AN EXPERIMENTAL STUDY OF USING QUIZIZZ TO TEACH VOCABULARY AT THE FIFTH GRADE OF SD ISLAM AL AZHAR 29

THESIS

Submitted in Partial Fulfillment of the Requirement

For the Degree of Bachelor of Education

In English Language Education

By:

Nabela Safira Bariqlana

Student Number : 1503046074

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

UMIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2020

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RATIFICATION

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had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Education Department.

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ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University

in Semarang

Assalamu'alaikum Wr. Wb

I inform that I have given guidence, briefing, and correction to whatever extent necessary of the following thesis:

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I state that the thesis is ready to be submitted to Faculty of Education and Teacher Training of State Islamic University Walisongo to be examined at Munaqosah session.

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Finally the writer always expects that this research may be helpful for everyone.

Semarang, 7 April 2019

The Writer,

<u>Nabela Safira Bariqlana</u>

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ABSTRACT

Title	:	**An Experimental Study of Using Quizizz to Teach Vocabulary at The Fifth Grade Of Sd Islam Al Azhar 29**
Writer	:	Nabela Safira Barqilana
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The background of this research was based on the phenomenon that most students feel bored while learning vocabulary through paper-based. In other to create an interesting teaching and enjoyable activity in the classroom, the teacher should be able to use various media such as internet or other innovative media.. In this occassion, the researcher used Quizizz to teach vocabulary. This study is aimed to explain the effectiveness of using Quizizz to teach voabulary. This research discusses the difference between using Quizizz in teaching vocabulary at the fifth grade of SD Islam Al Azhar 29 BSB Semarang in The Academic Year of 2019/2020. The method used in this research is quantitative research and the research design used an experimental research. The sample of the research were 5 Isa as experimental class and 5 Yunus as control class. The experimental class was taught using Quizizz and the control class was taught without Quizizz. The writer used test instruments (pre-test and post-test). Based on the collecting data, The average post-test of experimental class was 8.36 and control class was 7.73. On the hypothetical test was obtained p value $= 0{,}043295$ with significant level of $\alpha = 0.05$, it showed that p value $> \alpha$ $(0.043295 > 0.05)$, so Ho was rejected and Ha is accepted. It means that, there is a significant difference in students' vocabulary between who were taught using Quizizz and without Quizizz. Based on the results, it can be concluded that the use of Quizizz in teaching vocabulary is effective. Therefore, it is recommended that Quizizz can be one way in teaching English vocabulary.

Keywords: experimental study, quizizz, vocabulary, young learners.

MOTTO

"Love what you do and be grateful for what you get" – Nabela Safira
Bariqlana

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CHAPTER I

INTRODUCTION

A. Background of the Research

Education is one of the main factors for human life in determining the future because education serves as a forum to practice and realize the ideals in developing the potential of students (Hamruni, 2010).

<div dir="rtl">

تَ يَرْفَعِ اللهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ............

</div>

" ..... Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.."(QS.Al-Mujadalah:11)

As said in Al Quran, Allah will raise by degrees for those who believe and who have been given knowledge. Einstein also said,"**Religion without science is blind. Science without religion is paralyzed".**

Language became an important role in human life. Language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hands. Language also helps us

to express our minds, thought, idea and share with others.

In this modern era, English become a universal language and it is the world's third-largest native language. English took an important role as communication language that used in many sectors of life such as politics, science, technology, economy, and social life. English was widely used as an international language as it was the dominant language of the US, a superpower country. Now, English is probably the third-largest after Mandarin and Spanish by the number of speakers. Therefore, people should learn English because many countries include English as a second language either in school syllabus in many countries.

In recent years, English has become more and more popular compare with other languages. English had its popularity because English is a dominant or official language in a number of countries, and the development of science and technology.

The history of teaching English as a foreign language (Foreign Language / FL) or second language (Second Language / L2) in Indonesia has been started since the Dutch colonial era, although it was erased

during the Japanese occupation government. Consecutively English is taught in the curriculum 1953, 1962, 1968, 1975, 1984, 1994 for junior high school and junior high school and 1950, 1962, 1968, 1975, 1984, 1994 for high school / high school, with the simple goal of equipping students with language skills English; reading, listening, writing and speaking.

Transformation to English language curriculum in Indonesia does not obviously have a significant and substantial impact on the success of the ELT class (English Language Teaching). However, the government has decided to eliminate English as the subjects at the elementary school. Nationalism, one of the factors why the government decided to eliminate English as a subject in Indonesia. they believe that primary students must learn their own language and culture before learning other cultures.

In primary school, not every schools put English as the subject of learning. Because of that, Indonesian students mostly faced difficulties while learning English. As we know that the vocabulary/grammar of English and Bahasa are different. It is one of the problems faced by the students of SD Islam Al-Azhar 29 Semarang. The

students mostly become passive, confused, shy, afraid of making mistakes, and they feel bored when they studied English. As a teacher, we should encourage and motivate students to learn English. Using interesting media such as audio-video, pictures, or games can attract students' interest in learning English. Teachers can also use games to create the context in which the language is useful and meaningful. Quizizz can be an option for teachers to create their own material in games and see the student's enthusiasm.

Educational apps have been used extensively in higher education in recent years, such as Socrative, Kahoot, iClicker. These apps enable students to participate in interactive class activities using their mobile devices to improve learning experiences.[1] One of them is Quizizz, Quizizz is like Kahoot!, an online quiz platform that allowed players to use their own devices to answer multiple-choice questions. Quizizz is created for the students to compete with real-time leaderboards. Quizizz is student-directed it displays all the information on the student's device, while Kahoot! is teacher-directed, it

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[1] Fang Zhao, Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom, *International Journal of Higher Education* Volume 8 Number 1, p. 37

displays the questions and answers on the teacher's device. Teachers can also see the progress of all students that have finished the quiz and direct them to the next activity. Quizizz can also be assigned for homework and assigned a deadline time to automatically end presenting any further attempts. This media has not been used in SD Islam Al Azhar 29.in this research, the researcher wants to introduce new media to teach English in modern and fun by using Quizizz.

Based on the explanation above, the researcher takes the research entitled "An Experimental Study of Using Quizizz to Teach Vocabulary at The Fifth Grade of SD Islam Al Azhar 29".

B. **Questions of the Research**

The research question is; "How is the effectiveness of using Quizizz in teaching vocabulary to the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2019/2020?"

C. **Objectives of the Research**

Based on the research question above, the objective of the research is to explain the effectiveness of using Quizizz in teaching vocabulary to the fifth grade of SD

Islam Al-Azhar 29 Semarang in the academic year of 2019/2020.

D. **Significances of the Reseach**

This study hopefully will give a contribution to teaching English and learning in a new way, they are:

1. Students'

   For students, the study hopefully will help them to gain more vocabulary after using Quizizz, and motivate them to learn English. Moreover, it can develop students' vocabulary knowledge.

2. English Teacher

   For English teacher, this study hopefully will give a new reference about Quizizz and how to use it in the class. In addition, Quizizz can be applied in teaching-learning vocabulary and other materials in primary school.

3. The Next Researcher

   This study can be used as a reference. Hopefully, this study can give more information and valuable contribution to the next researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

The literature review includes some theories that have related to Teaching, Vocabulary, and Quizizz will be elaborated.

1. Teaching EFL to Young Learners

In this globalized area, teaching English should be defined as English as an International Language (EIL), also known as Lingua Franca (ELF).[2] An EFL classroom is in a country where English is not the dominant language[3]. Students share the same language and culture. Outside of the classroom students have very few opportunities to use English. EFL students need lots of practice English especially orally to improve their mastery in English. As a teacher, we should give them motivation so the student will encourage to learn English.

Teaching and learning activities are a unity of two unidirectional activities. Learning activities are primary activities, whereas teaching activities are secondary activities. Learning is an activity in which there is a process of teaching, guiding, giving examples, and organizing and facilitating various

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[2] Grace Hui-chin Lin dan Paul Shih-chieh Chien , An Introduction to English Teaching A Textbook for English Educators , (Germany: VDM Verlag Dr. Müller Aktiengesellschaft & Co. KG, 2010) , p. 6

[3] Ikhfi Imaniah dan Nargis Nargis , Teaching English For Younger Learners , (Tangerang : FKIP UMT PRESS , 2017), p. 16

things for students so they can learn so that educational goals are achieved.[4]

The conclusion of learning is a conscious effort of the teacher to make students learn with changes in behavior who learn, where the change is obtained because of the ability to do an effort in relative time.

2. Teaching Vocabulary

Vocabulary is one of the essential materials studied by students in Indonesia. The more words students know, the more they will be able to understand students hear and read. Indonesian students usually feel bored in vocabulary lessons because they have not changed their learning habits and methods, such as writing words on paper and listening through the teacher's explanation. To help students find vocabulary, teachers should make the lesson more interesting.

A. Part of Speech

Part of Speech is a form class, such as noun and verb, or a particular kind of function word, such as determiner or preposition.[5]

There are eight parts of speech in English, there are: noun, pronoun, verb, adjective, adverb, preposition,

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[4] M. Yamin, Metode Pembelajaran Bahassa Inggris Di Tingkat Dasar, *Jurnal Pesona Dasar* (Volume 1, Number 5, 2017), p. 83

[5] Ronald Wardhaugh , Introduction to Linguistics , (New York : McGraw Hill, 1974) , p. 216

conjunction, and interjection. Part of speech indicates how the word functions in meaning grammatically within the sentence. A sentence can consist of more than one part of speech. An individual word can also function as more than one part of speech when used in different circumstances. That's why we should understand part of speech because it is essential for determining the correct definition of a word when using the dictionary.

1) Nouns

Nouns are commonly symbolized with (N). Nouns can be singular or plural, create or concreate, count /mass nouns, proper/common nouns, and collective nouns. A noun is a form class typically refers to phenomena such as people, objects, places, substances, ideas, or events. Nouns are also called *Concrete* nouns and *Abstract* nouns. [6].

Concrete nouns usually refer to physical phenomena such as people, animals, places, objects, substances, etc.. While *Abstract nouns* commonly referring to events, states, activities, processes, times, occasions, etc : *happiness, revival, birthday, meeting*, etc.

Count nouns refer to things that can be counted and can have a plural form (*table* → *tables, cat* → *cats, dog* →

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[6] Goofferey, dkk., English Grammar for Today, (London : The Macmillan Press LTD, 1982) p. 45

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dogs, etc). On the other hand, *mass nouns* refer to substances, qualities, etc., that normally have no plural (*happiness → *happinesses).*

Proper nouns denote an individual person and begin with a capital letter. *Alexa, Laurence, Gildoff¸* etc. It generally has no plural form and cannot generally occur after *the* or *a/an* (**an Alexas, *a Laurences, *a Gildoff*). Meanwhile, *common nouns* can occur after *the.* So all the count and mass nouns are common nouns.

Collective nouns are generally counted nouns, but even in the singular they refer to groups of people, animals, or things (*family, government,* etc), the things that we should notice is their ability, sometimes go with a plural verb even when they are singular; *Her family lives in London.*

2) Pronouns

Pronoun is a word that can replace a noun phrase.[7] Pronouns are further defined by type; *Personal Pronouns, Possessive Pronouns*, *Indefinite Pronouns, Relative Pronouns, Demonstrative Pronouns, Interrogative Pronouns*, *Reflexive Pronouns,* and *Reciprocal Pronouns.*

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[7] Ronald Wardhaugh, Introduction To Lingustics, (Michigan : McGraw-Hill,Inc, 1972) p. 218

Personal Pronouns are pronouns that commonly used as a substitute for a person's name. They also act as the *subjective* or *objective* of the sentence. [8] *Subjective Pronoun* is a Pronoun that serves as the subject of the sentence and becomes the actor or performer or doer (*I, You, He, She, We, It, They)*. On the other hand, *Objective Pronoun* is used as the object of the sentence because it receives the action of the verb (*Me, You, Him, Her, Us, It, Them)*.

Possessive Pronouns have a function in express possession or indicate the ownership to the person speaking or being spoken to (*My/Mine, Our/Ours, Your/Yours, Their/Theirs, Her/Hers, His, Its*).

Indefinitie Pronouns refer to unspecified referents. This pronoun is often categorized as adjectives (*Each, Every, Anybody, Anyone, Anything, Both, Nothing, Another, All, Any, Anybody, Everyone, Everybody, Everything, Few, Many, Some, Nobody, None, No One, One(S), Other, Several, Somebody, Someone, Something, etc.*).

Relative Pronouns are used to relate an adjectival or describing a clause to the noun. They show a relationship

[8] Imikan Nkopuruk and Odusina,Kehinde Saheed, English Pronoun and Their Usage, (Nigeria : Departement of English Tai Solarin University of Education, 2018) p. 3

between two or more sentence elements (*Who, Whom, Whose, Which, That, What, When, Why, So And How*). *Who* and *Whom* are refer to a person, and *Which* is used such as things, objects, events, etc.

Demonstrative Pronouns are used to indicate or point out the person or thing being referred to. In English Language, it has four basic demonstrative pronouns (*This, Those, That And These*). They can be classified on two bases near (*This*), and far (*That*) as well as singular (*This*) and plural (*These*).

Interogative Pronouns are used to ask questions. They appear as the first words in the sentences in a question (*Who, What, Which And Who*).

Reflexive Pronouns refer directly to nouns or noun phrase. Reflexive pronouns indicate conferential relationship when the subject and object are the same referents (*Myself, Themselves, Itself, Yourself, Himself, Herself, Ourselves, Yourselves*).

Reciprocal Pronouns are used to talk about mutual relationship or action (*Each other,* and *One another*).

3) Verbs

Verb is a form class often marked in English by the ability to take the third person, past, and progressive suffixes; (for example: *bake, bakes, baked,* and *baking*)

is a verb.[9] Verbs is used to express an action, events, process, activities, states, can also ben physical (*drink*), mental (*think*), perceptual (*see*), social (*buy*), etc. Some verbs have characteristics suffixes like –*ize* (*realize*), or –*ify* (*clarify*). There are four types of verbs: *Intransitive Verb, Transitive Verb, Linking Verb,* and *Passive Verb*.[10]

Intransitive Verbs are verbs that express action but do not need an object to make a sense complete. It can stand alone in the predicate. (*for example: I ran, He swim, etc*).

Transitive Verbs are verbs that express action and received by an object to make a sense complete. The object of a transitive verb can be a noun, pronoun, or a noun clause or phrase. (*for example: James cut <u>the cake</u>*).

Linking Verbs are verbs of the sense like "*feel, look, smell,* or *taste"* and a limited number of other verbs like " *be, seem, become,* or *remain"* that link the subject of the sentence with a complement. Linking verbs are always followed by an adjective, noun, or noun phrase that acts as a complement. (for example; "*I feel tired*" is an adjective as complement).

Passive verb are verbs that allow the subject to receive the action rather than do the action. Some of the passive

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[9] Ronald Wardhaugh, Introduction To Lingustics, (Michigan : McGraw-Hill,Inc, 1972) p. 222

[10] Rebecca Cames , Verbs : Types and Tenses , (Illnois: Scott, Foresman,and Company, 2005), p.1

verb is made by using the verb "be" and followed by a verb ending in –ed or –en (except the past participle of the verb is irregular). Only the transitive verbs can be turned into the passive form. (*for example: The ball was thrown by me*).

There are also six tense that used to indicate time. There are Present tense (the stem of the infinitive, for example: to *see, to use, to eat*). Past tense (usually formed by adding *–ed* or *-en*, for example : *saw, used, eaten*). Future tense (usually formed by adding *will* or *shall*, for example: *You will see*). Perfect tense (usually formed by adding *have* or *has*, for example, *I have seen*). Past Perfect (usually formed by adding *had,* for example: *He had used*). Future perfect (usually formed by adding *shall have* or *will have*, for example: *I shall have seen*).

4) Adjectives

Adjectives used to describe feelings, qualities, thing's characteristics, age, nationally, size, etc. Adjectives modify a noun or pronoun by providing descriptive or specific detail.[11] Adjectives do not modify verbs, adverbs, or other adjectives. Adjectives have a function as the head of an adjective phrase or as modifier in a noun phrase. There are various types of adjectives

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[11] Jayetta,dkk., Adjectives, (Los Angeles: Southeastern Writing Center, 2011) , p. 315-326

meaning, for instance:[12] *physical qualities of color, shape,etc (green, large, small), physicological qualities of emotion,etc (sad, funny, brat), and evaluative qualities (good, wrong, beautiful).*

Adjective do not have to agree with number or gender with nouns they describe. They are some ways to using adjectives, they are:

Adjectives as Subject Complements is a word that follows a linking verb and modifies the sentence's subject, not its verbs. The following linking verbs are: *appear, become, believe, grow, feel, smell, seem, sound, remain, turn, look, prove, taste,* and the forms of the verb *to be*. (for example: *Brandon's face will turn red*)

Adjectives as Object Complements is a word that follows a sentence's direct object and modifiers that object and not the verb and becomes the answer if the questions *what?* after the direct object (for example: *Bob considered the experiment a success*).

Adjectives with Past and Present Participle Verbs are frequently formed by using the past participle (*-ed,-t,* or *–en*) and the present participle (*-ing*) verb forms, for example: *The disturbing sound* (presents participle) and *the broken glasses* (past particple).

[12] Goofferey, dkk., English Grammar for Today, (London : The Macmillan Press LTD, 1982) p. 57

5) Adverbs

The main function of an adverb is as head of an adverb phrase.[13] Adverbs can be used as modifiers of verbs or clauses, modifiers of adjectives or other adverbs or adverbial phrases (*very, well, quickly*), or express relations of place, time, attendant circumstance, manner, degree, cause, interference, condition, result, purpose, concession, exception, or means.

There are some kinds of adverbs, for instance, manner (*hard, quickly, well, usually*), place *(behind, near, over, left),* time *(now, tomorrow, soon),* frequency *(always, never, seldom*), degree (*pretty, very, too*), sentences (*actually, surely*), interrogative *(why? when? where?), and* relative (*why, when, where*).

The form of adjective is usually made of single words or adverbial phrases. Adjectives are also formed by means of the ending –*ly* sometimes –*ably*. Some adjectives have two forms-one which is the same as that of the active and the other ending in –*ly* (for example: short/shortly).

6) Prepositions

Prepositions is a word that shows the relationship between two things. Prepositions are also introduced

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[13] Goofferey, dkk., English Grammar for Today, (London : The Macmillan Press LTD, 1982) p. 49

prepositional phrases, and express relations of possession, place, time, etc.

There are three kinds of prepositions, they are: Prepositions of time (*on, at, in, before, after*), Prepositions of place (*on, in, at, under, above, over, inside, outside, below, between, etc*).

7) Conjunctions

Conjunctions words that link, connect or join two words, phrases, clauses, and sentences together.[14] There are two main classes of conjunctions: *Subordinating conjunctions* and *Coordinating conjunctions.*

Subordinating conjunctions are words which are used to link subordinate clauses with the main clauses in a complex sentence, such as[15] *after, after those,as , because, but, if, how, however, like, once, since, then, that, till, useless, until, when, whenever, wherever, whereas, whereby, whereupon, while; in that, so that, in order that, except that; as soon as; rather than, as if, as though, in case.*

Coordinating conjunctions link words, phrases, and clauses. They are conjunctions that are used to join

[14] Abraham Sunday Unubi, Conjunction In English : Meaning, Types and Uses, *International Journal of Social Science and Humanities Research* Vol. 4 , Issue 3, 2016, p. 203

[15] Goofferey, dkk., English Grammar for Today, (London : The Macmillan Press LTD, 1982) p. 52

together clauses od equal rank. They also link two sentences that do not depend on each other for meaning, such as *and, or, but, nor, neither*.

8) Interjections

Interjections are words that conventionally constitute utterances by themselves and express a speaker's current mental state or reaction or attitude towards an element in the linguistic or extra-linguistic context.[16] Some English interjections are words such as *Yuck!* (feel disgusted), *Hello!* (greetings), *Wow!* (feel surprised),etc.

B. How to Teach Vocabulary

Learning vocabulary seems to be one of the easiest things about language learning, but it is also one of the most difficult things to do, especially when we have reached a certain level. Learning vocabulary needs lots of practice and time.

Here are some suggested ways to teach vocabulary for young learners:[17]

1) Introduce a new language
2) Repeat language for memorization
3) Introduce how words are written
4) Finish with a game

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[16] Felix K. Ameka, dan David P. Wilkins, Interjections, (Amsterdam / Philadelphia : John Benjamins Publ.Co, 2006), p. 2

[17] Martin Sketchley, How to Teach English to Young Learners, (Eastbourne: LTC Eastbourne,2015), p. 17

C. Difficulties of Teaching Vocabulary

There might some factors that affect vocabulary difficulty such as word pronounce, length part of speech, specificity, idiomaticity, a multiplicity of meaning and others.[18]

The difficulties that might face by students :

1) Deciding which words are worth to learn
2) How to organize vocabulary
3) Difficulties of remembering vocabulary
4) Difficulties of knowing the meaning
5) Difficulties how to spell the word

3. Teaching Vocabulary Using Quizizz

A. The Definition of Quizizz

Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, smartphone, and I-Pad[19]. Quizizz is the same as Kahoot, it allows you to conduct fun assessments both in class and as homework. Quizizz begins with six-digit codes. Players should input game code along with their names, or using QR. Quizizz allows the players to see questions and answer options on their own screens. The question order is randomized

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[18] Batia Laufer, A Factor of Difficulty In Vocabulary Learning : Deceptive Transparancy, (Israel: University of Haifa, 2014), p. 14

[19] Zalika Adam, Suo Yan Ju, dan Suo Yan Mei, Implementing Quizizz as Game Based Learning in the Arabic Classroom, *European Journal of Social Sciences Education and Research* Volume 12 , Number 1, 2018 , p. 1

for each student, so it's no easy for players to cheat. Quizizz is also available in other languages.

As a teacher, you can see a real-time view of the game's results. Quizizz also displays real-time progress bars for each other. Teachers can also view reports to see currently running Quizizz and completed quizzes.

B. Steps of Using Quizizz

For the beginners, especially for those who never get used to applying Quizizz for teaching and learning process, using Quizizz, might be quite helpful. Quizizz has some steps to create the quiz for the beginners (teachers and students) as follows:

1) **Signing Up for Teachers**: This is a very easy step. Teachers should log in with Email/Username and password. If teachers don't have an account, so you need to sign up with your Google account or Email.

2) **Start A Live Game**: Teachers can choose either to create your own quiz or search for quizzes you want to conduct. On the quiz page, click the "**Live Game**" button. Then teachers might customize your sessions by adjusting the game settings. Click on **Host Game** and your game is ready to join now. We will see a 6 digit **game code** on the screen, share the game code with your students. Students can join by going to join.quizizz.com by entering the game

code and their name. You can stop the game any time by pressing the **End Game** button, this will end the quiz and regenerate a report with the current data.

3) **Start A Homework**: In the case of homework games, teachers might click the "**Homework**" button and students can play the game any time. Before that, teachers have to set the deadline for homework. Students can join by going to join.quizizz.com by entering the game code and their name.

4) **The Reports**: At the end of a quiz, click the **Save Data** to download a detailed excel report. Teachers can also do this from the **My Reports** tab where all the reports are stored.

5) **Search or Create**: After logged in, click on the '**Create new quiz**' button on the left navigation bar. Enter a name, select language, and select an image. After that, click the '**Save**' button. Now click "**Create a new question**' button to add a new question. Select the question type (Single correct or Multiple correct). Then, write the questions with images and write answers (1 to 4) or add an answer option for more answers. Adjust the time from the drop-down as shown below and click '**Save**' to complete the question. Teachers can also import questions from other quizzes using the '**Teleport**' feature. Just click '**Seach from existing quizzes**' to get started and click the '**Add**' button to teleport the question to the quiz. After all the questions

were done, click on the '**Finish Quiz** ' button to publish the quiz.

C. **Advantages and Disadvantages of Using Quizizz**

1. Advantages of Using Quizizz

  ➢ Have a more flexible time and place

  ➢ Low cost

  ➢ Can be accessed anytime and anywhere

  ➢ Practical and economical

  ➢ Learning material can be saved easily

  ➢ Only need handphone / pc and internet data to access

2. Disadvantages of Using Quizizz

  ➢ It costs more to access the internet

  ➢ Miscommunication

  ➢ Lack of interaction between teacher and student

  ➢ The learning and teaching process tends towards training rather than education

  ➢ Not all internet facilities are available to access

  ➢ Students who do not have learning motivation tend to fail

B. **Review of Previous Research**

There are some studies related to the use of Quizizz in teaching vocabulary and learning process. The researcher summarizes some previous reviews which can be the guidelines for the researcher in conducting the new research and

explaining the way this research/study is different from the previous ones. The following explanations are the highlights of some previous studies related to the use of Quizizz to teach vocabulary.

Samet Bal (2018), conducted the study with the title " **Using Quizizz.Com To Enhance Pre-Intermediate Students' Vocabulary Knowledge**"[20]. This study aimed to see how effective "Quizizz" is in vocabulary learning and teaching when it is compared to traditional activities in classrooms. The participants of this study were 60 engineering faculty students in Turkey. All of the participants were male and their proficiency level was pre-intermediate. They were the first-year students (freshman) and they were divided into two groups, the experimental group was taught vocabulary using the app for four weeks and the control group was taught vocabulary using through traditional paper-based activities. The students are supposed to know the words included in each unit when they take mid-term and final exams. The content of the materials of these two groups was the same. The results of the present study indicate that the control group was slightly outscored by the experimental group. The experimental group outperformed than the other group by using a mobile app to

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[20] Samet Bal, Using Quizizz.Com To Enhance Pre-Intermediate Students' Vocabulary Knowledge , *International Journal of Language Academy* Volume 6, Number 3,2019 , p. 295

enhancing their vocabulary knowledge and learn the target vocabulary. The test scores of both groups show that the experimental group who practiced the vocabulary on mobile phones is relatively more successful than the control group who practiced via paper-based activities. The number of scores of the control group is 81,5833 on average and the experimental group scored 84,6667. However, the difference between the scores of the groups is not significant. One of the reasons is students know what parts of the book will be tested, so they take the exam by studying these specific parts one day before the exam. It can be conclude, that using Quizizz gives contributes in teaching vocabulary and help the students to enhance more vocabulary.

Beside that, researcher have a lot of literature reviews that can be used as a basis of evaluations. The results of the study have shown significant numbers related to using Quizizz as teaching vocabulary. However, the researcher only use test instruments besides other media such as observation, and interviews to collect more data. As the next researcher, we can use other options for data collection such as observation, interview, or documentation to get more results. In conclusion, the similarities to my research are the instruments of data collection and the subject of the study.

Fang Zhao (2019) conducted the study with the title **"Using Quizizz to Integrate Fun Multiplayer Activity in the**

Accounting Classroom"[21]. This study aimed to investigate the effectiveness of Quizizz on enhancing student's learning experiences in the accounting classroom. Quizizz was applied for two semesters in the same introductory accounting course taught by the same instructor in which different students were enrolled. The first semester (Fall 2017) was applied to two sections of the introductory accounting class (Accounting for Business) taught by the same instructor. One section used Quizizz more frequently throughout the semester and the other section used Quizizz only at the end of the semester. The purpose of having two sections both using Quizizz is to investigate whether the frequency of applying this app affects students' satisfaction with this app. The second semester (Spring 2018) was applied in one large section of the same course. This study examines student's feedback on using Quizizz in the accounting classroom and enhances students' learning experiences. The researcher summarizes the information on the class sections using survey questions, individual feedback from students, and teaching evaluations. The result shows that Quizizz is easy to use, using Quizizz doing in-class exercise if fun, help them review the course materials and stimulates their interest in learning accounting.

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[21] Fang Zhao, Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom, *International Journal of Higher Education* Volume 8 Number 1, p. 37

Quizizz is perceived as having a positive impact on students' engagement and learning outcomes in an accounting classroom. However, the first semester shows the comparative survey result. Although both reports show positive feedback and most questions have similar responses, there are significant differences in certain items. Section 1 report shows a higher score (5.00) than section 2 (4.92) in the "easy to use" questions. Then, section 1 also shows higher score (4.83) than section 2 (4,62) in the "I would like to use Quizizz more in the future" questions. It shows that section 1 overall has a higher score than section 2. Overall, this study finds that Quizizz is perceived as having positive impact on students' engagement and learning outcomes.

In this study, there is no further explanation about the method that is used to analyze, whether qualitative or quantitative. The data collection summarized by survey questions, individual feedback from students, and teaching evaluation. There is no test instruments to measure students learning outcomes. However, the result of the study shows positive feedback from the students and teachers. As the next researcher, we should explain our method briefly, and we can use the test instruments to collect more data from students learning outcomes. In conclusion, the similarities to my research are using Quizizz as a teaching median. The

differences from this study are from the method of analyzing data, the method of collecting data, and the subject of the study.

C. Research Hypothesis

Hypothesis is a temporary answer to the research problem which the result must be tested first. Hypothesis summarizes from the theoretical framework. There are two kinds of hypothesis:

Ho: Quizizz is not significantly effective in teaching vocabulary.

Ha: Quizizz is significantly effective in teaching vocabulary.

In this research, the researcher want to prove about the effectiveness of using Quizizz in teaching vocabulary.

D. Theoritecal Framework

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┌─────────────────┐
│   Teaching and  │
│ Learning English│
└─────────────────┘
         │
         ▼
┌─────────────────┐              ┌─────────────────┐
│    Teaching     │              │      Noun       │
│   Vocabulary    │              │    Adjective    │
└─────────────────┘              │      Verb       │
         │                       │   Conversation  │
         ▼                       └─────────────────┘
┌─────────────────┐      →
│    Restaurant   │
│   Vocabulary    │
└─────────────────┘
         │
         ▼
┌─────────────────┐      →       ┌─────────────────┐
│  Teaching Media │              │   Using Paper   │
└─────────────────┘              └─────────────────┘
         │
         ▼
┌─────────────────┐
│   Using Quizizz │
└─────────────────┘
```

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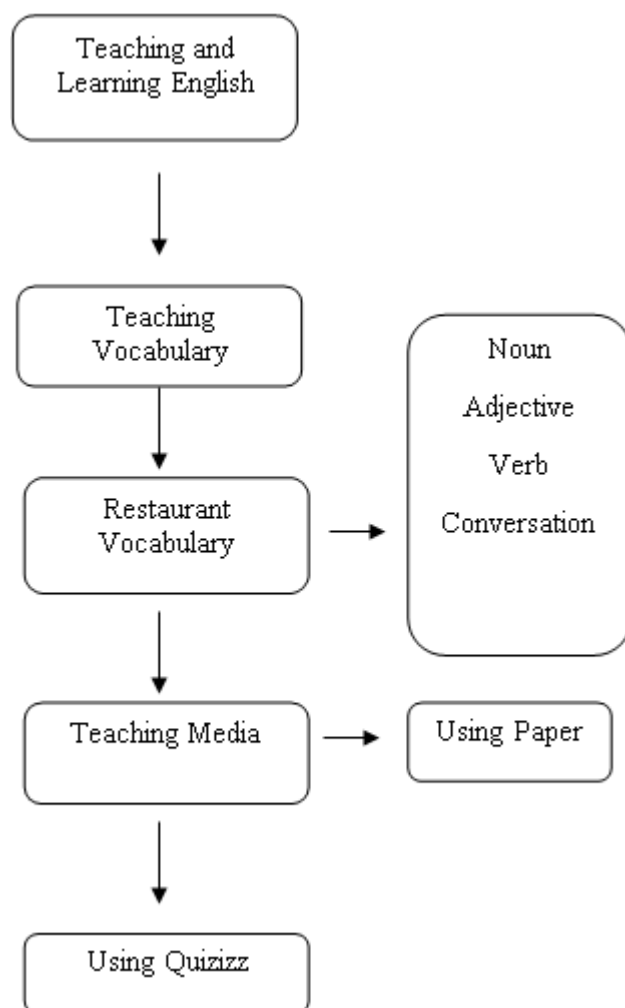
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research design, research setting, population and sample, variables and indicators, method of collecting data, research instrument and method of analyzing data.

A. Research Design

The approach use in this research is quantitative. Quantitative use to examine specific populations or samples, the method of collecting data using research instruments, the method of analysis data is quantitative/statistical.[22]

To investigate the effectiveness of Quizizz in teaching vocabulary, the researcher used experimental research methods. Experimental research is a research that is intended to determine whether there is a result of "something" imposed on the subject of research.[23]

The researcher took *Quasi-Experimental Design*. The aim is to predict conditions that can be achieved through actual experiments, but there is no control or manipulation of all relevant variables (Zainal Arifin, 2014).[24] In SD Islam Al Azhar 29, all of the students are allowed to bring mobile phones

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[22] Prof.Dr.Sugiyono. Metode Penelitian Kuantitatif, Kualitatif Dan R&D, (Bandung:Alfabeta, 2016), p. 8

[23] Suharsimi Arikunto, Managemen Penelitian, (Jakarta:Rineka Cipta, 1990), p.272

[24]Drs. Zainal Arifin, M.Pd, Penelitian Pendidikan (Metode dan Paradigma Baru), (Bandung: Remaja Rosdakarya, 2014), p. 74

in schools for a certain time. Thus, the researcher did not have specific criteria to select the participants. Since the population was heterogenous, the researcher only took classes who have the same average score in class. An experimental design involves an experimental group (E), and a control group (C), and treatments in collecting data..

On the real condition to conduct a quasi-experimental design, the researcher started with a *Pretest-Posttest Control Design*. There are two group pretest-posttest design suitable as the design of this study. The reason for choosing and using two groups because the researcher only want to take the sample of students of fifth-grader (5 Isa & 5 Yunus). Then, the design of the one group pretest-postest design represented as follows :

Table 3.1 : The Procedure of Pretest-Postest Group Design

	Pre-test	**Treatment**	**Post-test**
E	O_1	X	O_2
C	O_3	-	O_4

Source :Sugiyono . Metode Penelitian Pendidikan

E   =   the experimental group

C   =   the control group

X   =   treatment for experimental group

O_1 =   pretest of experimental group

O_2 =   postest of experimental group

O_3 = pretest of control group

O_4 = postest of control group

In this design, there is two groups chosen randomly then given a pretest to find out the initial state differences between the experimental group and the control group. The experimental group was taught with Quizizz, while the control group was taught without Quizizz . Both groups did the same test (pre-test and post-test). The result was counted statistically. A positive pretest result if the value of the experimental group is not significantly different. The effect of this treatment is $(O_2-O_1)-(O_4-O_3)$. The test the instrument used t-test.

B. Research Setting

The researcher was focused to take the students of SD Islam Al Azhar 29 Semarang. SD Islam Al Azhar 29 Semarang located on Jl. RM. Hadisoebeno Sosrowardoyo Semarang. The research was conduct in the fifth grade of SD Islam Al Azhar 29 in the second semesters of the academic year of 2019/2020. This research was conducted from 6th January 2020 to 19th January 2020.

C. Population and Sample

The population of this research is the fifth-grade students of SD Islam Al Azhar 29 Semarang in the academic year 2019/2020 which consists of fifth classes, but hte

researcher just conducted two classes. Each class consists of 28 & 30 students. The total population was 148 students.

According to Zainal Arifin there are some ways in deciding a sample. If the number of population is between 101 to 500, then the sample can be taken 30% - 40%[25]. In this research, the researcher will take a sample from the fifth-grade students of SD Islam Al Azhar 29 Semarang as many as 60 students.

D. Total research Respondent

Table 3.2 : Total of Research Respondent

No	Class	Total
1	5 Isa	30
2	5 Yunus	30
Total		**60**

E. Variable and Indicator

Variable is an attribute or nature or value of people, objects, or activities that have certain variations determined by

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[25] Zainal Arifin, *Peneltiain Pendidikan : Metode dan Paradigma Baru* , (Bandung: PT Remaja Rosadakarya, 2014), p. 224

researchers to be studied and drawn conclusions.[26] In this research, the researcher has two variables, they are independent variable and dependent variable.

a) **Independent Variable**

The independent variable is also known as factor or prediction variables. Independent variable is variable which affect other variables. In this research, the independent variable is "the use of Quizizz in teaching vocabulary".

The indicators of the independent variable are:

- The teacher prepares Quizizz and the tools such as laptop, and LCD.
- The teacher gives an explanation about Quizizz and how to play Quizizz.
- The students prepare their tools such as smartphone, or laptop.
- After that, students can join the quiz by going to join.quizizz.com and entering the game code and their name.
- The students doing the quiz individually.

b) **Dependent Variable**

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[26] Sugiyono, *Statistika Untuk Penelitian*, (Bandung : Alfabeta, 2012), p. 3

The dependent variable is variable which is influenced by the independent variable. In this research, the dependent variable is the students' vocabulary mastery.

The indicators of the dependent variable:

- Mentioning vocabulary from the lesson.

- Writing the vocabulary on the worksheet.

- Giving correction when they wrote the wrong answer.

F. Method of Collecting Data

Sugiyono (2016) said that two things affect the quality of research data are the quality of research instruments and the quality of data collection. Data collection can be implemented in various settings, various sources, and various ways. To support the needs of analyzing data of this study, researchers need a some of supporting data coming from inside and outside the classroom. Data collection techniques are carried out according to the type of data taken as follows:

1. Pre-test

   To support the data collection, the researcher is used test instrument such as pre-test and post-test. Pre-test is a preliminary test before the experiment is conducted. Pre-test is the first step in equalizing the conditions between the control group and the experimental group.

2. Post-test

Post-test is used for the final test of the experiment to get sample values in the control group and the experimental group after being treated.

G. Research Instrument

According to Douglas Brown (2004:3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain.[27] Some tests must measure general ability, while others focus on very specific competencies or objectives. Other tests may have more specific criteria. A vocabulary test may focus on only the set of words covered in a particular lesson or unit.

Before the researcher conduct the research, the researcher needed to arrange, plan, conduct, test the instrument and revise the instruments. Here is the instrument used in this research.

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[27] H.Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, 2014), p. 3

Choose the right answer with crossing (X) A, B, C or D.

1. You wipe your mouth with it. _____
   a. Spoon   c. Knife
   b. Napkin   d. Scicor

2. You find it on the table. It's black. You musn't eat a lot because it's spicy. _____
   a. Sugar   e. Sugar
   b. Salt   f. Salt

3. This person asks your money. _____
   a. Sugar   c. Peper
   b. Salt   d. Cinnamon

4. You hold these with your fingers and use them to put food in your mouth. _____
   a. Cashier   c. Knife
   b. Driver   d. Spatula

5. C-O-H-P-S-K-C-I-T. _____
   a. CHOPSTICK   c. COHPSTICK
   b. CHOPSITCK   d. CHOPTSCIK

6. K-F-R-O = _____
   a. FROK   c. FORK
   b. ROFK   d. KORF

7. R-E-P-E-P-P- = _____
   a. PEPER   c. Cahsier
   b. PAPPER   d. Casheir

8. Siska: How was your food?
   Remy: _____.
   a. It's very cold   c. I like the car
   b. It's very delicious   d. It's very refreshing

9. Tom = _____ ?
   Waiter = Our steak is very delicious
   a. Do you need a drink?   c. Do you have a hot chocolate?
   b. Do you have any seat?   d. Do you have any suggestion?

10. Paula = _____, please?
    Waiter =- Yes, here it is.
    Paula = Hmmm. $40. Here you are.
    Waiter = Thank you.
    Paula = You're welcome
    a. Can I have the seat?   c. Can I have the bill?
    b. Can I have the money?   d. Can I have more food?

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Choose the right answer with crossing (X) A, B, C or D.

1. You use it to cut your meat. _____
   a. Spoon
   b. Fork
   c. Spoon
   d. Fork

2. You hold this in your left hand and use it when you put food in your mouth _____
   a. Spoon
   b. Fork
   c. Knife
   d. Scicor

3. You find it on the table. It's white. You musn't eat a lot of it. _____
   a. Sugar
   b. Salt
   c. Peper
   d. Cinnamon

4. You hold these with your fingers and use them to put food in your mouth. _____
   a. Chopstick
   b. Fork
   c. Knife
   d. Spatula

5. You use it to drink. _____
   a. Bowl
   b. Glass
   c. Plate
   d. Pan

6. K-F-R-O = _____
   a. FROK
   b. ROFK
   c. FORK
   d. KORF

7. H-R-E-A-S-C-I = _____
   a. Chasier
   b. Cashier
   c. Cahsier
   d. Casheir

8. Waitress: _____?
   Phil: *Yes. I'd like a sandwich and eggs with buttered.*

   a. What would you like to food?
   b. What would you like to do?
   c. What would you like to eat?
   d. What would you like to go?

9. Waiter = _____?
   Anie = Just water, please.

   a. What would you like to drink?
   b. What would you like to eat?
   c. What would you like to food?
   d. What do you like?

10. Anie = _____, please?
    Waiter =- Yes, here it is.
    Anie = Hmmm. $23.55. Here you are.
    Waiter = Thank you. Come again.
    Anie = Thank you. Goodbye

    a. Can I have the food?
    b. Can I have the bill?
    c. Can I have a drink?
    d. Can I have more seat?

H. Method of Analysing Data

There were two kinds of tests in this study, those were pre-test and post-test. Pre-test was given to measure

student's ability before the treatment, while post-test was given to measure student's ability after the treatment.

1. **Try Out Instrument**

   a. **Validity Test**

   An instrument is said to be valid when the instrument is succeeded in measuring what is being measured. This validity test used the Product Moment Correlation of Karl Pearson with the following formula :

   $$rxy = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 (\sum Y)^2\}}}$$

   Evidence :

   r_{xy} = correlations coefficients of X and Y

   n = number of subjects

   $\sum X$ = number of item score

   $\sum Y$ = number of total score

   $\sum XY$ = number score of an item with a total score

   $\sum X^2$ = sum of squares of the item's score

   $\sum Y^2$ = sum of squares of total score

   b. **Reliability Test**

   Reliable instruments are instruments that can be used several times to measure the same object to gain the same data. A reliability instrument is a requirement for testing the validity of the instrument.

For the relability instrument of learning achievement use KR 20, as follows:

$$r_{11} = \left(\frac{n}{(n-1)}\right) \left(\frac{S_t^2 - \Sigma pq}{S_t^2}\right)$$

Evidence :

r_{11} = reability test

n = number of grading points

$\sum_{pq}$ = sum up of p and q

1 = constant number

S_t = standard of deviation test

p = proportion of people passing the item,

q = proportion of people failing the item

Thus, the result of r11 consulted to the criteria of reliability as follows:

0,80 – 1,00	Very high
0,60 – 0,80	High
0,40 – 0,60	Fair
0,20 – 0,40	Low
0,00 – 0,20	Very low

c. **Discriminating Power**

Discriminating power is the ability of the test in separating high scores from low score subjects. Because of the aim of distinguishing between high-ability students and low-ability students. In finding the discriminating power

the subjects are separated into two equal sizes based on the total score they obtain. The formula that can be used to determine the discriminating power of each test item is :

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

D   = discriminating power

B_A = number of upper groups who can answer correctly

J_A = number of upper groups

B_B = number of lower groups who can answer correctly

J_B = number of lower groups

The criteria were:

0,00 – 0,30	Poor
0,31 – 0,40	Satisfactory
0,41 – 0,70	Good
0,71 – 1,00	Very good
Negative	Thrown item

Dr. Supardi, *Statistik Penelitian Pendidikan*

d. Difficulty Level

Difficulty level is the ability of the test in capturing the number of subjects' test who can do correctly. The more subject who can answer correctly, then the higher of the P. It can be concluded that the questions are easy. The level of difficulty of the test is expressed in the difficulty level.

$$P = \frac{B}{JS}$$

P   = difficulty level

B = subjects who answer correctly

JS = number of subject who doing the test

The criteria were:

Bigness of P	Interpretation
0,00 – 0,30	Difficult question
0,31 – 0,70	Medium question
0,71 – 1,00	Easy question

Dr. Supardi, *Statistik Penelitian Pendidikan*

2. Pre- requisite Test

a) Normality Test

The normality test is used to know whether the data of the control class and the experimental class was normally distributed or not.

In this research, the researcher used Liliefors to obtained the normality score. With the criteria ;

If | F (x) - S (x) | < Lilliefors table score, then Ho is accepted; Ha rejected.

If | F (x) - S (x) | >=Lilliefors table score, then Ho is rejected; Ha accepted.

b) Homogeneity Test

The homogeneity test is used to determine whether the data in samples 1 and 2 are homogeneous or not. By finding F count with variants X and Y, with the formula:

$$F\ count = \frac{vb}{vk}$$

3. **Hypothetical analysis**

   a) Analysis of Pre Test

      1) Normality Test

         Normality test will be the same as the normality test on the pre-requiste test.

      2) Homogeneity Test

         Homogeneity test will be the same as the homogeneity test on the pre-requisite test.

   b) Analysis of Post Test

      1) Normality Test

         Normality test will be the same as the normality test on the pre-requisite test.

      2) Homogeneity Test

         Homogeneity test will be the same as the homogeneity test on the pre-requisite test.

4. **Hypothetical Test**

   According to Sudjana (1995), hypothesis is an assumption or presumption about something which is often needed to be examined.[28] The procedure for determining whether to accept or reject a hypothesis is

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[28] Sudjana , *Metoda Statistika* , (Bandung: Tarsito , 1995), p.219

called hypothesis test. Before that, the hypothesis in this study are:

Ho: There is no significant effect of teaching vocabulary who were taught using Quizizz.

Ha: There is a significant effect of teaching vocabulary who were taught using Quizizz.

While the significance level is 0,05 .

Homogenity of Variance :

$$F = \frac{S_1^2}{S_2^2}$$

F = F count

S_1^2 = biggest variance

S_2^2 = smallest variance

The result of $F_{count} < F_{table}$ with degree of significances (α) is 0,05.

The data is stated to have same variant (equal variance) when $F_{count} < F_{table}$, while the data is stated to have unequal variance when $F_{count} > F_{table}$.

Equal variance

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}(\frac{1}{n_1} + \frac{1}{n_2})}}$$

Unequal Variance

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

H_a is accepted if $t_{count} > t_{table}$ which means there is a treatment towards X.

H_o is rejected if $t_{count} < t_{table}$ which means there is not a treatment towards X.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data that was collected during the experimental resrach. The data was collected from experimental class and control class. This chapter explain about the profile of school, the research result, the data analysis, hypothesis test, discussion of research finding, and limitation of the research.

A. Research Findings

1. Profile of SD Islam Al Azhar 29

Elementary school is a form of formal education unit that organizes general education at the level of basic education. Whereas the Integrated Islamic School (IIS) is an educational concept based on the Qur'an and As Sunnah. This is an amalgamation of the process of civilizing, inheriting and developing Islamic teachings, Islamic culture and civilization from generation to generation. the curriculum itself is no different from the Education Level Unit Curriculum (KTSP) which is a reference from the Ministry of National Education (Depdiknas), but the school makes modifications and development that is adjusted to the Islamic values that form the basis of education.

SD Islam Al Azhar 29 BSB is located at Jl. RM. Hadisoebeno Sosro Wardoyo, Kode Pos : 50211,

Kecamatan: Mijen, Desa/Kelurahan: Kedungpane, Provinsi: Jawa Tengah.   Based on the MoU between the HIMSYA Foundation and YPI Al Azhar Jakarta, which was signed on July 17, 2005, Al HIMSYA received a registration number from YPI Al Azhar Jakarta and also officially marked the establishment of Al Azhar 29 Islamic Elementary School BSB Semarang

The vision of this school is to form students who excel in IMTAQ and science and technology, Javanese culture and care for the environment.

Mission :

1. Creating muslim intellectuals with moral values
2. Implementing in teaching and learning to meet global needs
3. Making a generation that respects and implements javanese culture
4. Doing environmentally activities

2. Description of Research Findings

In this chapter, the researcher wanted to prove the effectiveness between the students who were taught using Quizizz and the students who were not taught using Quizizz. This research is aimed to prove the effectiveness of using Quizizz to teach vocabulary at the fifth grade of SD Islam Al Azhar 29 BSB.

The subject of this research was divided into two classes; the Experimental Class (5 Isa), and the Control class (5 Yunus) with the same number of students are 30 students.

The research had been conducted since January 6th, 2020 to January 19th ,2020 in SD Islam Al Azhar 29 BSB Semarang. To explain the effectiveness of using "Quizziz" as a medium in teaching vocabulary to the fifth grade of SD Islam Al Azhar 29 BSB Semarang, the researcher did analysis of quantitative data. The data was obtained by giving pre-test and post-test to experimental class and control class after giving a different treatment of learning process in both classes.

Before the activities were conducted, the researcher determined the material and arranged the lesson plan. Learning process in experimental class was conducted by using Quizizz while in the control class was not conducted by using Quizizz.

The students were given a test before and after following the learning process and the test was provided by the researcher. After data was collected, the researcher analyzed them to prove the hypothesis.

B. Data Analysis
   1. Analyisis of Pre-requisite Test
      a. Validity

There are twenty items number in pre-requisite. This validity test uses the Product Moment Correlation of Karl Pearson with the following formula :

$$rxy = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 (\sum Y)^2\}}}$$

Evidence :

r_{xy} = correlations coefficients of X and Y

n = number of subjects

$\sum X$ = number of item score

$\sum Y$ = number of total score

$\sum XY$ = number score of an item with a total score

$\sum X^2$ = sum of squares of the item's score

$\sum Y^2$ = sum of squares of total score

To find out the validity of instrument, the result of this research was consulted to score for r-product moment or r_{table}. If the r_{xy} was higher than the table score for r-product moment (r_{xy} > r table), it meant that a test was valid at 5% alpha level is significant. meanwhile, if r_{xy} < r_{table} the item test was invalid. For example, the item analysis of relevance was obtained r_{xy} 0,34 for α = 5 % with N = 30 it would be obtained 0,361 . Since the result of the instruments validity was higher than the rtable, it was considered that the instruments were valid. From the

try out test that was conducted, it showed that 16 item numbers were valid. Therefore, the researcher only use 16 question for pre-test and post-test.

Table 4.1 : The validity of vocabulary test

No	Validity Test			No	Validity Test		
	r_{xy}	r_{table}	Criteria		r_{xy}	r_{table}	Criteria
1	-0.08	0.361	Invalid	11	0.53	0.361	valid
2	0.41	0.361	valid	12	0.13	0.361	valid
3	0.27	0.361	valid	13	0.17	0.361	valid
4	0.50	0.361	valid	14	0.30	0.361	valid
5	0.54	0.361	valid	15	-0.02	0.361	Invalid
6	0.16	0.361	valid	16	0.11	0.361	valid
7	-0.08	0.361	Invalid	17	0.34	0.361	valid
8	-0.46	0.361	valid	18	-0,01	0.361	Invalid
9	0.55	0.361	valid	19	0.39	0.361	valid
10	0.31	0.361	valid	20	0.06	0.361	valid

The result shows that from 20 qustions, there are 16 valid questions and 4 invalid questions, as follows:

Table 4.2 : Result of Validity Items

Criteria	Number of Question	Total
Valid	2,3,4,5,6,8,9,10,11,12,13,14,16,17,19, 20	16

| Invalid | 1, 7, 15 , 8.. | 4 |

b. Reliability

Reliability instrument is a requirement for testing the validity of the instrument. For the reability instrument of learning achievement use KR 20, as follows:

$$r_{11} = \left(\frac{n}{(n-1)} \right) \left(\frac{S_t^2 - \Sigma pq}{S_t{}^2} \right)$$

$$r_{11} = \left(\frac{20}{19} \right) \left(\frac{5,17 - 3,04}{5,17} \right)$$

$$r_{11} = (1,05)(0,411)$$

$$r_{11} = 0,43$$

Thus, the result of r11 consulted to the criteria of reliability as follows:

0,80 – 1,00	Very high
0,60 – 0,80	High
0,40 – 0,60	Fair
0,20 – 0,40	Low
0,00 – 0,20	Very low

The reliability coefficient of the instrument states that the questions the reliability coefficient are 0.43. Based on the classification of the reliability

coefficient, the reliability is classified in the medium reliability.

c. Discriminating Power

Discriminating power is the ability of the test in separating high score from low score subjects. Because the aim of distinguishing power is to find the clever groups and less clever groups. In finding the discrimination power the subjects are separated into two equal sizes based on the total score they obtain. The formula that can be use to determinte the discrimination power of each test item is :

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

D = discrimination power

B_A = number of upper groups who can answer correctly

J_A = number of upper groups

B_B = number of lower groups who can answer correctly

J_B = number of lower groups

The criteria were:

0,00 – 0,30	Poor

0,31 – 0,40	Satisfactory
0,41 – 0,70	Good
0,71 – 1,00	Very good

Here is the analysis of Descrimiation Power using tool Ms. Excel, as followed:

Table 4.3 : Analysis of Descrimination Power

No	DP	Criteria	No	DP	Criteria
1	0,00	Very Poor	11	0,60	Good
2	0,87	Excellent	12	1,00	Excellent
3	0,93	Excellent	13	0,73	Excellent
4	0,87	Excellent	14	0,73	Excellent
5	0,87	Excellent	15	1,00	Excellent
6	1,00	Excellent	16	0,93	Excellent
7	0,87	Excellent	17	0,67	Good
8	0,73	Excellent	18	0,07	Poor
9	0,80	Excellent	19	0,67	Good
10	0,93	Excellent	20	0,73	Excellent

Based on the results of the analysis of Descrimination Power items, the following results are followed:

Table 4.4 : Criteria of Descrimiation Power

Criteria	Number of Question	Total
Excellent	2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13,	15

	14, 15, 16, 20	
Good	11, 17, 19	3
Satisfactory	-	-
Poor	18	1
Very Poor	1	1

d. **Difficulty Index**

Difficulty level is the ability of the test in capturing the number of subjects' test who can do correctly. If the number of subject who can answer correctly, then the level of difficulty of the test is high. Otherwise, if only a few subjects can answer correctly, then the level of difficulty is low. The more subject who can answer correctly, then the higher of the P. It can be concluded that the questions are easy. The level of difficulty of the test is expressed in the difficulty level.

$$P = \frac{B}{JS}$$

P   = difficulty level

B   = subjects who answer correctly

JS   = number of subject who doing the test

The criteria were:

Bigness of P	Interpretation
0,00 – 0,30	Difficult question
0,31 – 0,70	Medium question
0,71 – 1,00	Easy question

Here is the analysis of Difficulty Index using tool Ms. Excel, as followed:

Table 4.5 : Analysis of Difficulty Index

No	P	Criteria	No	P	Criteria
1	0,87	Easy	11	1,03	Easy
2	1,23	Easy	12	1,37	Easy
3	1,27	Easy	13	1,30	Easy
4	1,17	Easy	14	1,17	Easy
5	1,17	Easy	15	1,10	Easy
6	1,43	Easy	16	1,33	Easy
7	1,17	Easy	17	1,00	Easy
8	0,83	Easy	18	0,23	Medium
9	1,13	Easy	19	0,80	Easy
10	1,40	Easy	20	0,77	Easy

Based on the results of the analysis of Difficulty Index items, the following results are followed:

Table 4.6 : Criteria of Difficulty Index

Criteria	Number of Question	Total
Easy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,	19

53

	12, 13, 14, 15, 16, 17, 19, 20	
Medium	18	1
Difficult	-	-

2. Data Analysis of Pre-Test

a. Normality Test

The normality test is use to know whether the data of control and experimental class was normally distributed or not.

In this research, the researcher used Liliefors to obtained normality score. The formula is :

1. Choose an alpha significance , usually 5% (= 0.05).
2. Data is already sorted from smallest to the largest.
3. Find the average, standard deviation (SD) of the sample data.
4. Determine the value of Z (raw number)
5. $$Z_i = \frac{x_i - \bar{x}}{s}$$
6. Determine the opportunity of F (Zi) = P (Zi)
7. Calculate the proportion smaller or equal to Zi, that is S (Zi)
8. Calculate the difference between the numbers 5 and 6 namely | F (Zi) - S (Zi) |
9. The statistic score is the biggest score of | F (Zi) - S (Zi) |

10. Based on the α = 5%, determine the critical point L

Note :
Xi = Number of data
Zi = Transformation of numbers to notations in the normal distribution
F (zi) = Normal cumulative probability
S (zi) = Empirical cumulative probability
F (zi) = cumulative proportion of normal curve area based on Zi notation, calculated from the normal curve area

Hypothesis :

Ho: samples come from normally distributed populations

Ha: the sample is not from a normally distributed population.

With the criteria ;

If | F (x) - S (x) | < Lilliefors table score, then Ho is accepted; Ha rejected.

If | F (x) - S (x) | >=Lilliefors table score, then Ho is rejected; Ha accepted.

With α = 0,05

Table 4.7 : The Result Normality Pre-Test of Experimental and Control Class

Class	L	L$_{critical}$	Criteria
Experimental	0,14	0,161	Normal
Control	0,16		

Based on the result above, it can be seen that |
F (x) - S (x) | table score both of classes were lower
Lilliefors, so Ho is accepted. The conclusion is
distribution data of experimental class and control
class were normal.

b. **Homogeneity Test**

The homogeneity test is used to determine
whether the data in samples 1 and 2 are homogeneous
or not. By finding F count with variants X and Y,
with the formula:

$$F\ count = \frac{vb}{vk}$$

note:

vb means the variance of the group with the largest
variance (more).

vk means the variance of the group with the smallest
(less) variance. If the variance is the same in both
groups, then specify the numerator and denominator
freely.

For group variance with the biggest variance is df
numerator n-1

For group variance with the smallest variance is the
denominator n-1

Hypothesis:

Ho = σ1 = σ2 (homogeneous variance),

Ha = σ1 ≠ σ2 (non homogeneous variant)

with $\alpha = 0,05$ and df = k-1

Table 4.8 : The Result Homogeneity Pre-Test of

Experimental and Control Class

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experiment	2,392	30	1,117	1,861	Homogenous
2	Control	2,671	30			

c. The Average Similarity Test

In this research, to obtain the average similary test, the researcher used independent sample t-test. Independent sample t-test is a test that used to determine whether two unrelated samples have different averages. This test was used to know whether there was a fifferent average on pre-test of experimental and control class. The data which were used to test the hypothesis was the pre-test score both of classes. The hypothesis are :

a) $H_0: \mu_1 = \mu_2$

   $Ha: \mu_1 > \mu_2$

b) $H_0: \mu_1 = \mu_2$

   $Ha: \mu_1 < \mu_2$

c) $H_0: \mu_1 = \mu_2$

   $Ha: \mu_1 \neq \mu_2$

With significant level of $\alpha = 0,05$ and the criteria ;

57

a) $H_0: \mu_1 = \mu_2$ and $Ha: \mu_1 > \mu_2$;

   Ho accepted if $t_0 \leq t_\alpha$

   Ho rejected if $t_0 > t_\alpha$

b) $H_0: \mu_1 = \mu_2$ and $Ha: \mu_1 < \mu_2$;

   Ho accepted if $t_0 \geq t_\alpha$

   Ho rejected if $t_0 < - t_\alpha$

c) $H_0: \mu_1 = \mu_2$ and $Ha: \mu_1 \neq \mu_2$;

   Ho accepted if $-t_{\alpha/2} \leq t_0 \leq t_{\alpha/2}$
   Ho rejected if $t_0 > t_{\alpha/2}$ or $t_0 < - t_{\alpha/2}$

The average of the two classes is said to be no different if p value < alpha. With a significant level of $\alpha = 5\%$, Df = 30 + 30 - 2 = 58. Obtained p value = 0,935611 from the calculation obtained t critical = 2,001717. Because p value > alpha then Ha is accepted so that it can be concluded there is difference in average score learning achievement post-test experiment and control class.

Table 4.9 : The Average of Pre-Test of Experimental and Control Class

Source of Variance	Experimental	Control	Criteria
Sum	226	227	
N	30	30	Ha accepted
Average	7,56	7,53	
Variance	2,391	2,671	

58

Df	58	58	
P value	0,935611		
T critical	2,001717		

3. **Data Analysis of Post-Test**

   a. **Normality Test**

   Hypothesis :

   Ho: samples come from normally distributed populations

   Ha: the sample is not from a normally distributed population.

   With the criteria ;

   If | F (x) - S (x) | < Lilliefors table score, then Ho is accepted; Ha rejected.

   If | F (x) - S (x) | >=Lilliefors table score, then Ho is rejected; Ha accepted.

   With $\alpha = 0,05$

   Table 4.10 : The Result Normality Post-Test of Experimental and Control Class

Class	L	$L_{critical}$	Criteria
Experimental	0,15	0,161	Normal
Control	0,13		

   Based on the result above, it can be seen that | F (x) - S (x) | table score both of classes were lower

Lilliefors, so Ho is accepted. The conclusion is distribution data of experimental class and control class were normal.

b. **Homogeneity Test**

The homogeneity test is used to determine whether the data in samples 1 and 2 are homogeneous or not. By finding F count with variants X and Y, with the formula:

$$F \ count = \frac{vb}{vk}$$

Hypothesis:

Ho = σ1 = σ2 (homogeneous variance),

Ha = σ1 ≠ σ2 (non homogeneous variant)

with α = 0,05 and df = k-1

Table 4.11 : The Result Homogeneity Post-Test of Experimental and Control Class

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experiment	1,551	30	1,554	1,861	Homogenous
2	Control	2,409	30			

c. **The Average Similarity Test**

In this research, to obtain the average similar test, the researcher used independent sample t-test. Independent sample t-test is a test that used to determine whether two unrelated samples have different averages. This test was used to know whether there was a fifferent average on post-test of experimental and control class. The data which were used to test the hypothesis was the post-test score both of classes. The hypothesis are :

The hypothesis are :

a) $H_0: \mu_1 = \mu_2$

   $Ha: \mu_1 > \mu_2$

b) $H_0: \mu_1 = \mu_2$

   $Ha: \mu_1 < \mu_2$

c) $H_0: \mu_1 = \mu_2$

   $Ha: \mu_1 \neq \mu_2$

With significant level of $\alpha = 0,05$ and the criteria ;

a) $H_0: \mu_1 = \mu_2$ and $Ha: \mu_1 > \mu_2$;

   Ho accepted if $t_0 \leq t_\alpha$

   Ho rejected if $t_0 > t_\alpha$

b) $H_0: \mu_1 = \mu_2$ and $Ha: \mu_1 < \mu_2$;

   Ho accepted if $t_0 \geq t_\alpha$

   Ho rejected if $t_0 < - t_\alpha$

c) $H_0: \mu_1 = \mu_2$ and $Ha: \mu_1 \neq \mu_2$;

   Ho accepted if $-t_{\alpha/2} \leq t_0 \leq t_{\alpha/2}$
   Ho rejected if $t_0 > t_{\alpha/2}$ or $t_0 < - t_{\alpha/2}$

The average of the two classes is said to be no different if p value < alpha. With a significant level of α = 5%, Df = 30 + 30 - 2 = 58. Obtained p value = 0,043295 from the calculation obtained t critical = 2,001717. Because p value > alpha then Ha is accepted so that it can be concluded there is difference in average score learning achievement post-test experiment and control class.

Table 4.12 : The Average of Post-Test of Experimental and Control Class

Source of Variance	Experimental	Control	Criteria
Sum	251	232	
N	30	30	
Average	8,36	7,73	
Variance	1,55	2,41	Ha accepted
Df	58	58	
P value	0,08659		
T critical	2,001717		

4. **Hypothetical Test**

Hypothetical Test is used to process the data that had been collected from experimental class and control class after getting treatment. The aim is to prove the acceptance

or rejection of the hypothesis. The researcher used t-test to prove the hypothetical test. The hypothesis are :

H_0: $\mu_1 = \mu_2$ or $(\mu_1 - \mu_2) = 0$

H_a: $\mu_1 \neq \mu_2$ or $(\mu_1 \neq \mu_2) = 0$

With alpha = 0,05 and the criteria ;

- Ho is accepted if the value of the statistical test is smaller or greater than the positive or negative value of alpha or the statistical test value is outside the critical value.

- Ho is rejected is the statistical test value is greater or less than the positive or negative value of alpha, or the statistical test value is outside the critical value.

Based on the final result, the significance value of hypothetical test in post test are 0,043295. The value is greather than alpha (0,043295 < 0,05) so it can be concluded that Ho is rejected and Ha is accepted. It means that there is defference between experimental class and control class.

5. **Discussion of the Research Findings**

Based on the data collected, using Quizizz to teach vocabulary showed that students enjoyed and very interested. It was supported by the result of student's score of pre-test and post-test. The students' score who

was taught vocabulary by using Quizizz was better than before the treatment. Samet Bal (2018), refers to page 24, he stated that Quizizz gives contributes in teaching vocabulary and help the students to enhance more vocabulary.

Based on the finding result, the fifth grade of SD Islam Al Azhar 29 BSB students' score percentage before used Quizizz was 7.56 for experimental class and 7.53 for control class. After giving treatments, the students score percentage in post-test both experimental and control class have differences. It was supported by the research finding which was conducted by (Fang Zhao 2019), refers to page 25. He stated that Quizizz is perceived as having positive impact on students' engagement and learning outcomes. The average score of experimental class was 8.36 which were highter than the result of control class was 7.73. It can be said that the use of Quizizz to teach vocabulary can give motivation to the students and make students more active in learning vocabulary. The students showed great attention and interaction during the lesson. It can be seen on average score of experimental class which better than control class. The average score of control class was 7.53 for the pre-test and 7.73 for the post-test, so the control group increased by 0.20.

Based on the result of calculation of hypothetical test, is obtained p value = 0.043295 and t critical = 2.001717 with α = 0.05. It showed that p value > α (0.043295 > 0.05). So H_0 is rejected and Ha is accepted. It means there was a significant difference between the students' who were taught vocabulary by using Quizizz and the students' who were taught vocabulary without using Quizizz. It means that the use of Quizizz in teaching vocabulary is effective.

6. Limitation of the Research

There are several limitations that are quite influential on this research of thesis. These limitations include the subject and time of the study. These limitations can be explained as follows.

1. This research was limited at 5 grade of SD Islam Al Azhar 29 Bsb, with one experimental class and one control class. The researcher focused on vocabulary. When the same researchers conducted in other schools, it is still possible to gain and collect the difference result.

2. The research process was carried out by researcher was also limited by time and financial. This research was carried out during thesis making. This short time and limits of money became the resasons why this research

could not be done maximally. But it was still able to fulfill the requirements for a research.

3. The researcher was still lack of knowledge and experience for during this research, so the implementation process of this research was less smooth. But the researcher tried to present the research as good as possible to do this research.

CHAPTER V

CONCLUSION

In the previous chapter, the researcher discuss about the introduction of the study, literature review, method of collecting data, the findings and discussion. This is the final chapter of this research. This chapter present the conclusion and suggestion derived from analyzes of the study.

A. Conclusion

Based on the result of this study at the fifth grade of SD Islam Al Azhar 29 Semarang it can be concluded that Quizizz is effective in teaching vocabulary. It is proved by the result of t-test. The result of the calculation using t-test showed that t_{count} = 29.24 and ttable = 2.042 with α = 5% if t_{count} > t_{table} with df = n1+ n2 – 2 = 58. It showed that t_{count} > t_{table} (29.24 > 2.042). It means that Ho is rejected and Ha is accepted. It means there is significant difference between 5 Isa and 5 Yunus in learning vocabulary. 5 Isa was taught using Quizizz and % Yunus was not taught using Quizizz.

The average post test score of experimental score is 8.13 and the average post test score of the control class is 7.83. It means that the experimental class 5 Isa is better in score than the control class 5 Yunus. It can be concluded that using Quizizz in teaching vocabulary is effective for primary students.

B. Suggestion

Based on the conclusion above, here are some suggestions to the teacher, the researcher to gain effective in learning process.

1. For the teachers
   a. The reacher must be more creative to create interesting and innovative teaching-learning media. It means the teacher can choose various media that appropiate in teaching vocabulary in other to increase student's vocabulary knowledge.
   b. English teachers can use Quizizz to support teaching-learning in other to increase students vocabulary knowledge.
   c. The teacher must be mentoring the students' activity and work.
   d. The teacher must give information to the students to guidance during the learning process.

2. For the students
   a. The students have to stay focus on the teacher explanations.
   b. The students must have motivation in learning English, as we know English is not our national language so we need an extra effort to learn it.
   c. The students must listen to the teacher's explanations.

d. The students must respect each other.

3. For the headmaster

A medium such as Quizizz may be one of the alternative way in teaching. Using Quizizz students can do the exercise by themself and the teacher can do monitoring the students' work. It can improve quality and productivity in teaching especially in teaching English by taking part in modifying the teaching process.

4. For the researchers

This result of this research is excepted that can encourage other researchers to conduct further study dealing with using Quizizz in other skills and material of English.

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Appendix 1

The student's list of 5 Yunus and 5 Isa at SD Islam Al Azhar 29

5 Yunus		5 Isa	
CODE	CODE	CODE	CODE
C-1	C-16	E-1	E-16
C-2	C-17	E-2	E-17
C-3	C-18	E-3	E-18
C-4	C-19	E-4	E-19
C-5	C-20	E-5	E-20
C-6	C-21	E-6	E-21
C-7	C-22	E-7	E-22
C-8	C-23	E-8	E-23
C-9	C-24	E-9	E-24
C-10	C-25	E-10	E-25
C-11	C-26	E-11	E-26
C-12	C-27	E-12	E-27
C-13	C-28	E-13	E-28
C-14	C-29	E-14	E-29
C-15	C-30	E-15	E-30

Appendix 2

Lesson Plan for Experimental Class

Educational Unit   :SD Al Azhar 29

Class/Semester   :V/2

Subject   :English

Topic   :Space Restaurant

Time Allocation   :2 x 35 minutes

A. CORE COMPETENCE

C-1 **:** Appreciating and practicing religious teachings that the students believe.

C-2 **:** Demonstrating honest, disciplined, responsible, caring, confidence and love the motherland in interacting with family, fiends, neighbors, and teachers.

C-3 **:** Understanding, applying, analyzing factual, conceptual by observing and trying (listening, seeing, reading) and asking questions based on critical curiosity about himself, God's creatures and their activities, and objects they encounter at home.

C-4 **:** Presenting factual and conceptual knowledge in briefly, logical, and systematic language, in asthetic works that refelct healthy children movements, and actions that reflect behaviour of children of faith and noble character.

B. BASIC COMPETENCE AND INDICATOR

BASIC COMPETENCE	INDICATORS
3.4 Responding to the meaning of short functional written text in a simple text and accurately, fluently and acceptable related to short functional written text.	3.3.1 Students identify various information in short functional texts, and respond the information about restaurant.
4.4 Writing simple oral and written interpersonal interaction texts that involve the act of asking, expressing opinions, and responding related to the social functions, text structure, and linguistic elements that are correct and in context	4.4.1 Write simple oral texts to respond to of asking and expressing opinions.

C.   LEARNING AIMS

First meeting :

1.   Students are able to identify various information correctly.
2.   Students are able to respon the information about restaurant correctly after using Quizizz.

Second meeting :

1.   Students are able to write simple oral text correctly.

D.   LEARNING MATERIAL

Vocabulary target "Space Restaurant"

1.   Material for Regular Learning

-   **First Meeting**

Activity 1

RESTAURANT

BALL	SPOON	CHOPSTICKS
FORK	KNIFE	BIKE
PEN	BIRD	SALT
WHITEBOARD	NAPKIN	GLASS
BISCUIT	PARROT	KEYBOARD
PEPPER	DESSERT	MOUSE
KEY	GUITAR	SKY

Answer :

Fork, Spoon, Chopsticks, Knife, Salt, Napkin, Glass, Pepper,
Cashier, Waiter

Activity 2

Answer

1. *Spoon*
2. *Waiter*
3. *Takes your money*
4. *Chopsticks*
5. *Fork*
6. *Glass*
7. *Knife*
8. *Napkin*
9. *Pepper*
10. *Salt*

- **Second Meeting**
  Activity 1

1.
This man is offering drink to Mr. James. How to say to Mr. James?

2.
Clara is asking a recommendation menu. How to ask to the waitress?

3.
You want to order burger and french fries. How to say to the waiter/waitress?

4.
You want to pay the bills. How to say to the waiter?

5.
You like the pizza. How to say to your friends?

6.
You are looking for a free tables. How to ask to the waitress?

7.
You are asking your friends about the food. How to ask to your friends?

8.
What do you think about this restaurant?

Answer

1. *Would you like to drink?/ what would you like to drink?*

2. *Do you have any recommendation?/ do you have any suggestion?/ what do you suggest?*
3. *I would like to order burger and french fries.*
4. *Can/ could we have the bills/check?*
5. *The pizza is very good/ the pizza is very delicious.*
6. *Do you have any free tables?/ have you got a table for?*
7. *How was your food?*
8. *This restaurant is expensive.*

Activity 2

Answer

1. *I would like to order pizza and spaghetti*
2. *What do you suggest?*
3. *Could we have the bill?*
4. *What would you like to drink?*
5. *This restaurant is expensive*
6. *The food is delicious*
7. *Do you have any free tables?*
8. *How was your food?*
9. *What would you like to order?*
10. *I would like to order sandwich and milk*

2. Material for Remedial Learning

I.   Name of these things correctly!

This is a _____   You use it to _____

It is a _____. The   It is a _____. The colour is
colour is _____   _____

II.   Answer this questions correctly!
1. You wipe your mouth with it. _____
2. You hold this in your left hand and use it when you put food in your mouth. _____
3. You hold these with your fingers and use them to put food in your mouth. _____

4. This person asks you what you want to eat and drink. _____

5. You find it on the table. It's black. You musn't eat a lot because it's spicy. _____

III.   Gives the best expression of each picture!

Score = 20 points for one correct and appopriate expression. Total score = 20 x obtained score =

Answer

1. *Knife*
2. *Drink*
3. *Pepper . Black*
4. *Salt. White*

II.

1. *Napkin*
2. *Fork*
3. *Chopsticks*
4. *Waiter/ waitress*
5. *Pepper*

Total score = 100

3. Material for Enrichment Learning
I. Find 10 things in restaurant (horzontally, and vertically) and write down the name you've found.

O	X	Q	G	U	F	D	S	H	S	J	O	A	Y
V	Z	B	N	X	N	E	T	Y	E	U	M	F	O
E	V	E	U	W	S	P	A	T	U	L	A	G	P
H	C	A	S	F	J	E	R	W	S	N	T	S	D
S	A	P	R	Q	C	I	N	N	A	M	O	N	Y
A	W	U	W	Y	R	S	K	S	I	I	I	G	E
P	R	S	H	E	L	V	E	S	P	X	W	W	V
R	Q	Q	H	K	A	D	O	E	K	E	Q	Q	A
O	V	E	N	E	Y	W	P	G	W	R	T	H	J
N	P	F	S	H	W	Y	Q	I	S	H	S	S	L
H	Q	A	F	S	G	W	G	J	D	K	H	A	S
G	A	L	G	I	R	P	O	X	S	B	A	S	Q

1) _____   6) _____
2) _____   7) _____
3) _____   8) _____

4) _____   9) _____
5) _____   10) _____

Answer

1) Dishwasher   6) Tomato
2) Refrigerator   7) Shelves
3) Spatula   8) Apron
4) Cinnamon   9) Oven
5) Mixer   10) Stove

$$\text{Final score} = \frac{total\ score}{maximum\ score} \times 100$$

II.   Join sentences in boxes to make right conversation

Waiter	Mr. James
- Spicy grilled chicken with some cheese and potato is so popular right now	- Thank you too. Bye !
- Hello ! How are you doing?	- Yes. I'd like an apple juice
	- I'd like the bill please.
! Ho	

Mr. James : Fine, thank you. Can I have the menu?

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Answer :

Waiter : *Hello ! How are you doing?*

Mr. James : *Fine, thank you. Can I have the menu?*

Waiter : *Certainly. Here is the menu. What would you like to order?*

Mr. James : *Do you have suggestion?*

Waiter : *Spicy grilled chicken with some cheese and potato is so popular right now*

Mr. James : *That sounds good. I'll have that.*

Waiter : *Would you like some drink?*

Mr. James : *Yes. I'd like an apple juice*

Waiter : *Can I bring you anything else?*

Mr. James : *I'd like the bill please.*

Waiter : *Of course. Here you are.*

Mr. James : *Thank you. Here is the money.*

E.   LEARNING METHOD

- Audio Lingual Method (*Repetition, Inflection, Replacement, Restatement*) .
- Grammar Translation Method.
- Game and quiz (www.quizizz.com/join)

F. LEARNING SOURCES AND MEDIA

Source   : **Students' handbook**

Herbert Puchta, Günter Gerngross, Peter Lewis-Jones. 2013. *Super Minds Level 5 Student's Book.* Cambridge : Cambridge University Press.

Teacher's handbooks:

Melanie Williams, Herbert Puchta, Günter Gerngross, Peter Lewis-Jones. 2013. *Super Minds Level 5 Teacher's Book.* Cambridge : Cambridge University Press.

Internet source

Media   : Quiziz (www.quizizz.com)

G. LEARNING ACTIVITIES

First Meeting :

N O.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
1.	Opening (5 minutes)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaikumwr.wb • Good morning, students? • How are you	**Students answer teacher's salam** • Wa'alaikumsalamwr. Wb • Good morning, mom • Pretty well,

		today?	mom. And you?
			Student pray together
		The Teacher leads students to say basmallah together	
		• Lets say basmallah together	• Bismillahirrahma nirrahim
		The Teacher checks students' attendance	
		• Who is absent today?	• No one, mom.
		• Ok, good.	
		The Teacher tells the learning aim of today's lesson	
		• So, what we are going to learn today is about Space Restaurant	
2.	Explorati on (30 minutes)	**Teacher gives guiding questions**	**Students answer teacher's questions**
		- has anyone ever visited a	- Yes/No
			- To eat

		resetaurant? - What are you doing in the restaurant? - Please mention things in the restaurant **Teacher provides mini word-walls games. Students are asks to categorize each things in restaurant.** - Okay students, now I have mini word walls games. I have the word "restaurant" here, now please	- Fork, spoon, knife, etc **Students do the activity** Fork, Spoon, Chopsticks, Knife, Salt, Napkin, Glass, Pepper, Cashier, Waiter

		mention things in restaurant and stick it on the whiteboard. **Teacher gives a short explanation how to play game using Quizizz then students play game together using their smartphone.** • Now, please turn on your smartphone and please join to www.quizizz.com/join to play time game.	**Students listen to the teacher's explanation then play the game.**

	Elaboration (15 minutes)	**Teacher asks the students to do task 1 and answer the questions individually** • everyone, please answer these questions individually	**Students do the exercise individually**
	Confirmation (15 minutes)	**Teacher and the students check the task together.**	
2.	Closing (5 minutes)	**Teacher review the material and close the class** • Because the time is up, we will disscuss the exercise in the next lesson. • What have you learn today students? • Anyone can	**Students response and answer the teacher question** • restaurant vocabulary sir • glass, waitress, cashier, etc

		• mention things in restaurant? • Oke good, lets close lesson today and say hamdallah together	

Second Meeting :

N O.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
3.	Opening (5 minutes)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaiku mwr.wb • Good morning, students? • How are you today? **The Teacher leads students to say**	**Students answer teacher's salam** • Wa'alaikumsala m wr. Wb • Good morning, mom • Pretty well, mom. And you? • **Student pray together** • Bismillahirrahm

		basmallah together • Lets say basmallah together **The Teacher checks students' attendance** • Who is absent today? • Ok, good. **The Teacher tells the learning aim of today's lesson** • So, what we are going to learn today is about Space Restaurant	anirrahi • No one, mom.
2.	Explorati on (30 minutes)	**Teacher gives guiding questions** - has anyone ever ordered at the resetaurant?	**Students answer teacher's questions** - Yes/No - I want a ____ - Can I have

		- How to say to waiter/ waitress?	the bill?
		- What are you doing after you finished your meal?	**Students respond the teacher.**
		Teacher provides some pictures and ask the students to give a respond.	Would you like to drink?/ what would you like to drink?
		- Okay students, now I have some pictures. Try to make a sentences of asking or responding from this picture. Starts from the fist picture, what do you think about this	Do you have any recommendation ?/ do you have any suggestion?/ what do you suggest?
			I would like to order burger and french fries.
			Can/ could we have the bills/check?
			The pizza is very good/ the pizza is very delicious.
			Do you have any free tables?/ have you got a table for?
			How was your food?
			This restaurant is expensive.

		picture?	
		Teacher gives a short explanation how to play game using Quizizz then students play game together using their smartphone. • Now, please turn on your smartphone and please join to www.quizizz.com/join to play time game.	**Students listen to the teacher's explanation then play the game.**
	Elaboration (15 minutes)	**Teacher asks the students to make a short dialogue about ordering food, ordering drink, and paying bill (task 2).**	**Students do the activityindividually**
	Confirmation (15 minutes)	**Teacher asks the students to collect the work**	**Students collect their work**

		The teacher checks one of the students' work and gives little confirmation about ordering food, ordering drinks, and paying bills	Students listen to the teacher's explanation
4.	Closing (5 minutes)	**Teacher reviews the material and close the class** • Because the time is up, we will disscuss the exercise in the next lesson. • What have you learn today students? • Anyone can mention how to order food? • Oke good, lets close lesson today and say hamdallah	**Students respond and answer the teacher question** • How to order at the restaurant sir. • I want to order _____

		together	

H. ASESSMENT

First Meeting

1. Attitude

    a. Aspect : Students' responsibility in the class.

    b. Scoring Rubric

Aspect	Criteria	Score
Responsibility	Carry out individual works well and collect on time	5
	Carry out individual tasks well but do not collect on time	4
	Only carry out some of it and collect it on time	3
	Only carry out some of it and collect it on time	2
	Do not carry out individual tasks properly and do not collect	1

        Note : 5 = very good, 4 = good, 3 = fair, 2 = less 1 = bad/very less

2. Knowledge

    a. Aspect : Answering questions correctly related to the information about things in restaurant.

    b. Lattice Instrument

Material	Indicators	No Questions	Form of Assessment	Cognitive Level
Vocabulary	Problem related	1, 2, 3, 4, 5, 6,	Completion Test	C1

identifying things in restaurant	7, 8, 9, 10		

c. Instrument : Students' worksheet task 1
d. Scoring Rubric

Aspect	Description	Score
Answering questions correctly related to the information about things in restaurant	Student can answer the question correctly	1
	Student can not answer the question correctly	0

e. Score

Final Score = $\frac{total\ obtained\ score}{10}$ x 100

Second Meeting

a. Attitude

1. Aspect : Students' confidence in the class.
2. Scoring Rubric

Aspect	Criteria	Score
Confidence	Active in asking and responding the question	3
	Feel shy in asking and responding the question	2
	Never asking and responding the question	1

Note : 3 = good, 2 = fair, 1 = poor/bad

b. Skill

1. Aspect : writing short conversation about ordering food at the restaurant
2. Lattice Instrument

Material	Indicators	Form of assessment
How to order	Write a dialouge about how to order at the restaurant	Product assessment
	The dialouge is about ordering food, ordering drink, and paying bill	
	The content wotd in the dialogue are interconnected	

3. Instrument : Students' worksheet task 2
4. Scoring Rubric

Acpect	Description	Score
Write a short dialogue about how to order at the restaurant	Student can fully answer the dialogues	5
	Student only answer 8 dialogues	4
	Student only answer 6 dialogues	3
	Student only answer 4 dialogues	2
	Student answer less than 2 dialogues	1

5. Score

Aspect	Criteria	Score
Vocabulary	Vocabulary selection is good and suitable as a whole	5
	Vocabulary selection is good but not suitable	4

	Vocabulary selection is wrong but still match	3
	Vocabulary selection is wrong and does not match	2
	Incorrect selection of vocabulary as a whole	1
Grammar	Grammar writing is correct as a whole	5
	There are some errors in grammar and word selection	4
	There is an error in grammar but it does not affect the meaning	3
	There are errors in grammar and affect the meaning	2
	Grammar writing is wrong and can not be understand	1

Final score = $\frac{total\ score}{maximum\ score}$ x 100 =

Students' Worksheet

Space Restaurant

Task 1

1. You use it to cut your meat. _____
2. You wipe your mouth with it. _____
3. You hold this in your left hand and use it when you put food in your mouth. _____
4. You find it on the table. It's white. You musn't eat a lot of it. _____
5. You hold these with your fingers and use them to put food in your mouth. _____
6. You eat soup with it. _____
7. This person asks you what you want to eat and drink. _____
8. This person takes your money. _____
9. You find it on the table. It's black. You musn't eat a lot because it's spicy. _____
10. You use it to drink. _____

Task 2

Write a short dialouge about ordering food in English!

	Waiter : (pelayan)	*Good morning. Welcome to Viesta Restaurant. May I take your order?* (Selamat pagi. Selamat datang di Restoran Viesta. Bisakah saya menulis pesanan anda?)
	_____ _ : (Namamu)	_____ _____ (Selamat pagi. Apakah ada kursi kosong untuk 2 orang?
	_____ _ : (Pelayan)	_____ (Mari lewat sini)

____ : (Pelayan)	_____ (apa yang ingin anda pesan?)
____ : (Namamu)	_____ (Saya ingin memesan 2 steak)
____ : (Pelayan)	_____ (Dan apa yang ingin anda minum?)
_____ : (Namamu)	_____ (Saya ingin memesak segelas lemon tea dan orange juice)
____ : (Pelayan)	_____ (Baik, mohon tunggu sebentar)

-after breakfast-

_____ _ : (Namamu)	_____ (Permisi, bisakah saya minta tagihannya?)
____ : (Pelayan)	_____ (Tentu saja. Ini tagihannya.)
____ : (Namamu)	_____ (Terimakasih. Ini uangnya.)

Appendix 3

Lesson Plan for Control Class

Educational Unit   : SD Al Azhar 29

Class/Semester   : V/2

Subject   : English

Topic   : Space Restaurant

Time Allocation   : 2 x 35 minutes

I. CORE COMPETENCE

C-1 **:** Appreciating and practicing religious teachings that the students believe.

C-2 **:** Demonstrating honest, disciplined, responsible, caring, confidence and love the motherland in interacting with family, fiends, neighbors, and teachers.

C-3 **:** Understanding, applying, analyzing factual, conceptual by observing and trying (listening, seeing, reading) and asking questions based on critical curiosity about himself, God's creatures and their activities, and objects they encounter at home.

C-4 **:** Presenting factual and conceptual knowledge in briefly, logical, and systematic language, in asthetic works that refelct healthy children movements, and actions that reflect behaviour of children of faith and noble character.

J. BASIC COMPETENCE AND INDICATOR

BASIC COMPETENCE	INDICATORS
3.4 Responding to the meaning of short functional written text in a simple text and accurately, fluently and acceptable related to short functional written text.	3.3.1 Students identify various information in short functional texts, and respond the information about restaurant.
4.4 Writing simple oral and written interpersonal interaction texts that involve the act of asking, expressing opinions, and responding related to the social functions, text structure, and linguistic elements that are correct and in context	4.4.1 Write simple oral texts to respond to of asking and expressing opinions.

K. LEARNING AIMS

First meeting :

At the end of learning process, students are expected to be able to:

3. Students are able to identiy various information correctly.
4. Students are able to respon the information about restaurant correctly after using Quizizz.

Second meeting :

At the end of learning process, students are expected to be able to:

2. Students are able to write simple oral text correctly.

L. LEARNING MATERIAL

Vocabulary target "Space Restaurant"

4. Material for Regular Learning

- **First Meeting**

Activity 1

RESTAURANT		
BALL	SPOON	CHOPSTICK
FORK	KNIFE	BIKE
PEN	BIRD	SALT
WHITEBOA	NAPKIN	GLASS
BISCUIT	PARROT	KEYBOARD
PEPPER	DESSERT	MOUSE
KEY	GUITAR	SKY

Answer :

Fork, Spoon, Chopsticks, Knife, Salt, Napkin, Glass, Pepper,
Cashier, Waiter

Activity 2

NAME :

CLASS :

NUMBER :

Space Restaurant
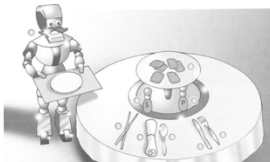
Task 1

Choose the right answer of A, B, C or D !

1.	What is this ?	a. Knife b. Chopstick c. Spoon d. fork
2.	A man that serves your food is?	a. Waiter b. Host c. Waitress d. Server
3.	A restaurant cahier is a person who	a. Washes dirty dishes b. Takes your order c. Cooks your food d. Takes your money

4.	What is this?	a. Spoon b. Fork c. Knife d. Chopstick
5.	What is this?	a. Chopsticks b. Fork c. Knife d. Spoon
6.	What is this?	a. Spoon b. Glass c. Knife d. Mug
7.	What is this?	a. Spoon b. Chopsticks c. Fork d. Knife
8.	What is this ?	a. Tissue b. Napkin c. Tray d. Towel
9.	What is this?	a. Pepper b. Salt c. Cinnamon d. Sugar
10.	What is this?	a. Cinnamon b. Sugar c. Salt d. pepper

Answer

1. *Spoon*
2. *Waiter*
3. *Takes your money*
4. *Chopsticks*
5. *Fork*
6. *Glass*
7. *Knife*
8. *Napkin*
9. *Pepper*
10. *Salt*

- **Second Meeting**

Activity 1

1.
This man is offering drink to Mr. James. How to say to Mr. James?

2.
Clara is asking a recommendation menu. How to ask to the waitress?

3.
You want to order burger and french fries. How to say to the waiter/waitress?

4.
You want to pay the bills. How to say to the waiter?

5.
You like the pizza. How to say to your friends?

6.
You are looking for a free tables. How to ask to the waitress?

7.
You are asking your friends about the food. How to ask to your friends?
Answer

8.
What do you think about this restaurant?

1. *Would you like to drink?/ what would you like to drink?*
2. *Do you have any recommendation?/ do you have any suggestion?/ what do you suggest?*
3. *I would like to order burger and french fries.*
4. *Can/ could we have the bills/check?*
5. *The pizza is very good/ the pizza is very delicious.*
6. *Do you have any free tables?/ have you got a table for?*
7. *How was your food?*
8. *This restaurant is expensive.*

Activity 2

Answer

1. *I would like to order pizza and spaghetti*
2. *What do you suggest?*
3. *Could we have the bill?*
4. *What would you like to drink?*
5. *This restaurant is expensive*
6. *The food is delicious*
7. *Do you have any free tables?*
8. *How was your food?*

9. *What would you like to order?*
10. *I would like to order sandwich and milk*

 5. Material for Remedial Learning
I.   Name of these things correctly!

This is a _____   You use it to _____

It is a _____. The   It is a _____. The colour is
colour is _____   _____

II.   Answer this questions correctly!
   1. You wipe your mouth with it. _____
   2. You hold this in your left hand and use it when you
       put food in your mouth. _____
   3. You hold these with your fingers and use them to put
       food in your mouth. _____
   4. This person asks you what you want to eat and drink.
       _____
   5. You find it on the table. It's black. You musn't eat a
       lot because it's spicy. _____

III.   Gives the best expression of each picture!

Score = 20 points for one correct and appopriate expression. Total score = 20 x obtained score = Answer

1. *Knife*
2. *Drink*
3. *Pepper . Black*
4. *Salt. White*

II.

1. *Napkin*
2. *Fork*
3. *Chopsticks*
4. *Waiter/ waitress*
5. *Pepper*

Total score = 100

6. Material for Enrichment Learning

I.   Find 10 things in restaurant (horzontally, and vertically) and write down the name you've found.

O	X	Q	G	U	F	D	S	H	S	J	O	A	Y
V	Z	B	N	X	N	E	T	Y	E	U	M	F	O
E	V	E	U	W	S	P	A	T	U	L	A	G	P
H	C	A	S	F	J	E	R	W	S	N	T	S	D
S	A	P	R	Q	C	I	N	N	A	M	O	N	Y
A	W	U	W	Y	R	S	K	S	I	I	I	G	E
P	R	S	H	E	L	V	E	S	P	X	W	W	V
R	Q	Q	H	K	A	D	O	E	K	E	Q	Q	A
O	V	E	N	E	Y	W	P	G	W	R	T	H	J
N	P	F	S	H	W	Y	Q	I	S	H	S	S	L
H	Q	A	F	S	G	W	G	J	D	K	H	A	S
G	A	L	G	I	R	P	O	X	S	B	A	S	Q

1) _____   6) _____
2) _____   7) _____
3) _____   8) _____
4) _____   9) _____
5) _____   10) _____

Answer

1) *Dishwasher*   6) *Tomato*
2) *Refrigerator*   7) *Shelves*
3) *Spatula*   8) *Apron*

4) *Cinnamon*   9) *Oven*
5) *Mixer*   10) *Stove*

Final score = $\dfrac{total\ score}{maximum\ score}$ X 100

III.   conversation

Waiter	Mr. James
- Spicy grilled chicken with some cheese and potato is so popular right now - Hello ! How are you doing?	- Thank you too. Bye ! - Yes. I'd like an apple juice - I'd like the bill please.

Waiter   : Hello ! How are you doing?

Mr. James : Fine, thank you. Can I have the menu?

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Answer :

Waiter   : Hello ! How are you doing?

Mr. James : Fine, thank you. Can I have the menu?

Waiter   : Certainly. Here is the menu. What would you like to order?

Mr. James : Do you have suggestion?

Waiter   : Spicy grilled chicken with some cheese and potato is so popular right now

Mr. James : That sounds good. I'll have that.

Waiter   : Would you like some drink?

Mr. James : Yes. I'd like an apple juice

Waiter   : Can I bring you anything else?

Mr. James : I'd like the bill please.

Waiter   : Of course. Here you are.

Mr. James : Thank you. Here is the money.

M. LEARNING METHOD
  - Audio Lingual Method (*Repetition, Inflection, Replacement, Restatement*) .
  - Grammar Translation Method.
  - Game

N. LEARNING SOURCES AND MEDIA

Source   : **Students' handbook**

Herbert Puchta, Günter Gerngross, Peter Lewis-Jones. 2013. *Super Minds Level 5 Student's Book.* Cambridge : Cambridge University Press.

Teacher's handbooks:

Melanie Williams, Herbert Puchta, Günter Gerngross, Peter Lewis-Jones. 2013. *Super Minds Level 5 Teacher's Book.* Cambridge : Cambridge University Press.

Internet source

Media   : Quiziz (www.quizizz.com)

O. LEARNING ACTIVITIES

First Meeting :

N O.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
5.	Opening (5 minutes)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaiku mwr.wb • Good morning, students? • How are you today? **The Teacher leads students to say**	**Students answer teacher's salam** • Wa'alaikumsala mwr. Wb • Good morning, mom • Pretty well, mom. And you? **Student pray together** • Bismillahirrahma

		basmallah together	nirrahim
		• Lets say basmallah together **The Teacher checks students' attendance** • Who is absent today? • Ok, good. **The Teacher tells the learning aim of today's lesson** • So, what we are going to learn today is about Space Restaurant	• No one, mom.
2.	Explorati on (30 minutes)	**Teacher gives guiding questions** - has anyone ever visited a resetaurant?	**Students answer teacher's questions** - Yes/No - To eat - Fork, spoon,

		- What are you doing in the restaurant?
		 - Please mention things in the restaurant
		 Teacher provides mini word-walls games. Students are asks to categorize each things in restaurant.
		     - Okay students, now I have mini word walls games. I have the word "restaurant" here, now please mention
			knife, etc
			
			 Students do the activity
			     Fork, Spoon, Chopsticks, Knife, Salt, Napkin, Glass, Pepper, Cashier, Waiter
			
			 Students listen to the teacher's explanation then answer the questions

		things in restaurant and stick it on the whiteboard. **Teacher asks the students to do task 1** • everyone, please answer these questions individually **Teacher and the students check the task together.**	
	Elaboration (15 minutes)	**Teacher asks the students to do task 2 individually** • everyone, please answer these questions individually	**Students do the exercise individually**
	Confirmation (15	**Teacher and the students check the task together.**	

		minutes)		
6.	Closing (5 minutes)	**Teacher review the material and close the class** • Because the time is up, we will disscuss the exercise in the next lesson. • What have you learn today students? • Anyone can mention things in restaurant? • Oke good, lets close lesson today and say hamdallah together	**Students response and answer the teacher question** • restaurant vocabulary sir • glass, waitress, cashier, etc

Second Meeting :

N O.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
7.	Opening	**The teacher starts**	**Students answer**

	(5 minutes)	the class by saying salam and greeting • Assalamu'alaiku mwr.wb • Good morning, students? • How are you today? **The Teacher leads students to say basmallah together** • Lets say basmallah together **The Teacher checks students' attendance** • Who is absent today? • Ok, good. **The Teacher tells the learning aim of today's lesson**	teacher's salam • Wa'alaikumsala mwr. Wb • Good morning, mom • Pretty well, mom. And you? **Student pray together** • Bismillahirrahma nirrahim • No one, mom.

		• So, what we are going to learn today is about Space Restaurant	
2.	Exploration (30 minutes)	**Teacher gives guiding questions** - has anyone ever ordered at the resetaurant? - How to say to waiter/ waitress? - What are you doing after you finished your meal? **Teacher provides some pictures and ask the students to give a respond.** - Okay students, now I have	**Students answer teacher's questions** - Yes/No - I want a ____ - Can I have the bill? **Students respond the teacher.** - Would you like to drink?/ what would you like to drink? - Do you have any recommendation?/ do you have any suggestion?/ what do you suggest? - I would like to order burger and

		some pictures. Try to make a sentences of asking or responding from this picture. Starts from the fist picture, what do you think about this picture? **Teacher asks the students to do task 3** • everyone, please answer these questions individually **Teacher and the students check the task together.**	french fries. - Can/ could we have the bills/check? - The pizza is very good/ the pizza is very delicious. - Do you have any free tables?/ have you got a table for? - How was your food? - This restaurant is expensive **Students listen to the teacher's explanation then play the game.**

	Elaboration (15 minutes)	**Teacher asks the students to make a short dialogue about ordering food, ordering drink, and paying bill (task 4).**	**Students do the activityindividually**
	Confirmation (15 minutes)	**Teacher asks the students to collect the work**	**Students collect their work**
		The teacher checks one of the students' work and gives little confirmation about ordering food, ordering drinks, and paying bills	**Students listen to the teacher's explanation**
8.	Closing (5 minutes)	**Teacher reviews the material and close the class** • Because the time is up, we will disscuss the	**Students respond and answer the teacher question**

		exercise in the next lesson.	How to order at the restaurant sir.
		• What have you learn today students?	• I want to order _____
		• Anyone can mention how to order food?	
		• Oke good, lets close lesson today and say hamdallah together	

P. **ASESSMENT**
    First Meeting
    3. **Attitude**
       a. Aspect : Students' responsibility in the class.
       b. Scoring Rubric

Aspect	Criteria	Score
Responsibility	Carry out individual works well and collect on time	5
	Carry out individual tasks well but do not collect on time	4
	Only carry out some of it and collect it on time	3
	Only carry out some	2

| | of it and collect it on time | |
| | Do not carry out individual tasks properly and do not collect | 1 |

Note : 5 = very good, 4 = good, 3 = fair, 2 = less 1 = bad/very less

4. Knowledge

a. Aspect : Answering questions correctly related to the information about things in restaurant.

b. Lattice Instrument

Material	Indicators	No Questions	Form of Assessment	Cognitive Level
Vocabulary	Problem related identifying things in restaurant	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Completion Test	C1

c. Instrument : Students' worksheet task 1

d. Scoring Rubric

Aspect	Description	Score
Answering questions correctly related to the information about things in restaurant	Student can answer the question correctly	1
	Student can not answer the question correctly	0

e. Score

$$\text{Final Score} = \frac{total\ obtained\ score}{10} \times 100$$

Second Meeting

c. **Attitude**

    1. Aspect : Students' confidence in the class.

    2. Scoring Rubric

Aspect	Criteria	Score
Confidence	Active in asking and responding the question	3
	Feel shy in asking and responding the question	2
	Never asking and responding the question	1

    Note : 3 = good, 2 = fair, 1 = poor/bad

d. **Skill**

    1. Aspect : writing short conversation about ordering food at the restaurant

    2. Lattice Instrument

Material	Indicators	Form of assessment
How to order	Write a dialouge about how to order at the restaurant	Product assessment
	The dialouge is about ordering food, ordering drink, and paying bill	
	The content wotd in the dialogue are interconnected	

    3. Instrument : Students' worksheet task 2

    4. Scoring Rubric

Acpect	Description	Score
Write a short dialogue about how to order at the restaurant	Student can fully answer the dialogues	5

	Student only answer 8 dialogues	4
	Student only answer 6 dialogues	3
	Student only answer 4 dialogues	2
	Student answer less than 2 dialogues	1

5. Score

Aspect	Criteria	Score
Vocabulary	Vocabulary selection is good and suitable as a whole	5
	Vocabulary selection is good but not suitable	4
	Vocabulary selection is wrong but still match	3
	Vocabulary selection is wrong and does not match	2
	Incorrect selection of vocabulary as a whole	1
Grammar	Grammar writing is correct as a whole	5
	There are some errors in grammar and word selection	4
	There is an error in grammar but it does not affect the meaning	3
	There are errors in grammar and affect the meaning	2
	Grammar writing is wrong and can not be understand	1

Final score = $\frac{total\ score}{maximum\ score}$ x 100 =

Students' Worksheet

Space Restaurant

Task 1

1. You use it to cut your meat. _____
2. You wipe your mouth with it. _____
3. You hold this in your left hand and use it when you put food in your mouth. _____
4. You find it on the table. It's white. You musn't eat a lot of it. _____
5. You hold these with your fingers and use them to put food in your mouth. _____
6. You eat soup with it. _____
7. This person asks you what you want to eat and drink. _____
8. This person takes your money. _____
9. You find it on the table. It's black. You musn't eat a lot because it's spicy. _____
10. You use it to drink. _____

Task 2

Write a short dialouge about ordering food in English!

Waiter : (pelayan)	*Good morning. Welcome to Viesta Restaurant. May I take your order?* (Selamat pagi. Selamat datang di Restoran Viesta. Bisakah saya menulis pesanan anda?)	

_____ _ : (Namamu) **_____**

(Selamat pagi. Apakah ada kursi kosong untuk 2 orang?

_____ _ : (Pelayan) **_____**

(Mari lewat sini)

_____ : (Pelayan) **_____**

(apa yang ingin anda pesan?)

_____ : (Namamu) _____

(Saya ingin memesan 2 steak)

_____ : (Pelayan) _____

(Dan apa yang ingin anda minum?)

_____

_____ : (Namamu) (Saya ingin memesak segelas lemon tea dan orange juice)

_____ : (Pelayan) _____

(Baik, mohon tunggu sebentar)

-**after breakfast-**

_____ _ : (Nama _____

(Permisi, bisakah saya minta tagihannya?)

mu)

____ :   _____
(Pelaya   (Tentu saja. Ini tagihannya.)
n)

____ :   _____
(Nama   (Terimakasih. Ini uangnya.)
mu)

Appendix 4

<center>INSTRUMENT OF PRE TEST</center>

Choose the right answer with crossing (X) A, B, C or D.

1. You use it to cut your meat. _____
   a. Spoon
   b. Fork
   c. Spoon
   d. Fork

2. You hold this in your left hand and use it when you put food in your mouth _____
   a. Spoon
   b. Fork
   c. Knife
   d. Scicor

3. You find it on the table. It's white. You musn't eat a lot of it. _____
   a. Sugar
   b. Salt
   c. Peper
   d. Cinnamon

4. You hold these with your fingers and use them to put food in your mouth. _____
   a. Chopstick
   b. Fork
   c. Knife
   d. Spatula

5. You use it to drink. _____
   a. Bowl
   b. Glass
   c. Plate
   d. Pan

6. K-F-R-O = _____
   a. FROK
   b. ROFK
   c. FORK
   d. KORF

7. H-R-E-A-S-C-I = _____
   a. Chasier
   b. Cashier
   c. Cahsier
   d. Casheir

8. Waitress: _____?
   Phil: *Yes. I'd like a sandwich and eggs with buttered.*

   a. What would you like to food?
   b. What would you like to do?
   c. What would you like to eat?
   d. What would you like to go?

9. Waiter = _____?
   Anie = Just water, please.

   a. What would you like to drink?
   b. What would you like to eat?
   c. What would you like to food?
   d. What do you like?

10. Anie = _____, please?
    Waiter =- Yes, here it is.
    Anie = Hmmm. $23.55. Here you are.
    Waiter = Thank you. Come again.
    Anie = Thank you. Goodbye

    a. Can I have the food?
    b. Can I have the bill?
    c. Can I have a drink?
    d. Can I have more seat?

Appendix 5

INSTRUMENT OF POST TEST

Choose the right answer with crossing (X) A, B, C or D.

1. You wipe your mouth with it. _____
   a. Spoon
   b. Napkin
   c. Knife
   d. Scicor

2. You find it on the table. It's black. You musn't eat a lot because it's spicy. _____
   a. Sugar
   b. Salt
   e. Sugar
   f. Salt

3. This person asks your money. _____
   a. Sugar
   b. Salt
   c. Peper
   d. Cinnamon

4. You hold these with your fingers and use them to put food in your mouth. _____
   a. Cashier
   b. Driver
   c. Knife
   d. Spatula

5. C-O-H-P-S-K-C-I-T. _____
   a. CHOPSTICK
   b. CHOPSITCK
   c. COHPSTICK
   d. CHOPTSCIK

6. K-F-R-O = _____
   a. FROK
   b. ROFK
   c. FORK
   d. KORF

7. R-E-P-E-P-P- = _____
   a. PEPER
   b. PAPPER
   c. Cahsier
   d. Casheir

8. Siska: How was your food?
   Remy: _____ .
   a. It's very cold
   b. It's very delicious
   c. I like the car
   d. It's very refreshing

9. Tom = _____?
   Waiter = Our steak is very delicious
   a. Do you need a drink?
   b. Do you have any seat?
   c. Do you have a hot chocolate?
   d. Do you have any suggestion?

10. Paula = _____, please?
    Waiter =- Yes, here it is.
    Paula = Hmmm. $40. Here you are.
    Waiter = Thank you.
    Paula = You're welcome
    a. Can I have the seat?
    b. Can I have the money?
    c. Can I have the bill?
    d. Can I have more food?

Appendix 6

Students' pre-test worksheet for experimental class

PRE- TEST

Name = Gilang tirea.p

Class = 5isA

1. Choose the right answer with crossing (X) A, B, C or D.

1. You use it to cut your meat. _____
   a. Spoon   (c.) Knife
   b. Fork   d. Scicor
2. You hold this in your left hand and use it when you put food in your mouth. _____
   a. Spoon   c. Knife
   X Fork   d. Scicor
3. You find it on the table. It's white. You musn't eat a lot of it. _____
   a. Sugar   c. Peper
   X Salt   d. Cinnamon
4. You hold these with your fingers and use them to put food in your mouth. _____
   X Chopstick   c. Knife
   b. Fork   d. Spatula
5. You use it to drink. _____
   a. Bowl   c. Plate
   X Glass   d. Pan
6. K-F-R-O = _____
   a. FROK   X FORK
   b. ROFK   d. KORF
7. H-R-E-A-S-C-I = _____
   a. Chasier   c. Cahsier
   X Cashier   d. Casheir
8. Waitress: _____?
   Phil: Yes. I'd like a sandwich and
   eggs with buttered.
   X What would you like to food?   (c.) What would you like to eat?
   b. What would you like to do?   d. What would you like to go?
9. Waiter = _____?
   Anie = Just water, please.
   X What would you like to drink?   c. What would you like to food?
   b. What would you like to eat?   d. What do you like?
10. Anie = _____, please?
    Waiter =- Yes, here it is.
    Anie = Hmmm. $23.55. Here you are.
    Waiter = Thank you. Come again.
    Anie = Thank you. Goodbye

    a. Can I have the food?   X Can I have a drink?
    (b.) Can I have the bill?   d. Can I have more seat?

Appendix 7

Students' pre-test worksheet for control class

PRE- TEST

Name = Lakeswara

Class = 5 Yunus

I . Choose the right answer with crossing (X) A, B, C or D.

1. You use it to cut your meat. _____
   a. Spoon
   X Fork
   c. Knife
   d. Scicor

2. You hold this in your left hand and use it when you put food in your mouth. _____
   a. Spoon
   X Fork
   c. Knife
   d. Scicor

3. You find it on the table. It's white. You musn't eat a lot of it. _____
   a. Sugar
   X Salt
   c. Peper
   d. Cinnamon

4. You hold these with your fingers and use them to put food in your mouth. _____
   a. Chopstick
   b. Fork
   X Knife
   d. Spatula

5. You use it to drink. _____
   a. Bowl
   X Glass
   c. Plate
   d. Pan

6. K-F-R-O = _____
   X FROK
   b. ROFK
   c. FORK
   d. KORF

7. H-R-E-A-S-C-I = _____
   a. Chasier
   b. Cashier
   c. Cahsier
   X Casheir

8. Waitress: _____?
   Phil: Yes. I'd like a sandwich and eggs with buttered .
   a. What would you like to food?
   b. What would you like to do?
   X What would you like to eat?
   d. What would you like to go?

9. Waiter = _____?
   Anie = Just water, please.
   X What would you like to drink?
   b. What would you like to eat?
   c. What would you like to food?
   d. What do you like?

10. Anie = _____, please?
    Waiter =- Yes, here it is.
    Anie = Hmmm. $23.55. Here you are.
    Waiter = Thank you. Come again.
    Anie = Thank you. Goodbye
    X Can I have the food?
    b. Can I have the bill?
    c. Can I have a drink?
    d. Can I have more seat?

Appendix 8

Student's post-test of experimental class

POST-TEST

Name = Hanny Nur Fadhylah

Class = 5 Isa

Number = 13

I. Choose the right answer with crossing (X) A, B, C or D.

1. You wipe your mouth with it. _____
   a. Spoon
   X Napkin
   c. Knife
   d. Scicor

2. You find it on the table. It's black. You musn't eat a lot because it's spicy. _____
   a. Sugar
   b. Salt
   X Pepper
   d. Cinnamon

3. This person asks your money. _____
   X Cashier
   b. Driver
   c. Cleaning Service
   d. Waiter

4. You hold these with your fingers and use them to put food in your mouth. _____
   X Chopstick
   b. Fork
   c. Knife
   d. Spatula

5. C-O-H-P-S-K-C-I-T. _____
   X CHOPSTICK
   b. CHOPSITCK
   c. COHPSTICK
   d. CHOPTSCIK

6. K-F-R-O = _____
   a. FROK
   X FORK
   c. FOKR
   d. KORF

7. R-E-P-E-P-P- = _____
   a. PEPER
   b. PAPPER
   X PEPPER
   d. PEEPER

8. Siska: How was your food?
   Remy: _____ .
   a. It's very cold
   X It's very delicious
   c. I like the car
   d. It's very refreshing

9. Tom = _____ ?
   Waiter = Our steak is very delicious
   a. Do you need a drink?
   b. Do you have any seat?
   c. Do you have a hot chocolate?
   X Do you have any suggestion?

10. Paula = _____ , please?
    Waiter =- Yes, here it is.
    Paula = Hmmm. $40. Here you are.
    Waiter = Thank you.
    Paula = You're welcome
    a. Can I have the seat?
    b. Can I have the money?
    X Can I have the bill?
    d. Can I have more food?

Appendix 9

Students' post-test of control class

POST-TEST

Name = Hilmi

Class = 7 Yunus

Number = 11

I. Choose the right answer with crossing (X) A, B, C or D.

1. You wipe your mouth with it. _____
   a. Spoon
   X Napkin
   c. Knife
   d. Scicor

2. You find it on the table. It's black. You musn't eat a lot because it's spicy. _____
   a. Sugar
   b. Salt
   X Pepper
   d. Cinnamon

3. This person asks your money. _____
   X Cashier
   b. Driver
   c. Cleaning Service
   d. Waiter

4. You hold these with your fingers and use them to put food in your mouth. _____
   X Chopstick
   b. Fork
   c. Knife
   d. Spatula

5. C-O-H-P-S-K-C-i-T. _____
   (a) CHOPSTICK
   X CHOPSITCK
   c. COHPSTICK
   d. CHOPTSCIK

6. K-F-R-O = _____
   a. FROK
   X FORK
   c. FOKR
   d. KORF

7. R-E-P-E-P-P- = _____
   X PEPER
   b. PAPPER
   (c.) PEPPER
   d. PEEPER

8. Siska: How was your food?
   Remy: _____ .
   a. It's very cold
   X It's very delicious
   c. I like the car
   d. It's very refreshing

9. Tom = _____ ?
   Waiter = Our steak is very delicious
   a. Do you need a drink?
   X Do you have any seat?
   c. Do you have a hot chocolate?
   (d.) Do you have any suggestion?

10. Paula = _____ , please?
    Waiter =- Yes, here it is.
    Paula = Hmmm. $40. Here you are.
    Waiter = Thank you.
    Paula = You're welcome
    a. Can I have the seat?
    b. Can I have the money?
    X Can I have the bill?
    d. Can I have more food?

Appendix 10

No	Student's Code	Experimental Class		Student's Code	Control Class	
		Pre-test	Post-test		Pre-test	Post-test
1	E-1	9	7	C-1	6	6
2	E-2	9	8	C-2	6	6
3	E-3	9	6	C-3	9	9
4	E-4	8	8	C-4	7	8
5	E-5	6	10	C-5	9	6
6	E-6	10	9	C-6	7	9
7	E-7	6	9	C-7	4	5
8	E-8	9	9	C-8	6	6
9	E-9	7	6	C-9	9	9
10	E-10	9	7	C-10	6	10
11	E-11	9	7	C-11	8	7
12	E-12	7	8	C-12	7	10
13	E-13	6	10	C-13	10	5
14	E-14	8	9	C-14	6	8
15	E-15	6	8	C-15	7	7
16	E-16	7	9	C-16	9	7
17	E-17	6	7	C-17	6	7
18	E-18	6	10	C-18	6	7
19	E-19	10	8	C-19	6	7
20	E-20	10	8	C-20	7	9
21	E-21	4	9	C-21	8	9
22	E-22	10	10	C-22	5	8
23	E-23	5	7	C-23	9	8
24	E-24	8	10	C-24	9	10
25	E-25	6	10	C-25	10	5
26	E-26	8	8	C-26	10	9
27	E-27	7	9	C-27	8	8
28	E-28	7	8	C-28	10	9
29	E-29	8	7	C-29	8	10
30	E-30	7	10	C-30	8	8
	$\sum$	227	251		226	232
	Average	7.57	8,37		7,53	7.73
	Variance	2,392	1,551		2,671	2,409
	S^2	1,61	1,25		1,63	1,55
	Max	10	10		10	10
	Min	4	6		4	5

The Score Pre-Test and Post-Test of Experimental and Control Class

Appendix 11

Uji Homogenitas Pre-Test

Untuk menguji homogenitas menggunakan rumus :

$$F = \frac{Varians\ terbesar}{varians\ terkecil}$$

Ho diterima apabila $F < F \frac{1}{2}a(v1\text{-}v2)$
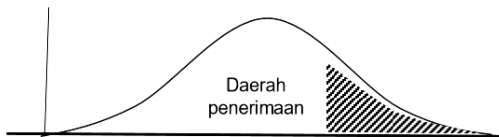
Tabel penolong homogenitas :

No	Kelas	
	5 Isa	5 Yunus
1	9	6
2	9	6
3	9	9
4	8	7
5	6	9
6	10	7
7	6	4
8	9	6
9	7	9
10	9	6
11	9	8
12	7	7
13	6	10
14	8	6
15	6	7
16	7	9
17	6	6
18	6	6
19	10	6
20	10	7

21	4	8
22	10	5
23	5	9
24	8	9
25	6	10
26	8	10
27	7	8
28	7	10
29	8	8
30	7	8
∑	227	226
Average	7.57	7,53
Variance	2,392	2,671
N	30	30

Berdasarkan tabel diperoleh :

$$F = \frac{2,671}{2,392} = 1,117$$

Pada α = 5% dengan dk pembilang = n-1 = 30-1 = 29, dan dk penyebut = n-1 = 30-1 = 29
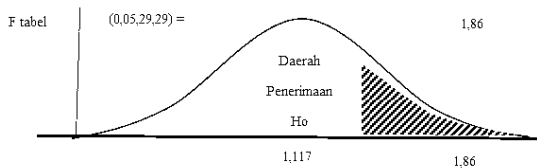
Karena $F_{hitung} < F_{tabel}$ maka dapat dikatakan bahwa kedua kelas memiliki varians yang sama (HOMOGEN).

Appendix 12

Uji Homogenitas Post-Test

Untuk menguji homogenitas menggunakan rumus :

$$F = \frac{Varians\ terbesar}{varians\ terkecil}$$

Ho diterima apabila $F < F\,\frac{1}{2}a_{(v1-v2)}$

Tabel penolong homogenitas :

No	Kelas	
	5 Isa	5 Yunus
1	7	6
2	8	6
3	6	9
4	8	8
5	10	6
6	9	9
7	9	5
8	9	6
9	6	9
10	7	10
11	7	7
12	8	10
13	10	5
14	9	8
15	8	7
16	9	7
17	7	7
18	10	7

19	8	7
20	8	9
21	9	9
22	10	8
23	7	8
24	10	10
25	10	5
26	8	9
27	9	8
28	8	9
29	7	10
30	10	8
$\sum$	251	232
Average	8,37	7.73
Variance	1,551	2,409
N	30	30

Berdasarkan tabel diperoleh :

$$F = \frac{2,409}{1,551} = 1,554$$

Pada α = 5% dengan dk pembilang = n-1 = 30-1 = 29, dan dk penyebut = n-1 = 30-1 = 29
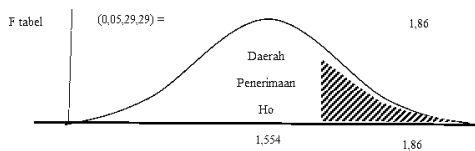
Karena $F_{hitung} < F_{tabel}$ maka dapat dikatakan bahwa kedua kelas memiliki varians yang sama (HOMOGEN).

Appendix 13

Uji Normalitas Pre-Test Kelas Experimen

Hipotesis :

Ho   : data berdistribusi normal

Ha   : data tidak berdistribusi normal

Pengujian hipotesis :

$$Z_i = \frac{x_i - \bar{x}}{s}$$

Kriteria yang digunakan

Diterima jika F (x) - S (x) | < L critical

Pengujian hipotesis

Nilai maksimum   : 0,14

Mean   : 7,57

Simpangan baku   :1,612

Tabel perhitungan

No	X	x	Zi	Fz	Sz	[F(Zi)-S(Zi)]	$\bar{X}$	S
1	4	-3,56667	-2,212	0,013	0,03	0,02	7,57	1,612
2	5	-2,56667	-1,592	0,056	0,07	0,01	7,57	1,612
3	6	-1,56667	-0,972	0,166	0,10	0,07	7,57	1,612
4	6	-1,56667	-0,972	0,166	0,13	0,03	7,57	1,612

5	6	-1,56667	-0,972	0,166	0,17	0,00	7,57	1,612
6	6	-1,56667	-0,972	0,166	0,20	0,03	7,57	1,612
7	6	-1,56667	-0,972	0,166	0,23	0,07	7,57	1,612
8	6	-1,56667	-0,972	0,166	0,27	0,10	7,57	1,612
9	6	-1,56667	-0,972	0,166	0,30	0,13	7,57	1,612
10	7	-0,56667	-0,352	0,363	0,33	0,03	7,57	1,612
11	7	-0,56667	-0,352	0,363	0,37	0,00	7,57	1,612
12	7	-0,56667	-0,352	0,363	0,40	0,04	7,57	1,612
13	7	-0,56667	-0,352	0,363	0,43	0,07	7,57	1,612
14	7	-0,56667	-0,352	0,363	0,47	0,10	7,57	1,612
15	7	-0,56667	-0,352	0,363	0,50	0,14	7,57	1,612
16	8	0,433333	0,269	0,606	0,53	0,07	7,57	1,612
17	8	0,433333	0,269	0,606	0,57	0,04	7,57	1,612
18	8	0,433333	0,269	0,606	0,60	0,01	7,57	1,612
19	8	0,433333	0,269	0,606	0,63	0,03	7,57	1,612
20	8	0,433333	0,269	0,606	0,67	0,06	7,57	1,612
21	9	1,433333	0,889	0,813	0,70	0,11	7,57	1,612
22	9	1,433333	0,889	0,813	0,73	0,08	7,57	1,612
23	9	1,433333	0,889	0,813	0,77	0,05	7,57	1,612
24	9	1,433333	0,889	0,813	0,80	0,01	7,57	1,612
25	9	1,433333	0,889	0,813	0,83	0,02	7,57	1,612
26	9	1,433333	0,889	0,813	0,87	0,05	7,57	1,612

27	10	2,433333	1,509	0,934	0,90	0,03	7,57	1,612
28	10	2,433333	1,509	0,934	0,93	0,00	7,57	1,612
29	10	2,433333	1,509	0,934	0,97	0,03	7,57	1,612
30	10	2,433333	1,509	0,934	1,00	0,07	7,57	1,612

Keterangan :

X : nilai siswa yang sudah diurutkan dari kecil-besar

x : $X - \bar{X}$

Zi : $\frac{x}{s}$

Fz : probabilitas kumulatif normal

Sz : probabilitas kumulatif empiris

[F(Zi)-S(Zi)] : nilai kalkulasi dari Fz dan Sz

Untuk α = 5% dengan dk = 30 diperoleh L critical 0,161 yang kemudian di cari nilai terbesar dari [F(Zi)-S(Zi)] yaitu 0,15

Karena [F(Zi)-S(Zi)] < L critical , maka data tersebut berdistribusi normal.

Appendix 14

Uji Normalitas Pre-Test Kelas Control

Hipotesis :

Ho : data berdistribusi normal

Ha : data tidak berdistribusi normal

Pengujian hipotesis :

$$Z_i = \frac{x_i - \bar{x}}{s}$$

Kriteria yang digunakan

Diterima jika F (x) - S (x) | < L critical

Pengujian hipotesis

Nilai maksimum : 0,16

Mean : 7,53

Simpangan baku :1,63

Tabel perhitungan

No	X	x	Zi	Fz	Sz	[F(Zi)-S(Zi)]	$\bar{X}$	S
1	4	-3,53	-2,16	0,02	0,03	0,02	7,53	1,634
2	5	-2,53	-1,55	0,06	0,07	0,01	7,53	1,634
3	6	-1,53	-0,94	0,17	0,10	0,07	7,53	1,634
4	6	-1,53	-0,94	0,17	0,13	0,04	7,53	1,634

5	6	-1,53	-0,94	0,17	0,17	0,01	7,53	1,634
6	6	-1,53	-0,94	0,17	0,20	0,03	7,53	1,634
7	6	-1,53	-0,94	0,17	0,23	0,06	7,53	1,634
8	6	-1,53	-0,94	0,17	0,27	0,09	7,53	1,634
9	6	-1,53	-0,94	0,17	0,30	0,13	7,53	1,634
10	6	-1,53	-0,94	0,17	0,33	0,16	7,53	1,634
11	7	-0,53	-0,33	0,37	0,37	0,01	7,53	1,634
12	7	-0,53	-0,33	0,37	0,40	0,03	7,53	1,634
13	7	-0,53	-0,33	0,37	0,43	0,06	7,53	1,634
14	7	-0,53	-0,33	0,37	0,47	0,09	7,53	1,634
15	7	-0,53	-0,33	0,37	0,50	0,13	7,53	1,634
16	8	0,47	0,29	0,61	0,53	0,08	7,53	1,634
17	8	0,47	0,29	0,61	0,57	0,05	7,53	1,634
18	8	0,47	0,29	0,61	0,60	0,01	7,53	1,634
19	8	0,47	0,29	0,61	0,63	0,02	7,53	1,634
20	8	0,47	0,29	0,61	0,67	0,05	7,53	1,634
21	9	1,47	0,90	0,82	0,70	0,12	7,53	1,634
22	9	1,47	0,90	0,82	0,73	0,08	7,53	1,634
23	9	1,47	0,90	0,82	0,77	0,05	7,53	1,634
24	9	1,47	0,90	0,82	0,80	0,02	7,53	1,634
25	9	1,47	0,90	0,82	0,83	0,02	7,53	1,634
26	9	1,47	0,90	0,82	0,87	0,05	7,53	1,634

27	10	2,47	1,51	0,93	0,90	0,03	7,53	1,634
28	10	2,47	1,51	0,93	0,93	0,00	7,53	1,634
29	10	2,47	1,51	0,93	0,97	0,03	7,53	1,634
30	10	2,47	1,51	0,93	1,00	0,07	7,53	1,634

Keterangan :

X : nilai siswa yang sudah diurutkan dari kecil-besar

x : $X - \bar{X}$

Zi : $\frac{x}{s}$

Fz : probabilitas kumulatif normal

Sz : probabilitas kumulatif empiris

[F(Zi)-S(Zi)] : nilai kalkulasi dari Fz dan Sz

Untuk α = 5% dengan dk = 30 diperoleh L critical 0,161 yang kemudian di cari nilai terbesar dari [F(Zi)-S(Zi)] yaitu 0,16

Karena [F(Zi)-S(Zi)] > L critical , maka data tersebut berdistribusi normal.

Appendix 15

Uji Normalitas Post-Test Kelas Experimen

Hipotesis :

Ho   : data berdistribusi normal

Ha   : data tidak berdistribusi normal

Pengujian hipotesis :

$$Z_i = \frac{x_i - \bar{x}}{s}$$

Kriteria yang digunakan

Diterima jika F (x) - S (x) | < L critical

Pengujian hipotesis

Nilai maksimum   : 0,15

Mean   : 8,37

Simpangan baku   : 1,25

Tabel perhitungan

No	X	x	Zi	Fz	Sz	[F(Zi)-S(Zi)]	$\bar{X}$	S
1	6	-2,37	-1,90	0,03	0,03	0,00	8,37	1,25
2	6	-2,37	-1,90	0,03	0,07	0,04	8,37	1,25
3	7	-1,37	-1,10	0,14	0,10	0,04	8,37	1,25
4	7	-1,37	-1,10	0,14	0,13	0,00	8,37	1,25

5	7	-1,37	-1,10	0,14	0,17	0,03	8,37	1,25
6	7	-1,37	-1,10	0,14	0,20	0,06	8,37	1,25
7	7	-1,37	-1,10	0,14	0,23	0,10	8,37	1,25
8	7	-1,37	-1,10	0,14	0,27	0,13	8,37	1,25
9	8	-0,37	-0,29	0,38	0,30	0,08	8,37	1,25
10	8	-0,37	-0,29	0,38	0,33	0,05	8,37	1,25
11	8	-0,37	-0,29	0,38	0,37	0,02	8,37	1,25
12	8	-0,37	-0,29	0,38	0,40	0,02	8,37	1,25
13	8	-0,37	-0,29	0,38	0,43	0,05	8,37	1,25
14	8	-0,37	-0,29	0,38	0,47	0,08	8,37	1,25
15	8	-0,37	-0,29	0,38	0,50	0,12	8,37	1,25
16	8	-0,37	-0,29	0,38	0,53	0,15	8,37	1,25
17	9	0,63	0,51	0,69	0,57	0,13	8,37	1,25
18	9	0,63	0,51	0,69	0,60	0,09	8,37	1,25
19	9	0,63	0,51	0,69	0,63	0,06	8,37	1,25
20	9	0,63	0,51	0,69	0,67	0,03	8,37	1,25
21	9	0,63	0,51	0,69	0,70	0,01	8,37	1,25
22	9	0,63	0,51	0,69	0,73	0,04	8,37	1,25
23	9	0,63	0,51	0,69	0,77	0,07	8,37	1,25
24	10	1,63	1,31	0,91	0,80	0,11	8,37	1,25
25	10	1,63	1,31	0,91	0,83	0,07	8,37	1,25
26	10	1,63	1,31	0,91	0,87	0,04	8,37	1,25

27	10	1,63	1,31	0,91	0,90	0,01	8,37	1,25
28	10	1,63	1,31	0,91	0,93	0,03	8,37	1,25
29	10	1,63	1,31	0,91	0,97	0,06	8,37	1,25
30	10	1,63	1,31	0,91	1,00	0,09	8,37	1,25

Keterangan :

X : nilai siswa yang sudah diurutkan dari kecil-besar

x : $X - \bar{X}$

Zi : $\frac{x}{s}$

Fz : probabilitas kumulatif normal

Sz : probabilitas kumulatif empiris

[F(Zi)-S(Zi)] : nilai kalkulasi dari Fz dan Sz

Untuk α = 5% dengan dk = 30 diperoleh L critical 0,161 yang kemudian di cari nilai terbesar dari [F(Zi)-S(Zi)] yaitu 0,16

Karena [F(Zi)-S(Zi)] < L critical , maka data tersebut berdistribusi normal.

Appendix 16

Uji Normalitas Post-Test Kelas Control

Hipotesis :

Ho   : data berdistribusi normal

Ha   : data tidak berdistribusi normal

Pengujian hipotesis :

$$Z_i = \frac{x_i - \bar{x}}{s}$$

Kriteria yang digunakan

Diterima jika F (x) - S (x) | < L critical

Pengujian hipotesis

Nilai maksimum   : 0,13

Mean   : 7,73

Simpangan baku   : 1,55

Tabel perhitungan

No	X	x	Zi	Fz	Sz	[F(Zi)-S(Zi)]	$\bar{X}$	S
1	5	-2,73	-1,76	0,04	0,03	0,01	7,73	1,55
2	5	-2,73	-1,76	0,04	0,07	0,03	7,73	1,55
3	5	-2,73	-1,76	0,04	0,10	0,06	7,73	1,55
4	6	-1,73	-1,12	0,13	0,13	0,00	7,73	1,55

5	6	-1,73	-1,12	0,13	0,17	0,03	7,73	1,55
6	6	-1,73	-1,12	0,13	0,20	0,07	7,73	1,55
7	6	-1,73	-1,12	0,13	0,23	0,10	7,73	1,55
8	7	-0,73	-0,47	0,32	0,27	0,05	7,73	1,55
9	7	-0,73	-0,47	0,32	0,30	0,02	7,73	1,55
10	7	-0,73	-0,47	0,32	0,33	0,02	7,73	1,55
11	7	-0,73	-0,47	0,32	0,37	0,05	7,73	1,55
12	7	-0,73	-0,47	0,32	0,40	0,08	7,73	1,55
13	7	-0,73	-0,47	0,32	0,43	0,12	7,73	1,55
14	8	0,27	0,17	0,57	0,47	0,10	7,73	1,55
15	8	0,27	0,17	0,57	0,50	0,07	7,73	1,55
16	8	0,27	0,17	0,57	0,53	0,03	7,73	1,55
17	8	0,27	0,17	0,57	0,57	0,00	7,73	1,55
18	8	0,27	0,17	0,57	0,60	0,03	7,73	1,55
19	8	0,27	0,17	0,57	0,63	0,07	7,73	1,55
20	9	1,27	0,82	0,79	0,67	0,13	7,73	1,55
21	9	1,27	0,82	0,79	0,70	0,09	7,73	1,55
22	9	1,27	0,82	0,79	0,73	0,06	7,73	1,55
23	9	1,27	0,82	0,79	0,77	0,03	7,73	1,55
24	9	1,27	0,82	0,79	0,80	0,01	7,73	1,55
25	9	1,27	0,82	0,79	0,83	0,04	7,73	1,55
26	9	1,27	0,82	0,79	0,87	0,07	7,73	1,55

27	10	2,27	1,46	0,93	0,90	0,03	7,73	1,55
28	10	2,27	1,46	0,93	0,93	0,01	7,73	1,55
29	10	2,27	1,46	0,93	0,97	0,04	7,73	1,55
30	10	2,27	1,46	0,93	1,00	0,07	7,73	1,55

Keterangan :

X : nilai siswa yang sudah diurutkan dari kecil-besar

x : $X - \bar{X}$

Zi : $\frac{x}{s}$

Fz : probabilitas kumulatif normal

Sz : probabilitas kumulatif empiris

[F(Zi)-S(Zi)] : nilai kalkulasi dari Fz dan Sz

Untuk α = 5% dengan dk = 30 diperoleh L critical 0,161 yang kemudian di cari nilai terbesar dari [F(Zi)-S(Zi)] yaitu 0,13

Karena [F(Zi)-S(Zi)] < L critical , maka data tersebut berdistribusi normal.

Appendix 17

Uji Persamaan 2 Rata-Rata Pre-Test Kelas Experimen dan Kontrol

<u>Hipotesis</u>

$H_0 = \mu_1 \leq \mu_2$

$Ha = \mu_1 > \mu_2$

<u>Uji Hipotesis</u>

Untuk menguji hipotesis digunakan rumus :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Ho diterima apabila $\mu_1 \leq \mu_2$ yang berarti ada perbedaan terhadap X.

Sumber	Experimental	Control
Sum	227	226
N	30	30
$\bar{X}$	7,57	7,53
Var	2,392	2,671
S^2	1,612	1,634

Berdasarkan rumus diatas diperoleh :

$$t = \frac{227-226}{\sqrt{\frac{(29)1{,}61 + (29)1{,}63}{58}\left(\frac{1}{30}+\frac{1}{30}\right)}}$$

$$= 0{,}081138$$

Pada $\alpha = 0{,}05$ dengan df $= 30 + 30 - 2 = 58$ diperoleh $t_0 = 0{,}081138$

Maka disimpulkan bahwa TIDAK ADA persamaan rata-rata dari kedua kelas.

Appendix 18

Uji Persamaan 2 Rata-Rata Post-Test Kelas Experimen dan Kontrol

Hipotesis

$H_0 = \mu_1 \leq \mu_2$

$Ha = \mu_1 > \mu_2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Ho diterima apabila $t_{hitung} > t_{tabel}$ yang berarti ada perbedaan terhadap X.

Sumber	Experimental	Control
Sum	251	232
N	30	30
$\bar{X}$	8,37	7,73
Var	2,41	2,28
S^2	1,25	1,55

Berdasarkan rumus diatas diperoleh :

$$t = \frac{244-237}{\sqrt{\frac{(29)1,33+(29)1,51}{58}\left(\frac{1}{30}+\frac{1}{30}\right)}}$$

$$= 1,743243$$

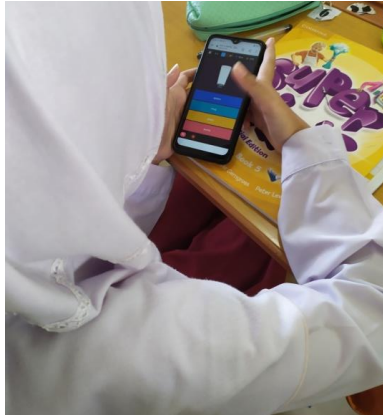Pada $\alpha = 0,05$ dengan df $= 30 + 30 - 2 = 58$ diperoleh $t_0 = 1,743243$

Maka disimpulkan bahwa TIDAK ADA persamaan rata-rata dari kedua kelas.

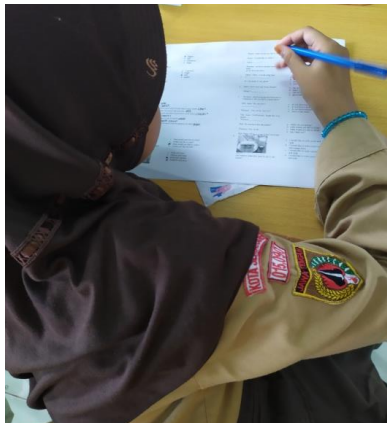**Appendix 19**

Documentation

    A. Experimental class

Learning English using Quizizz

B. Control class

Learning English without using Quizizz

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: B - 15/Un.10.3/D.1/TL.00./01/2020   10 Januari 2020
Lamp   : -
Hal   : Mohon Izin Riset
a.n.   : Nabela Safira Bariqlana
NIM   : 1503046074

Yth.
Dokan FITK UIN Walisongo
Di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama	:	Nabela Safira Bariqlana
NIM	:	1503046074
Alamat	:	Jln Dharma Raya IX Blok DIV/4 RT 02 RW 09 Perum Bringin Putih, Ngaliyan, Semarang, Jawa Tengah
Judul Skripsi	:	AN EXPERIMENTAL STUDY OF USING QUIZIZZ TO TEACH VOCABULARY AT THE FIFTH GRADE OF SD ISLAM AL AZHAR 29

Pembimbing   :
　　　　1. Siti Tarwiyah, S.S, M.Hum
　　　　2. Ma'rifatul Fadhilah, M. Ed

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 6 Januari 2020 sampai dengan 19 Januari 2020
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

　　　　　　　　　　　　　　　　　a.n. Dekan,
　　　　　　　　　　　　　　　　　Wakil Dekan Bidang Akademik

　　　　　　　　　　　　　　　　　Mahfud Junaedi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Surat Keterangan Riset

SURAT KETERANGAN
No : 126/S.Ket/III/SDIA 29.SMG/1441.2020

Yang bertanda tangan di bawah ini :

    Nama   : Ariful Ulum, S.Pd

    Jabatan   : Kepala SD Islam Al Azhar 29 Semarang

Menerangkan dengan sesungguhnya bahwa :

    Nama   : Nabela Safira Bariqlana

    Fakultas   : Fakultas Ilmu Tarbiyah dan Keguruan

                       Jurusan Pendidikan Bahasa Inggris

    Kampus   : UIN Walisongo Semarang

Telah melaksanakan penelitian *"An experimental study of using quizizz to teach vocabulary at the fifth grade of SD Islam Al Azhar 29"*.

Demikian surat keterangan ini dibuat, agar dipergunakan sebagaimana mestinya.

Semarang, 27 Maret 2020
Kepala Sekolah

Ariful Ulum, S.Pd

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG

PENELITI : Nabela Safira Bariqlana

NIM : 1503046074

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : An Experimental Study Of Using Quizizz To Teach Vocabulary At The Fifth Grade Of SD Islam Al-Azhar 29.

HIPOTESIS:

a. **Hipotesis Uji Homogenitas Data Tahap Awal**

$H_o: \sigma_1^2 = \sigma_2^2$

$H_1: \sigma_1^2 \neq \sigma_2^2$

b. **Hipotesis Uji Homogenitas Data Tahap Akhir**

$H_o: \sigma_1^2 = \sigma_2^2$

$H_1: \sigma_1^2 \neq \sigma_2^2$

c. **Hipotesis Perbedaan Rata-Rata Data Tahap Awal**

$H_o: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

d. **Hipotesis Perbedaan Rata-Rata Data Tahap Akhir**

$H_o: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

PreTest Experiment		PostTest Experiment		PreTest Control		PostTest Control	
Mean	7,56667	Mean	8,13333	Mean	7,53333	Mean	7,83333
Standard Error	0,28237	Standard Error	0,24322	Standard Error	0,2984	Standard Error	0,27578
Median	8	Median	8	Median	7,5	Median	8
Mode	8	Mode	9	Mode	6	Mode	9
Standard Deviation	1,546594	Standard Deviation	1,332183	Standard Deviation	1,6344	Standard Deviation	1,5105
Sample Variance	2,391954	Sample Variance	1,774713	Sample Variance	2,671264	Sample Variance	2,281609
Sum	227	Sum	244	Sum	226	Sum	235
Count	30	Count	30	Count	30	Count	30

Uji Homogenitas Data Tahap Awal
F-Test Two-Sample for Variances

	Control	Experiment
Mean	7,533333	7,566667
Variance	2,671264	2,391954
Observations	30	30
df	29	29
F	1,116771	
P(F<=f) one-tail	0,384094	
F Critical one-tail	1,860811	

Keterangan:

Sig - 0.384 > 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang

sama (Homogen).

Uji Homogenitas Data Tahap Akhir
F-Test Two-Sample for Variances

	Control	Experiment
Mean	7,733333	8,366667
Variance	2,409195	1,550575
Observations	30	30
df	29	29
F	1,553744	
P(F<=f) one-tail	0,120662	
F Critical one-tail	1,860811	

Keterangan:

Sig. = 0.12 ≥ 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang

sama (Homogen)

Uji Perbedaan Rata-rata Data Tahap Awal
t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	7,566667	7,533333
Variance	2,391954	2,671264
Observations	30	30
Pooled Variance	2,531609	
Hypothesized Mean Difference	0	
df	58	
t Stat	0,081138	
P(T<=t) one-tail	0,467806	
t Critical one-tail	1,671553	
P(T<=t) two-tail	0,935611	
t Critical two-tail	2,001717	

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG

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Keterangan:

Sig. = 0.935 >0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Uji Perbedaan Rata-rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	8,366667	7,733333
Variance	1,550575	2,409195
Observations	30	30
Pooled Variance	1,979885	
Hypothesized Mean Difference	0	
df	58	
t Stat	1,743243	
P(T<=t) one-tail	0,08659	
t Critical one-tail	1,671553	
P(T<=t) two-tail	0,043295	
t Critical two-tail	2,001717	

Keterangan:

Sig. = 0.043 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Semarang, 22 Maret 2020
Kepala Laboratorium

Beden Istiawan, S.Si.,M.Kom

CURRICULUM VITAE

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