



**SOCRATIVE AS AN ONLINE FORMATIVE ASSESSMENT TO IMPROVE THE
STUDENTS' READING COMPREHENSION ACHIEVEMENT: THE CASE OF
ELEVENTH GRADE STUDENTS OF SMAN 1 CEPIRING IN THE ACADEMIC
YEAR 2021/2022**

Final Project

Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS EDUCATION
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2021**

APPROVAL

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This Final Project Proposal entitled "SOCRATIVE AS ONLINE FORMATIVE ASSESSMENT TO IMPROVE THE STUDENTS' READING COMPREHENSION ACHIEVEMENT: THE CASE OF ELEVENTH GRADE STUDENTS OF SMAN 1 CEPILING IN THE ACADEMIC YEAR 2021/2022" written by

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DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writers' opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, 12 September 2022

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RATIFICATION

RATIFICATION

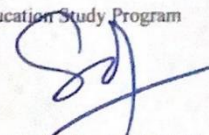
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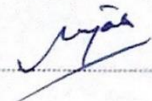
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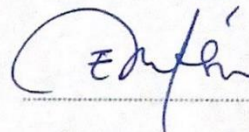
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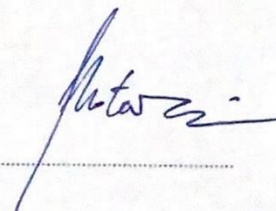
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MOTTO

You fall, you learn, you will grow up.

DEDICATIONS

This final project is dedicated to:

1. Myself. I want to thank myself for doing all this hard work.
2. My handsome daddy Solichin is in barzakh. Thank you for sending love and warmth to me. However, I believe that you are always beside me.
3. My beautiful mom Tif Nur Latifah. Thank you for praying for me, supporting me, and loving me.
4. My beloved brother Muhammad Andri Kurniawan and his family.
5. For my best friend who gave their love, support, prayer, and advice to me. May God always bless you.

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6. My beloved family and my friend for their supports and prayers in finishing this study.
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Last but not least, the researcher would like to thank people who are not mentioned here. Without their help, advice, and supports, this final project would not have been completed. Once again, the researcher realized that this final project is far from perfect . However, the researcher hope this final project will be useful for all readers.

Semarang, 12 September 2022

Dzinnuraini Maulina Putri
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ABSTRACT

Abstract

Putri, Dzinnuraini Maulina. 2022. *Socrative as an Online Formative Assessment To Improve The Students' Reading Comprehension Achievement: The Case Of Eleventh Grade Students of SMA N 1 Cepiring in the Academic Year 2021/2022.* Final Project, English Study Program, Faculty of Language and arts Education, Universitas PGRI Semarang. Advisor 1: Dr. Wiyaka, M.Pd., Advisor 2: Entika Fani Prastikawati, S.Pd., M.Pd.

Keywords: *Socrative, online formative assessment, reading comprehension.*

The change in educational adjustment during the COVID-19 period requires teachers to use technology in learning. The use of technology in education plays a important role in language assessment. The teachers need to know the effect of students' achievement and students' perceptions in using online assessment tools. This research aimed to investigate the students' improvement of reading comprehension and students' perception of Socrative as an online formative assessment. This study applied a quasi-experimental design and a closed questionnaire to collect data. Two classes consisted of 32 students (16 students in the control class; 16 students in the experimental class) who participated in this study in SMA Negeri 1 Cepiring, Central Java, Indonesia. The collected data were then analyzed quantitatively using SPSS 23. The result showed that Socrative effectively improves the students' reading comprehension. Socrative is effective as an alternative online formative assessment in improving the students' reading comprehension compared to the paper-based formative assessment. Another result revealed positive perceptions of Socrative as an online formative assessment for improving students' reading comprehension. They claimed that Socrative brings a new atmosphere and innovative formative assessment process that helps improve students' reading comprehension. For facts, Socrative can be considered as an innovative and effective online formative assessment that is worthed to apply by the english teachers or educators.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction which consists of the background of the study, statements of the study, objectives of the study, significances of the study, definition of the key term and outline of the study.

A. Background of the Study

The COVID-19 pandemic was an occurrence that changed educational adjustment from face-to-face to online learning. Due to the decrease in COVID-19 cases, education regulations have changed to blended learning, which combines online and face-to-face learning (Bahasoan et al. 2020). That was a challenge to create a new experience for teachers and students. Prastikawati, 2021 explained that these regulations are the only way educators interact with students. Indeed, the changes were necessary for educational institutions to implement the adjustment.

The change in educational adjustment during the COVID-19 period requires teachers to use technology in learning. Technology in teaching and English learning has been effective because of materials, learning processes, and learning assessment (Gunuç & Babacan, 2018; Mulyadi et al., 2021). Furthermore, technological advances in online learning have an impact on convenience, workability, and quick adaptability for students. The teacher should adjust the teaching technique so that the students are not bored with online learning. Except for the adjustment, teaching media, and teaching technique, the teacher also need to consider the changes in their assessment process, especially in formative assessment.

Technology-based formative assessment was helpful for online and blended English Language Teaching. Elmahdi et al. (2018) argued that formative assessment effectively requires consistent and routine training to find the difficulties encountered and the knowledge gained from learning. Formative assessment monitors how students accept the teachers' explanations during the learning process. Moreover, it aimed to provide feedback to teachers and students used for the teaching process and monitor difficulty in English language learning (Widiastuti & Saukah, 2017). Teachers' understanding of technology-based formative assessment improves students' enthusiasm for English learning.

One of the main skills in the English language was reading. According to Erya & Pustika (2021), reading has a crucial role in everyday life, and people can read texts to increase knowledge. Also, reading was essential for students because it was implemented when students learned English in school. Reading helps gain comprehension through reading texts. The importance of reading comprehension, which can assist students in finding information about the subject matter in school, general knowledge, and improve students' writing skills (Asrifan et al. 2018). El Sakka (2020); Sari et al. (2020); Soto et al. (2019) explained that reading comprehension and public reading were essential skills to develop students' thinking skills and personalities in society. Moreover, the writer often found reading comprehension in English exams, school exams, and college entrance exams. Such as TOEFL, IELTS, TOEIC, SBMPTN and others.

According to the facts mentioned above, students reading comprehension must be well-improved with the help of English teachers. Furthermore, Wibowo et al. (2020) argued that teachers could use various teaching strategies to

implement reading comprehension. Besides, the increase in students' reading comprehension was influenced by assessments that monitor students' progress toward the material provided by the teacher (Kristiani, 2021). Formative assessment could be applied in online quizzes and detect what students need during learning. In addition, the teachers could observe the students' reading comprehension through online quizzes. One of the applications used in online learning, mainly formative assessment was Socrative.

Socrative as a formative assessment tool was a functional website to measure the level of knowledge, online skills, and students' progress (Romero et al., 2021). There were features on the Socrative App such as Quiz, Quick Question, Exit Ticket, and Space Race. With the online quiz application, the teacher can create questions and answers that was distributed to students. Various responses include multiple-choice, short answers, or true/false choices. The use of Socrative applications could be used in English language learning.

This study focuses on Socrative as an online formative assessment to improve the students reading comprehension achievement, especially in SMA N 1 Cepiring. The writer chose SMA N 1 Cepiring to investigate because it was conducted when the writer did internship 3. SMA N 1 Cepiring has not implemented an online learning application as an online formative assessment tool. Furthermore, the writer uses Socrative in the classroom because technology has a vital role in learning. In this case, the writer was trying to improve reading comprehension in online learning.

B. Statements of the Study

Based on the background of the study above, the writer compiles several problem formulations as follows:

1. To what extent is the reading comprehension achievement of students who are exposed by traditional formative assessment?
2. To what extent is the reading comprehension achievement of students who are exposed by Socrative as an online formative assessment?
3. Is there any significant difference in students' reading comprehension achievement between using traditional formative assessment and Socrative as an online formative assessment?
4. How is students' perception on the use Socrative as an online formative assessment?

C. Objectives of the Study

Several problem formulations have been described above. So the objectives of this study include:

1. To investigate the students' reading comprehension who are exposed by traditional formative assessment.
2. To investigate the students' reading comprehension who are exposed by Socrative as an online formative assessment.
3. To find out the significant differences between students who are use traditional assessment and Socrative as an online assessment.
4. To describe the students is perception on the use of Socrative as online formative assessment in English language teaching.

D. Significance of the Study

Based on the statement of the problem above, the significance of the study is as follows:

1. Theoretically

The results of this study answer questions on the formulation of research problems. In addition, the results of this study are helpful to determine students' comprehension when learning English using tools in online formative assessment.

2. Practically

The findings of this study are useful for:

a. Teachers

In this study, teachers are expected to have alternative technology-based formative assessment. In this case, the writer introduces a Socrative application as online formative assessment to help the teachers monitor the students' English learning progress during COVID-19 pandemic.

b. Lecturers

This study can be an example of online formative assessment in English Language Teaching (ELT), especially for those who teach Language Testing and Evaluation (LTE) in English department.

c. Readers

By reading this study, it is hoped that the readers can get information about assessment in blended learning using technology-based assessment.

E. Definition of Key Terms

a. Assessment

According to Brown & Abeywickrama (2019), assessment is the process of assessing, measuring, or gathering information to determine student learning outcomes from several techniques and strategies in learning. Also, assessment is an evaluation of students' abilities in the ongoing teaching and learning process; the assessment is carried out to find out the weaknesses and strengths of students (Prastikawati et al., 2020).

As stated by Rinaldi et al. (2022), assessment has several types: formal assessment, informal assessment, formative assessment, and summative assessment. The purpose of the types of assessment is to monitor student progress in the learning that has been given and evaluate student learning outcomes. Moreover, the assessment can be done face-to-face or by using an online assessment technology.

b. Online Formative Assessment

Formative assessment aims to assist students in sustainable growth and development by evaluating their abilities and skills (Brown & Abeywickrama, 2019). Moreover, Lisyowati et al. (2021) added formative assessment is affects teaching and learning because it must

monitor the process of student understanding of the material and provide feedback that can motivate students for future learning. In this case, online formative assessment is an assessment that uses online media in its implementation.

c. Socrative

Balta et al. (2018) states that Socrative is an online assessment platform on the website to assess student exams; students and teachers can access Socrative through technology such as mobile phones or laptops, it can be used in any condition. Besides, Mohamad et al. (2019) mention that in using Socrative, the teacher can create questions and see students' value and responses during the learning process. This platform engages educators and students in English classes.

d. Reading Comprehension

Reading is an English skill that aims to get a comprehension of the information obtained. Nurbaiti (2020) states that reading comprehension is understanding in reading to gain knowledge, increase general information, and by reading can train to write efficiently. Moreover, Smith et al. (2021) added that reading comprehension is crucial in advancing academics because it is easily found in all subjects. In addition, reading comprehension involves the interaction between the reader's cognitive skills and processes and the linguistic characteristics of the text.

e. SMA N 1 Cepiring

SMA N 1 Cepiring is one of the senior high school in Kendal that is located in Jalan Sri Agung No. 57 Cepiring, Kendal, Central Java. This school was used as a study by the writer.

F. Outline of the study

In outline of the study consist of five chapters:

1. Chapter 1 is Introduction consist of background of the study, statements of the problem, objectives of the study, significance of the study, definition of key terms and outline of the study.
2. Chapter 2 is Review of Related Literature this chapter present previous studies, and review of related theories there is the general concept of assessment, online formative assessment, online english teaching and learning, and socrative as online formative assessment.
3. Chapter 3 is Methodology of the Research which consist of research design, subject of the study, the instrument of the study, method of the data collection and method of the data analysis.
4. Chapter 4 is Research Finding and Discussion that consist of Research finding the first is the student's reading comprehension taught with traditional formative assessment, second is the student's reading comprehension taught with Socrative as an online assessment, third is significant difference between student's reading comprehension taught using traditional assessment and those taught Socrative as an online assessment and consist of discussion.
5. Chapter 5 is Conclusion and Suggestion that consist of conclusion and

suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the previous studies conducted by other writers and reviews of related literature.

A. Previous Studies

In order to support this study, the writer collected some references from previous studies. There were some previous studies related to this study.

The first was a study by Ogange et al. (2018) entitled “Student Perceptions of the Effectiveness of Formative Assessment in an Online Learning Environment”. This study aims to determine the effectiveness of formative assessment in online learning. For data collection, the researchers took a sample of 100 undergraduate students from the Maseno University of Kenya who were randomly selected to fill out an online survey. A questionnaire with closed questions totaling 31 items containing students' perceptions of various types of formative assessment effectiveness. Out of 100 students, 72 students have completed the questionnaire. The study results show that students get feedback from formative assessments through technology faster than feedback from teachers. In addition, the results of this study indicate an increase in student learning outcomes with assessments using computer technology.

The second previous study was conducted by El Sakka (2020) entitled “Developing EFL Reading Comprehension and Learning Engagement Using Socratic SRS-based Assessment”. The purpose of this study to improve students' reading comprehension skills. The writer uses quasi-experimental

methods to obtain research results. The participant in this study were student at Faculty of Education, Suez University. The experimental design was divided into two groups, namely the control and experimental groups. The experimental group used Socrative application, while the control group used the conventional techniques. The writer designed the research instrument by involving a reading comprehension. The results of this study were found in the experimental group using the Socrative application, which had significant results compared to the control class using traditional techniques in developing reading comprehension and English as a Foreign Language (EFL).

The third previous study was conducted by Alharbi & Meccawy (2020) entitled "Introducing Socrative as a Tool for Formative Assessment in Saudi EFL Classrooms". This study focuses on changing the assessment technique from traditional paper to electronic devices such as computers or mobile phones. The aim is to find out how the attitude of female students in formative assessment using technology. The author uses mixed methods with data collection techniques, namely pre- and post-experimental design and surveys. The participants of this study were 47 students at Saudi State University. A survey was conducted on students' attitudes towards technology-based language assessment in the pre-experimental design. Besides, for the post-experimental design, students were asked to explain their perceptions when they had conducted a language assessment using the technology. Of the three stages of the research experiment, 35 students had completed the experiment. The results of this study, almost half of the respondents prefer paper assessments compared to technology. However, the assessment of using

technology-based applications such as Socrative also improves the pedagogy of students.

The fourth study was conducted by Hakimah, (2020) entitled “Students’ Perception on the Use of Socrative in the Middle Test”. This study investigates the students’ perceptions of junior high school students about mid-term tests using Socrative. In collecting the data needed by the writer who uses questionnaires. The author collected the data through form and analysis to obtain student perceptions. Participants in this study were SMPN 48 Surabaya students with a total of 80 students, 42 students from class 8, and 38 students from class 7. The study results show that most participants consider the use of Socrative in the mid-term test, about the functional, and time-efficient this platform. However, the slow speed of the internet is regarded as one of the struggles in using Socrative. This study shows that Socrative is fun, but when used to conduct tests, Socrative is considered less effective if students have poor signals.

Another research study was conducted by Robertson et al. (2019) entitled “Using Technology Tools for Formative Assessments”. This study was conducted to apply a new strategy of online formative assessment for students at the university level. This study examines the use of technology to create an exciting and creative atmosphere of formative assessment that will support the preparation of students in the face of summative assessment at the end of the lesson. In collecting data, the researchers used an independent sample t-test. The study results show that this study establish a non-consequential difference in quiz scores between the two structure (paper and Socrative) for formative

assessment. In addition, the use of web tools as a formative assessment is beneficial and effective not only to students but also to teacher.

The last was a study entitled “Revealing EFL Students’ Responses on the Use of Socrative in Reading Activity” by Suci (2020). This is a qualitative study using a survey method. In this case, the writer focuses on describing the use of Socrative in reading classes conducted by university students. The sample of this study was 54 fourth-semester students from the English Language Education Department at an Islamic State University. The writer uses the questionnaire method, then distributed via Google Form to collect data in this study. Data collection also involved several tests such as multiple-choice and short answers. The results show that students can expand their vocabulary with reading strategies. On the other hand, students explained the fault of Socrative applications as having deficiencies in reading. Using this web platform. Socrative has indicated a progressive effect on students' reading activity in English in higher education.

When the previous studies more focus on the students in university level, this present study highlights the students in Senior High School in Indonesia. Furthermore, this current study take place in the condition of pandemic COVID-19. Another gap is that this study does not only investigate the students’ perception on Socrative as online formative assessment, but it investigates the effectiveness of Socrative as online formative assessment to improve the students reading comprehension aspects in English.

B. Review of Related Theories

1. Online English Teaching and Learning

Online English teaching and learning is the implementation of distance teaching and learning English that utilizes technology-based media; it must connect technology such as computers and smartphones to the internet network to support and become a communication tool in the process of online English teaching and learning (Asrifan et al., 2018). The use of technology for education in Indonesia is still rarely done; fear of the disadvantageous effects created by technology is the primary thing in teacher considerations in using technology for children (Fauzi & Khusuma, 2020). Nevertheless, everything changed when the Corona virus spread to various countries globally, resulting in a COVID-19 pandemic. All work and study activities are carried out at home, which also applies in Indonesia. So, the initial learning system face-to-face has turned into distance learning that utilizes technology that is connected to an internet connection or called online learning.

The teachers were necessary to adjust to online learning media, learning techniques, and assessment approaches and processes in online learning and teaching (Famularsih, 2020; Heng & Sol, 2021). The internet is not an alternative to online teaching and learning but has become an obligation, especially during a pandemic. In their study, Sinaga & Pustika, (2021) explained that online English teaching and learning could effectively if supported by a good network connection; this method is a challenge for teachers to deliver material and students who get material not only from the teacher but also from other sources.

Online teaching and learning method has existed since the 21st century, with the COVID-19 pandemic bringing back learning methods that have existed for a long time. Online learning is also designed the same as face-to-face learning, which is organized, applied, and evaluated at the end of the teaching and learning (Rahimah et al., 2020). According to Ahshan, (2021); Rahimah et al., (2020) states that online teaching and learning has the advantage of participating in learning from a distance, attending class from anytime and anywhere, doing assignments with flexible time, and studying the materials delivered at anytime. In contrast, there are negative effects on online English teaching and learning, such as lack of learning spirits, signal problems, obstacles with audio and video and the site being used cannot be accessed on students' smartphones (Ayu & Pratiwi, 2021; Dhawan, 2020).

In Indonesia, students seem less enthusiastic about learning because the students are loaded with a lot of assignments and difficult to focus on online learning (Sihombing & Fatra, 2021). Whereas the learning process was achieve success if students have good learning motivation. Therefore, students' enthusiasm for learning is critical when participating in the learning process. Al Lily et al. (2020); Sihombing & Fatra (2021) added that online learning and teaching require students to be at home; it is very monotonous and makes students feel bored with online learning. Besides, internet and technology problems also affect the continuity of online learning.

According to Aliyyah et al. (2020); Simamora (2020) poor internet connection are the most crucial obstacle in implementing online learning.

Online learning relies on an internet connection and was be vain if internet service is unavailable. Often, this problem occurs in students who were in the village (Bakalar, 2019). The impact if students have a bad internet connection were students cannot follow the lesson, students were late in collecting assignments, and even understand the material has become an outstanding problem for students. Rahimah et al. (2020) reported that another crucial obstacle is the absence of technology such as mobile phones for some students. This happened because the students came from lower-class families. Having a smartphone to support learning activities was a burden for parents. Even if students cannot participate in online learning and do not collect assignments, learning does not run ideally.

2. Assessment

a. General Concept of Assessment

Assessment was the principal role of teaching and learning to find out the weaknesses and needs of students in receiving the material (Lisyowati et al., 2021). Assessment was for the final results of student learning and during the learning process based on instruments and techniques of assessment. Assessment has a role in monitoring student learning where teachers use assessment to provide information to students on the extent to which students achieve learning outcomes (Black & Wiliam, 2018). The teacher indirectly consider when students answer questions, gave opinions or attempt the structure of the text provided by the teacher. In addition, Prastikawati et al. (2020) stated

that assessment was an ongoing process that encompassed a broader range of evaluations in student learning.

In line with Wiyaka & Prastikawati (2021) argued that assessment has a fundamental role by collecting valid information about learning attitudes, performance, and student learning progress to improve the teaching and learning process. Meanwhile, Mutalimov et al. (2020) found that the assessment was able to identify the strengths and talents possessed by students. Assessment also challenges students to think critically and develop students' ways of learning in receiving teaching materials through teacher-provided evaluations.

The terms "test" and "assessment" were often used in education. The two aspects are considered the same. However, they are different in meaning and purpose. Rahman (2020) explained the differences between Assessment and testing; assessment was a benchmark of various forms of evaluation on student abilities. In contrast, testing was a way to show the competence and knowledge of students to find out whether students could go to the next step or not.

In teaching and learning, assessment is a fundamental part that has an essential role in other parts of learning. As a teacher in using assessment, teachers must also have a deep understanding of applying assessment to students (Firdaus et al., 2022). It was construct enhancements to make the assessment less boring and seem more innovative. Also, suitable implementation can provide feedback after

students take part in ongoing or already ongoing learning activities (Wiyaka et al., 2020).

b. Types of Assessment

Brown & Abeywickrama (2019) stated that assessment types used in education are formal and informal assessment as well as formative and summative assessment.

1. Formal Assessment

Formal assessment is a technique of collecting information that is carried out systematically to identify and record student knowledge (Nurhayati et al., 2020). In addition, the formal assessment uses standardized instruments that aim to find out about student progress. The conclusions construct in a written file, and the scores are given in the form of numbers.

2. Informal Assessment

Rejeki (2020) defined informal assessment as a develops students' recognition of learning by identifying difficulties and providing feedback. Informal assessment focuses on student needs on learning problems and offers positive solutions. Informal assessments are implemented without recording the results or assessments at the end of the lesson. Informal assessments cannot feature formative assessments; however, both assessments can be used interchangeably.

3. Formative Assessment

Formative assessment evaluates students' competence and learning skills to continue the process to the next step (Brown &

Abeywickrama, 2019). The focus of formative assessment is feedback and student needs for learning problems. Formative assessment is done by collecting data to get the results of the problems and needs of students in learning. In addition, teachers can work with students to reach a shared understanding and achieve learning objectives to make formative assessment effective (Granberg et al., 2021).

4. Summative Assessment

Summative assessment is an assessment carried out by summarizing or measuring what has been understood by students at the end of teaching. The summary contains data from what students have learned and records how far students have achieved the learning objectives. The example of summative assessment are mid-term test, final exams, final project, a paper, and etc.

3. Online Formative Assessment

According to Black & Wiliam (2018) defines formative assessment as an activity carried out by teachers and their students, who provide and collect information for feedback to modify teaching and learning activities. Formative assessment is carried out remotely, using media such as a laptop or smartphone, through a formative assessment web-platform, namely online formative assessment (Jeong et al., 2020). Furthermore, an online formative assessment is used to evaluate student learning activities by collecting and analyzing information to determine previous learning achievements and desired future learning outcomes; this is done online based on the internet and technology. Online formative assessment can be

implemented in a variety of ways and on multiple platforms. On the other hand, online formative evaluation can also be used in various ways and across various platforms (Kristiyanti, 2021).

There is no significant difference between online and traditional formative assessments. The use of certain online platforms as online formative assessments is also different from the media used when conducting traditional formative assessments. However, the purpose and method of data collection remain the same. There are several platforms as a tools of formative assessment in online learning, such as Quizizz, Socrative, and Kahoot. Furthermore, the various forms of questions in online formative assessment, such as lengthy and short essays, multiple-choice, word gaps, and true and false questions.

As stated by Remmi & Hashim (2021), the online platform usually supports data collection on formative assessment. In addition, these technological advances assist teachers in providing accurate information when conducting an assessment or evaluation. Online formative assessment has obstacles faced in the implementation of teaching and learning processes (Sudakova et al., 2022). Therefore, to solve that problems the teachers should observe the tools used for online formative assessment.

4. Socrative as Online Formative Assessment

Socrative is a web-tool assessment that helps teachers and students to assess and monitor their understanding of online learning. Alharbi & Meccawy (2020) added that Socrative is a web-based platform that can be accessed using a browser connected to the internet as a testing tool. Socrative is an online platform to assess the extent to which students

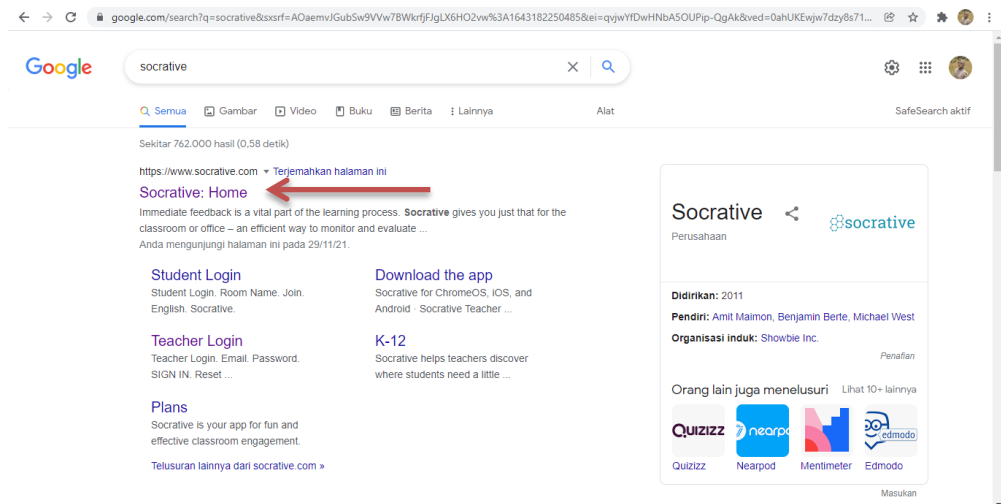
understand the material taught during learning, and this platform is designed in real-time for use in online classes (Moin et al., 2020). Socrative, also known as a student response system (SRS), is a tool for posting questions in a variety ways and rapidly gathering information about students' passage levels and at the same time providing feedback to them (Hussein, 2019).

El Sakka (2020) suggests that Socrative as an online assessment tool is a problem solution that can improve student understanding and passive students' involvement in online learning. Moreover, assessment has evolved from a simple to an internet-based mobile application system (Cha, 2018).

c. a. Creating a Socrative account

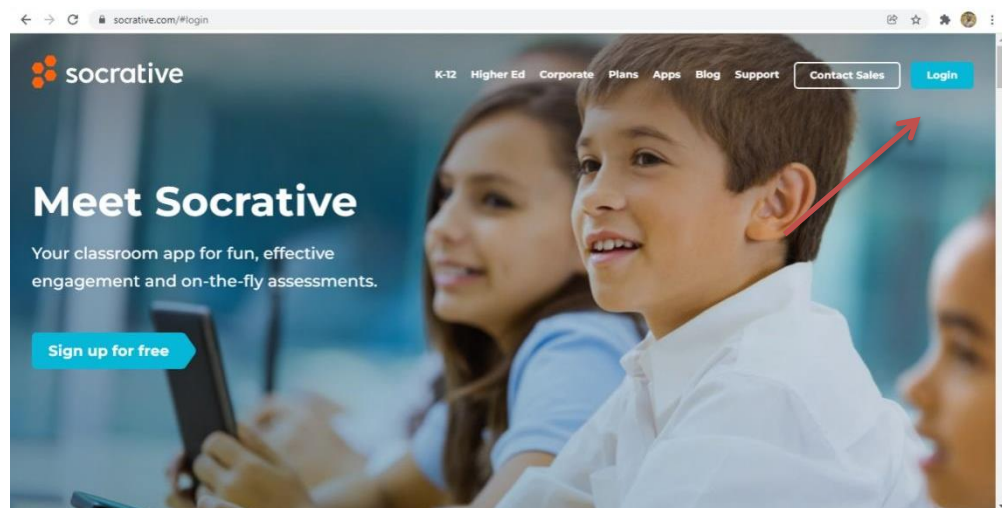
Socrative is an assessment tool designed to write questions and answer and give feedback to students' responses, which is web-based and can be accessed using WiFi or cellular data connection to technology (Afrizal et al., 2020; Roviqoh, 2021; Saeed Alharbi & Meccawy, 2020; Wahda, 2019). The steps in creating a Socrative account are as follows:

1. Teacher



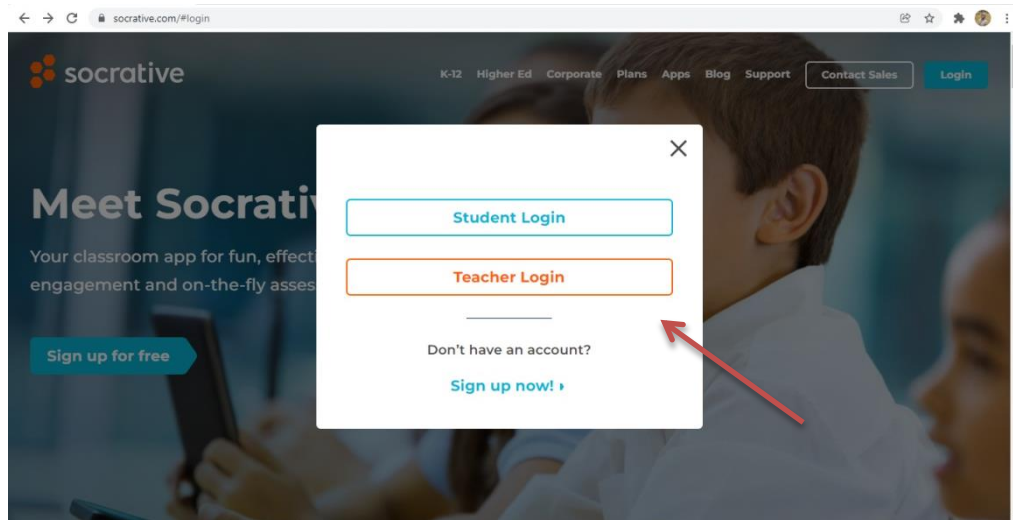
Picture 2.1 Web Search

The teacher opens the search page by entering the keyword Socrative web page (<https://www.socrative.com>)



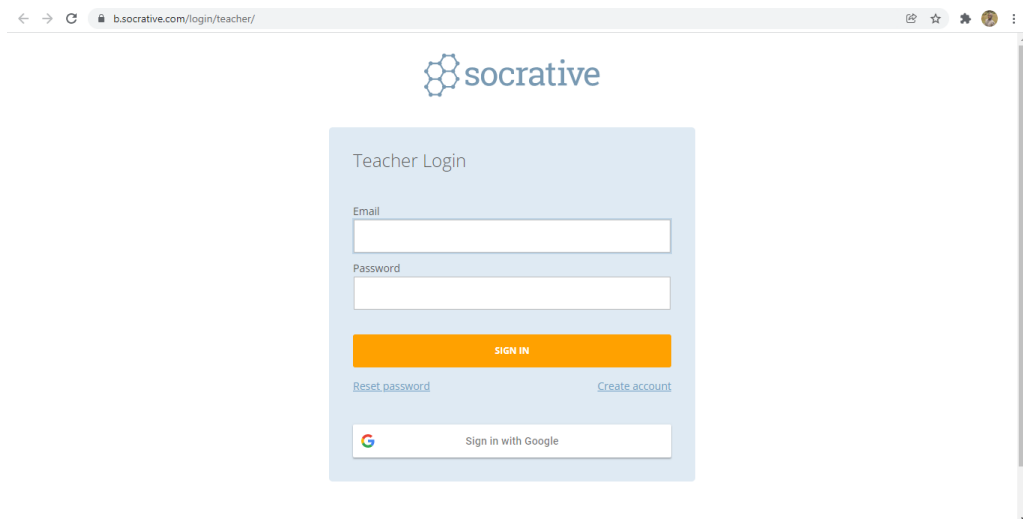
Picture 2.2 Socrative Page

This is the initial Socrative screen, and the user is required to click the red arrow or the "Log In" button.



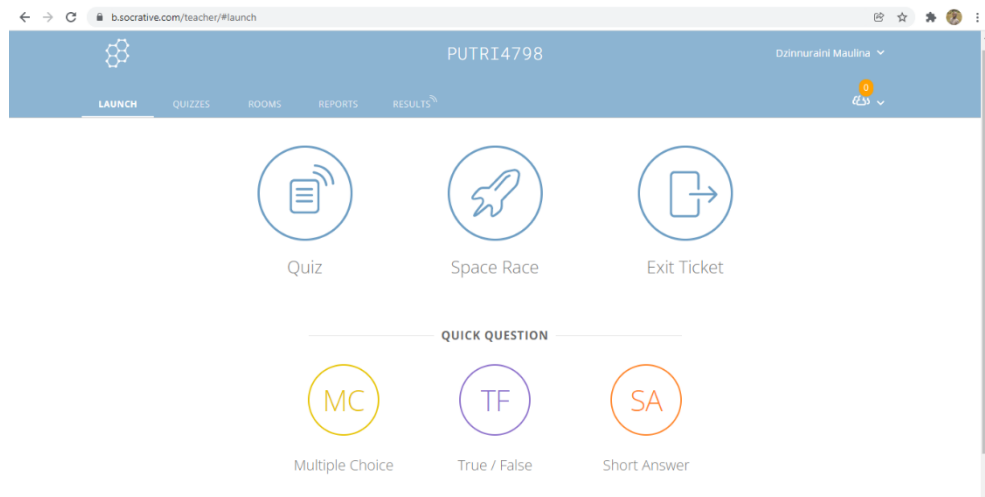
Picture 2.3 Login by Role

This is the display after clicking "Login". Teachers are expected to select "Teacher Login" before inputting email to Socrative.



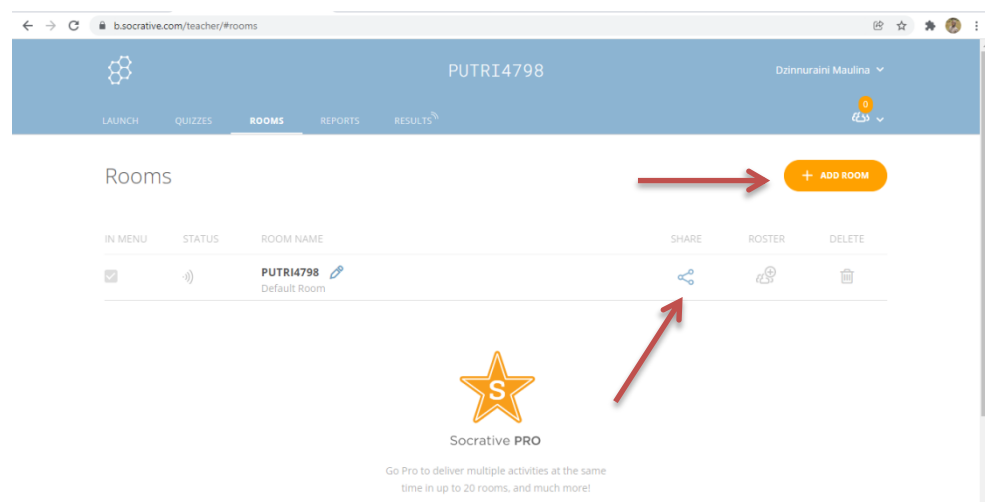
Picture 2.4 Login Account

After choosing to be a "Login Teacher" on this Socrative web. The teacher must first log in using a Google account or other email.



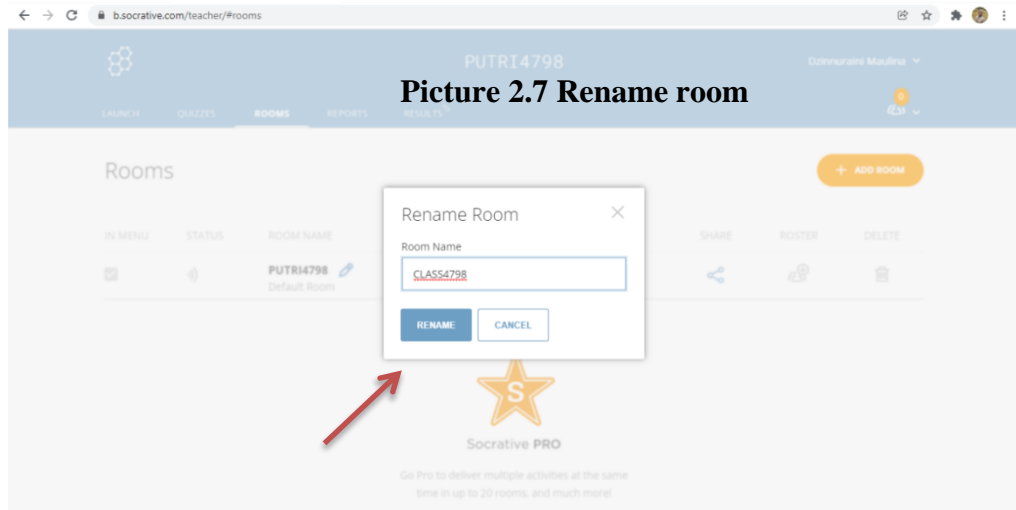
Picture 2.5 Home page Socrative

After successfully log in into the Socrative web page, the Socrative web page view is the first one. There are many features presented on this page. Such as Launch, Quizzes, Rooms, Reports, Results, Quiz, Space Race and many others.



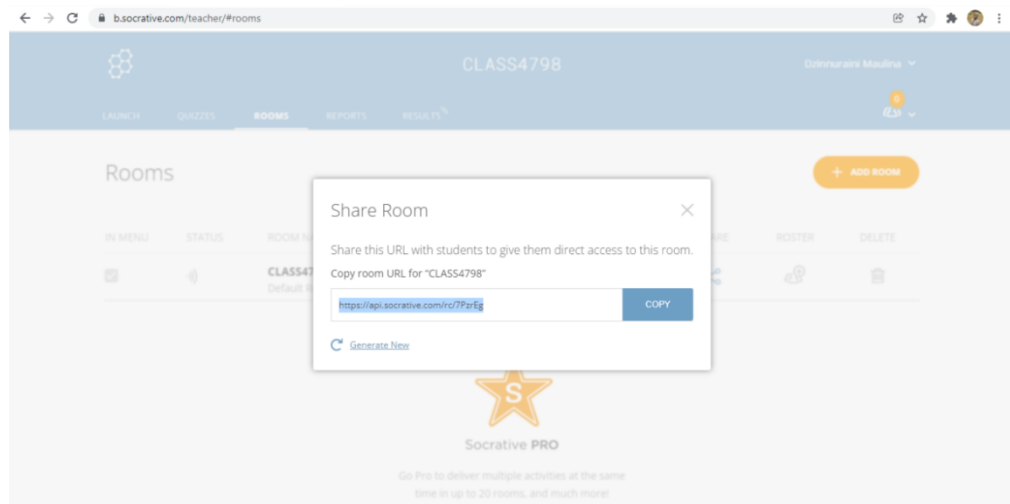
Picture 2.6 Create a rooms

Click the share symbol to get a link from Socrative so students can Join in one room. There is a yellow button at the top right of "Add Room" to add a new class.



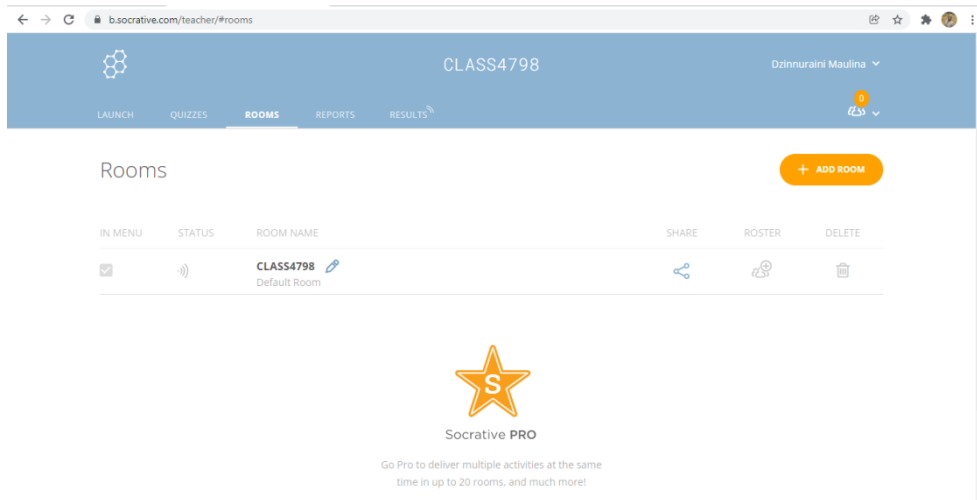
Picture 2.7 Rename the Room

To make it easier to recognize one class with another, change the name according to the class taught. Then press the "Rename" button.



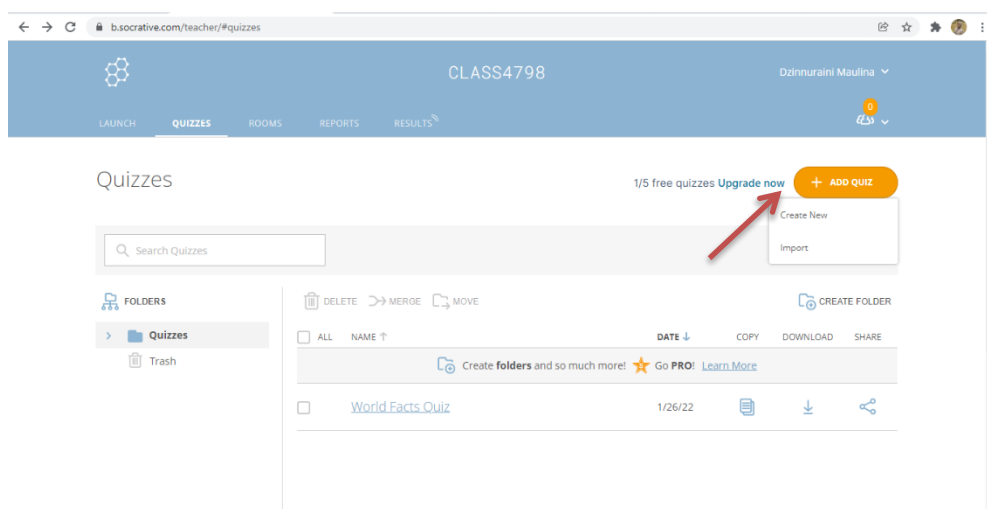
Picture 2.8 URL share room

After pressing the share button, the teacher was copy the URL, and the teacher can share the link with students.



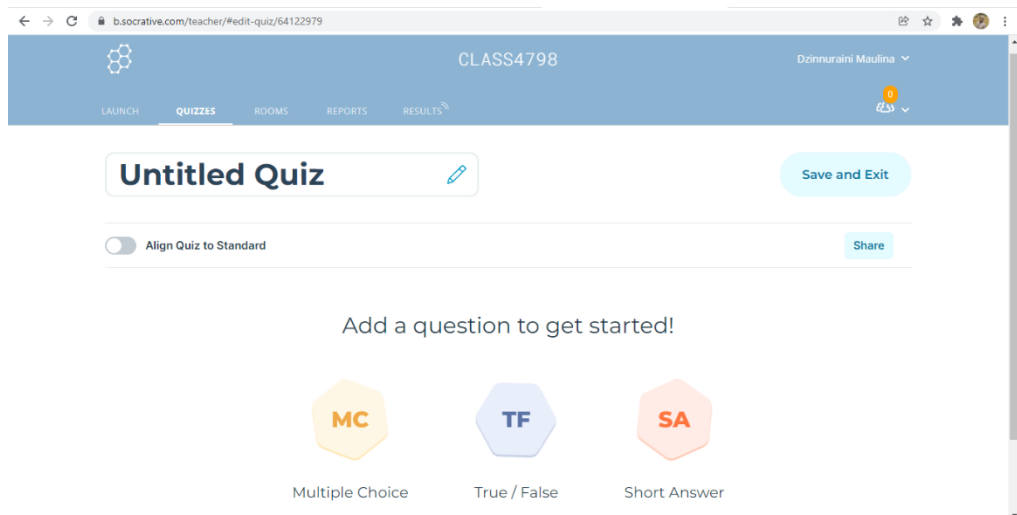
Picture 2.9 Class is ready

The class is ready to be filled by students and quiz activities. Students enter the classroom by entering Socrative account on their smartphone or personal computer available at class link.



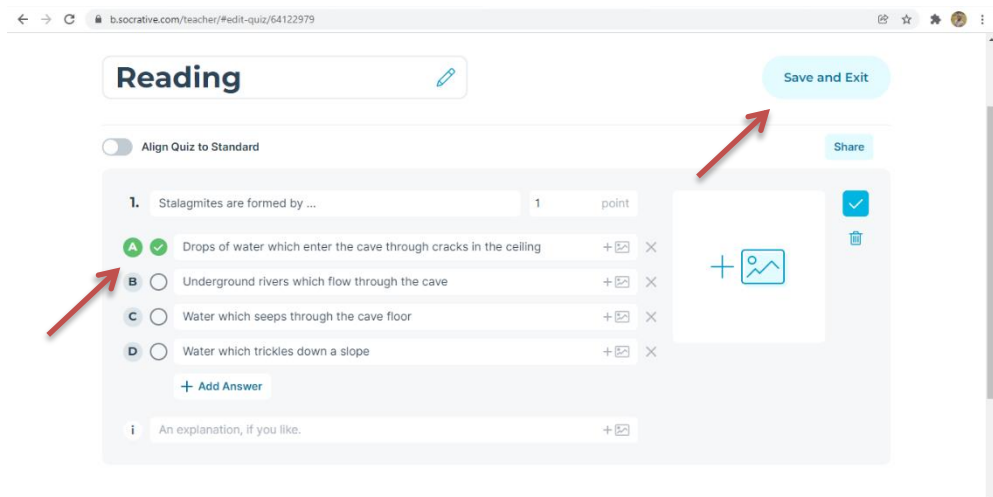
Picture 2.10 Create a quiz

Regarding quiz, there is an orange button located at the top right that says "Add Quiz." After clicking the button, two options was appear, namely "Create New" or "Import." The purpose of these two options is that the questions that was displayed come from imported files from a laptop or made directly in Socrative.



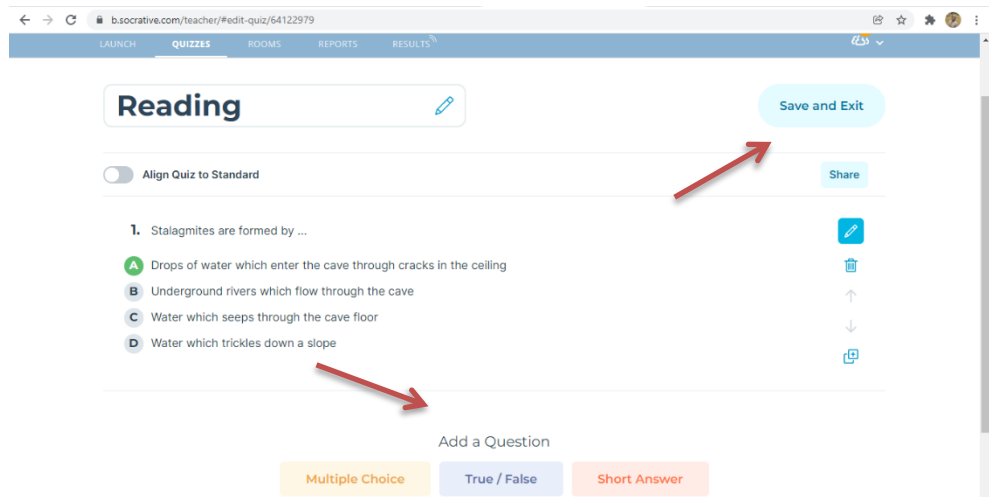
Picture 2.11 Models of question

On display, there are three forms of answers to making quizzes or questions.



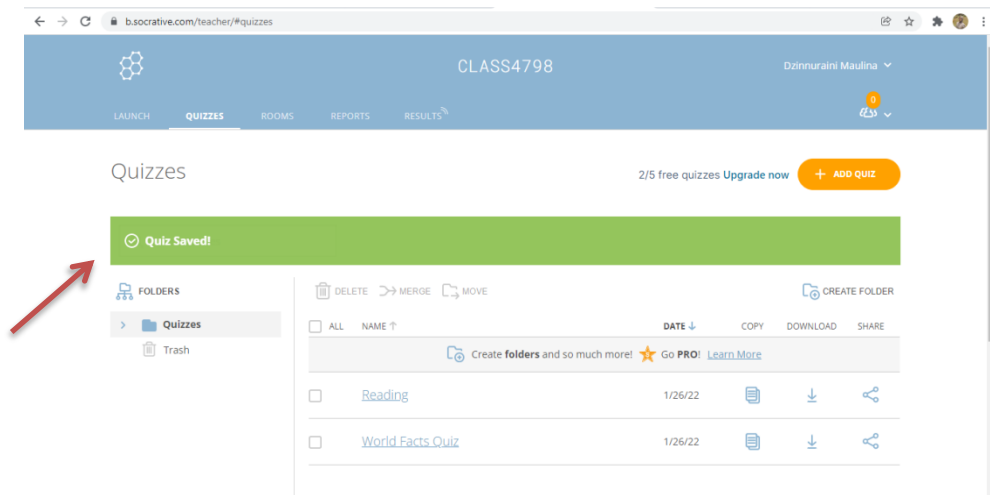
Picture 2.12 Custom the question

Put a green checkmark for the correct answer. After completing the quiz, the teacher can click the "Save and Exit" button. After that step, the teacher can still edit and add other questions.



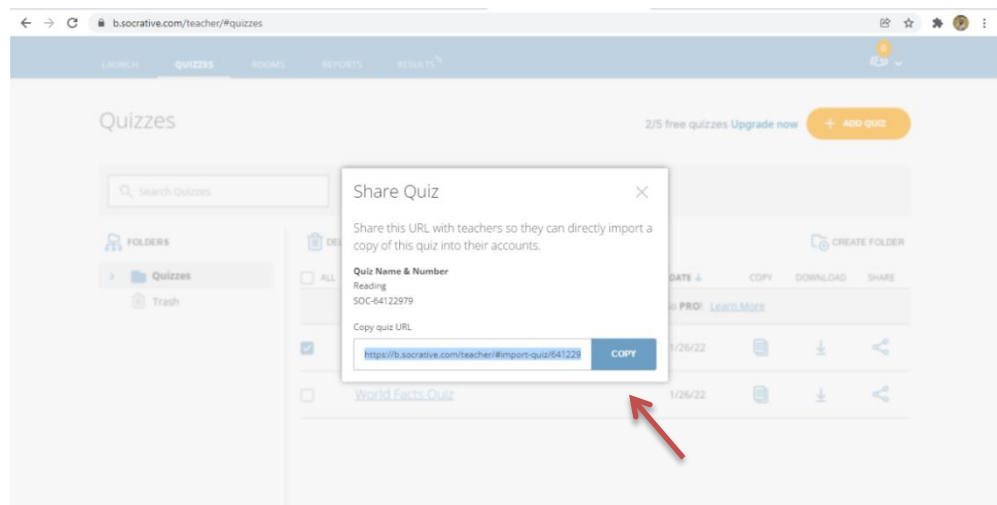
Picture 2.13 Option another models of question

There are many models that teachers can use to make questions on this Socrative page. Among them are multiple-choice, true or false, and short answer. Here the writer makes sample questions using a multiple-choice model. After selecting one of the available question models, fill in the top with the question followed by the correct answer, and do not forget to put a green tick for the correct answer and set points if the answer is correct. Then click the "Save and Exit" button when it's finished. Questions can be made as many times as needed by utilizing the question model.



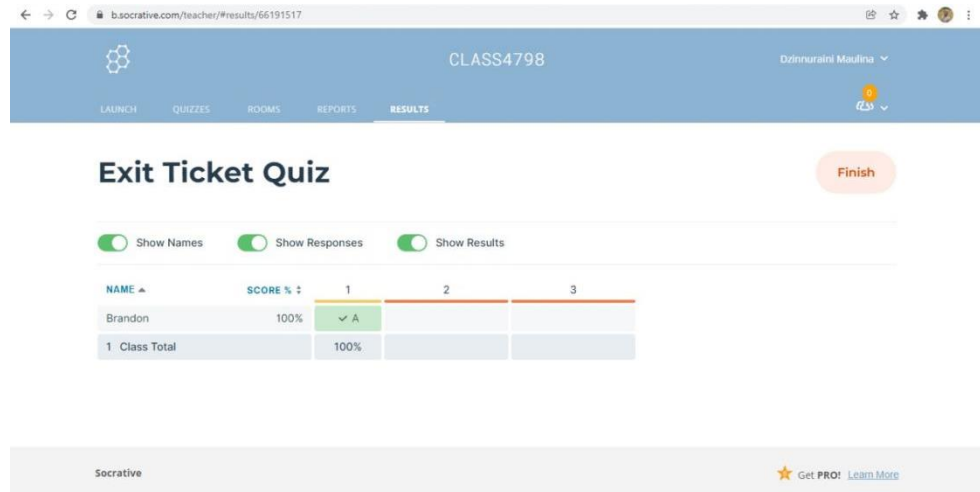
Picture 2.14 Quiz saved

If save, it would be shown with a green notification “Quiz Saved!”



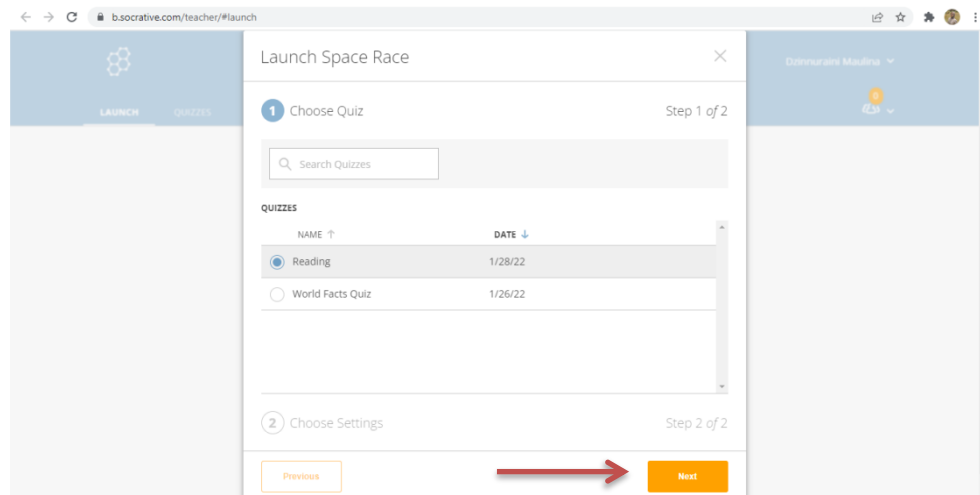
Picture 2.15 Share quiz

If there is a "Quiz Saved!" notification, it means that the quiz created was already saved in Socrative. Furthermore, users could copy and share the quiz link with participants. That way, participants could directly fill out the quiz questions.



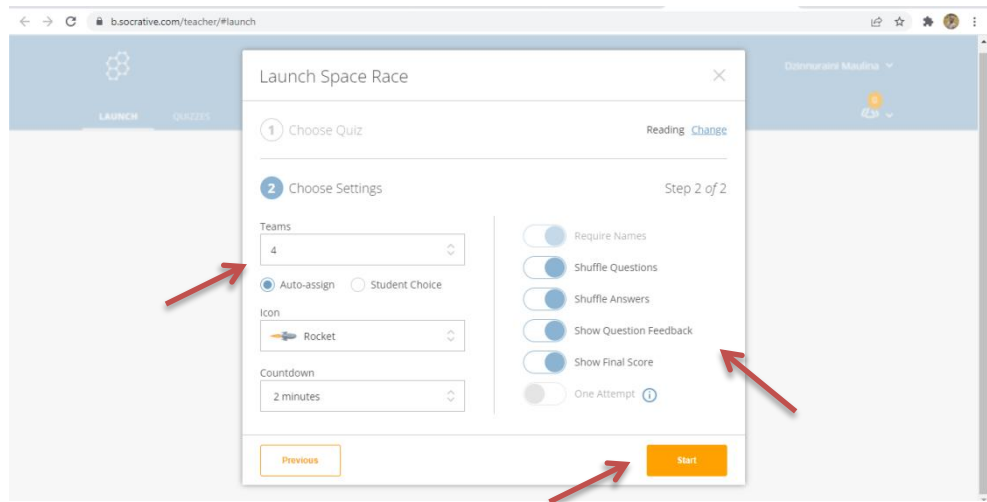
Picture 2.16 Result of students' answer

In this view, the teacher could monitor students' work. Which questions can be done by students quickly, and which questions, according to students, are tough to do.



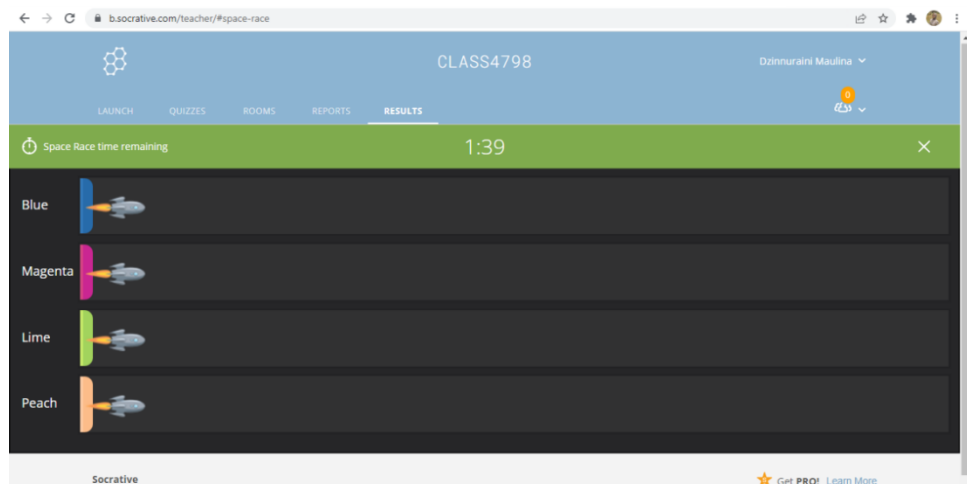
Picture 2.17 Choose Quiz

This display, the teacher was asked to choose which questions were used for the quiz as a space race. Or the teacher can see the speed of students in the question.



Picture 2.18 Choose Settings

In setting display, the teacher can choose how many teams or individuals was displayed on the screen; besides, they can set the time that was carried out and activate what features was seen on the Space Race screen.



Picture 2.19 Space race

This space race display has gone through quiz selection and setting selection.

Reading Test Finish

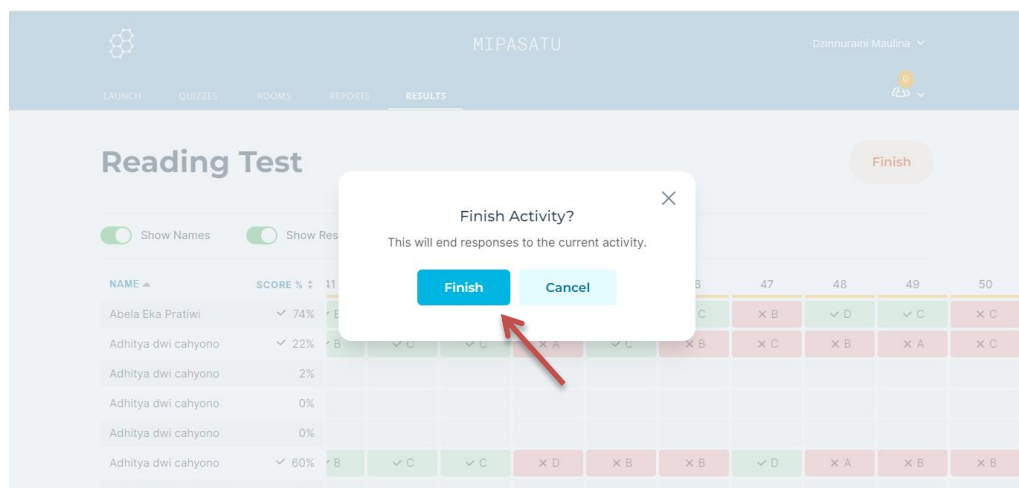
Show Names
 Show Responses
 Show Results

NAME	SCORE %	1	2	3	4	5	6	7	8	9	10
Diah Ayu Aprilia	84%	✓ D	✓ B	✓ A	✓ B	✓ C	✓ B	✓ B	✗ B	✗ D	✓
Yesieka Edum	98%	✓ D	✓ B	✓ A	✓ B	✓ C	✓ B	✓ B	✓ C	✓ A	✓
2 Class Total		100%	100%	100%	100%	100%	100%	100%	50%	50%	100%

Socrative ★ Get PRO! [Learn More](#)

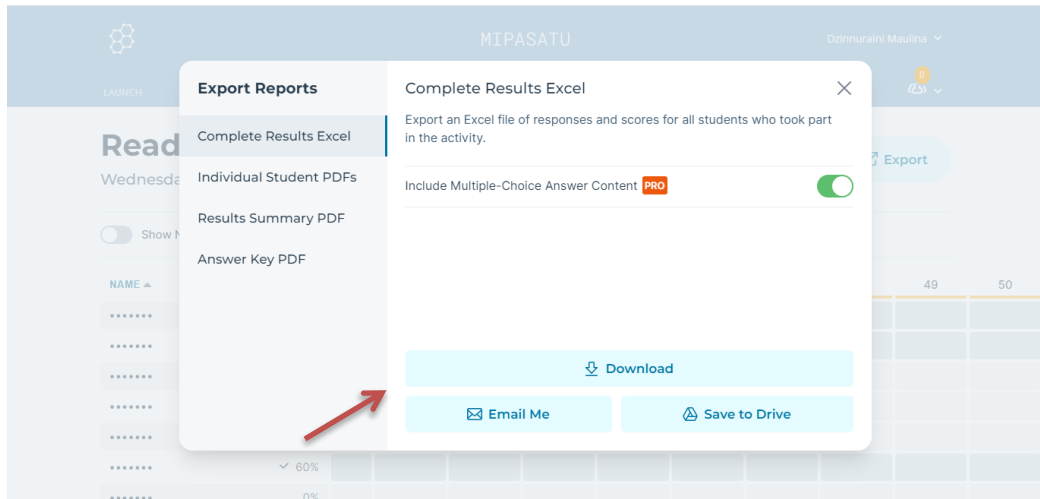
Picture 2.20 Table Live Report

In the live report table view, the teacher can perceive students while they are or have finished working on the quiz.



Picture 2.21 Option to Finish Activity

The teacher can select "Finish" to continue or recap the student's work in this display.



Picture 2.22 Export Results

Student work results can be downloaded or sent in Excel format via email, Google Drive or stored in computer software.

b. Benefits of Socrative

As an impressive online assessment tool, Socrative has advantages in many aspects. According to Roviqoh (2021), that socrative can increase students' motivation and interaction in online classes. In addition, Socrative also enables students to engage in learning. Nugraha (2021) argued that Socrative was a student assessment tool for effective learning. Moreover, Socrative showed good results when the questions were posted in class on the application. Students can "click" on answers to questions given on the platform, and teachers can create various forms of quiz questions prepared. The results of student reports or work can be downloaded in Excel format and sent via email.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

In this chapter, the writer presents the research methods used in this study. The presentation includes the research design, subject of the study, instrument, method of data collection, and method of data analysis.

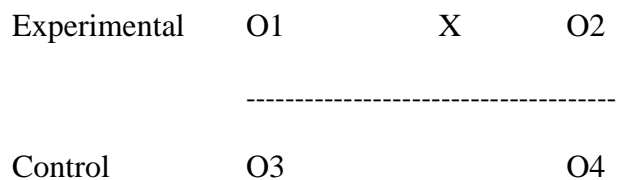
A. Research Design

Sileyew (2019) defined that research design was an appropriate structure or step for the process of research. This method produces a research approach because it regulates the relevant information for research results. According to Creswell & Creswell (2017); Ishtiaq (2019), there were three types of design in conducting research: quantitative, qualitative, and mixed methods. Each type of research has different characteristics. Qualitative research was descriptive research to understand the meaning given by groups or individuals to social problems in humans. This research was in the form of an analysis whose research process involved questions, data collection, data analysis, and interpretation of the meaning of the data. While quantitative research refers to systematic research to test objective theories with the relationship between variables. These variables can be measured so that the data is held in the form of numbers and analyzed using statistical methods. Both designs are types of research; if qualitative and quantitative were combined in one study, it was called mixed-methods (Guetterman & Fetters, 2018). According to the research characteristics above, this research was use a quantitative research design. Quantitative research design by the writer utilizing experimental research.

There were three types of design in experimental research: quasi-experimental, pre-experimental, and real-experimental. In this case, the writer used a quasi-experimental research design. In a quasi-experimental design, the writer uses pre-test and post-test to collect data. The experiment was to take two class groups, the first-class group as the experimental group that was assessed using Socrative, and the second class group as the control group; which control group was done with traditional formative assessment without using Socrative. At the start of the experiment, the two-class groups was given the same pre-test. And at the end of the experiment, both class groups was given the same post-test.

The design of pre-test and post-test experimental and control group

is illustrated as follow:



Where:

O1 = Pre-test of the experimental group

O3 = Pre-test of the control group

X = Treatment of experimental group

O2 = Post-test of the experimental group

O4 = Post-test of the control group

(Creswell & Creswell, 2017)

The two groups consisted of the experimental and control groups based on the above. The experimental group used Socrative as a formative online assessment in learning English reading comprehension. Meanwhile, the class is a control group that uses traditional formative assessment in learning English reading comprehension. Furthermore, to see the students perception, the writer was use quantitative data from the closed-questionnaire.

B. Subjects of the Study

According to Creswell & Creswell (2017), the population is the total of individuals or respondents who was the research subject. In this study, the population is the students in SMA N 1 Cepiring. There were two groups selected as sample; Class XI A and XI B. The group of XI A was the control group class taught using traditional formative assessment. In contrast, group XI B was the experimental group class taught using Socrative as an online formative assessment. The group of XI A has 16 students, and the group of XI B has 16 students.

Table 3.1
Sample of the Research

No	Class	Amount
1	XI A	16
2	XI B	16
	Amount of samples	32

C. Instrument of the Study

A research instrument is a tool for measuring, testing, observing, interviewing, documenting to collect data (Creswell, 2017). Furthermore,

research instruments must be made and possible to get valid and authentic results(Rahmawati et al., 2019).

In this study, the writer used an reading test for the instrument. The reading is used by the writer in collect data on the students' capabilities before and after the students are given treatment using Socrative as online formative assessment. First, the writer uses a reading test to diagnose students' problems using a pre-test and post-test. Second, the writer uses a closed-questionnaire method with Likert Scale to find out how students perceive after using Socrative as an online formative assessment. Third, the writer uses documentation to report the data obtained after the pre-test, post-test and the closed-questionnaire.

1. Reading Test

a. Pre-test

The pre-test is a test carried out by students to determine how well they understand one of the English language skills, especially reading. A pre-test is given to students in the control class and experimental class. The experimental class is given a reading test using Socrative, while the control class used conventional formative assessment. In this pre-test, the writer provides a reading test in the form of multiple-choice.

The writer used this reading test was used by the writer in collecting data on the students' skills before and after the students were given treatment using Socrative in finish teaching as a formative assessment.

b. Post-test

A post-test was conducted to measure the students' improvement and enhancement in understanding the reading comprehension. This activity was carried out after the writer gave treatment using Socrative on students. The scores on the post-test can be compared with the pre-test. Thus, to find out the results of this study, the data were taken from the conclusions of data analysis.

2. Closed-questionnaire

A closed questionnaire was a question that has a choice or answer options consciously prepared by the question maker to be chosen by the respondent (Amin & Sundari, 2020). In other words, respondents were asked to choose one answer from several options with a specific cross (X) or tick (✓). The questionnaire was used to obtain data about students' perception after using Socrative as formative assessment. The closed questionnaire includes eleven questions for students.

Table 3.2
Question of Closed-Questionnaire

No	Question
1.	Socrative is practical and efficient on the online learning especially in reading session.
2.	Socrative is a good interactive learning media.
3.	Socrative's display is helpful in learning reading.
4.	Socrative makes it easier to do reading tasks.
5.	Socrative increases students' effectiveness on the reading.
6.	Socrative improve students become active in the reading process.

7.	Socrative supports critical thinking of students' learning.
8.	Socrative build on students' learning performance especially in reading.
9.	Socrative lay out is attractive.
10.	Socrative is a learning application that is very user-friendly and easily accessible.
11.	Socrative brings a new atmosphere in supporting the students improve their reading comprehension.

In this research, the instrument that used by the writer is a closed questionnaire with Likert Scale.

a. Likert Scale

Taherdoost (2019) explains that Likert Scale was respondents suggested the level of agreement and disagreement with various statements about some perspective, individual or event. The questionnaire consists of 5 (five) rating scales, so to determine the category is strongly agree to strongly disagree.

Table 3.3
Five Options of Likert Scale

Scale	Adapted Number
Strongly Disagree	1
Disagree	2
Slightly Disagree	3
Agree	4
Strongly Agreement	5

D. Method of Data Collection

To obtain data, the writer performed several data procedures of the study, as follows:

1. The writer came to school to ask permission from headmaster of SMA N 1 Cepiring to conduct a research.
2. After getting permission, the writer asked the English teacher about the research that would be conducted.
3. The writer divided the class into several. One class try out, the second class as a control class, and the third class as an experimental class.
4. The writer gave questions to the try-out class to ensure the questions are validity and reliability.
5. The writer gave a pre-test with a reading test to determine students' capabilities in the experimental class and control class.
6. The writer gave treatment to experimental class after significant pre-test results using Socrative.
8. The writer provided a post-test for experimental class and control class. Experimental class using Socrative as online formatif assessment, whereas control class using conventional formative assessment.
9. The writer gave the results of the post-test score and began to analyze the data reading comprehension to determine the results of the study.
10. The writer uses closed-questionnaire to experimental class about how students perceive the use of Socrative as an online formative assessment.

E. Method of Data Analysis

After collecting data, the writer analyzing the reading test to determine their reading comprehension and students' perception about Socrative. The analysis was carried out for classes taught using Socrative as an online formative assessment as well as for classes with the conventional assessment. In this research, there were several data to be analyzed by following steps:

1. Analyzing on students' reading pre-test and post-test through SPSS 23.

After the required data was collected, the writer analyzed the data to obtain the mean pre-test and post-test scores from the experimental and control groups. These mean scores then were classified into some criteria, the writer modified by Yunista et al. (2022) as follow:

Table 3.4
Grading Scale

No	Interval Level	Score's Categories	Integrity	Predicate
1.	86 – 100%	A	4	Excellent
2.	76 – 85%	B	3	Good
3.	60 – 75%	C	2	Average
4.	55 – 59%	D	1	Poor
5.	<-54%	E	0	Bad

2. Analyzing the significant differences between students' reading tests using traditional formative assessment and Socrative as an online formative assessment, calculated using SPSS 23 by considering some formula (T-Test).

3. Analyzing the data gained from a closed-questionnaire about the students' perception. After the data is collected, the data was analyzed using SPSS 23 in the form of Mean (M) and Standardized Deviation (SD).

CHAPTER IV

METHODOLOGY OF THE RESEARCH

This chapter describes the results of the research and discussion. That the purpose of this study is a significant difference between those who use Socrative as an online formative assessment and those who do not use Socrative as an online formative assessment before and after. This chapter consists of research results and a discussion.

A. Research Findings

This study aims to identify the use of the Socrative web platform to improve the reading comprehension achievement of eleventh-grade students of SMA N 1 Cepiring in the 2021/2022 academic year. There are three classes sampled in this study, specifically class XI A as an experimental class that uses Socrative as an online formative assessment and class XI B as a control class that uses the traditional formative assessment. Furthermore, class XI C as a try-out class to determine the amount of validity and reliability of a reading test item.

The writer used a reading pre-test and post-test and a closed questionnaire to collect the data. Sixteen students of grade XI A were in the experimental group, and their assignments were taught using Socrative. Besides, sixteen students of grade XI B were put into the control group and assigned using the traditional method. Meanwhile, 16 students of grade XI C were in the try-out class to determine the validity and reliability of the reading test item. Descriptive statistical analysis was carried out by calculating the overall average score of students before and after using traditional formative assessment in the control class and using Socrative as an online formative assessment tool in the experimental class.

1. Reading Comprehension Achievement of Students who are Exposed by Traditional Formative Assessment

The first research problem was about how students' reading comprehension achievement using traditional formative assessment. The writer used the opportunity of four meetings to collect pre-test and post-test data from the control class using traditional formative assessment. In practice, students who were exposed using traditional formative assessment got questioned without any direct questioning in the classroom and gave some questions relating to the material without any technology involvement.

This process was considered a commonly used method in formative assessment. Before its implementation, students were tested using a pre-test as a benchmark or indicator of reading comprehension achievement.

The pre-test score of control class were presented in table 4.1.

Table 4.1
Description of Pre-Test for Control Class

Students' Code	Students' Pre-Test Score	Scoring Categories	
C-01	44	E	Bad
C-02	64	C	Average
C-03	62	C	Average
C-04	34	E	Bad
C-05	24	E	Bad
C-06	60	C	Average
C-07	68	C	Average
C-08	54	D	Poor

C-09	70	C	Average
C-10	72	C	Average
C-11	68	C	Average
C-12	56	D	Poor
C-13	48	E	Bad
C-14	66	C	Average
C-15	38	E	Bad
C-16	76	B	Good
Mean Score	56.5	D	Poor

The mean score in the pre-test of the control class is 56.5, which is included in the poor category. Students still used traditional assessments in this test and have not received treatment.

After the pre-test was given, students in the control group were taught with traditional formative assessment without any technology in four meetings. The first meeting introduced reading comprehension material; the second meeting conducted a pre-test on reading comprehension achievement as a benchmark for the material in the classroom. The third meeting showed the treatment using paper-based formative assessment to improve students' understanding. Students get a helpful treatment by explaining the material well and assessing its impact after the treatment. The fourth meeting the writer implemented paper-based formative assessment. Last, the session did a post-test to test the students' abilities after the treatment. Further, a post-test was given to investigate

students' reading comprehension achievement. In addition, students were given a traditional formative assessment with paper-based formative assessment that adjusted to the existing themes during teaching and learning.

The pre-test score of control class were presented in table 4.2.

Table 4.2
Description of Post-Test for Control Class

Students' Code	Students Post-Test Score	Scoring Categorize	
C-01	56	D	Poor
C-02	72	C	Average
C-03	74	C	Average
C-04	70	C	Average
C-05	52	E	Bad
C-06	82	B	Good
C-07	72	C	Average
C-08	77	B	Good
C-09	82	B	Good
C-10	74	C	Average
C-11	80	B	Good
C-12	72	C	Average
C-13	70	C	Average
C-14	76	C	Average
C-15	84	B	Good
C-16	76	B	Good

Mean Score	73	C	Average
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The average post-test score for the control class is 73, which is categorized in the medium. This improvement has resulted from the application of traditional formative assessment. Traditional formative assessment meant formative assessment did not use technology in the implementation. Therefore, the writer used questioning to implement the traditional formative assessment.

2. Reading Comprehension Achievement of Students who are Exposed by Socrative as an Online Formative Assessment

The operation of the web platform Socrative had been conducted to determine whether it was utility for students' reading comprehension. For that point, the writer implemented the Socrative web platform during four meetings to teach and learn English skills, especially reading comprehension. In this case, this class was the experimental class because it used Socrative in practice, consisting of 16 students. Before students were exposed to using the Socrative web platform, students were given a pre-test of reading comprehension. The student's score on the pre-test shows in table 4.3.

Table 4.3
Description of Pre-Test for Experiment Class

Students' Code	Students' Pre-Test Score	Scoring Categories	
E-01	40	E	Bad
E-02	72	C	Average

E-03	52	E	Bad
E-04	60	E	Bad
E-05	52	E	Bad
E-06	70	C	Average
E-07	48	C	Average
E-08	52	C	Average
E-09	60	E	Bad
E-10	48	C	Average
E-11	64	E	Bad
E-12	52	E	Bad
E-13	60	E	Bad
E-14	54	E	Bad
E-15	48	D	Poor
E-16	60	E	Bad
Mean Score	55.7	D	Poor

The average pre-test score for the experimental class is 55.7, which is included in the poor category. In this test, students use traditional formative assessment and have not received any treatment related to reading comprehension material.

After the pre-test was given to students in the experimental class, who were taught using an online formative assessment for four meetings, the writer introduced reading comprehension material for the pre-test at the first meeting. In the second meeting, the writer conducted a pre-test for the

students as an initial indicator of reading comprehension achievement. In the third meeting, the writer introduced the Socratic as an online formative assessment and treated the specific material to enhance the conception used in the post-test. In the fourth and fifth meeting, the student implemented Socratic as an online formative in teaching and learning. For the last meeting implemented a post-test using Socratic that contained the material explained during the treatment. The post-test was the final test where the expected results would exceed the pre-test because students had gone through many treatments that contained material on the reading comprehension test. Additionally, students were exposed to online formative assessment with indirect questioning through the Socratic web platform and asked several questions related to the material, with the technology involved in teaching and learning. The student's score on the post-test shows in table 4.4.

Table 4.4
Description of Post-Test for Experiment Class

Students' Code	Students' Post-Test Score	Scoring Categories	
E-01	78	B	Good
E-02	76	C	Average
E-03	78	C	Average
E-04	82	C	Average
E-05	76	B	Good
E-06	82	B	Good
E-07	86	B	Good

E-08	78	A	Good
E-09	72	C	Average
E-10	92	B	Good
E-11	78	C	Average
E-12	90	A	Excellent
E-13	68	C	Average
E-14	78	C	Average
E-15	88	A	Excellent
E-16	80	B	Good
Mean Score	80.1	B	Good

The average post-test score for the experimental class is 80.1, which score included in the good category. In this test, students received treatment related to reading comprehension material and implemented the use of Socrative as an online formative assessment in their test. Online formative assessment meant formative assessment did use technology in the implementation. Therefore, the writer used the Socrative web tool to implement the online formative assessment.

3. Significant Difference Between the Student's Reading Comprehension Achievement Exposed Using Socratic as an Online Formatif Assessment and Those Who Exposed Using Traditional Formative Assessment

To see the significant effect of Socratic as an online formative assessment in experimental class and direct questioning in control class, N-Gain measurement was firstly measured.

Table 4.5
N-Gain Measurement for Control Class and Experiment Class

	N	Minimum	Maximum	Mean	Std. Deviation
N Gain of the control group	16	-2.00	1.00	.2146	.60042
N Gain of the experimental group	16	.57	1.00	.7318	.07999
Valid N (listwise)	16				

According to N-Gain measurement, the control class has the improvement of mean score in the amount of 0.2146 with the standard deviation (SD) of 0.60042, besides the improvement of mean score in experimental class with the amount of 0.7318 with the standard deviation (SD) of 0.07999. It shows that the students who exposed using Socratic as an online formative assessment has higher mean score than those using traditional formative assessment.

Table 4.6

Descriptive Statistic of Hypothesis Testing

Hypothesis	Test used	Average	Standard deviation	Test Statistics Value (Z)	Significance Value	Description
1. There is a significant difference in the average before and after the use of traditional methods in the control class.	Wilcoxon	pre = 56,5 ; \bar{X} post = 72,63	SD pre = .52001 SD post = .61202	-2.524	0.000	Ho diterima
2. There is a significant difference in the average before and after the use of application of Socratic as an online formative assessment in the experiment class.	Paired T Test	Pre = 55,7 Post = 80,1	SD pre = .71240 SD post = .89110	-8.335	0,000	Ho diterima
3. There is a significant in the use of the traditional method in the control class with the application of Socratic as an online formative assessment in the experiment class.	Independent T Test	Control = 0,52 Experiment = 0,78	SD Control = .60042 SD Experiment = .07999	-3.210	0,002	Ho diterima

The first in the control class, the results obtained based on the Wilcoxon signed-rank test using SPSS showed the Asymp value. Sig (2-tailed) is 0.000. Based on the criteria, a significance value of 5% indicates that the value obtained through the test is less than 5% ($0.000 < 0.05$). Therefore, H_0 was rejected, and H_1 was accepted, so it could be concluded that there was a significant difference in the average before and after the use of traditional assessment in English learning in the control class, which means that traditional assessment in English teaching and learning had a little bit affects improving reading comprehension.

In the second in the experimental class, the results obtained based on the Dependent T-test using SPSS showed the Asymp value. Sig (2-tailed) is 0.000. Based on the criteria, a significance value of 5% indicates that the value obtained through the test is less than 5% ($0.000 < 0.05$). Therefore, H_0 was rejected, and H_1 was accepted, so it can be concluded that there was a significant difference in the mean before and after the use of Socratic as an online formative assessment in the Experimental Class, which means that Socratic as an online formative assessment affected improving reading comprehension in English teaching and learning.

The third based on the value of N Gain (increase), the results obtained based on the Mann-Whitney test using SPSS indicated that the Asymp value. Sig (2-tailed) is 0.002. Based on the criteria, a significance value of 5% indicates that the value obtained through the test is less than 5% ($0.002 < 0.05$). Therefore, H_0 was rejected, and H_1 was accepted, so it can be concluded that there was a significant difference in the use of traditional assessment in English learning in the control class with Socratic as an

online formative assessment in the experimental class. The value of the experimental class is higher than the value of the control class, so the use of Socrative as an online formative assessment was more effective in improving reading comprehension in English than traditional formative assessment in English teaching and learning.

4. Students' Perception on Using Socrative as an Online Formative Assessment

A closed questionnaire was given to the student to complete related to students' perception of using Socrative as an online formative assessment. In providing a closed questionnaire, the writer permitted participants to choose an answer on a five scale of agreement and disagreement with various statements about some perspective. In addition, data from the closed questionnaire was analyzed by looking at the percentage of the table that was effortless to understand. Some excerpts from structured closed-questionnaires are presented by the writer as follows:

Table 4.7
Students' Perception of Socrative

Q	Question	SA (%)	A (%)	Un (%)	DA (%)	SD (%)
Q1	Socrative is practical and efficient on the online learning especially in reading session.	6.3	81.3	6.3	6.3	-
Q2	Socrative is a good and interactive learning media.	18.8	75	-	6.3	-
Q3	Socrative's display is helpful in learning reading.	-	87.5	6.3	6.3	-
Q4	Socrative makes the students easier to do reading tasks.	12.5	75	6.3	-	6.3

Q5	Socrative increases students' effectiveness on the reading.	12.5	75	6.3	6.3	-
Q6	Socrative improves the students' activeness in the reading process.	12.5	75	6.3	6.3	-
Q7	Socrative supports students' critical learning.	-	87.5	6.3	6.3	-
Q8	Socrative build on students' learning performance especially in reading.	6.3	87.5	-	6.3	-
Q9	Socrative lay out is attractive.	6.3	87.5	-	6.3	-
Q10	Socrative is a learning application that is very user-friendly and easily accessible.	-	87.5	6.3	6.3	-
Q11	Socrative brings a new atmosphere in supporting the students improve their reading comprehension.	12.5	81.3	6.3	-	-

Table 4.7 showed the results of student responses to the use of Socrative as an online formative assessment. The results showed that the majority of students responded positively. The result of Q1 showed that 81.3% of students believed that Socrative was a practical and efficient platform, especially for reading subjects. Another positive response in Q2 was that Socrative had a good feature for interacting in expressing student opinions for teachers or otherwise on learning. It is proven that there were 75% of students who chose agreed. The respondents' positive result in Q3 was that 87.5% of students think the Socrative display supports learning reading. This feature makes it easy for students and teachers to answer or arrange reading questions. More results on students' perception showed by Q4 that 87% of students agreed with the Socrative made the students easier to do reading tasks. But

some (6.3%) of students were unsure about this, while only 6.3% disagreed that Socrative made the students easier to do reading.

Another reaction indicated in Q5 was that 75% of students agreed that Socrative has succeeded in improving students' reading comprehension. In contrast, the remaining 6.3% of students did not agree if Socrative impacted their reading effectiveness. In addition, the text reading uploaded in Socrative made students interested in reading, especially with the influence of the technology they use. A positive response also was shown in Q6 that most (75%) of students agreed that using Socrative could improve students' activity in the reading process. At the same time, the rest (6.3%) chose "Disagreed" that they were unfeeling to active in the reading process and "Undecided" about this item. In Q7, it is clear that the highest reaction for students to use Socrative was students who agreed (87.5%) that using Socrative can support critical learning. Using Socrative, students could examine small parts or the whole of learning. Another positive result in Q8 was that 87.5% of students perceived that using Socrative builds on students' learning performance, especially in reading. Surprisingly, a student (6.3%) chose to "Disagree" that they supported the web tool Socrative on learning performance, mainly in reading.

In Q9, most respondents agreed (87.5%) or strongly agreed (6.3%) that the Socrative display is attractive. The attractive Socrative display means that Socrative is easy to understand for new users and enjoyable to use. Meanwhile, only a student (6.3%) disagreed with this case. The other result in Q10 showed that some students disagreed and were not sure (6.3%) that Socrative is a web learning tool that is very user-friendly and easily accessible.

However, more than half of the students agreed (87.5%) that Socrative was easy to access and use. Amazingly, Q11 showed that no one disagreed that Socrative brings a new atmosphere in supporting the students improve their reading comprehension. A student (6.3%) felt uncertain about it. In contrast, most of the students, 15 overall or 93.8%, agreed that Socrative brings a new atmosphere in supporting the students improve their reading comprehension. Socrative is an assessment tool involving technology in learning; it is new and challenging for students. Besides, Socrative important to support student learning performance to achieve maximum learning goals and increase their reading comprehension.

B. Discussion

This study has shown four main findings; students' reading comprehension who were exposed by traditional formative assessment, students' reading comprehension who were exposed by Socrative as online formative assessment, and the significant difference between the students' reading comprehension exposed by traditional formative assessment and exposed by Socrative as online formative assessment, and the students' perception on Socrative as online formative assessment.

The first finding showed that the students' reading comprehension were exposed by traditional formative assessment. To collect the data, the writer conducted the pre-test and post-test of traditional formative assessment as a control class that the writer gave them 50 multiple choices in the based-paper to 16 students control class. Then students answered the questions used in the traditional paper-based test. Students did a pre-test before receiving an

explanation from the teacher. Before the post-test, the writer explained material about the whole reading comprehension. The students were allowed to ask on paper. Furthermore, the writer explained and asked questions through paper to students and provided feedback on students' answers. This feedback provided benefits for students as an evaluation in the classroom. As the result of this case, the writer found that students' reading comprehension increased from the pre-test to the post-test in the control class, even it not statistically significant. This insignificant result was then explored by the writer. The writer found that the students felt that traditional formative assessment was monotonous. Even, they still could interact directly with teachers and provide direct questions (Joyce, 2018). This condition was in line with what has been stated by Zhorova et al. (2022) mentioning that traditional formative assessment had several weaknesses: the students could not increase creativity, students got bored faster, and also students needed much time to understand the material.

In contrast, the writer found the advantages of the traditional formative assessment, such as practical implementation and easy-to-know students' improvement (Kulasegaram & Rangachari, 2018). Practical implementation means students directly did pre-test and post-test on paper. Another advantage of traditional formative assessment was easy to know the students' improvement, which means students only had one opportunity to did tests. Hence, the teachers knew the students' progress.

On the other hand, the second point of this study was about Socrative as an online formative assessment was regarded by the students as a new atmosphere in the learning process, especially in reading. Socrative is an

assessment tool that has more quality than paper-based assessments. The features of Socrative were not found in the traditional formative assessment, such as score display, instant feedback, space race time, picture clue, et cetera. As in the traditional formative assessment, the online formative assessment also conducts the pre-test and post-test. Before the post-test, the writer treated the experimental class through the Socrative web tool. By the Socrative web tool, the writer also gave 50 questions in the form of a multiple-choice to students whose answers could not be seen by each other. At this point, the writer found that the increase in reading comprehension from pre-test to post-test based on technology was significant compared to the effects of traditional formative assessments using paper-based. These results indicate that technology can encourage student achievement in the learning process. Supporting the result, Rofiah & Waluyo (2020) mentions Socrative, as a mobile-based testing tool, can assist students' achievement on formative assessment. Another supported the research by Kolisnyk et al. (2022) also agreed that Socrative is a useful online formatif assessment tool for both students and teachers in English teaching and learning.

Several things that the results of the experimental group more significantly than the control group, such as students prefer learning to use smartphones or other technology. It is related to what was concluded in a study by Darko (2019) that students easily find an understanding of the material if they use technology in their learning activities. Then, students prefer new things for learning contained in the Socrative, such as answering questions quickly and accurately; they would get feedback after answering the question. It would be competitive because the Socrative instantly creates live rankings

among students. Moreover, Socrative was also considered to support the students in saving paper in their learning process. So that students felt joyful and challenged when participating in the teaching and learning process.

Third, this study showed a significant difference in students' reading comprehension achievement between traditional formative assessment and Socrative as an online formative assessment. This case showed that students had improved reading comprehension using Socrative as an online formative assessment compared to students who used traditional assessment in English learning. Based on Almusharraf & Khahro (2020) showed that the level of student motivation towards online learning is increasing, especially in the online platform used. Supported research by Cha (2018) that the use of Socrative by students showed a forward effect on interaction and reading activities in English.

In the writer's observations of the learning process in the classroom, there were differences between the experimental and control classes. Students in the control class were bored and less enthusiastic about participating in learning; they felt monotonous learning and less attractive. This had an impact on the results post-test conducted by students. While in the experimental class, students were more enthusiastic and understood faster because online learning is not monotonous, and the use of technology creates a new atmosphere for learning. Likewise, students tended to comprehend the text, and how they read was better. This can be seen from the results of the post-test they did. Based on this statement, the result could conclude that the learning method using Socrative as a formative assessment was efficient and supportive for students and teachers. Another supporting the result by Fatmawaty & Sholihah (2020)

that Socrative was very constructive and efficient to be implemented, effortless to use (Rofiah & Waluyo, 2020) and the way option of formative assessment using an electronic tool (Robertson et al., 2019).

Fourth, the other result indicated the students' perception of using Socrative as an online formative assessment. Based on the closed questionnaire, more than 75% of respondents stated that Socrative was interesting. They also agreed that Socrative could improve their learning performance. The students liked Socrative because it was a simple and good way to know students bring on the understanding of the material. This result was supported by Hakimah (2020) that most respondents mentioned that they feel enjoyable and prefer to use Socrative to do tasks or assignments because Socrative is more accessible and helpful, making them more concerted.

Additionally, Socrative also creates the students to have a new ambiance of learning which supports them in improving their learning capacity. According to Mohamad et al. (2019), the combination of technology in the teaching and learning process was a principal in the attempt to improve students' performance and the effectiveness of teaching reading. By giving the students quizzes through Socrative, the writer would be able to know students' understanding so that the writer knew the parts the students could not fully understand.

Overall, Socrative was an effective formative assessment tool for English reading comprehension. However, undeniable that its use requires Wifi or a stable internet connection.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions of the study.

A. Conclusion

From the discussion of the research findings above, several conclusions can be produced as follows:

1. The reading comprehension for eleventh-grade of SMA N 1 Cepiring in the 2021/2022 academic year by comparing the mean of pre-test and post-test scores obtained unacceptable results. With a mean pre-test score of 56.5 and a mean post-test score of 73. It showed that traditional formative assessment could not improve the students' reading comprehension achievement.
2. The reading comprehension for eleventh-grade of SMA N 1 Cepiring in the 2021/2022 academic year by comparing the mean of pre-test and post-test scores obtained acceptable results. The mean of pre-test value was 55.7 and the mean of post-test value was 80.1. It showed that the assessment using Socrative as an online formative assessment could effectively improve the students' reading comprehension.
3. There was a significant difference in students' reading comprehension exposed using traditional formative assessment and those exposed by Socrative as an online formative assessment. This was indicated by the result of the t-test calculation, where the t-count value is greater than the t-table. In this study, it could be assumed that Socrative as an online formative assessment effectively improved the students' reading comprehension.

4. Students' perception of using Socrative as an online formative assessment.

This was evidenced by the results of the closed questionnaire. Most students responded positively about using Socrative as an online formative assessment tool in learning.

B. Suggestions

Based on the conclusion above, Socrative could be an alternative online formative assessment for teachers and students in teaching and learning classes, especially in this pandemic era where teachers and students could only have virtual meetings. Besides, Socrative has exclusive features and helps students' enthusiasm in learning English, especially reading comprehension. For further research, this study can be used as a reference in conducting studies about using Socrative as an online formative assessment. Further research must be on a larger sample and other English language skills.

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APPENDICES



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH XIII**

Jalan Soekarno-Hatta No.96, Kel. Bugangin, Kec. Kendal kode pos 51314,Telp. (0294) 3691319
Surat Elektronik : cabdin.xiii@gmail.com

SURAT REKOMENDASI

Nomor : 422.1/1342 /IV/2022

Berdasarkan surat dari UNIVERSITAS PGRI SEMARANG Fakultas Pendidikan Bahasa dan Seni (FPBS) Nomor : 25/IP/FPBS/III/2022, tanggal 30 Maret 2022, perihal Permohonan Ijin Penelitian Atas Nama :

Nama : Dzinnuraini Maulina Putri
NIM : 18420104
Judul Skripsi : Socrative As Online Formative Assessment To Improve The Students Reading Comprehension Achievement: The Case Of Eleventh Grade Students Of SMAN 1 Cepiring In The Academic Year 2021/2022
Waktu : 11 April s.d 13 Mei 2022
Lokasi/Objek : SMA Negeri 1 Cepiring
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Pendidikan Bahasa dan Seni (FPBS)

Pada dasarnya kami sangat mengapresiasi dan memberikan rekomendasi untuk kegiatan tersebut, dengan catatan :

1. Berkoordinasi terlebih dahulu dengan Kepala Sekolah terkait;
2. Tidak mengganggu proses belajar mengajar;
3. Kegiatan Penelitian bermanfaat untuk proses belajar mengajar di Sekolah;
4. Selama kegiatan Penelitian dengan mempergunakan Protokol Kesehatan;
5. Melaporkan hasil penelitian ke Sekolah dan Cabang Dinas Pendidikan Wilayah XIII.

Demikian rekomendasi ini kami buat, untuk di pedomani dalam pelaksanaannya.

Kendal, 7 April 2022

An. Kepala Cabang Dinas Pendidikan Wilayah XIII
Kepala Sub Bagian Tata Usaha


ARIF NUGROHO, S.IP.
Penata

NIP. 19841106 201001 1 023

Tembusan, kepada Yth. :

3. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah (sebagai laporan);
2. Pertinggal.



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- > Pendidikan Bahasa dan Sastra Indonesia
- > Pendidikan Bahasa Inggris
- > Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 25/IP/FPBS/III/2022

Semarang, 30 Maret 2022

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala Cabang Dinas Pendidikan Will XIII Kab. Kendal
di Kendal

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Dzinnuraini Maulina Putri

N P M : 18420104

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Socrative As Online Formative Assessment To Improve The Students' Reading
Comprehension Achievement: The Case Of Eleventh Grade Students Of SMAN
1 Cepiring In The Academic Year 2021/2022

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,


Dr. Asropah, M.Pd.
NPP 936601104



**KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Dzinnuraini Maulina Putri
NPM : 18420104
FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris
DOSEN PEMBIMBING I : Dr. Wiyaka M.Pd
DOSEN PEMBIMBING II : Entika Fani Pastikawati., S.Pd. M.Pd

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	23 November 2021	Bimbingan judul : Acc	
2	13 Desember 2021	Proposal : Revisi	
3	28 Desember 2021	Proposal : Revisi design	
4	21 Maret 2022	Instrument penelitian	
5	13 April 2022	chapter I - III to Rev	
6	15 Juni 2022	chapter I - III approved	
7	19 April 2022	chapter IV - V to Rev	
8	20/Sept. 2022	ready for exam.	
9			
10			



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Dzinnuraini Maulina Putri
NPM : 18420104
FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris
DOSEN PEMBIMBING I : Dr. Wiyaka M.Pd
DOSEN PEMBIMBING II : Entika Fani Prastikawati., S.Pd. M.Pd ✓

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1	25 Nov. 2021	Judul : Ace	(Entika)
2	1 Desember 2021	Revisi : Proposal	(Entika)
3	22 Desember 2021	Continue to Review of Related Literature	(Entika)
4	29 Januari 2022	Chapter II : Literature & Proposal title	(Entika)
5	16 Februari 2022	Ace Proposal	(Entika)
6	29 Maret 2022	Instrument ole	(Entika)
7	20 April 2022	Revisi chapter 1,2,3	(Entika)
8	27 Mei 2022	Revisi chapter 3-4	(Entika)
9	7 Agustus 2022	Chapter IV : Revisi	(Entika)
10	8 Agustus 2022	Chapter V = final I Revisi	(Entika)



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Dzinnuraini Maulina Putri
NPM : 18420104
FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris
DOSEN PEMBIMBING I : Dr. Wiyaka M.Pd
DOSEN PEMBIMBING II : Entika Fani Pastikawati., S.Pd. M.Pd

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
12	23 Agustus 2022	Chapter IV: Fidy + Discussion - Rensi -	(E Fani Pastikawati)
12	17 September 2022	Kelempahan ^B Aec 1-5	(E Fani Pastikawati)
13			
14			
15			
16			
17			
18			
19			
20			

Appendix 1

List of Students' Name in Control Group

No	Nama	L/P
1.	MILLAH FAIZAH	P
2.	MEILANY DEWI PERMATASARI	P
3.	MUHAMMAD AFKAR MUZAKI	L
4.	MUHAMMAD FARAJ A	L
5.	DWI ERIYANTI	P
6.	SUSAN WULANDARI	P
7.	RIKHA APRILIA	P
8.	AMANDA JIHAN	P
9.	AULIA ADI PASHA	P
10.	BIRLIANA DWI AGUSTIN	P
11.	DEVIANI AYU	P
12.	HANA NABILAH	P
13.	ZULFA ULYA	P
14.	NINA KUSUMA WARDHANI	P
15.	IFFA NAZHATINA	P
16.	LENI NUR AINI	P

Appendix 2

List of Students' Name in Experiment Group

No	Nama	L/P
1.	MUHAMMAD FARHAN F	L
2.	MELA WIJI LESTARI	P
3.	UNGDZUR TAUBATA	P
4.	DIAH AYU APRILIA	P
5.	YESIEKA EDUM	P
6.	ADHITYA DWI CAHYONO	L
7.	FITHRA AULA	P
8.	AGASI NOFEMBERLIAN	L
9.	RIA SUKMALA	P
10	NABIHA AZZAHRA	P
11.	ABELA EKA PRATIWI	P
12.	ANDINA PUJI	P
13.	AVISSA DIANA PUTRI	P
14.	ARYANTI CANDRA	P
15.	NIRA ALIFIA	P
16.	ILHAM SUWACBATUL ISLAMİYAH	L

Appendix 3

Instrument of Pre-Test

Name:
Number:
Class:

Choose a, b, c, or d for the correct answer!

Read the text below, carefully!

Human body is made of countless millions of cells. Food is needed to build up new cells and replace the worn out cells. However, the food that we take must be places where they are needed. This is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mount. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here the food is mixed with the juices secreted by the cell in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

1. What is the text about?

- A. The digestive system
- B. The digestive juice
- C. The food substances
- D. The method of the digestive system

2. "Human body is made up of countless millions of cells."

(Paragraph 1)

The underlined "made up" phrase means?

- A. Produced
- B. Managed
- C. Constructed
- D. Completed

3. *Read the dialog below!*

Man: Nana wait! I have good news for you.

Woman: What about?

Man: Now, I'm not just an employee but I'm a manager.

Woman: That's great! I'm happy to hear that you've succeeded in your career.

Man: Thank you, wish me luck.

What does the woman express?

- A. Regret
- B. Congratulations
- C. Sympathy
- D. Expectation

4. *Read the dialog below!*

- Woman: What's wrong mike? You look terrible.
Man: I have a terrible cough. I couldn't sleep last night.
Woman: You should stop smoking. I'm sure, you'll feel better soon.
Man: Maybe you're right, this must be because of smoking.
What are they talking about?
A. Something wrong
B. A terrible cough
C. A problem to sleep
D. How to stop smoking

The following text is for question 5 to 7.

"How to Make Cheesecake"

Ingredients:

1. ½ cup of sugar
2. 2 eggs
3. ½ teaspoon of vanilla
4. 2 packages of cream cheese

Directions:

1. Beat and blend sugar, cream cheese, and vanilla at medium speed.
2. Blend in the eggs, then stir.
3. Bake at 35 celsius for 40 minutes or until it is almost set.
4. Cool.
5. To get the best result, put it in the refrigerator for 3 hours.
6. Yield: 6 servings
7. Preparation time: 5 minutes
Cooking time: 40 minutes

5. For how many people can the cake be served?

- A. 2
- B. 6**
- C. 7
- D. 4

6. The text above is called ...

- A. Descriptive
- B. Report
- C. Procedure**
- D. Narrative

7. The goal of the text above is to tell about ...

- A. How to blend vanilla dan sugar
- B. How to make cheesecake**
- C. How to bake a cake
- D. How to beat cream cheese

8. *Read the dialog carefully!*

- Woman: What do you think of my appearance. Do I look okay?
Man: Well, yes but it will be more elegant if you wear a long black dress.
Woman: Alright.
What is the dialogue about?
A. The woman's dress
B. The elegant woman
C. The woman's black dress
D. The woman's appearance

9. Sarah: Well, I am actually tired of taking a math course.

Ari: Why?

Sarah: The formula makes me confused.

Ari: You'd better pay more attention.

A. What do you advise me to do?

B. What is the best answer?

C. What do you expect?

D. What do you hope?

10. Raka:

Rido: I think so. It is important to learn English to expand our knowledge.

A. Do you think English is important?

B. What do you think about English?

C. Would you study English hard?

D. Could you tell your opinion?

The following text is for question 11 to 14.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railway station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off.

Vandra was amazed at the horse cart rider's story. What a great woman.

11. What is the text about?

A. A horse cart rider's hard work

B. Vandra's experience on a train

C. Vandra's travelling experience

D. The life story of a horse cart rider

12. What was the horse cart's rider like?

A. Honest

B. Generous

C. Kindhearted

D. Hard working

13. Why did Vandra take a great respect to the horse cart's rider?

A. She struggled for the success

B. She lived with her three children

C. She was simple, but had a great dream

D. She was the only woman who rode a horse cart

14. "She never gave up."

What is the closest meaning of the bolded phrase?

A. Felt sorry

B. Surrendered

C. Complained

D. Fought against

The following text is for question 15 to 16.

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

15. What does the above text tell about?

- A. The history of Kediri
- B. The famous product of Kediri
- C. The description of Kediri
- D. The people

16. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food

17. "Those who do not work here ..." (last sentence). The underlined word refers to...

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders

The following text is for question 18 to 20.

Smoking in restaurant is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smoker.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good and not to be put off by foul-smelling smoke.

Another reason smoking should not be allowed in a restaurant is the harm, it can do to others. Passive smoking, that is, breathing in smoke made by smoker, can lead to asthma attack and even cancer.

Therefore, smoking in restaurant is impolite, harmful to others and a health risk to the smoker and should not be allowed in any restaurants.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung diseases and people should not smoke anywhere, not just in a restaurant.

18. The following statement above is true, except...

- A. Smoking in restaurants isn't polite
- B. Smoking is dangerous for the smoker
- C. Smoking in restaurants must not be allowed because it's harmful
- D. Smoking isn't dangerous for passive smoker

19. These are the reason why smoking in restaurants isn't allowed, except...

- A. Impolite
- B. Polite

- C. Dangerous
- D. Rude

20. The text above is the kind of...

- A. Analytical Exposition**
- B. Hortatory
- C. Report
- D. Narrative

The following text is for question 21 to 25.

Dear Nanda,

We are having a great holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain, but then it became sunny.

The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, My Mom and Kelly queued for the Batman ride. It was a really fun day. See you when you get back.

Love,

John

21. What is the letter about?

- A. Lethal Weapon
- B. John's holiday**
- C. The movie world
- D. The shower of Rain

22. Where did John spend his holiday with his family?

- A. In Lethal Weapon
- B. In the Movie World
- C. On the Gold Coast**
- D. A great holiday

23. What does the second paragraph talk about?

- A. The weather in Gold Coast
- B. Police Academy Show
- C. Great holiday
- D. John's activities in Movie World**

24. The word "We" in the first paragraph refers to?

- A. John, Kelly and Mom**
- B. John and Nanda
- C. John and Kelly
- D. John and Mom

25. The word "queued" in the second paragraph means?

- A. Go on
- B. Line up**
- C. Sit down
- D. Wait for

26. What is the function of procedure text?

- A. To persuade the readers
- B. To retell events for the purpose of informing or entertaining
- C. To entertain the readers
- D. To describe how something is accomplished through a sequence of action or step**

The following text is for question 27 to 29.

“How to save videos from Instagram”

First, open the Instagram app.

Second, open the story or video you want to save.

Third, tap its corresponding menu button (located in the lower right-hand corner, represented by 3 dots)

Next, when the pop-up menu appears, tap Save or Save Photo/Video.

27. Why does the writer write the text?

- A. To tell the use of Instagram app
- B. To describe a video from Instagram
- C. To share the way to save videos from Instagram
- D. To tell how to create a video using Instagram

28. Where can we find the corresponding menu?

- A. In the right-hand corner
- B. In the top right corner
- C. In the top left corner
- D. In the center of the 3 dots

29. What is the last step?

- A. Open the Instagram app
- B. Open the story or video
- C. Tap its corresponding menu button
- D. Tap Save or Save Photo/Video

30. What are the generic structures of procedure text?

- A. Goal, materials, steps
- B. Materials and steps
- C. Goal, equipment, steps
- D. Title, goal, materials, steps

31. There are some of the characteristics of procedure text below, except ...

- A. Using action verbs
- B. Using interrogative sentence
- C. Using simple present tense
- D. Using imperative sentence

The following text is for question 32 to 34.

“How to Clean an LCD Screen”

1. Shake up the detergent and put it 15 — 20 cm away from the LCD screen.

2. Spray on the LCD screen surface directly.

3. Cleanse gently using the fabric cleanser or brush.

You can also do the following steps:

1. Spray the detergent on the fabric cleanser.

2. Clean the LCD screen surface to make it as bright as a new one.

32. What should you do to detergent first?

- A. Spray it
- B. Clean it
- C. Put it away
- D. Shake it up

33. Before cleaning the screen surface, we spray the detergent on the screen surface directly or spray it on

- A. Our fingers
- B. The paper
- C. The fabric cleanser
- D. The brush

34. "Cleanse gently with the fabric cleanser or brush" (step 3). What does the underlined word mean?

- A. Carefully
- B. Directly
- C. Harshly
- D. Cleanly

The following text is for question 35 to 36.

Bandung, 1st Jan2022

Dear Nathan

How are you? Hope everything is okay with you. I'm all right here.

We are going to have the national examination, aren't we? Are you well prepared for it? Well, to be honest, I just have some difficulties in preparing for it, especially in Science. There are extra lessons in my school and I take them all. But, I feel that they don't help. I'm still confused in solving Mathematic problems. I'm just worried that I fail the national examination. Do you have any suggestion for me? I really appreciate your help. I look forward to hearing from you.

Your buddy,

Gilang

35. "I'm still confused in solving Mathematic problems."

The underlined word means ...

- A. Unable to think clearly
- B. Unable to speak fluently
- C. Unable to perform well
- D. Unable to read quickly

36. "I'm just worried that I fail the national examination."

The antonym of the underlined word is

- A. Escape
- B. Reach
- C. Success
- D. Underestimate

37. **Dear friends,... Dear Anna..., Dear Joko,...**

What's the name of those words in personal letter?

- A. Greeting
- B. Salutation
- C. Introduction
- D. Closing

38. **With love and admiration,... sincerely yours,...sincerely grateful,...**

In personal letter you will meet those words. What is the name of the words in personal letter?

- A. Signature
- B. Greeting
- C. Closing
- D. Postscript

The following text is for question 39 to 41.

Do you know if we are too fat, you may have serious problems with your health? A group of doctor wrote a report about some of the effects of too much fat.

One important effect is on the heart. If you are fat, your heart has to work harder. This may lead to heart attack or it may lead to other heart problems. In addition, extra fat can also change the amount of sugar in your blood. This can cause serious disease such as diabetes.

Furthermore, high blood pressure is another result of being fat. More studies are needed about all these problems but no one thing is clear, extra fat may make your life shorter.

39. The above text is in form of ...

- A. Narrative
- B. Report
- C. Descriptive
- D. Analytical exposition

40. What is the text organization of the first paragraph?

- A. Thesis
- B. Argument
- C. Conclusion
- D. Complication

41. These are the effects of too much fat, except ...

- A. Serious disease
- B. Heart has to work hard
- C. Change the blood amount
- D. Diabetes

42. Fita : What time will we leave?

Wanda : If you get up early, we ...

Fita : Okay, I'll set my alarm.

- A. Will leave at down
- B. Won't leave at down
- C. Would leave at down
- D. Would have left at down

43. Farida : Where should we have dinner, Andy?

Andy : How about the new restaurant near the museum.

Farida : I heard that it is good enough.

- A. That is terrible.
- B. That's a good idea.
- C. You should ask your friend.
- D. I think the restaurant is far away.

44. Guest : Can I speak to the general manager, please?

Secretary : Sorry, Sir. She is having a meeting right now.

Guest : Alright.

- A. May I help you?
- B. Would you like to go out?
- C. Who do you want to speak to?
- D. Would you mind waiting for him?

45. Maryono : I would like to book a room, please?

Hotel clerk : Certainly, Sir.

Maryono : On Sunday, July 14.

A. When would you like to stay?

B. Would you like a single or double?

C. How long are you going to stay?

D. When will you be available?

The following text is for question 46 to 47.

250 gr yellow starfruit in slices

100 ml water 2 spoonful of vanilla

8 teaspoonful of lemonade extract Procedure

Put slices of starfruit and water in the blender. Wait until it's soft. Skim it.

Add syrup, lemonade extract, and soda water. Stir thoroughly.

Pour it in the glass and put in the ice cubes.

46. ... lemonade extract and soda water. Stir thoroughly.

The word printed in underlined means ...

A. To make smooth

B. To boil

C. To make dry

D. To move an object in order to mix it

47. Which of the following procedures is true?

A. Put slices of starfruit in the glass

B. Put ice cubes in the blender

C. Skim the slices of starfruit and water which have already been softened

D. Skim two spoonful of vanilla

The following text is for question 48 to 50.

2nd April 2022

Dear Liza,

I have received your letter asking me to meet you at your house this Sunday to discuss the urgent matter you have. I regret however to say that it will not be possible for me to see you on Sunday as I already have a previous appointment. I shall see you on Monday next week at 5 p.m. Hoping the change of date will be convenient to you.

Your sincerely,

Tania

48. What does the letter tell about

A. Liza's problem

B. Tania's appointment

C. Tania's previous letter to Liza

D. Tania's regret for not being able to come

49. Why did Liza ask Tania to come to her house....

A. Liza wanted Tania to solve her problem

B. Tania would discuss her problem with Liza

C. Liza persuaded Tania to go somewhere

D. Liza wanted to chat with Tania

50. What is the possible relation between the sender and the recipient?

A. Relatives

B. Employers

C. Friends

D. Siblings

Appendix 4

Instrument of Post-Test

Name:
Number:
Class:

Choose a, b, c, or d for the correct answer!

The following text is for question 1 to 3.

“How to Make Cheesecake”

Ingredients:

1. ½ cup of sugar
2. 2 eggs
3. ½ teaspoon of vanilla
4. 2 packages of cream cheese

Directions:

1. Beat and blend sugar, cream cheese, and vanilla at medium speed.
 2. Blend in the eggs, then stir.
 3. Bake at 35 celsius for 40 minutes or until it is almost set.
 4. Cool.
 5. To get the best result, put it in the refrigerator for 3 hours.
 6. Yield: 6 servings
 7. Preparation time: 5 minutes
- Cooking time: 40 minutes

1. For how many people can the cake be served?
A. 2
B. 6
C. 7
D. 4
2. The text above is called ...
A. Descriptive
B. Report
C. Procedure
D. Narrative
3. The goal of the text above is to tell about ...
A. How to blend vanilla dan sugar
B. How to make cheesecake
C. How to bake a cake
D. How to beat cream cheese

The following text is for question 4 to 6.

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a

distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

4. What does the above text tell about?

- A. The history of Kediri
- B. The famous product of Kediri
- C. The description of Kediri
- D. The people

5. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food

6. "Those who do not work here ..." (last sentence). The underlined word refers to...

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders

Read the text below, carefully!

Human body is made of countless millions of cells. Food is needed to build up new cells and replace the worn out cells. However, the food that we take must be places where they are needed. This is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here the food is mixed with the juices secreted by the cell in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

7. What is the text about?

- A. The digestive system
- B. The digestive juice
- C. The food substances
- D. The method of the digestive system

8. "Human body is made up of countless millions of cells."

(Paragraph 1)

The underlined "made up" phrase means?

- A. Produced
- B. Managed
- C. Constructed
- D. Completed

The following text is for question 9 to 11.

"How to save videos from Instagram"

First, open the Instagram app.
Second, open the story or video you want to save.
Third, tap its corresponding menu button (located in the lower right-hand corner, represented by 3 dots)
Next, when the pop-up menu appears, tap Save or Save Photo/Video.

9. Why does the writer write the text?

- A. To tell the use of Instagram app
- B. To describe a video from Instagram
- C. To share the way to save videos from Instagram
- D. To tell how to create a video using Instagram

10. Where can we find the corresponding menu?

- A. In the right-hand corner
- B. In the top right corner
- C. In the top left corner
- D. In the center of the 3 dots

11. What is the last step?

- A. Open the Instagram app
- B. Open the story or video
- C. Tap its corresponding menu button
- D. Tap Save or Save Photo/Video

12. What are the generic structures of procedure text?

- A. Goal, materials, steps
- B. Materials and steps
- C. Goal, equipment, steps
- D. Title, goal, materials, steps

13. There are some of the characteristics of procedure text below, except ...

- A. Using action verbs
- B. Using interrogative sentence
- C. Using simple present tense
- D. Using imperative sentence

14. **Dear friends,... Dear Anna..., Dear Joko,...**

What's the name of those words in personal letter?

- A. Greeting
- B. Salutation
- C. Introduction
- D. Closing

15. *Read the dialog below!*

Woman: What's wrong mike? You look terrible.

Man: I have a terrible cough. I couldn't sleep last night.

Woman: You should stop smoking. I'm sure, you'll feel better soon.

Man: Maybe you're right, this must be because of smoking.

What are they talking about?

- A. Something wrong
- B. A terrible cough
- C. A problem to sleep
- D. How to stop smoking

The following text is for question 16 to 19.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off.

Vandra was amazed at the horse cart rider's story. What a great woman.

16. What is the text about?

- A. A horse cart rider's hard work
- B. Vandra's experience on a train
- C. Vandra's travelling experience
- D. The life story of a horse cart rider

17. What was the horse cart's rider like?

- A. Honest
- B. Generous
- C. Kindhearted
- D. Hard working

18. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the succes
- B. She lived with her three children
- C. She was simple, but had a great dream
- D. She was the only woman who rode a horse card

19. "She **never gave up.**"

What is the closest meaning of the bolded phrase?

- A. Felt sorry
- B. Surrendered
- C. Complained
- D. Fought against

20. Raka:

Rido: I think so. It is important to learn English to expand our knowledge.

- A. Do you think English is important?
- B. What do you think about English?
- C. Would you study english hard?
- D. Could you tell your opinion?

21. **With love and admiration,... sincerely yours,...sincerely grateful,...**

In personal letter you will meet those words. What is the name of the words in personal letter?

- A. Signature
- B. Greeting
- C. Closing
- D. Postscript

The following text is for question 22 to 24.

"How to Clean an LCD Screen"

1. Shake up the detergent and put it 15 — 20 cm away from the LCD screen.
2. Spray on the LCD screen surface directly.
3. Cleanse gently using the fabric cleanser or brush.

You can also do the following steps:

1. Spray the detergent on the fabric cleanser.
2. Clean the LCD screen surface to make it as bright as a new one.

22. What should you do to detergent first?

- A. Spray it
- B. Clean it
- C. Put it away
- D. Shake it up

23. Before cleaning the screen surface, we spray the detergent on the screen surface directly or spray it on

- A. Our fingers
- B. The paper
- C. The fabric cleanser
- D. The brush

24. "Cleanse gently with the fabric cleanser or brush" (step 3). What does the underlined word mean?

- A. Carefully
- B. Directly
- C. Harshly
- D. Cleanly

The following text is for question 25 to 30.

Dear Nanda,

We are having a great holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain, but then it became sunny.

The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, My Mom and Kelly queued for the Batman ride. It was a really fun day. See you when you get back.

Love,

John

25. What is the letter about?

- A. Lethal Weapon
- B. John's holiday
- C. The movie world
- D. The shower of Rain

26. Where did John spend his holiday with his family?

- A. In Lethal Weapon
- B. In the Movie World
- C. On the Gold Coast
- D. A great holiday

27. What does the second paragraph talk about?

- A. The weather in Gold Coast
- B. Police Academy Show
- C. Great holiday

D. John's activities in Movie World

28. The word "We" in the first paragraph refers to?

- A. John, Kelly and Mom
- B. John and Nanda
- C. John and Kelly
- D. John and Mom

29. The word "queued" in the second paragraph means?

- A. Go on
- B. Line up
- C. Sit down
- D. Wait for

30. What is the function of procedure text?

- A. To persuade the readers
- B. To retell events for the purpose of informing or entertaining
- C. To entertain the readers
- D. To describe how something is accomplished through a sequence of action or step

The following text is for question 31 to 32.

Bandung, 1st Jan 2022

Dear Nathan,

How are you? Hope everything is okay with you. I'm all right here. We are going to have the national examination, aren't we? Are you well prepared for it? Well, to be honest, I just have some difficulties in preparing for it, especially in Science. There are extra lessons in my school and I take them all. But, I feel that they don't help. I'm still confused in solving Mathematic problems. I'm just worried that I fail the national examination. Do you have any suggestion for me? I really appreciate your help. I look forward to hearing from you.

Your buddy,

Gilang

31. "I'm still confused in solving Mathematic problems."

The underlined word means ...

- A. Unable to speak fluently
- B. Unable to perform well
- C. Unable to think clearly
- D. Unable to read quickly

32. "I'm just worried that I fail the national examination."

The antonym of the underlined word is

- A. Escape
- B. Reach
- C. Success
- D. Underestimate

The following text is for question 33 to 35.

Do you know if we are too fat, you may have serious problems with your health? A group of doctor wrote a report about some of the effects of too much fat.

One important effect is on the heart. If you are fat, your heart has to work harder. This may lead to heart attack or it may lead to other heart problems. In addition, extra fat can also change the amount of sugar in your blood. This can cause serious disease such as diabetes.

Furthermore, high blood pressure is another result of being fat. More studies are needed about all these problems but no one thing is clear, extra fat may make your life shorter.

33. The above text is in form of ...

- A. Narrative
- B. Report
- C. Descriptive
- D. Analytical exposition

34. What is the text organization of the first paragraph?

- A. Thesis
- B. Argument
- C. Conclusion
- D. Complication

35. These are the effects of too much fat, except ...

- A. Serious disease
- B. Heart has to work hard
- C. Change the blood amount
- D. Diabetes

The following text is for question 36 to 38.

2nd April 2022

Dear Liza,

I have received your letter asking me to meet you at your house this Sunday to discuss the urgent matter you have. I regret however to say that it will not be possible for me to see you on Sunday as I already have a previous appointment. I shall see you on Monday next week at 5 p.m. Hoping the change of date will be convenient to you.

Your sincerely,

Tania

36. What does the letter tell about

- A. Liza's problem
- B. Tania's appointment
- C. Tania's previous letter to Liza
- D. Tania's regret for not being able to come

37. Why did Liza ask Tania to come to her house....

- A. Liza wanted Tania to solve her problem
- B. Tania would discuss her problem with Liza
- C. Liza persuaded Tania to go somewhere
- D. Liza wanted to chat with Tania

38. What is the possible relation between the sender and the recipient?

- A. Relatives
- B. Employers
- C. Friends
- D. Siblings

39. Guest : Can I speak to the general manager, please?

Secretary : Sorry, Sir. She is having a meeting right now.

Guest : Alright.

- A. May I help you?
- B. Would you like to go out?
- C. Who do you want to speak to?
- D. Would you mind waiting for him?

40. Farida : Where should we have dinner, Andy?

Andy : How about the new restaurant near the museum.

Farida : I heard that it is good enough.

- A. That is terrible.
- B. That's a good idea.
- C. You should ask your friend.
- D. I think the restaurant is far away.

The following text is for question 41 to 43.

Smoking in restaurant is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smoker.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good and not to be put off by foul-smelling smoke.

Another reason smoking should not be allowed in a restaurant is the harm, it can do to others. Passive smoking, that is, breathing in smoke made by smoker, can lead to asthma attack and even cancer.

Therefore, smoking in restaurant is impolite, harmful to others and a health risk to the smoker and should not be allowed in any restaurants.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung diseases and people should not smoke anywhere, not just in a restaurant.

41. The following statement above is true, except...
- A. Smoking in restaurants isn't polite
 - B. Smoking is dangerous for the smoker
 - C. Smoking in restaurants must not be allowed because it's harmful
 - D. Smoking isn't dangerous for passive smoker
42. These are the reason why smoking in restaurants isn't allowed, except...
- A. Impolite
 - B. Polite
 - C. Dangerous
 - D. Rude
43. The text above is the kind of...
- A. Analytical Exposition
 - B. Hortatory
 - C. Report
 - D. Narrative

The following text is for question 44 to 45.

250 gr yellow starfruit in slices

100 ml water 2 spoonful of vanilla

8 teaspoonful of lemonade extract Procedure

Put slices of starfruit and water in the blender. Wait until it's soft. Skim it.

Add syrup, lemonade extract, and soda water. Stir thoroughly.

Pour it in the glass and put in the ice cubes.

44. ... lemonade extract and soda water. Stir thoroughly.

The word printed in underlined means ...

- A. To make smooth
 - B. To boil
 - C. To make dry
 - D. To move an object in order to mix it
45. Which of the following procedures is true?

- A. Put slices of starfruit in the glass
- B. Put ice cubes in the blender
- C. Skim the slices of starfruit and water which have already been softened
- D. Skim two spoonful of vanilla

46. Maryono : I would like to book a room, please?

Hotel clerk : Certainly, Sir.

Maryono : On Sunday, July 14.

- A. When would you like to stay?
- B. Would you like a single or double?
- C. How long are you going to stay?
- D. When will you be available?

47. *Read the dialog below!*

Man: Nana wait! I have good news for you.

Woman: What about?

Man: Now, I'm not just an employee but I'm a manager.

Woman: That's great! I'm happy to hear that you've succeeded in your career.

Man: Thank you, wish me luck.

What does the woman express?

- A. Regret
- B. Congratulations
- C. Sympathy
- D. Expectation

48. Fita : What time will we leave?

Wanda : If you get up early, we ...

Fita : Okay, I'll set my alarm.

- A. Will leave at dawn
- B. Won't leave at dawn
- C. Would leave at dawn
- D. Would have left at dawn

49. Sarah: Well, I am actually tired of taking a math course.

Ari: Why?

Sarah: The formula makes me confused.

Ari: You'd better pay more attention.

- A. What do you advise me to do?
- B. What is the best answer?
- C. What do you expect?
- D. What do you hope?

50. *Read the dialog carefully!*

Woman: What do you think of my appearance. Do I look ok?

Man: Well, yes but it will be more elegant if you wear a long black dress.

Woman: Alright.

What is the dialogue about?

- A. The woman's dress
- B. The elegant woman
- C. The woman's black dress
- D. The woman's appearance

Appendix 5

Questionnaire for Students

Please cross (x) the multiple choice that represents how you feel about the Socrative you have used.

1. Socrative is practical and efficient on the online learning especially in reading session.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree
- D. Agree
- E. Strongly Agreement

2. Socrative is a good and interactive learning media.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree
- D. Agree
- E. Strongly Agreement

3. Socrative's display is helpful in learning reading.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree
- D. Agree
- E. Strongly Agreement

4. Socrative makes the students' easier to do reading tasks.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree
- D. Agree
- E. Strongly Agreement

5. Socrative increase students' effectiveness on the reading.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree
- D. Agree
- E. Strongly Agreement

6. Socrative improves the students' activeness in the reading process.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree
- D. Agree
- E. Strongly Agreement

7. Socrative supports students' critical learning.
- A. Strongly Disagree
 - B. Disagree
 - C. Slightly Disagree
 - D. Agree
 - E. Strongly Agreement
8. Socrative build on students' learning performance especially in reading.
- A. Strongly Disagree
 - B. Disagree
 - C. Slightly Disagree
 - D. Agree
 - E. Strongly Agreement
9. Socrative lay out is attractive.
- A. Strongly Disagree
 - B. Disagree
 - C. Slightly Disagree
 - D. Agree
 - E. Strongly Agreement
10. Socrative is a learning application that is very user-friendly and easily accessible.
- A. Strongly Disagree
 - B. Disagree
 - C. Slightly Disagree
 - D. Agree
 - E. Strongly Agreement
11. Socrative brings a new atmosphere in supporting the students improve their reading comprehension.
- A. Strongly Disagree
 - B. Disagree
 - C. Slightly Disagree
 - D. Agree
 - E. Strongly Agreement

Appendix 5

Description of Pre-Test for Control Class

Students' Code	Students' Pre-Test Score	Scoring Categories	
C-01	44	E	Bad
C-02	64	C	Average
C-03	62	C	Average
C-04	34	E	Bad
C-05	24	E	Bad
C-06	60	C	Average
C-07	68	C	Average
C-08	54	D	Poor
C-09	70	C	Average
C-10	72	C	Average
C-11	68	C	Average
C-12	56	D	Poor
C-13	48	E	Bad
C-14	66	C	Average
C-15	38	E	Bad
C-16	76	B	Good
Mean Score	56.5	D	Poor

Appendix 6

Description of Post-Test for Control Class

Students' Code	Students Post-Test Score	Scoring Categorize	
C-01	56	D	Poor
C-02	72	C	Average
C-03	74	C	Average
C-04	70	C	Average
C-05	52	E	Bad
C-06	82	B	Good
C-07	72	C	Average
C-08	77	B	Good
C-09	82	B	Good
C-10	74	C	Average
C-11	80	B	Good
C-12	72	C	Average
C-13	70	C	Average
C-14	76	C	Average
C-15	84	B	Good
C-16	76	B	Good
Mean Score	73	C	Average

Appendix 7

Description of Pre-Test for Experiment Class

Students' Code	Students' Pre-Test Score	Scoring Categories	
E-01	40	E	Bad
E-02	72	C	Average
E-03	52	E	Bad
E-04	60	E	Bad
E-05	52	E	Bad
E-06	70	C	Average
E-07	48	C	Average
E-08	52	C	Average
E-09	60	E	Bad
E-10	48	C	Average
E-11	64	E	Bad
E-12	52	E	Bad
E-13	60	E	Bad
E-14	54	E	Bad
E-15	48	D	Poor
E-16	60	E	Bad
Mean Score	55.7	D	Poor

Appendix 8

Description of Post-Test for Experiment Class

Students' Code	Students' Post-Test Score	Scoring Categories	
E-01	78	B	Good
E-02	76	C	Average
E-03	78	C	Average
E-04	82	C	Average
E-05	76	B	Good
E-06	82	B	Good
E-07	86	B	Good
E-08	78	A	Good
E-09	72	C	Average
E-10	92	B	Good
E-11	78	C	Average
E-12	90	A	Excellent
E-13	68	C	Average
E-14	78	C	Average
E-15	88	A	Excellent
E-16	80	B	Good
Mean Score	80.1	B	Good

Appendix 9

N-Gain Measurement for Control Class And Experiment Class

	N	Minimum	Maximum	Mean	Std. Deviation
N Gain of the control group	16	-2.00	1.00	.2146	.60042
N Gain of the experimental group	16	.57	1.00	.7318	.07999
Valid N (listwise)	16				

Appendix 10

Descriptive Statistic of Hypothesis Testing

Hypothesis	Test used	Average	Standard deviation	Test Statistics Value (Z)	Significance Value	Description
1. There is a significant difference in the average before and after the use of traditional methods in the control class.	Wilcoxon	pre = 56,5 ; $\bar{X}_{\text{post}} = 72,63$	SD pre = .52001 SD post = .61202	-2.524	0,000	Ho diterima
2. There is a significant difference in the average before and after the use of application of Socratic as a technology-based assessment in the experimental class.	Paired T Test	Pre = 55,7 Post = 80,1	SD pre = .71240 SD post = .89110	-8.335	0,000	Ho diterima
3. There is a significant in the use of the traditional method in the control class with the application of	Independent T Test	Control = 0,52 Experiment = 0,78	SD Control = .60042 SD Experiment = .07999	-3.210	0,002	Ho diterima

Appendix 11

Students' Perception of Socrative

Q	Question	SA (%)	A (%)	Un (%)	DA (%)	SD (%)
Q1	Socrative is practical and efficient on the online learning especially in reading session.	6.3	81.3	6.3	6.3	-
Q2	Socrative is a good and interactive learning media.	18.8	75	-	6.3	-
Q3	Socrative's display is helpful in learning reading.	-	87.5	6.3	6.3	-
Q4	Socrative makes the students easier to do reading tasks.	12.5	75	6.3	-	6.3
Q5	Socrative increases students' effectiveness on the reading.	12.5	75	6.3	6.3	-
Q6	Socrative improves the students' activeness in the reading process.	12.5	75	6.3	6.3	-
Q7	Socrative supports students' critical learning.	-	87.5	6.3	6.3	-
Q8	Socrative build on students' learning performance especially in reading.	6.3	87.5	-	6.3	-
Q9	Socrative lay out is attractive.	6.3	87.5	-	6.3	-
Q10	Socrative is a learning application that is very user-friendly and easily accessible.	-	87.5	6.3	6.3	-
Q11	Socrative brings a new atmosphere in supporting the students improve their reading comprehension.	12.5	81.3	6.3	-	-

Appendix 12

Documentation of Questionnaire

Question of Closed-questionnaire

Please cross (x) the multiple choice that represents how you feel about the Socrative you have used.

1. Socrative is practical and efficient on the online learning especially in reading session.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
2. Socrative is a good interactive learning media.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
3. Socrative's display is helpful in learning reading.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
4. Using Socrative makes it easier to do reading tasks.
A. Strongly Disagree
B. Disagree
 C. Slightly Disagree
D. Agree
E. Strongly Agreement
5. Socrative increase students' effectiveness on the reading.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
6. Socrative improve students become active in the reading process.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
7. Socrative supports critical thinking of students' learning.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
8. Socrative build on students' learning performance especially in reading.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
9. Socrative lay out is attractive.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
D. Agree
 E. Strongly Agreement
10. Socrative is a learning application that is very user-friendly and easily accessible.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
11. Socrative brings a new atmosphere in supporting the students improve their reading comprehension.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement

Question of Closed-questionnaire

Please cross (x) the multiple choice that represents how you feel about the Socrative you have used.

1. Socrative is practical and efficient on the online learning especially in reading session.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
2. Socrative is a good interactive learning media.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
D. Agree
 E. Strongly Agreement
3. Socrative's display is helpful in learning reading.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
4. Using Socrative makes it easier to do reading tasks.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
5. Socrative increase students' effectiveness on the reading.
A. Strongly Disagree
 B. Disagree
C. Slightly Disagree
D. Agree
E. Strongly Agreement
6. Socrative improve students become active in the reading process.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
7. Socrative supports critical thinking of students' learning.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
8. Socrative build on students' learning performance especially in reading.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
9. Socrative lay out is attractive.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement
10. Socrative is a learning application that is very user-friendly and easily accessible.
A. Strongly Disagree
B. Disagree
 C. Slightly Disagree
D. Agree
E. Strongly Agreement
11. Socrative brings a new atmosphere in supporting the students improve their reading comprehension.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement

Question of Closed-questionnaire

Please cross (x) the multiple choice that represents how you feel about the Socrative you have used.

1. Socrative is practical and efficient on the online learning especially in reading session.
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E. Strongly Agreement
11. Socrative brings a new atmosphere in supporting the students improve their reading comprehension.
A. Strongly Disagree
B. Disagree
C. Slightly Disagree
 D. Agree
E. Strongly Agreement

Appendix 13

Lesson Plan of Control Class

Sekolah : SMA N 1 Cepiring	Alokasi Waktu : 30 menit
Mata Pelajaran: Bahasa Inggris	
Kelas/Semester: XI/II	
Materi Pokok : Reading Comprehension	

A. Tujuan Pembelajaran (Pertemuan ke-1)

1. Peserta didik mampu menjawab pertanyaan yang terdapat dalam teks bacaan.
2. Peserta didik mampu melengkapi teks rumpang.
3. Peserta didik mampu menentukan gagasan utama teks bacaan.

Tujuan Pembelajaran (Pertemuan ke-2)

1. Peserta didik mampu mengidentifikasi informasi rinci yang terdapat di dalam teks bacaan.
2. Peserta didik mampu mengidentifikasi gagasan utama dari teks bacaan.
3. Peserta didik mampu mengidentifikasi makna kata dalam teks bacaan.
4. Peserta didik mampu mengidentifikasi penggunaan procedure text, personal letter, explanation text dan teks rumpang dalam kehidupan sehari-hari

Tujuan Pembelajaran (Pertemuan ke-3)

1. Peserta didik mampu menjawab pertanyaan terkait materi yang terdapat dalam teks bacaan.
2. Peserta didik mampu menjawab pertanyaan terkait materi dalam bentuk teks rumpang.
3. Peserta didik mampu menjawab pertanyaan terkait materi procedure text, personal letter, explanation text, dialog, dan teks rumpang.

B. Langkah-langkah Pembelajaran

Kegiatan Pembelajaran	Waktu	Keterangan
<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menanyakan kabar peserta didik. 2. Guru memimpin peserta didik berdoa sebelum KBM 3. Guru mengecek kehadiran peserta didik 4. Guru mengingatkan peserta didik untuk tetap patuh terhadap proses di masa pandemi COVID-19 5. Guru menyampaikan tujuan serta materi pembelajaran pada pertemuan ini. 		

Inti	<p>Pertemuan 1:</p> <ol style="list-style-type: none"> 1. Guru mengingatkan siswa apa saja materi yang sudah dipelajari dan belum di kelas 11. 2. Guru menjelaskan secara garis besar materi-materi yang telah disebutkan. 3. Guru memberikan soal terkait materi reading text 4. Peserta didik menjawab soal pada lembar kerja (berbentuk kertas) 		
	<p>Pertemuan 2:</p> <ol style="list-style-type: none"> 1. Guru megingatkan siswa mengenai materi apa saja yang terdapat dalam soal pada pertemuan sebelumnya. 2. Guru menjelaskan dan menampilkan materi pada pertemuan ini 3. Guru me-review ulang materi yang sudah didapatkan oleh peserta didik 4. Peserta didik mengamati contoh-contoh dan mengidentifikasi informasi-informasi yang ada di dalam materi tersebut. 5. Guru memberikan pertanyaan secara langsung kepada peserta didik terkait materi yang telah diberikan. 		
	<p>Pertemuan 3:</p> <ol style="list-style-type: none"> 1. Guru menjelaskan maksud pemberian test setelah peserta didik mendapatkan materi. 2. Peserta didik mengerjakan soal dilembar jawab yang sudah disiapkan (berbentuk kertas) 		

C. Penilaian

1. Sikap : observasi saat pembelajaran dan kehadiran.
2. Pengetahuan : tes tulis dan penugasan

Kendal, 1 Mei 2022

Guru Pamong Penelitian,

Mahasiswa Peneliti,

Lilik Desy Ristanti

Dzinnuraini Maulina Putri

NIP. -

NPM 18420104

Appendix 14

Lesson Plan of Experimental Class

Sekolah : SMA N 1 Cepiring	Alokasi Waktu : 30 menit
Mata Pelajaran: Bahasa Inggris	
Kelas/Semester: XI/II	
Materi Pokok : Reading Comprehension	

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi informasi rinci yang terdapat di dalam teks bacaan
2. Peserta didik mampu mengidentifikasi gagasan utama dari teks bacaan
3. Peserta didik mampu mengidentifikasi makna kata dalam teks

Tujuan Pembelajaran (Pertemuan ke-2)

1. Peserta didik mampu mengidentifikasi informasi
2. Peserta didik mampu mengidentifikasi gagasan utama dari teks bacaan.
3. Peserta didik mampu mengidentifikasi makna kata dalam teks bacaan.
4. Peserta didik mampu mengidentifikasi penggunaan procedure text, personal letter, explanation text dan teks rumpang dalam kehidupan sehari-hari

Tujuan Pembelajaran (Pertemuan ke-3)

1. Peserta didik mampu menjawab pertanyaan terkait materi yang terdapat dalam teks bacaan menggunakan Socratic
2. Peserta didik mampu menjawab pertanyaan terkait materi dalam bentuk teks rumpang menggunakan Socratic
3. Peserta didik mampu menjawab pertanyaan terkait materi procedure text, personal letter, explanation text, dialog, dan teks rumpang menggunakan Socratic

Tujuan Pembelajaran (Pertemuan ke-4)

1. Peserta didik mampu memberikan persepsi terhadap penggunaan Socratic dalam kegiatan pembelajaran
2. Peserta didik mampu memberikan penilaian mereka terhadap penggunaan Socratic dalam kegiatan pembelajaran

B. Langkah-langkah Pembelajaran

Kegiatan Pembelajaran	Waktu	Keterangan
Pendahuluan 1. Guru mengucapkan salam dan menanyakan kabar peserta didik. 2. Guru memimpin peserta didik berdoa sebelum KBM 3. Guru mengecek kehadiran peserta didik		

	<p>4. Guru mengingatkan peserta didik untuk tetap patuh terhadap prokes di masa pandemi COVID-19</p> <p>5. Guru menyampaikan tujuan serta materi pembelajaran pada pertemuan ini.</p>		
Inti	<p>Pertemuan 1:</p> <p>1. Guru mengingatkan siswa apa saja materi yang sudah dipelajari dan belum di kelas 11.</p> <p>2. Guru menjelaskan secara garis besar materi-materi yang telah disebutkan.</p> <p>3. Guru memberikan soal terkait materi reading text</p> <p>4. Peserta didik menjawab soal pada lembar kerja (berbentuk kertas)</p>		
	<p>Pertemuan 2:</p> <p>1. Guru megingatkan siswa mengenai materi apa saja yang terdapat dalam soal pada pertemuan sebelumnya.</p> <p>2. Guru menjelaskan dan menampilkan materi pada pertemuan ini</p> <p>3. Guru me-review ulang materi yang sudah didapatkan oleh peserta didik</p> <p>4. Peserta didik mengamati contoh-contoh dan mengidentifikasi informasi-informasi yang ada di dalam materi tersebut.</p> <p>5. Guru memberikan pertanyaan secara langsung kepada peserta didik terkait materi yang telah diberikan.</p>		
	<p>Pertemuan 3:</p> <p>1. Guru menjelaskan maksud pemberian test setelah peserta didik mendapatkan materi.</p> <p>2. Peserta didik mengerjakan soal dilembar jawab yang sudah disiapkan (berbentuk kertas)</p>		
	<p>Pertemuan 4:</p> <p>1. Guru menjelaskan mengenai</p>		

	persepsi siswa dalam penggunaan Socratic untuk pembelajaran online 2. Guru menjelaskan setiap point pada pilihan ganda tersebut		
--	--	--	--

C. Penilaian

1. Sikap : observasi saat pembelajaran dan kehadiran.
2. Pengetahuan : tes tulis dan penugasan.

Kendal, 1 Mei 2022

Guru Pamong Penelitian,

Mahasiswa Peneliti,

Lilik Desy Ristanti

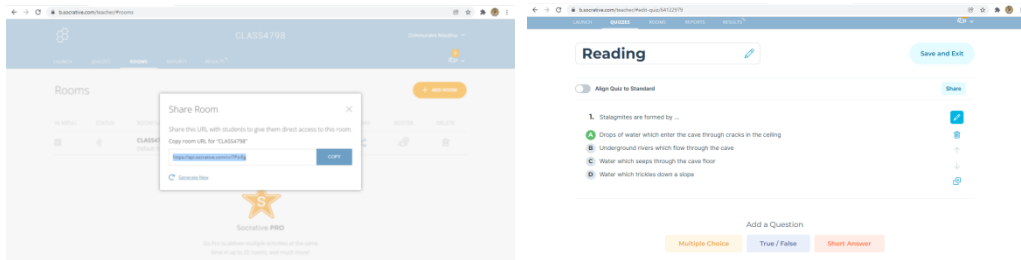
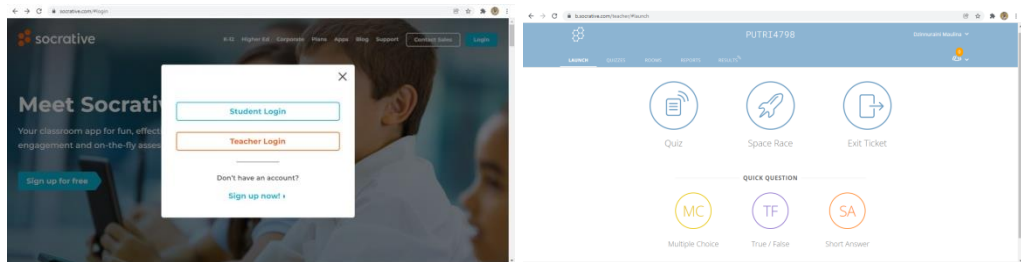
Dzinnuraini Maulina Putri

NIP. -

NPM 18420104

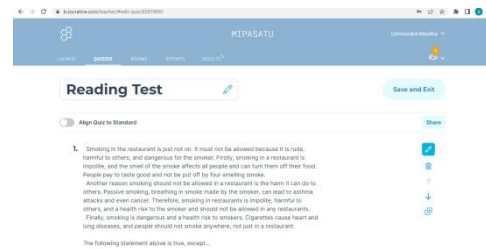
Appendix 15

Socrative Application in Experimental Class



Show Names
 Show Responses
 Show Results

NAME	SCORE %	1	2	3	4	5
Farhan	60%					
Imelva	100%	✓ B	✓ A	✓ A	✓ C	✓ C
Mela	80%	✓ B	✓ A	✓ A	X A	✓ C
Nabiha Azzahra	80%	✓ B	✓ A	X B	✓ C	✓ C
Nira Aifia	80%	✓ B	X B	✓ A	✓ C	✓ C
Ria	100%	✓ B	✓ A	✓ A	✓ C	✓ C



Socrative.com/teacher/Profile/quiz/5514551

2
6
7
4

5. The test above is called ...
2 POINTS

- A) Descriptive
- B) Report
- C) Procedure
- D) Narrative

6. The goal of the test above is to tell about ...
2 POINTS

- A) How to stand vanilla dan sugar
- B) How to make cheesecake
- C) How to bake a cake

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CLASS479B

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Quizzes

Quizzes	ALL	NAME ↑	DATE ↓	COPY	DOWNLOAD	SHARE
Quizzes						
Trash						
		Create folders and so much more!	Go PRO! Learn More			
	<input type="checkbox"/>	Reading	1/26/22			
	<input type="checkbox"/>	World Facts Quiz	1/26/22			

Socrative.com/teacher/Profile

MIPASATU

Rooms

ADD ROOM

IN MENU	STATUS	ROOM NAME	SHARE	ROSTER	DELETE
<input type="checkbox"/>	<input type="checkbox"/>	MIPASATU			
		Default Room			

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CLASS479B

1:39

Blue

Magenta

Lime

Peach

Socrative

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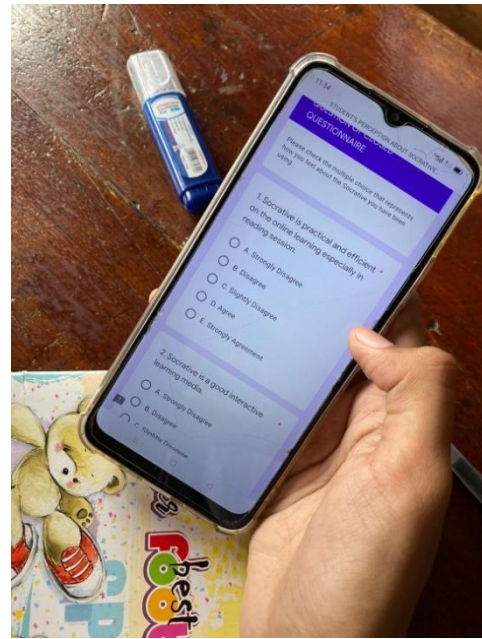
Appendix 16

Documentation of Control Class



Appendix 17

Documentation of Experimental Class







BERITA ACARA UJIAN SKRIPSI

Pada hari ini Kamis 10 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Dr. Wiyaka, M.Pd.
Jabatan : Anggota (Penguji I)
4. Nama : Entika Fani Prastikawati, S.Pd.,M.Pd
Jabatan : Anggota (Penguji II)
5. Nama : Dra Siti Lestari, M.Pd
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Dzinnuraini Maulina Putri Fakultas : FPBS
N.P.M : 18420104 Program Studi : Pendidikan Bahasa Inggris
Program Pendidikan : Strata 1

Judul Skripsi :

SOCRATIVE AS AN ONLINE FORMATIVE ASSESSMENT TO IMPROVE THE STUDENTS' READING
COMPREHENSION ACHIEVEMENT: THE CASE OF ELEVENTH GRADE STUDENTS OF SMAN 1 CEPIRING IN
THE ACADEMIC YEAR 2021/2022

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Penguji I,

Dr. Wiyaka, M.Pd.

Penguji II,

Entika Fani Prastikawati, S.Pd.,M.Pd

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji III,

Dra Siti Lestari, M.Pd



Mengetahui,
Dekan

Dr. Asropah, M.Pd.
NPP/NIP 936601104