles are described below:

1) Reading skills are not passive skills

Teachers must motivate students to be able to read actively. Therefore, teachers can ask students to comprehend the meaning of words, see pictures and word descriptions, and then understand arguments in the description of the image and how it works. For example, the teacher asks students to guess certain words, then the teacher asks them to look at the picture and understand the argument. Let them work with the process so they do not forget the content of the reading.

2) Students need to involve their thinking in what they read

As with other lessons, if students are not involved with a reading text and are not actively interested in what they read, they find it difficult to get benefit from the reading information. Here the teacher must give and choose topics that attract students to study because when students are enthusiastic and excited about the topic or reading theme, the students gain more knowledge and easily understand the main topic.

- 3) Students must be encouraged to be able to understand reading text content

When understanding a certain text, they need to use language, the number of paragraphs that they have to understand, and how many times they find a relative clause. They also study the implied or explicit meaning that is in the text. Thus, teachers need to provide opportunities for students to teach reading.

- 4) The main factor in reading is making predictions

There is one strategy in reading comprehension that is prediction. For example, by reading the title of the text, students can guess the prediction of the main topic in the text. The title usually gives clues about the meaning of the text. The teacher must also provide instructions for making students understand the text easily or give a clue so that students can guess and understand it.

- 5) The teacher must balance the text with the learning topic

Giving assignments to students is one way to check students' abilities to understand a certain text in teaching reading. The teacher has to make the tasks given by the topic being discussed or studied. Tasks can be created with questions or riddles.

- 6) Good teachers utilize full-reading text

A good teacher is to integrate reading texts into interesting lesson sequences. Each reading text has sentences, words, ideas, and

descriptions in full. Teachers do not just ask students to read and then move on to something else. The teacher can ask questions directly to students regarding the theme in the reading and discuss it completely.

There are six principles of teaching reading. First, reading skills are not passive skills. Second, students need to involve their thinking in what they read. Third, students must be encouraged to be able to understand reading text content. Fourth, the main factor in reading is making predictions. Fifth, the teacher must balance the text with the learning topic. Sixth, a good teacher utilizes full reading text.

e. The Implementation of Teaching Reading

Instruction Learning is an accumulation of teaching concepts and learning concepts. This concept can be called a system so that in teaching and learning activities there are components of students, objectives, materials, facilities, and procedures, as well as tools or media used. According to Mohammad Nuh (2014), there are two mechanisms in the learning process, namely:

1) Planning

The first stage in learning is learning planning which is realized by preparing learning implementation plans. The learning

implementation plan is a learning plan that is developed in detail referring to the syllabus, textbook, and teacher's guidebook. Every teacher is obliged to prepare a learning implementation plan for teachers in the subjects they teach.

2) Implementation

The learning implementation stage includes three activities, including:

a) Preliminary activities

In the preliminary activities, what the teacher does is:

- (1) Creating a pleasant learning atmosphere;
- (2) Discuss competencies that have been previously studied and developed about the competencies to be studied and developed;
- (3) Convey the competencies to be achieved and their benefits in everyday life;
- (4) Convey an outline of the scope of material and activities to be carried out; And
- (5) Convey the scope and assessment techniques that will be used.

b) Core activities

The core activity is a learning process to achieve competency, which is carried out in an interactive, inspiring, fun, and challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence by the participants' talents, interests, and physical and psychological development. Teachers facilitate students to carry out the process of observing, asking questions, gathering information, reasoning, and communicating. In every activity, the teacher must pay attention to the development of students' attitudes towards basic competencies, including being grateful for God's gifts, being honest, thorough, working together, tolerant, disciplined, obeying the rules, respecting other people's opinions as stated in the learning implementation plan.

c) Closing Activities

The closing activities consist of:

(1) The activities of the teacher and students are:

- (a) Making a summary/conclusion of the lesson
- (b) Reflect on the activities that have been carried out
- (c) Provide feedback on the learning process and results

(2) The teacher's activities are:

- (a) Carrying out assessments
- (b) Planning follow-up activities in the form of remedial learning, enrichment programs, counseling services, and/or providing assignments, both individual and group assignments, according to student learning outcomes
- (c) Submit a learning plan at the next meeting

There are two stages in teaching the stage of planning and the implementation stage. The planning stage is a teacher activity to plan learning to be used to teach. Such activities such as making a module, making learning materials, and preparing learning media to use. The implementation stage is a teacher activity at the time of the teaching process. This stage consists of three activities: Preliminary Activity, Core Activity, and Closing Activity.

2. Learning Media

a. Definition of Learning Media

The teaching media is the media used in Learning, which includes teaching aids as well as the messenger's means of learning (Guntur, 2019). Learning Media is a means of improving the teaching process.

According to Cecep & Dandi (2020), learning media is a tool that can help the teaching and learning process which functions to clarify the meaning of the message conveyed so that the lesson objectives are better and more perfect. Learning media is a means to improve teaching and learning process activities.

Learning media are all objects or components that can be used to route messages from sender to recipient then they can stimulate students' thoughts, feelings, concerns, and interests in the process of learning. Learning media are all items that can be used as a means of conveying a message from the sending party to the receiving party are called learning media (Sadirman, 2014). This is the stage of encouraging thought, caring, empathy, and the desire and attention of the learning community that makes the learning stage work. In connection with the above definition, the conclusion is that learning media are supporting facilities that are used by teachers as facilities that can help the teaching process.

Based on the above description, it can be concluded that the Learning Media is a tool that can help the teaching process to clarify the meaning of the message so that the purpose of the study is better and perfect.

b. Types of Learning Media

Based on technological developments, the learning media can be grouped into four groups, which is (Cecep & Daddy, 2020):

1) Printed Technology

Printed technology is a way to produce or deliver material, such as books and static visuals, especially through mechanical printing or photography. Printing materials and visuals are a basis for the development and use of most other study materials.

2) Audiovisual Technology

Audiovisual technology is how to produce or deliver material using mechanical and electronic machines to present audio and visual messages.

3) Computer-Based Technology

Computer-based technology is a way of producing or delivering matter using microprocessor-based sources.

4) Combining Technology Print and Computer

Combination technology is a way to produce and deliver matter that combines the use of several forms of media controlled by the computer. The combination of some of these technologies is considered the most sophisticated technique when controlled by a

computer with great capabilities, such as large random access memory, large hard disks, and high-resolution monitors plus other peripherals.

With the development of learning technology, learning media are grouped into 4 groups, namely print technology, audiovisual technology, computer-based technology, and combining technology print and computer.

b. The Characteristics of Learning Media

Gerlach & Ely in Cecep & Daddy (2020), presented three features of the media used:

1) Physical Features

This feature describes the ability of recording media to save, preserve, and reconstruct an event or object. An event or object can be reordered with media, such as photography, videotape, audiotape, disk computer, compact disk, and film. An object that has been taken images (recorded) with video cameras can easily be reproduced at any time needed. With this media signature, a media record of events or objects happening at any given time is transmitted without knowing the time.

2) Manipulative Features

The transformation of an event or an object is possible because the media has manipulative properties. Events that spend days can be presented to students in two or three minutes with time-lapse record capture techniques, for example how the metamorphose process of butterflies can be accelerated with the photography recording technique. In addition, an event can be slowed down at the same time when recasting video footage.

3) Distributive Features

The distributive features of the media allow an object or event to be channeled through space and simultaneously it is presented to a large number of students with similar relative experiences about the event. At present media distribution is not limited to just one class or several classes in certain schools, it can still be spread throughout the area.

There are three characteristics of media use, namely physical features which are the ability of recording media to save, preserve, and reconstruct an event or object. Manipulative features are the transformation of an event or an object that is possible. Distributor features are the media that allow an object or event to be channeled through space simultaneously.

c. Benefits of Learning Media

Some practical benefits of using the learning media in the teaching process are as follows (Cecep & Daddy, 2020):

- 1) Learning Media can clarify the presentation of messages and information so that it can improve and improve the process and the results of learning.
- 2) Learning media can enhance and direct student's attention so that it can generate more learning motivation, more interactions between students and their environment, as well as the possibility of students learning themselves according to their abilities and interests.
- 3) Learning Media can overcome the limitations of senses, space, and time.
- 4) Learning media can give students similar experiences about events in their population, and allow for direct interactions with teachers, communities, and environments such as through field trips, and visits to museums or zoos.

Some of the benefits of using learning media are, learning media can clarify and improve the learning process and learning outcomes, it can increase students' attention in learning, it can

overcome the limitations of the senses, space, and time, it can provide students to the students about the events around them.

3. The Nature of Quizizz

a. Definition of Quizizz

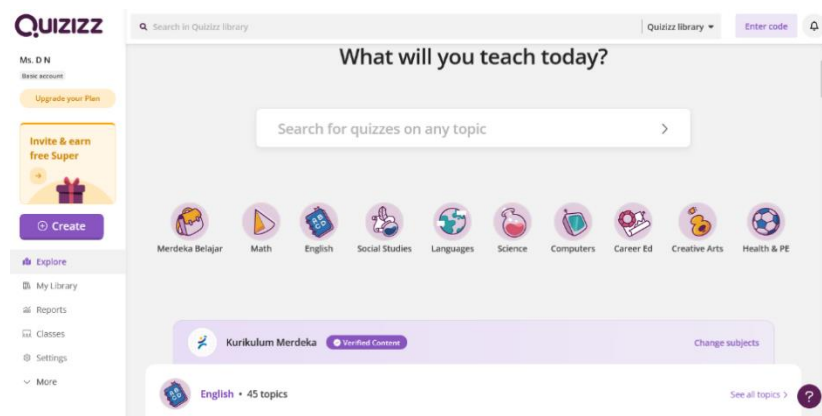


Figure 2. 1 Homepage view on Quizizz

Quizizz is a gamified students' engagement platform headquartered in Bengulu, India that was founded in 2015 by Deepak Joy Cheenath and Ankit Gupta. Quizizz is also a free and downloadable educational application that can be downloaded in any download platform app on mobile devices. Quizizz is an educational game-based app that introduces multiplayer activities to the classroom and makes in-class exercises more dynamic and enjoyable. Students can use Quizizz to complete in-class tasks on their mobile devices (Zhao 2019).

Quizizz is an online e-learning learning media based on free games, used in teaching and learning activities to increase enthusiasm

and provide motivation and results from the student learning process, to stimulate students' interest in reviewing lesson material and conducting group discussions (Nunung et al., 2021).

Quizizz is a technological innovation that makes learning interactive and interesting and helps teachers make evaluation assessments of students. Quizizz is a choice from various kinds of online learning multimedia which makes teaching and learning activities fun and not boring because this tool prioritizes a learning style that involves active relationships between students and their friends in a competitive manner regarding the learning that is being or has been studied (Sanga, 2019).

Based on this understanding, it can be concluded that Quizizz is an interactive game-based educational application that can be used as a learning medium so that it attracts students' attention to be more motivated in the learning process. Teachers can use Quizizz's interesting features to make the teaching and learning process easier.

b. The Features of Quizizz Application

Quizizz has some features that help the teachers in implementing learning (Rofiqoh: 2021), some of them are as follows:

1. The teachers can make quiz & lessons



Figure 2. 2 Feature of Quiz and Lesson

The teachers can make quizzes and lessons by selecting from 18 different types of questions, adding images, videos, and audio. The teachers can also import existing quizzes from devices or Google Drive.

2. Quizizz has a Quizizz AI

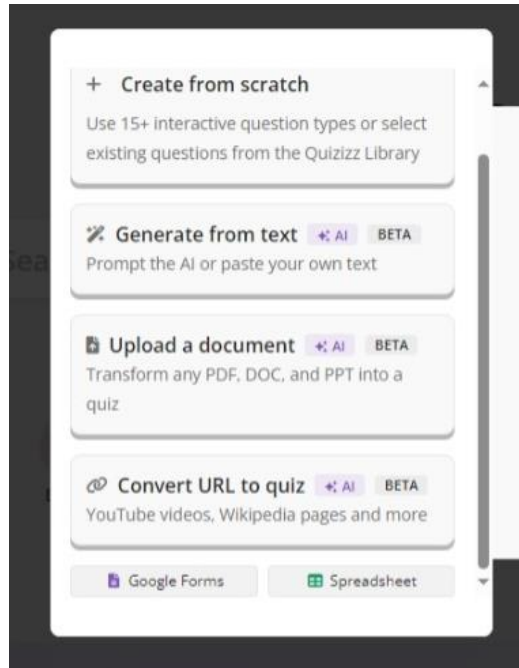


Figure 2. 3 Feature of Quizizz AI

Quizizz Ai is a teacher's personal teacher assistant, and is present to help teachers in utilizing technological advances in artificial intelligence (AI). With Quizizz Ai, teachers can make quizzes in minutes simply by typing orders or paste YouTube video URLs. Teachers can also increase the quiz to distinguish it, translate the language, or make it more fun and interesting.

3. Quizizz has a library

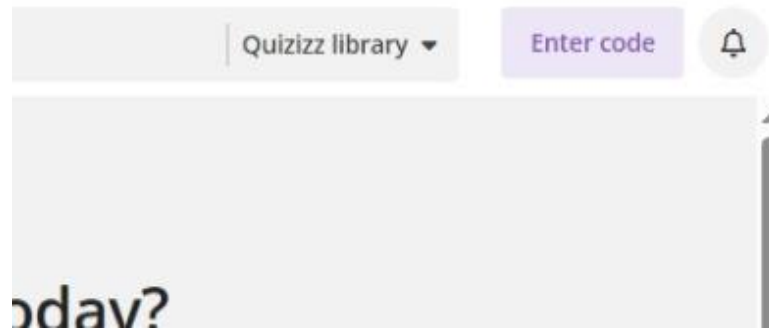


Figure 2. 4 Feature of Quizizz Library

In the library, the teachers can access thousands of quizzes and lessons available to the commonly made by teachers worldwide. The teachers can store directly from libraries, copy and edit to customize as per the needs of the teachers or include specific questions into their own activities.

4. The teachers have various ways to organize and assign

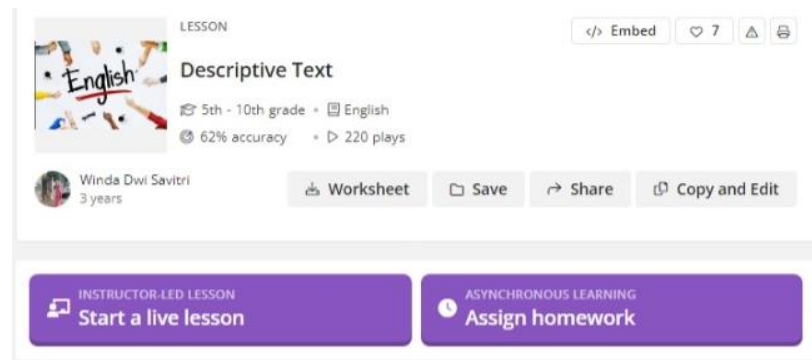


Figure 2. 5 Feature of Live and Homework

In Quizizz, the teachers can organize live activities to or directly set them as homework to solve students according to their

own schedule. The teachers can choose amongst some interesting game modes, including live, classic, student speed, instructor speed, paper mode, peak mastery, test mode, and so forth.

5. Quizizz has a student learning results report

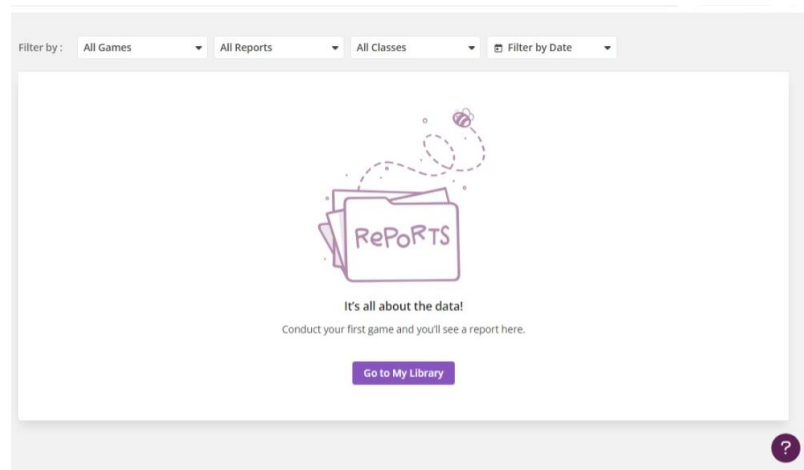


Figure 2. 6 Feature of Reports

The teachers can access student learning reports in the insights of class and the students in detail for any quiz or lesson teacher. The teachers can edit, download, print, and even share this report to parents / guardians to monitor student development.

6. Quizizz can Bring Your Own Device (BYOD)

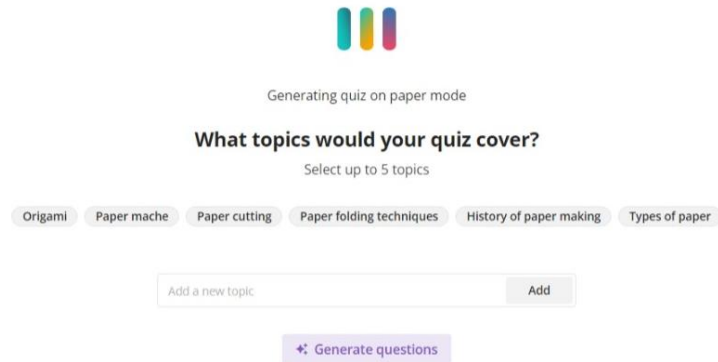


Figure 2. 7 Feature of BYOD

The students always see content on their own devices, whether it's PC, laptop, or smartphone. It does not matter when the students do not bring your own device. With the Quizizz paper mode, the students can hold a special QR code to answer the question. What needs to do is to scan these cards with mobile phones to record the answer.

7. The teacher can share and collaborate with other teachers

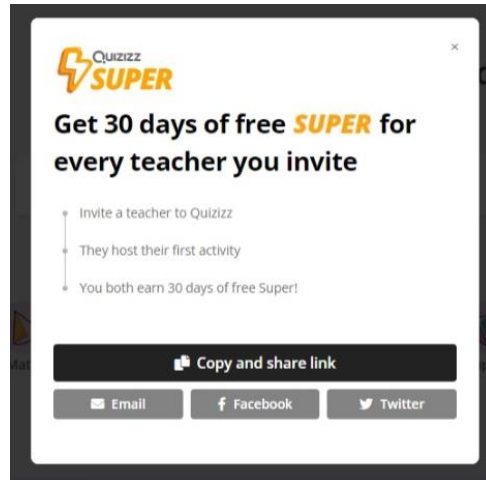


Figure 2. 8 Quizizz's appearance can be upgraded to be super for using sharing and collaboration features

The teacher can share their activities with other teachers, so teachers can jointly make quizzes and lessons. The teacher can also make teams in Quizizz, so the teacher and their instructors are accessing all together activities.

8. Quizizz can be synchronized with LMS (Learning Management System)

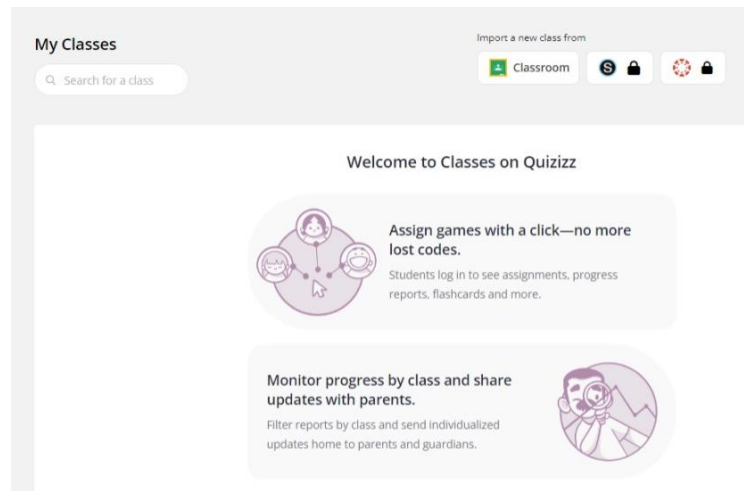


Figure 2. 9 Feature of classes on Quizizz

Teachers can integrate Quizizz smoothly with LMS choice of the teachers, including Google Classroom, Schoology, and Canvas. This allows the teachers to establish activities and update the value and report easily.

Quizizz provides a wide range of interesting features that can be utilized by teachers to support the learning process, such as interactive presentation materials, the media image that can be added as a background, and settings with multiple versions. In addition, there is material that has been created that can be downloaded in the form of

PDF, reports reporting that can be downloaded in the form of Excel, and student data that has accessed the material.

c. Teaching Reading Using Quizizz

In learning activities, the students are recipients of the learning itself. While the teachers are teachers who act as planners, controllers, and the enclosures of all needed in learning activities (Kirom, 2017). Students must have an interest in the learning process. And the teachers should be able to create the condition of learning activities that can withdraw students. The teacher is required to provide various elements that make students understand what to be delivered so as to achieve maximum learning outcomes.

With the development and dependence on technology, facilitate the teacher in choosing the learning media used. Quizizz is one of the various platforms that provide a game of incompatory games that are packed interactively and it is interesting. Quizizz is a digital-based digital-game exercise and online presentation that helps educators / teachers to distribute teaching materials to be more easily understood by learners. And can add interest and spirit learning learners for certain materials when utilizing this digital learning media (Ulhusna et al, 2021). Quizizz has many services that will support the learning process

to be much more interactive of: double options, essay, rearrangement, match, voice record, video record, drag and loose, dropdown, upload image, and so forth. Will be long if discussed one by one for each service provided.

Some of the functions of Quizizz for creating learning media are as follows:

1) Quizizz as a learning medium

The implementation of Quizizz-based learning media we can make some material slides that will be taught and can be interspersed with interesting questions that will test how understand students are understanding the material submitted. So that previous Quizizz just us know as a provider of questions about the questionnaire / quiz can we take advantage of being a learning media that can help teachers in creating a fun learning atmosphere.

2) As a media for analyzing student learning outcomes

This app also provides analysis results. The students who have worked on the question will appear an analysis of learning outcomes that have been done by the students. With this the teacher can take advantage of the media. The teachers can take advantage of the media to perform the analysis of the workplace that has learned did. It can often improve the lack of learners while learning.

3) As a means for creative learning

By using the Quizziz media in learning will be creative. The students can perform learning that can be assisted with various features of Quizziz so learning will become more creative.

d. Quizziz Advantages and Disadvantages

In the Quizziz there are several advantages and disadvantages which are described as follows:

1) Advantages

According to Rofiqoh (2021), there are several advantages of using Quizziz, including the following:

- a) Quizziz is accessible for free and facilitates the teacher to provide an interactive quiz to students so it is fun.
- b) Quizziz is accessible through Google so do not have to download it in the form of apps through Google Play.
- c) You can bring your device. Quizziz is accessible via hardware connected to the Internet such as PCs (Personal Computers), tablets, smartphones, and others.
- d) We can create material in the form of slides to suit his own needs and needs. So it's not just can play a quiz already available from others.

- e) We can edit the publicly available material. This means that we can modify the existing quiz in the Quizziz platform to create a new quiz.
- f) Quizziz has a very interesting visual view, available various themes that can be selected.

Meanwhile, according to Arif et al (2022), the advantages of Media Quizziz in learning activities include:

- a) Learning activities are spared from boring words.
- b) Quizziz is easily accessible to anyone and whenever.
- c) Quizziz can be used as a material evaluation of learning activities.
- d) The display provided by the Quizziz media is very colored, fresh, and interesting so it gives a delightful impression.
- e) Quizziz has music that can support and improve students' spirit in learning activities.
- f) In the Quizziz media, there is a live feature in groups or tasks or homework.
- g) Media Quizziz has some features about the use of a type of program including double options, contents of the ripping, survey, check box, and essay.
- h) Students easily find out the right and wrong from the answer.

Quizizz has many advantages, including Quizizz is accessible for free through Google by using connected devices with the Internet. Quizizz can be used anytime and anywhere. We can create learning materials and examinations that can be edited at any time. Quizizz has interesting features so that makes learning activities not bored.

2) The disadvantages of Quizizz

According to Rofiqoh (2021), the disadvantage of Quizizz is internet signals that must be adequate, because when internet signals are unstable, it can inhibit the process of accessing the subject matter in Quizizz.

While about the disadvantages of the Quizizz media according to Arif et al (2022) of them:

- a) There is less support that features support to audio and video, so when you want to display audio and video on the Quizizz media should change it to the paid Quizizz media.
- b) Quizizz does not have a board game, the type of game played on a typical board for the game.

As for the disadvantages of Quizizz, including internet signals that must be adequate. There is less support that features

support to audio and video, and Quizizz does not have a board game.

B. Previous Related Studies

Endang Ngatiningsih (2020) studied the Implementation of Online-Based Learning Media Using Quizizz to improve students' Understanding of Akhlak Learning in MAN Kota Magelang. This study aims to explain the implementation and results of the implementation of online-based learning media using Quizizz to improve students' understanding of Akidah Akhlak learning in MAN Kota Magelang. The research approach used by researchers is qualitative with the type of field research. The data analysis technique uses an interactive model. The results showed that the implementation of learning media using Quizizz can be applied well and can organize fun and enjoyable learning. The results of the implementation of using Quizizz in improving student understanding are proven to bring better results seen from the student's daily test scores.

Aluisius Suryo Nugroho (2020) studied The Implementation of Quizizz Media in Closing Activity of Introduction to Accounting on Adjustment Journal in Class X AKKL 2 SMK Negeri 1 Yogyakarta in Academic Year 2019/2020. This research aimed to find out the implementation of using Quizizz in the closing activity of introduction to accounting on adjustment journal as viewed

from students' responses and students' results of written test. The research was descriptive research using a combined research approach. The result of this research indicated that learning in the closing activity had been going very well according to plan. The overall responses of the students showed good and very good results reaching a percentage of 93.5%, the use of Quizizz media supported the learning goals, built an interest in learning participation, and created a positive attitude in complexing the whole learning process. The test results produced 100% test completion as categorized as very high, so the use of Quizizz media in the closing activity achieved the learning goals.

Khovifah Ekawati (2022) studied the Implementation of Quizizz Educational Games as an Evaluational of PAI Learning in Grade 5 of Ngringin Moyudan SDN Sleman. This study aims to determine the implementation and results of the implementation of the Quizizz educational game in the evaluation process of grade 5 PAI learning at SD Negeri Ngringin. This study uses qualitative research using a qualitative (descriptive) approach to research. The results of implementing the use of Quizizz as a medium for evaluating student learning on the results that have been obtained students after using Quizizz are divided into 2, namely the affective domain, in which Quizizz can increase student enthusiasm and motivation. In the psychomotor domain, students quickly understand the material, are careful, and thorough, and are more

interested in using Quizizz, so this can improve students' memory and understanding.

Dina Nabilah (2021) studied *The Implementation of Learning Media Quizizz Gamification Application to Students' Learning Achievement*. The study aims to know the influence of Quizizz's gamification application on students' learning achievement. This research used a quantitative descriptive method. The result of the T-test obtained that $\text{Sig. 2-tailed} < 0.05 (\alpha)$, so there was a significant difference between learning achievement in the control group and the experimental group, which means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It could be concluded that the Quizizz gamification application could be one of the test alternatives for learning achievement to help students do tests enjoyably while playing on colloidal chemistry subjects.

Annisa Mutmainnah (2022) Studied *The Effectiveness of Utilization of the Quizizz Platform as a Learning Media of Islamic Religious Education in SMA Negeri 1 Bengkulu Utara*. The study aims to describe the effectiveness of the use of Quizizz as a media in learning the subjects of Islamic education in SMA Negeri 1 Bengkulu North and the supporting factors and inhibitors. This research uses descriptive qualitative research, which can describe a state in the field by exploring a practice being studied. The data collection techniques used are observation, interview, and documentation. The results of this study stated

that Quizziz is "effective" as a learning media. It can be seen from the effectiveness of something that is already fulfilled even though there are two less than metric indicators of eight indicators. Supporting factors consist of two things that is from the side of the Quizziz platform is considered better than other platforms in terms of adequate school facilities. While inhibitor that affects the utilization of Quizziz as a learning medium is the electricity that supports the smoothness of the Internet network.

Table 2. 1
Similarities and Differences of Previous Study

No	Title	Authors	Similarities	Differences
1	Implementation of Online-Based Learning Media Using Quizziz in Improving Students' Understanding of Akhlak Learning in MAN Kota Magelang	Endang Ngatiningsih (2020)	Implementation of learning media using Quizziz, the research approach is the qualitative method	Focus on improving students' understanding of Akidah Akhlak learning in MAN Kota Magelang
2	The Implementation of Quizziz Media in Closing Activity of Introduction to Accounting on Adjustment Journal in Class X AKKL 2 SMK Negeri 1 Yogyakarta in Academic Year 2019/2020	Aluisius Suryo Nugroho (2020)	Implementation of Quizziz in learning	Descriptive research using a combined research approach focuses on the closing activity of introduction to accounting on adjustment journal

3	Implementation of Quizizz Educational Games as an Evaluation of PAI Learning in Grade 5 of Ngringin Moyudan SDN Sleman	Khoyifah Ekawati (2022)	Implementation of Quizizz in learning, use qualitative descriptive	Focus on educational games in the evaluation process of grade 5 PAI learning at SD Negeri Ngringin
4	The Implementation of Learning Media Quizizz Gamification Application to Students' Learning Achievement	Dina Nabilah (2021)	Implementation Quizizz as a learning media	Focus on Quizizz gamification application to students' learning achievement, using quantitative descriptive method
5	The Effectiveness of Utilization of the Quizizz Platform as a Learning Media of Islamic Religious Education in SMA Negeri 1 Bengkulu Utara.	Annisa Mutmainnah (2022)	The implementation of Quizizz as a learning media and the advantages and disadvantages of Quizizz, the researcher used descriptive qualitative research	Effectiveness of using the media Quizizz as a media in learning Islamic Religious Education

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study aims to explore the use of learning media in English learning, the learning media called Quizizz. In this case, the researcher has a role as the main instrument to collect and interpret the data. To get the data, the researcher has to interview and observe the subject. All the data are analyzed through interviews and observation processes. The process is suitable with the principles of qualitative descriptive research, namely naturalistic and subjective.

Qualitative research is a method for investigating and comprehending the meaning that individuals or groups assign to social human issues (Creswell, 2012). Qualitative research takes an interpretive and naturalistic approach, which means qualitative researchers investigate phenomena in their natural environments, attempting to make sense of or interpret occurrences in terms of the meaning assigned to them by individuals (Denzin in Moleong, 2013). This research just collects data, analyzes them, and draws a conclusion based on the collected data only. Based on the aim of the study, this study focuses on a complete description of the implementation of the Quizizz application as a learning media in teaching reading skills at SMA Negeri 1 Karanganom academic year 2023/2024.

B. Research Settings

1. Setting Place

The research of The Implementation of Quizizz as a learning media for English reading skills at SMA Negeri 1 Karanganom in the academic year 2023/2024 took place in the process of teaching English language students at the ten grade of SMA Negeri 1 Karanganom.

2. The Time of the Research

The research will be conducted in August 2023 in SMA Negeri 1 Karanganom academic year 2023/2024.

Table 3. 1
The Time of Research

Activities	Month				
	November 2022	January 2023	March 2023	August 2023	December 2023
Title submission	✓				
Pre-research		✓			
Proposal seminar			✓		
Research				✓	
Munaqosyah					✓

C. Research Subjects

Research subjects according to Arikunto (2014) gave the limitation of the research subject as the object, thing, or person the data places for the variable investigating clinging, and being at issue. Qualitative research on research subjects is called the term informant, namely the person providing

information about the desired data research related to the research that is being carried out. The subject of the study is the teacher named Mrs. IDN, S.Pd. graduated from Yogyakarta State University in 2018. She has been teaching English in SMA Negeri 1 Karanganom Klaten for 5 years.

D. Data and Source of the Data

According to Iskandar (2014), studies towards background or even that happened before that very intergraded with a condition or even thus now in research. In this research, the writer could explain what interviewees are and compare them with the observation from the teacher. According to Iskandar (2014), for fluent notes or information needed for research purposes arrange the research and prepare format documentation (a record) or sheet study document. Then, from observation, the writer could make field notes.

1. Data

The data of the study are classified into three, namely interview scripts, field notes, and documents. The data from this research are in-depth interviews and observations. The data is from the teacher.

2. Data Source

The data source was taken from the event, informant, and documents from the teacher and students at SMA Negeri 1 Karanganomss.

a) Events

The event is another source of data obtained through observation, researchers researching the teaching and learning process of English using the Quizizz exercise. The event in this study is the use of the Quizizz as a media in teaching reading skills at SMA Negeri 1 Karanganom Klaten.

b) Informants

An informant is a person who gives information about people who provide the required information. In this study, the participant is the English teacher of SMA Negeri 1 Karanganom.

c) Documents

The document is the source of the data which supplies the data in the form of words, pictures, or symbols. The documents in this research are the flow of learning objectives (ATP), materials, photos, and all documents related to the learning process using Quizizz as a learning media at SMA Negeri 1 Karanganom Klaten.

E. Research Instruments

According to Riduwan (2011), a research instrument is a research tool that helps the researcher study data. Identifying the research needs the instrument that is used to collect the data so that the researcher can easily finish the study. The main instrument of this research is the researcher herself and the supports

Negeri 1 Karanganom Klaten in the academic year 2023/2024?		
	2. Implementation a. Preliminary activities	How does the teacher implement preliminary activity when teacher teaching reading skill using Quizizz?
	b. Core activities	What is the process of learning reading skill during core activities using Quizizz?
	c. Closing activities	How does the teacher implement closing activity when the teacher teaching reading skill using Quizizz?
2. What are the advantages and disadvantages of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024?		1. What are the advantages of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024? 2. What are the disadvantages of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024?

F. Techniques of Collecting the Data

Data collection techniques are tools or facilities used in collecting data so that work is easier and the results are better in a more accurate, complete, and

systematic sense so that they are easy to process (Arikunto, 2014). The data from this research were collected using some techniques of qualitative data collection including observation, interview, and documentation.

1. Observation

This research uses observational techniques in collecting data. The main technique of data collection in this study is observation. Researchers conducted observations for 2 learning meetings lasted on 7 August 2023 and 14 August 2023. The researcher joined the class X B and directly observed English teaching and learning activities. As a passive observer, the researcher don't interact with the students or the teacher. The researcher observed teaching-learning activities in the implementation of Quizizz as a learning media and took notes systematically on observation sheet.

2. Interview

An interview is a conversation with a purpose. In-depth interviews were conducted with English teacher to get information about the process of learning English using the Quizizz application.

In this research, the interview method used is a structured interview interview, to learn things from respondents in more deep or detail. Until the interviewee can know and disclose directly all information from the subject of the study, which cannot be found through observation. According to Sugiyono (2016), semi-structured interviews were interviews where the implementation was more free when compared to structured interviews.

The purpose of this interview is to find more problems, where the invitation is invited to his opinions and ideas.

There is semi-structured interview guideline according to Haryati (2015):

- a) The question provided is tailored to the problem of completion of the issues conducted by the subject (written and explanation). breakfast.
- a) The questions given should not be the same but contain the same core of the problem.
- c. The question submitted to the subject must be by the required data.
- d. If the subject has difficulty in answering questions, the subject will be pushed/given a simpler question / other questions without eliminating the core of the problem.

In this research, the researcher used semi-structured interview. The researcher carry out interviews 2 times directly and through chat on WhatsApp with Mrs. IDN, S. Pd. the English teacher who teach in class X B at SMA Negeri 1 Karanganom Klaten.

3. Documentation

The documentation method is to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, letters, agendas, and so on.

In this method, the researcher used a complementary method, in this case, the researcher needs documents and everything related to the

preparation of the dissertation such as learning design, lesson plan, and syllabus at SMA Negeri 1 Karanganom.

G. Trustworthiness of the Data

Triangulation is a technique of examining the trustworthiness of the data by using something excluding the data to check or compare the data (Moleong, 2013). There are two types of triangulation from Denzin in Moleong (2013):

1. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of the questionnaire, and interview and compare it with the related documents.
2. Triangulation by using a method means that the researcher will check the credibility of the data of the research and the data resources by using several data collection techniques and analyzing by the same method.

In qualitative research, the researcher used triangulation by using the method. In qualitative research, the researcher used interview and observation method. To obtain completed information and a complete explanation of the information, the researcher used a semi-structured interview method. The researcher interviewed the teacher by using semi-structured questions that had been prepared.

H. Techniques of Analyzing the Data

Miles and Huberman through Sugiyono (2014) analyzed activities in analyzing data, namely data reduction, data presentation, and reporting. To determine the validity of the data, data-checking techniques are needed. Arikunto (2014) says there are four steps used to analyze qualitative data as follows:

1. Data Collection

The main thing in data analysis is knowing the data. Data analysis using a natural approach will be carried out when the research is conducted. Data collection is the result of observation, interview, and documentation data techniques.

2. Data Reduction

This case is a selection process; select data relevant to the research and focus on data that lead to the challenges or to answer the research. In addition, all data that constitute the question must relate to the research challenges. Data reduction steps:

- a) The first step is to research observations of the tenth grade of SMA Negeri 1 Karanganom in the academic year 2023/2024.
- b) The researcher looked at the teaching and learning process of the tenth grade of SMA Negeri 1 Karanganom in the academic year 2023/2024.
- c) The researcher made field notes to note this is important for the process of learning English in the class.

- d) After observation, the researcher conducted interviews with the teacher, the researcher asked several questions to the teacher.
- e) Then the researcher obtained data from observations and interviews, the researcher saw the use of the Quizizz to teach the reading skill of the tenth grade of SMA Negeri 1 Karanganom in the academic year 2023/2024.

3. Data Display

The researcher's explanation in presenting the data is that it is the result of data reduction made in a systematic report that can be implemented and is fair from the data obtained in the field. Furthermore, data presentation can be done with simple explanations, drafts, relationship categories, and flow charts. At this stage, all data are selected in the form of a description or narrative. The researcher displays the data and then describes it. After describing the data, the researcher will analyze the data. The researcher described the data about the implementation of Quizizz in teaching reading skill to the tenth grade of SMA Negeri 1 Karanganom in the academic year 2023/2024.

4. Data Verification

After all the data has been processed, the researcher then concludes by looking back at the data reduction and data display. After the data has been collected the researcher selects data that is relevant to the research challenges. In addition, the researcher made data in the form of a simple

explanation. Lastly, make the mistake of looking back at data reduction, and displaying the data after collecting the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this chapter, the research findings consist of the description of the data. The purpose is to answer the research problem in the first chapter. This chapter will present the data description of the implementation of Quizizz as a learning media in teaching reading skill for the tenth-grade students of SMA Negeri 1 Karanganom Klaten and the advantages also disadvantages of Quizizz as a learning media in teaching reading skill for the tenth-grade students of SMA Negeri 1 Karanganom Klaten.

The observation was carried out over two meetings. The first observation was carried out on August 7th in class X B and the learning started at 12.15 to 13.45. The second observation was carried out from 12.55 to 14.05 on Monday 14 August 2023 in class X B. The elaboration of the answer to the research problems will be answered in the research findings and then completed in the discussion.

1. The Implementation of Quizizz as a Learning Media in Teaching Reading Skill at SMA Negeri 1 Karanganom Klaten

In the implementation of Quizizz as a learning media, the teacher needs to plan to use the media. Planning is the first step in implementing

learning activities in an educational environment so that they run well. Having good planning will make it easier to implement learning and learning objectives can be achieved. At observation, the researcher discovered the teaching process of reading using Quizizz in two activities, as follows:

a. Planning

Based on the results of observation, at this planning stage, the researcher knows that the first activity carried out by the teacher is preparing teaching modules. The teacher used teaching modules provided by the school. Then the teacher develops teaching modules according to the students' needs. In the current interview, the teacher adjusts the teaching module with the Quizizz media to be used for Reading Learning Activities. The teacher developed a teaching module according to the needs of the students who added Quizizz as a reading media.

All of the planning prepared by the teacher can be seen in the English Learning Module which is available at the appendix 3 page 94.

Adjustment to teaching modules that have been made by teachers, namely the dimensions of learning outcomes using digital learning media, the learning model used is games-based learning, Learning facilities and infrastructure use Quizizz application

media/tools, laptops/computers, cellphones, and LCD. The adapted teaching module is then used for reference for internal the teacher to carry out learning activities.

The above is reinforced by the results of interviews with the teacher who stated:

“Dalam perencanaan, yang pertama dilakukan guru adalah menyusun modul ajar. Saya menggunakan modul ajar yang telah disediakan oleh sekolah. Karena dari tiga guru dan setiap guru di sini sudah ditugaskan untuk membuat modul ajar per-angkatan kelas. Saya hanya merubah sedikit isinya dan saya sesuaikan dengan kebutuhan siswa. Untuk pertemuan hari ini, saya sesuaikan modul ajar dengan media quizizz yang akan saya gunakan dalam pembelajaran.”(28 August 2023)

*"In planning, the first teacher is to develop a teaching module. I use the teaching module that has been provided by the school. Because of the three teachers and every teacher here has been assigned to make the module of the class per-class. I just change the size of it and I adjust to the needs of the students. For today's meeting, I adjust the teaching module with the Quizizz media that I will use in learning."
(28 August 2023)*

The next plan is for the teacher to collect learning materials from several sources. Then the teacher creates learning materials from this collection of materials and creates practice questions. The teacher prepares Quizizz as a learning media that will be used in teaching and learning activities. Finally, the teacher uploads all the learning materials and questions into Quizizz.

The above is reinforced by the results of interview with the teacher who stated:

"Setelah menyiapkan modul ajar, kemudian saya mengumpulkan dan membuat materi, mencari contoh teks, dan membuat soal latihan yang akan diajarkan yaitu materi tentang Deskriptive Text. Lalu materi tersebut semuanya saya upload ke Quizizz." (28 August 2023)

"After setting up a teaching module, then I collect and create materials, search for text examples, and make the exercise to be taught is the material about Deskriptive Text. Then the material is all I uploaded to Quizizz." (28 August 2023)

"Persiapan saya sebelum mengajar yaitu mengumpulkan dan membuat materi, mencari contoh teks, dan membuat soal latihan." (18 September 2023 on WhatsApp)

"My preparation before teaching is collecting and making materials, looking for text examples, and making a practice." (18 September 2023 on Whatsapp)

The preparation stage by the teacher in learning is when the teacher developed a teaching module that has been prepared by the school. The Teacher developed a teaching module according to the needs of the students who used Quizizz as a learning media in Teaching Reading. Furthermore, the teacher collects and makes learning materials, seeking examples of reading text and making exercises about descriptive text. Then after all the teaching materials are ready, the teacher reaches all the teaching materials into Quizizz.

b. Implementation Stage

Based on observations after planning, the next stage is the implementation of learning. At this stage, before learning activities begin, in preliminary activity, the teacher prepares the Quizizz application on the laptop and the students help prepare the projector in front of the class. Next, the teacher connects the LCD cable to the laptop to display Quizizz. Then the teacher displays Descriptive Text material via Quizizz which has been connected to the LCD so that all students can see the learning material in front of the class on the projector screen.

The above is reinforced by the results of interview with the teacher who stated:

“Sebelum pembelajaran dimulai, saya biasanya membuka laptop kemudian membuka aplikasi Quizizz untuk mempersiapkan materi yang akan saya ajarkan dan juga ada anak-anak yang membantu saya untuk menyiapkan layar proyektor yang ada di depan kelas itu.” (28 August 2023)

"Before learning begins, I usually open the laptop then open the Quizizz app to prepare the material I will teach and also there are children who help me to prepare the projector screen that is in front of the class." (28 August 2023)



Figure 4. 1
The teacher explains Descriptive Text material
(Documentation, Monday 7 August 2023)

After the teacher has prepared all the learning media that will be used, the teacher carries out the learning. On core activity, the teacher begins to deliver learning material about Descriptive Text through the Quizizz application which is displayed on the projector screen in front of the class. The teacher explains the meaning of descriptive text, the purpose and social function of descriptive text, and the aspects of descriptive text. These aspects include adjectives, descriptive words/phrases, personality/characteristics, and present tense. When the teacher delivered the material, the students were very enthusiastic about the material presented.

The above is reinforced by the results of interview with the teacher who stated:

"Setelah semua media pembelajaran disiapkan dan anak-anak siap mengikuti pembelajaran, saya memulai pembelajaran. Untuk pertemuan pertama saya menyampaikan pembelajaran tentang Deskriptive Text sudah saya siapkan di Quizizz." (28 August 2023)

"After all the learning media are prepared and the children are ready to follow the learning, I start learning. For the first meeting I convey learning about Deskriptive Text I already prepared in Quizizz. " (28 August 2023)

When observing the learning implementation stage, the teacher asked students about descriptive text, *"What do you think about descriptive text, students?" "The texts that describe people, animals, and places, Mom."* All students were enthusiastic in answering questions from the teacher. Then the teacher displays The Aspects of Descriptive Text material on Quizizz which contains adjectives, descriptive words/phrases, personality/characteristics, and present tense. Then the teacher asks students to name examples of adjectives, *"Okay students, coba sebutkan contoh dari adjective selain yang ada di layar?" "Diligent, tall, short, Smart, Naughty, ma'am."* The students answered affirmatively. In the last learning material, namely present tense, the teacher asks the students, *"Apa itu present tense, students?" "Kalimat yang berlangsung sekarang mam." "Okay*

present tense adalah kalimat yang sedang terjadi saat ini. Ciri dari present tense adalah menggunakan verb satu. Bagaimana rumus present tense, students?" The students then answered simultaneously, *"Subject plus verb one plus object"* *"Good students!"* Then the teacher asks students to make examples of the present tense, *"Can anyone make a present tense sentence?"* After finishing delivering the learning material, the teacher then allows the students to write about the material that has been taught.

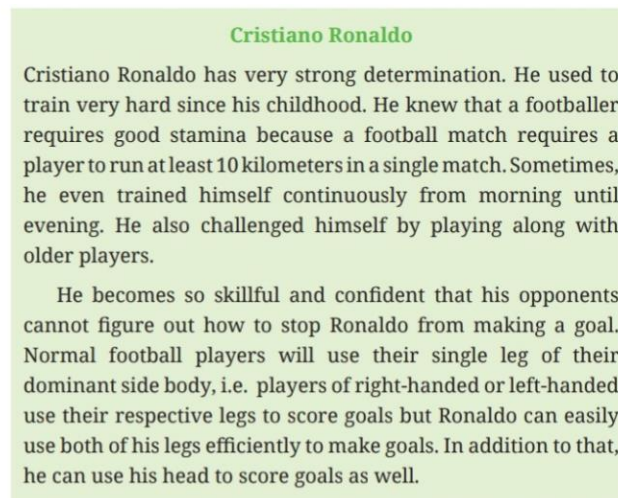


Figure 4. 2
Cristiano Ronaldo material for teaching reading
(Documentation, 14 August 2023)

In the next implementation stage, the teacher provides a reading text about "Cristiano Ronaldo" via the Quizizz application which is displayed on the projector at the front of the

class. Then the teacher asks students to read the text each sentence in turn and translate it into Indonesian. All students pay close attention to the reading text while waiting for their turn to read the text. The teacher also corrects students' pronunciation errors during pronunciation. All students can translate sentences in reading texts without experiencing difficulty. The teacher was amazed when the students were able to translate all the reading without using a translation tool. Then the teacher gave praise to all the students.

-
1. What is the main idea of the text?
 2. What makes Cristiano Ronaldo different from other players in scoring a goal?
 3. How did he get known as a rocket man?
 4. How does the text organized its idea about Ronaldo?
 5. "Ronaldo's G-force is five times higher than that of a cheetah." What can you infer from the sentence above?
 6. What is the function of the picture in relation to the verbal text?

Figure 4. 3
Screenshot of questions based on reading text
(Documentation, Monday 14 August 2023)

The final activity in the research at the implementation stage is that the teacher asks questions from the reading text that has been read through the projector display on Quizizz. Then students are asked to answer questions based on the text they have read.

The above is reinforced by the results of interview with the teacher who stated:

“Penggunaan Quizizz untuk Pembelajaran reading meliputi penyampaian materi Pembelajaran, latihan membaca teks, pemberian soal latihan kepada siswa, kemudian guru berdiskusi dengan siswa.” (18 September 2023, on WhatsApp)

"The use of Quizizz for reading of learning includes the delivery of learning materials, the reading of text, the provision of exercise to the students, then the teacher discussed with students." (18 September 2023, On Whatsapp)

In the planning stage, the teacher is preparing teaching modules. The teacher used teaching modules provided by the school. Then the teacher develops teaching modules according to the students' needs. Then the teacher creates learning materials from this collection of materials and creates practice questions. The teacher prepares Quizizz to upload all the learning materials and questions into Quizizz. Before learning activities begin, the teacher prepares the Quizizz application on the laptop and the students help prepare the projector in front of the class. Next, the teacher assists students in connecting the LCD cable to the laptop to display Quizizz. The teacher begins to deliver learning material about Descriptive Text through the Quizizz application which is displayed on the projector screen in front of the class. Then the teacher asks students to read the text each sentence in turn and translate it into

Indonesian. The final activity in the implementation stage is that the teacher asks questions from the reading text that has been read through the projector display on Quizizz.

2. The Advantages and The Disadvantages of Quizizz as a Learning Media in Teaching Reading Skill at SMA Negeri 1 Karangnom Klaten

a. The Advantages of Quizizz

Interviews were given to the teacher to find out her opinions about the advantages of Quizizz as a learning media in teaching reading. Interviews were conducted by the researcher together with Mrs. IDN, S.Pd. on Monday, August 28, 2023.

“Tampilan yang dimiliki Quizizz itu berwarna dan menarik sehingga memberi kesan yang menyenangkan untuk pembelajaran dan kegiatan pembelajaran tidak membosankan.”(18 September 2023, on WhatsApp)

"The look of Quizizz is colored and attractive so it gives a pleasant impression for learning and activities of less boring learning." (September 18, 2023, on Whatsapp)

Quizizz has a very colorful and interesting view when used to deliver learning materials. So Quizizz gives a fun impression for students at learning and students spread from boring learning activities. Quizizz provides attractive features, both for the teacher and students. With the work of the kind with a variety of interesting colors, of course, being a charming attempt to the students.

"Quizizz dapat diakses melalui web pencarian dan dapat diakses melalui perangkat yang terhubung ke internet. Jadi tidak hanya laptop saja tetapi hp, tablet dan komputer bisa mengakses Quizizz."(28 August 2023)

"Quizizz is accessible via web search and accessible via device connected to the Internet. So not just laptop only but HP, tablet and computer can access Quizizz." (28 August 2023)

Quizizz can be accessed via search sites until students do not have to download Quizizz in the form of apps through Google Play. Quizizz is accessible through hardware connected to the internet like computers, laptops, tablets, smartphones, and others. Quizizz is a free online application that can be opened through a web browser or can be downloaded through PlayStore for mobile phones.

"Guru dapat membuat materi pembelajaran sesuai dengan kebutuhan."(28 August 2023)

"The teacher can make learning material according to needs." (28 August 2023)

The teacher can create learning materials in the form of slides that match the needs of the students. The teacher can edit the learning materials that are already available to the public. Quizizz has a very interesting visual view, available themes can choose from. So the teacher can improve the ability and use Quizizz as a learning media.

"Quizizz mempunyai fitur langsung dan tugas rumah yang membantu guru dalam menampilkan materi pembelajaran." (28 August 2023)

"Quizizz has a direct feature and home task that helps teachers in displaying learning materials." (28 August 2023)

In Quizizz there is a live feature and homework. Quizizz can be used in class and to create homework lessons so that students can study it whenever and wherever they choose. Students do not need to make notes of learning materials when the teacher delivers the material. Because the learning material is already stored in the Quizizz account. So that the learning material is not lost or deleted.

The advantages of Quizizz are that it is effective and efficient in the learning objectives which makes the learning process more interesting, and the students' learning process becomes more interactive and conducive. Quizizz has an attractive learning material design that makes students learn more fun and not boring. The teacher can use varied creativity in designing learning materials according to students' interests.

b. The disadvantages of Quizizz

Apart from the advantages of Quizizz, there are also disadvantages that influence and are taken into consideration when using learning media. The disadvantage of using Quizizz in learning at school is the problem of an unstable internet network. Thus making learning hampered and there is no internet network to access

the Quizizz platform. As stated in the interview by the teacher as follows:

“Suatu kendala yang pasti dari penggunaan media digital seperti Quizizz ini yaitu sinyal. Meskipun di sekolah sudah tersedia jaringan internet yang memadai tetapi ada hal yang diluar kendali dan mempengaruhi jaringan internet menjadi tidak stabil. Sehingga mempengaruhi proses pelaksanaan dalam pembelajaran.” (28 August 2023)

“Kelemahan Quizizz adalah ketika sinyal tiba-tiba terputus sehingga proses pembelajaran menjadi terganggu” (18 September 2023, on WhatsApp)

Another disadvantage of Quizizz is that the Quizizz presentation feature is paid so that the teacher cannot use the lesson feature to its full potential. Not all features on the Quizizz application are free. To use features such as adding videos, YouTube links, and designs to edit better learning materials, you currently have to subscribe by upgrading your account to Quizizz Super. The following is an interview statement from the teacher;

“Beberapa fitur presentasi pada Quizizz tidak dapat digunakan secara gratis. Jadi saya sebagai guru tidak bisa memaksimalkan penggunaan Quizizz.”(28 August 2023)

"Some features of presentation on Quizizz can not be used for free. So I as a teacher can not maximize the use of Quizizz. "(28 August 2023)

The disadvantages of using Quizizz in learning at school is the problem of an unstable internet network, thus making learning hampered and there is no internet network to access the Quizizz

platform. The Quizizz presentation feature is paid so that the teacher cannot use the lesson feature to its full potential, not all features on the Quizizz application are free.

B. DISCUSSION

In this chapter, the researcher tries to discuss the research findings with the other relevant references. To justify the research findings, the researcher tries to explain them concerning the theories to make clear the implementation of Quizizz as a learning media in teaching reading skills at SMA Negeri 1 Karanganom Klaten.

1. The Implementation of Quizizz as a Learning Media in Teaching Reading Skill at SMA Negeri 1 Karanganom Klaten

There are three stages of learning from Nuh (2014), namely planning and implementation. The implementation stage included three activities, preliminary activities, core activities, and closing activities. In this research, the teacher implemented Quizizz properly according to the steps that have been made and the learning process is implemented well. The move is the planning and implementation of learning. Learning planning on Reading Skill is that the teacher develop the teaching modules provided by the school. Then the teacher prepares the learning media using Quizizz. In implementation stage of teaching reading is implemented through delivering learning materials then practicing text reading and translating reading and final text of

the task associated with reading text. The teacher doesn't used Quizizz in the closing activity.

Some benefits of learning media by Cecep & Daddy (2020) are: 1) learning media can clarify the presentation of messages and information; 2) learning media can enhance and direct student's attention; 3) learning media can overcome the limitations of senses, space, and time; 4) learning media can give students similar experiences and allow for direct interactions. This research is in accordance with this statement, that learning media is a tool that can help the teaching and learning process which functions to clarify the meaning of the message conveyed so that the lesson objectives are better and more perfect. In the previous study by Aluisius Suryo Nugroho (2020) mentioned that the use of Quizizz media supported the learning goals, built an interest in learning participation, and created a positive attitude in complexing the whole learning process. In line with this thesis, Quizizz media attracts students' interest in learning, fosters understanding in students, and students to become enthusiastic and enthusiastic in participating in learning.

2. The Advantages and The Disadvantages of Quizizz as a Learning Media in Teaching Reading Skill at SMA Negeri 1 Karangnom Klaten

a. The Advantages of Quizizz

According to Rofiqoh (2021), there are several advantages of using Quizizz, including the following: 1) Quizizz is accessible for free and

facilitates the teacher to provide an interactive quiz to students so it is fun.

2) Quizizz is accessible through Google so do not have to download in the form of apps through Google Play. 3) You can bring your device. Quizizz is accessible via hardware connected to the Internet such as PCs (Personal Computer), tablets, smartphones, and others. 4) We can create material in the form of slides to suit his own needs and needs. 5) We can edit the publicly available material. 6) Quizizz has a very interesting visual view, available various themes that can be selected. Meanwhile, according to Arif and friends (2022), the advantages of Media Quizizz in learning activities include: 1) Learning activities spared from boring words. 2) Quizizz is easily accessible to anyone and whenever. 3) Quizizz can be used as a material evaluation of learning activities. 4) The display provided by the Quizizz media is very colored, fresh, and interesting so it gives a delightful impression. 5) Quizizz has music that can support and improve students' spirit in learning activities. 6) In the Quizizz media there is a live feature in groups or tasks or homework. 7) Media Quizizz has some features about the use of a type of program including double options, contents of the ripping, survey, check box, and essay. 8) Students easily find out the right and wrong from the answer. This research same as hat statement is Quizizz has a very colorful and interesting view when used to deliver learning materials. Quizizz provides attractive features, both for the teacher and students. With the work of the kind with a variety of interesting colors, of

course, being a charming attempt to the students. Quizizz is accessible through hardware connected to the internet like computers, laptops, tablets, smartphones, and others. Quizizz is a free online application that can be opened through a web browser or can be downloaded through PlayStore for mobile phones. The teacher can create learning materials in the form of slides that match the needs of the students. In Quizizz there is a live feature and homework. Quizizz can be used in class and to create homework lessons so that students can study it whenever and wherever they choose.

b. The Disadvantages of Quizizz

According to Rofiqoh (2021), the disadvantage of Quizizz is internet signals that must be adequate, because when internet signals are unstable, it can inhibit the process of accessing the subject matter in Quizizz. While about the disadvantages of the Quizizz media according to Arif et al. (2022) are: 1) There are fewer support features support to audio and video, so when you want to display audio and video on the Quizizz media should change it to the paid Quizizz media. 2) Quizizz does not have a board game, the type of game played on a typical board for the game. In this research, the disadvantage of using Quizizz in learning at school same as that statement is the problem of an unstable internet network. Thus making learning hampered and there is no internet network to access the Quizizz platform. Quizizz presentation feature is paid so that teachers

cannot use the lesson feature to its full potential. Not all features on the Quizizz application are free.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions for the implementation of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024.

The teacher implemented Quizizz properly according to the steps that have been made and the learning process is implemented well. The move is the planning and implementation of learning. Learning planning on reading skill is that the teacher develop the teaching modules provided by the school. Then the teacher prepared the learning media using Quizizz. The implementation of learning reading skill in SMA Negeri 1 Karanganom Klaten is implemented through delivering learning materials then practicing text reading and translating reading and final text of the task associated with reading text.

The advantages of Quizizz are Quizizz has a very colorful and interesting view when used to deliver learning materials. Quizizz is accessible through hardware connected to the internet like computers, laptops, tablets, smartphones, and others. Quizizz is a free online application that can be opened through a web browser or can be downloaded through PlayStore for mobile phones. The teacher can create learning materials in the form of slides that

match the needs of the students. In Quizizz there is a live feature and homework. Quizizz can be used in class and to create homework lessons so that students can study it whenever and wherever they choose. The disadvantages of Quizizz are the problem of unstable internet networks. Thus making learning hampered and there is no internet network to access the Quizizz platform. Quizizz presentation feature is paid so that the teacher cannot use the lesson feature to its full potential. Not all features on the Quizizz application are free.

Based on research that has been done by the researcher shows that the implementation of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganyar Klaten can provide a new experience for students and teachers. With the Quizizz media in the learning process, it can make the atmosphere of learning more fun, interesting and not quickly bored. In addition it makes students more active and enthusiastic in following the classroom learning.

B. SUGGESTIONS

Based on the results of this research, several suggestions need to be made as follows:

1. For the School

It is expected that the school always provides good support in terms of amenities and others to teachers and learners to get the best learning

services in the learning process to achieve better learning outcomes and improve the existing learning facilities at schools such as internet networks.

2. For the English Teacher

It is expected that teachers can continue to develop creative innovation to realize quality and meaningful learning for learners. Teachers can provide an overview or reference in using other online learning media to organize fun learning.

2. For the Students

Expected learners are always open to innovations in the learning process especially in the registered with technology and always grow their interests to continue learning and be more motivated again in learning.

3. For the Others

It is hoped that this research can contribute to each reader to raise awareness, openness, and understanding of the education technology that will continue to grow.

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APPENDIX 1

Observation Fieldnotes

Observasi 1

Judul Observasi	: The implementation of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024
Lokasi Observasi	: Kelas X B SMA Negeri 1 Karanganom Klaten
Hari, tanggal observasi	: Senin, 7 Agustus 2023
Waktu observasi	: 12.15 – 13.45 WIB
Observer	: Rindiani

Catatan:

Kegiatan pendahuluan

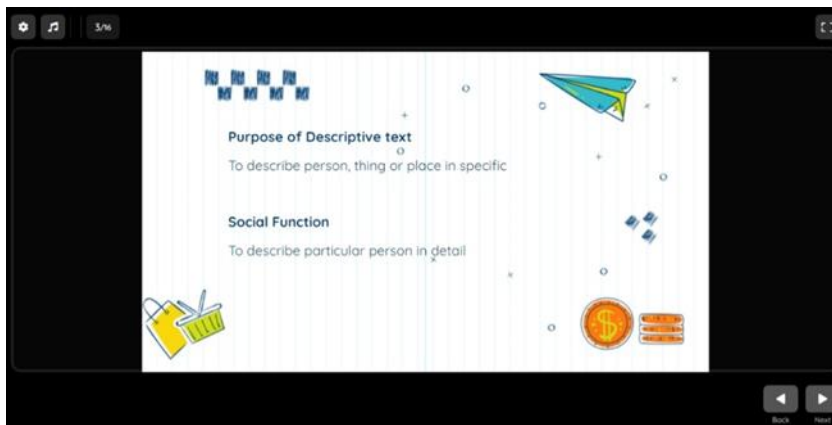
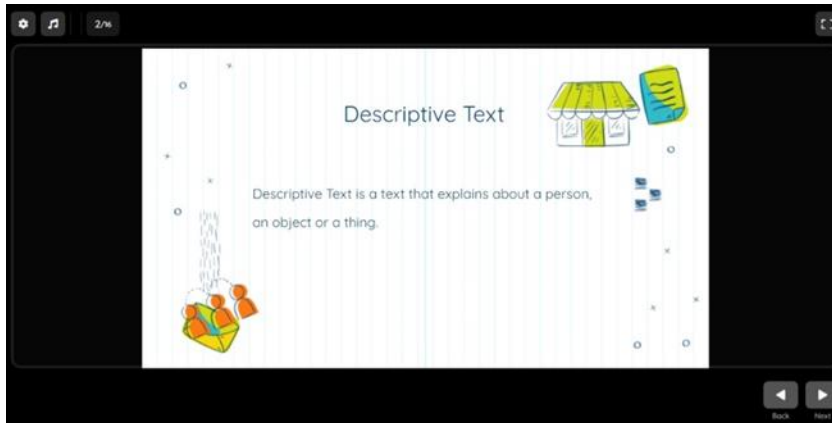
Guru membuka kelas dengan mengucap salam dan bertanya kabar kepada siswa. Selanjutnya guru memeriksa kehadiran siswa dengan memanggil nama siswa sesuai absen. Guru membuat kontrak belajar bersama siswa untuk kenyamanan pada saat pembelajaran Bahasa Inggris di kelas. Guru mempersiapkan media pembelajaran Quizizz yang akan digunakan untuk mengajar. Dengan dibantu siswa untuk mempersiapkan lcd proyektor di depan kelas. Sebelum kegiatan pembelajaran dimulai, guru memberi ice breaking agar siswa konsentrasi saat pembelajaran berlangsung. Guru meminta perhatian kepada siswa karena pembelajaran segera dimulai.

Kegiatan inti

Guru menyampaikan materi pembelajaran melalui Quizizz tentang descriptive text. Guru menyampaikan materi secara detail pada setiap tampilan. "What is the descriptive text student's?" Tanya guru. Lalu para siswa serentak menjawab "the text to describe about people, animal, place, and thing." Pada tampilan adjective, siswa diminta guru untuk menyebutkan kata adjective selain yang terdapat pada layar Quizizz. "Coba anak-anak, sebutkan contoh adjective selain yang ada di layar?" "Handsome, beautiful, talk, short, diligent, polite, smart, friendly, ect mam". Pada tampilan present tense, siswa diminta membuat kalimat menggunakan present tense. "Sekarang siapa yang bisa membuat kalimat present tense, ada yang mau mencoba?" Beberapa siswa membuat kalimat present tense yang telah diajarkan guru. Guru bertanya kepada siswa apakah ada yang belum mengerti mengenai materi yang telah disampaikan. Semua murid tidak ada yang bertanya, berarti semua murid sudah paham materi tersebut.

Penutup

Guru menyimpulkan pembelajaran yang telah dipelajari. Guru memberi penjelasan terkait materi yang akan dipelajari pada pertemuan selanjutnya. Setelah pembelajaran selesai, guru menutup pembelajaran dengan salam.



5/16

The Structure of Descriptive Text

Identification; berisi identifikasi tentang benda yang akan dideskripsikan.

Description; terdiri dari beberapa paragraf yang berisi tentang ciri-ciri sesuatu atau seseorang.

Closing; berisi tentang kesimpulan dari isi teks deskripsi tersebut.







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The Aspect of Descriptive Text

- # adjectives
- # descriptive words / phrases
- # personality / characteristics
- # present tense









Back Next

Observasi 2

Judul Observasi	: The implementation of Quizizz as a learning media in teaching reading skill at SMA Negeri 1 Karanganom Klaten in the academic year 2023/2024
Lokasi Observasi	: Kelas X B SMA Negeri 1 Karanganom Klaten
Hari, tanggal observasi	: Senin, 14 Agustus 2023
Waktu observasi	: 12.55 – 14.05 WIB
Observer	: Rindiani

Catatan:

Kegiatan pendahuluan

Guru membuka kelas dengan mengucapkan salam dan bertanya kabar kepada siswa. Selanjutnya guru memeriksa kehadiran siswa dengan memanggil nama siswa sesuai absen. Guru membuat kontrak belajar bersama siswa untuk kenyamanan pada saat pembelajaran Bahasa Inggris di kelas. Guru mempersiapkan media pembelajaran Quizizz yang akan digunakan untuk mengajar. Dengan dibantu siswa untuk mempersiapkan lcd proyektor di depan kelas.

Kegiatan inti

Guru meminta siswa untuk membuka teks bacaan yang telah disiapkan guru yang berjudul "Chistiano Ronaldo" kemudian guru meminta siswa untuk membaca teks tersebut secara bergantian. Guru memperbaiki kesalahan pengucapan kalimat pada setiap siswa. Lalu guru meminta siswa untuk menerjemahkan bacaan tersebut ke bahasa Indonesia. Guru memuji siswa karena bisa menerjemahkan bacaan tanpa bantuan kamus, "woww you are clever student's, kalian hebat bisa menerjemahkan semua kalimat tanpa ada sedikit kata pun yang tidak diketahui. Setelah semua siswa selesai membaca teks, kemudian siswa diminta untuk menjawab soal-soal terkait dengan bacaan yang telah dibaca. Kemudian siswa menjawab soal-soal tersebut. Setelah selesai mengerjakan soal, guru mendiskusikan jawaban tersebut bersama dengan siswa.

Penutup

Guru menyimpulkan pembelajaran yang telah dipelajari. Guru memberi penjelasan terkait materi yang akan dipelajari pada pertemuan selanjutnya. Setelah pembelajaran selesai, guru menutup pembelajaran dengan salam.



Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

1. What is the main idea of the text?
2. What makes Cristiano Ronaldo different from other players in scoring a goal?
3. How did he get known as a rocket man?
4. How does the text organized its idea about Ronaldo?
5. "Ronaldo's G-force is five times higher than that of a cheetah."
What can you infer from the sentence above?
6. What is the function of the picture in relation to the verbal text?

Appendix 2

Interview Result

Interview 1

Date: 28 August 2023 in office teachers SMA Negeri 1 Karangnom

The researcher: Persiapan apa sajakah yang dilakukan Bu Indah sebelum melakukan Pembelajaran reading menggunakan Quizizz?

The teacher : Dalam perencanaan, yang pertama dilakukan guru adalah menyusun modul ajar. Saya menggunakan modul ajar yang telah disediakan oleh sekolah. Karena dari tiga guru dan setiap guru di sini sudah ditugaskan untuk membuat modul ajar per-angkatan kelas. Saya hanya merubah sedikit isinya dan saya sesuaikan dengan kebutuhan siswa. Untuk pertemuan hari ini, saya sesuaikan modul ajar dengan media quizizz yang akan saya gunakan dalam pembelajaran. Setelah menyiapkan modul ajar, kemudian saya mengumpulkan dan membuat materi, mencari contoh teks, dan membuat soal latihan yang akan diajarkan yaitu materi tentang Deskriptive Text. Lalu materi tersebut semuanya saya upload ke Quizizz.

The researcher: Bagaimanakah Bu Indah melaksanakan Pembelajaran reading menggunakan Quizizz?

The teacher : Saya mengajar reading menggunakan Quizizz dengan menyampaikan materi Pembelajaran, kemudian reading teks, lalu yang terakhir latihan soal dengan menjawab pertanyaan berdasarkan teks yang telah dibaca.

The researcher: Bagaimana kondisi kelas ketika Bu Indah mengajar menggunakan Quizizz?

The teacher : Pada saat Pembelajaran menggunakan Quizizz, siswa sangat antusias memperhatikan materi yang diajarkan. Mereka sangat tertarik dengan tampilan materi yang ditayangkan.

The researcher: Asesmen apa yang Bu Indah gunakan dalam pembelajaran reading menggunakan Quizizz?

The teacher : Saya menggunakan Quizizz untuk formatif test.

The researcher: Apa saja keuntungan Quizizz sebagai media Pembelajaran reading?

The teacher : Quizizz memiliki keunggulan yang berbeda dari media interaktif lainnya karena fitur Lesson dilengkapi dengan teks, gambar, suara dan

video untuk membuat materi ajar sehingga ada variasi Pembelajaran. Untuk pembuatan materi juga cukup mudah, kita juga bisa meng-import slide dari power point, google slides, dan canva.

The researcher: Apa saja kekurangan Quizizz sebagai media Pembelajaran reading?

The teacher : Suatu kendala yang pasti dari penggunaan media digital seperti Quizizz ini yaitu sinyal. Meskipun di sekolah sudah tersedia jaringan internet yang memadai tetapi ada hal yang diluar kendali dan mempengaruhi jaringan internet ini sehingga mempengaruhi proses pelaksanaan dalam pemanfaatan quizizz yaitu listrik. Karna saat listrik mati maka wifi nya juga akan mati, jaringan internet hilang, sinyal juga tidak bagus di sekolah sehingga menghambat proses pembelajaran. Some of the presentation features on Quizizz cannot be used for free. So I as a teacher cannot maximize the use of Quizizz.

Interview 2

Date: 18 September 2023 Via WhatsApp

The researcher: Apa persiapan guru sebelum mengajar reading skill menggunakan Quizizz?

The teacher : Mengumpulkan dan membuat materi, mencari contoh teks, dan membuat soal latihan.

The researcher: Bagaimana guru menggunakan Quizizz untuk mengajarkan reading skill?

The teacher : Guru menjelaskan materi, kemudian guru berdiskusi dengan siswa, setelah itu guru memberi soal latihan kepada siswa.

The researcher: Bagaimana guru mendesain Pembelajaran melalui Quizizz untuk mengajar reading?

The teacher : Dengan membuat konten semenarik mungkin.

The researcher: Apa saja keuntungan dan kelemahan dalam penggunaan Quizizz untuk mengajarkan reading skill di SMA Negeri 1 Karanganyar?

The teacher : keuntungannya ada variasi Pembelajaran sehingga siswa tidak bosan dengan penyampaian materi pembelajaran. sedangkan kelemahannya ketika sinyal tiba-tiba terputus sehingga Pembelajaran terganggu.

MODUL AJAR BAHASA INGGRIS
SMA NEGERI 1 KARANGANOM
MATERI DESCRIPTIVE TEXT
Pertemuan 1-2

1. IDENTITAS

MATA PELAJARAN	: BAHASA INGGRIS
PENYUSUN	: INDAH DWI NUGRAHENI, S. Pd
SEKOLAH	: SMA NEGERI 1 KARANGANOM
TAHUN PENYUSUNAN	: 2023
JENJANG / KELAS	: SMA / X
ALOKASI WAKTU	: 45 MENIT X 2 JP X 2 PERTEMUAN
FASE CP	: E
DIMENSI CP	:

A. MENYIMAK-BERBICARA (LISTENING-SPEAKING)

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. mereka memahami dan mengidentifikasi ide utama dan detil relevan dari diskusi atau presentasi mengenai topik yang dekat dgn kehidupan pemuda. Mereka menggunakan bahasa inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian konteks.

B. MEMBACA-MEMIRSA (READING-VIEWING)

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat.

C. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi. Melalui aktifitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. mereka menyampaikan ide melalui kosa kata dan kata kerja umum dalam tulisannya. mereka menyajikan informasi menggunakan berbagai metode presentasi untuk menyesuaikan dengan pembaca /pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

2. KOMPETENSI AWAL

- Peserta didik memiliki pengetahuan awal tentang Teks deskriptif dalam kehidupan sehari-hari, berdasarkan tes diagnostic yang diberikan.

3. PROFIL PENGAJARAN PANCASILA

- ✓ Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- ✓ Gotong Royong
- ✓ Mandiri
- ✓ Bernalar Kritis
- ✓ Kreatif
- ✓ Nasionalisme

4. MODEL PEMBELAJARAN

Pertemuan 1-2 Menggunakan (Games Based Learning)
 Pertemuan 3-4 Menggunakan (Genre Based Approach)
 Model Pembelajaran: Tatap Muka

5. SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat: Quizizz, Laptop/komputer, LCD, Audio, Speaker.

6. TARGET PESERTA DIDIK

- Peserta didik regular/umum

7. MODEL PEMBELAJARAN ASESMEN

Individu & Kelompok

Jenis: Unjuk Kerja & Tertulis

8. MATERI YANG AKAN DIPELAJARI TEKS DESKRIPTIF (DESCRIPTIVE TEXT)

Descriptive text adalah text yang bertujuan untuk menggambarkan karakteristik seseorang, hewan, tempat, benda, dan lainnya dalam bahasa inggris descriptive text is a text that explains about whether a person, an object or a thing.

Dalam mendeskripsikan beberapa hal tersebut, descriptive text identik dengan penggunaan **kata sifat** dengan struktur kalimat **present tense**.

Purpose of Descriptive text

1. To describe person, thing or place in specific
2. To describe a particular person, thing or place

Social Function? To describe particular person in detail.

Struktur Descriptive Text

Descriptive text tersusun atas pernyataan pembuka (identification), deskripsi (description), dan penutup (opsional).

- 4) **Identification;** (pengenalan). Berisi identifikasi tentang benda yang akan dideskripsikan.
- 5) **Description;** (penjelasan rinci). Umumnya, teks deskriptif ditulis dengan menggunakan *simple present tense*; kecuali jika yang dijelaskan adalah kondisi seseorang di masa lalu. Deskriptif teks terdiri dari beberapa paragraf yang berisi tentang ciri-ciri sesuatu atau seseorang
- 6) **Petutup;** berisi tentang kesimpulan dari isi teks deskripsi tersebut.
 1. Physical Appearance describe a person's general appearance
Example: His hair is black
 2. Personality describe a person's characters using adjective

Example: She is beautiful

Dalam mendeskripsikan seseorang, kita perlu mengenal tiga aspek penting yang akan dibutuhkan; yakni *adjectives*, *descriptive words/phrases*, dan *personality/characteristics*.

Simak penjelasannya di bawah ini:

1. Adjectives

Adjective atau kata sifat adalah kata-kata yang menggambarkan atau memodifikasi seseorang /benda/tempat/konsep dalam sebuah kalimat. *Adjective* dapat berlaku sebagai predikat, bisa juga untuk menjelaskan kata benda yang berhubungan dengan orang. Untuk keperluan *descriptive text* tentang seseorang, contohnya adalah sebagai berikut:

<i>Maria is smart and beautiful</i>	(Maria pintar dan cantik)
<i>Her parents are older than mine</i>	(Orangtuanya lebih tua dari orangtuaku)
<i>Amber has long, curly hair</i>	(Amber memiliki rambut keriting yang panjang)
<i>John is a long-legged guy</i>	(John adalah laki-laki berkaki panjang)

2. Descriptive words & phrases

Selanjutnya, kita perlu mengenal *descriptive words* atau kata deskriptif untuk menjelaskan tentang seseorang. *Descriptive words* juga bisa berupa *adjective* atau kata sifat. Berikut ini adalah beberapa contoh *descriptive words/phrases* yang berhubungan tentang ciri fisik seseorang.

	<i>light</i> (putih)
<i>Complexion</i>	<i>fair</i> (cerah)
(warna kulit)	<i>tan</i> (kecoklatan)
	<i>dark</i> (gelap)
<i>Height</i>	<i>tall</i> (tinggi) <i>short</i> (pendek)
(tinggi badan)	<i>of medium height</i> (sedang)

Age
(usia)

old (tua) *young* (muda)
middle-aged (paruh baya)
elderly (tua, usia lanjut)

Build/Figure
(bentuk tubuh)

small (kecil) *big*
(besar) *skinny*
(kurus) *slim*
(ramping) *fat*
(gemuk) *stocky*
(kekar) *muscular*
(berotot)

Looks
(penampilan)

beautiful, pretty (cantik)
cute (imut, manis)
attractive (menarik)
cool (keren)

ugly (jelek)

3. Personality/characteristics

Dalam mendeskripsikan seseorang, seringkali kita juga menggambarkan kepribadian atau karakteristiknya. Tiap-tiap orang memiliki ragam sifat yang tidak hanya positif namun juga ada yang negatif.

Di bawah ini adalah beberapa contoh kepribadian/karakteristik seseorang dari yang baik serta yang buruk.

Good personal qualities

polite (sopan)

honest (jujur)

Bad personal qualities

selfish (egois)

arrogant (sombong, angkuh)

<i>optimistic</i> (optimis)	<i>careless</i> (ceroboh)
<i>generous</i> (murah hati, dermawan)	<i>short tempered</i> (pemarah)
<i>diligent</i> (rajin)	<i>greedy</i> (tamak, serakah)
<i>confident</i> (percaya diri)	<i>stingy</i> (pelit)
<i>trustworthy</i> (dapat dipercaya)	<i>irresponsible</i> (tidak bertanggung jawab)

Selain tiga aspek di atas, kita juga dapat melakukan elaborasi dalam teks deskriptif yang dibuat untuk memperjelas klaim/deskripsi yang dipilih tentang orang yang dijelaskan. Keterangan tambahan yang dapat dicantumkan dapat berupa bukti, kebiasaan, atau hal-hal lain yang berhubungan dengan pribadi orang tersebut.

f) TUJUAN PEMBELAJARAN

Melalui model pembelajaran **Games Based Learning** menggunakan media Quizizz, siswa mampu:

- e. Peserta didik mampu *Mengidentifikasi* Characteristic/personality seseorang (**C1**)
- f. Peserta didik mampu *Membedingkan* karakter seseorang dengan tepat (**C2**)
- g. Peserta didik mampu *Menganalisis* secara kontekstual social function, generic structure and language feature descriptive text (**C4**)
- h. Peserta didik mampu *Mengevaluasi* descriptive text (**C5**)
5. *Peserta didik mampu menghasilkan sebuah teks descriptive baik dalam bentuk dialog maupun text.* (**C6**)
- 6) Peserta didik mampu *Mempraktekkan Describing people (personality)* dengan bahasa sendiri dengan tepat. (**P3**)
- 7) Meningkatkan motivasi dan pembentukan karakter peserta didik (Profil Pelajar Pancasila)

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Cara mendeskripsikan seseorang sesuai dengan karakter
2. Percakapan terkait menyebutkan sifat /kepribadian seseorang.

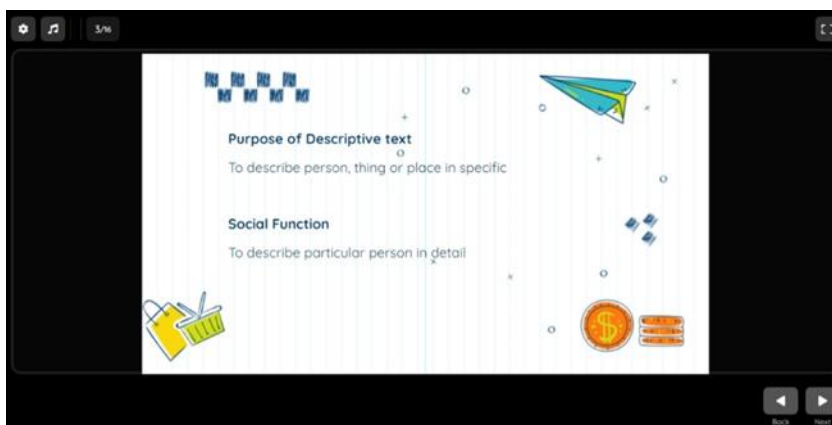
PERTANYAAN PEMANTIK

- B. Do you like making a friend?
- C. What does she/he look like?
- D. What kind of person are you?
- E. What kind of characteristic she/he has?

Materi Pembelajaran

Link:

<https://quizizz.com/join/presentation/64d0445ddd840400084389a3/start?studentShare=true>



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The Structure of Descriptive Text

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The Aspect of Descriptive Text

- # adjectives
- # descriptive words / phrases
- # personality / characteristics
- # present tense



Back Next

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

1. What is the main idea of the text?
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3. How did he get known as a rocket man?
4. How does the text organized its idea about Ronaldo?
5. "Ronaldo's G-force is five times higher than that of a cheetah."
What can you infer from the sentence above?
6. What is the function of the picture in relation to the verbal text?