

LAMPIRAN

Lampiran 1 : Lampiran penelitian (Hasil Penelitian)

Read the text below, and answer the questions correctly.

Little Red Riding Hood (Traditional Version)

One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed. "Remember not to talk to strangers!" Little Red Riding Hood's mother said. On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf.

"Where are you going little girl?" he asked with his biggest smile.

"To my grandmother's house on the other side of the forest," said Little Red Riding Hood who had forgotten what her mother told her. The wolf took a shortcut and ran ahead to Grandmother's house. When he got there, he went inside and swallowed Grandmother whole! Then he put on her cap and nightgown and climbed into her bed.

When Little Red Riding Hood got there, she walked right up to the bed. "Grandmother! What big ears you have," she said.

"All the better to hear you with my dear," said the wolf.

"And what big eyes you have," she said.

"All the better to see you with my dear," said the wolf.

"And what big teeth you have," said Little Red Riding Hood.

"All the better to eat you with!" said the wolf and he jumped out of bed and started chasing Little Red Riding Hood.

A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth. Then the woodsman, Little Red Riding Hood, and Grandmother all had cake and tea.

*Source: <http://interactives.reudurithink.org/fractured-fairytale>
(Retrieved: March 23 2022)*

Name: claudya fress Juliani Gule
Class : X-723

PRE-TEST

QUESTIONS

1. What did Little Red Riding Hood's mother give her to take to her grandmother?
 - a. A basket of flowers
 - ☒ b. A basket with cake
 - c. A bottle of wine
 - d. A basket of fruit
2. What warning did Little Red Riding Hood's mother give her?
 - a. To run quickly
 - b. To avoid the forest
 - c. Not to talk to strangers
 - ☒ d. To sing on the way
3. Who did Little Red Riding Hood meet in the forest?
 - a. A friendly rabbit
 - ☒ b. The Big Bad Wolf
 - c. Her grandmother
 - d. A woodcutter
4. What did the wolf do to Little Red Riding Hood's grandmother?
 - a. Gave her a gift
 - b. Swallowed her whole
 - ☒ c. Helped her get better
 - d. Ignored her
5. How did Little Red Riding Hood recognize the wolf in her grandmother's bed?
 - a. He was too big
 - ☒ b. He had big ears and eyes
 - c. He was wearing a disguise
 - d. He spoke differently
6. What did the wolf say when Little Red Riding Hood commented on his big teeth?
 - ☒ a. "All the better to smile at you!"
 - b. "All the better to see you!"
 - c. "All the better to hear you!"

PRE-TEST

- d. "All the better to eat you with!"
7. Who saved Little Red Riding Hood and her grandmother?
 - a. A passing traveler
 - b. The Big Bad Wolf himself
 - ☒ c. A woodcutter
 - d. Another animal in the forest
8. What did they all have together after the wolf was defeated ?
 - ☒ a. Soup and bread
 - b. Cake and tea
 - c. Fruit and juice
 - d. Cookies and milk
9. Why did Little Red Riding Hood forget her mother's warning?
 - a. She was too excited
 - b. She didn't understand it
 - ☒ c. The wolf was charming
 - d. She was lost in thought
10. What is a moral lesson from the story?
 - a. Always share your food
 - ☒ b. Listen to your parents
 - c. Never trust animals
 - d. Explore new paths

Nama: Pramad Dyanawan GME
(1035 : X-TU)

PRE-TEST

(30)

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Name: Ayanlati Gue
class: X-TL

PRE-TEST

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Name: sui damai Hali wawu
class: X-123

PRE-TEST

QUESTIONS

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10. What is a moral lesson from the story?
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 - ☒ d. Explore new paths

Name : mintoia lata
class : X-743

PRE-TEST

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Name: Jufin putra buk
class : X-TKJ

PRE-TEST

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 - d. Explore new paths

Norma: Again wisdom quiz
class: X-TKJ

PRE-TEST

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Name : EIPha vinda wati pnc
class : X-TL2

PRE-TEST

50

QUESTIONS

1. What did Little Red Riding Hood's mother give her to take to her grandmother?
 - a. A basket of flowers
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 - d. A basket of fruit
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PRE-TEST

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 - d. Another animal in the forest
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9. Why did Little Red Riding Hood forget her mother's warning?
 - a. She was too excited
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 - ☒ d. She was lost in thought
10. What is a moral lesson from the story?
 - ☒ a. Always share your food
 - b. Listen to your parents
 - c. Never trust animals
 - d. Explore new paths

Name: John Putro onen Gule
class: X-TL2

PRE-TEST

QUESTIONS

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PRE-TEST

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10. What is a moral lesson from the story?
 - ☒ a. Always share your food
 - b. Listen to your parents
 - c. Never trust animals
 - d. Explore new paths

Name : Dewi Gue
Class : X-Two

PRE-TEST

QUESTIONS

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10. What is a moral lesson from the story?
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☒ b. Listen to your parents
c. Never trust animals
d. Explore new paths

Nama : Syairul Putra Lailin Gus
Class : X-TL3

PRE-TEST

70

QUESTIONS

1. What did Little Red Riding Hood's mother give her to take to her grandmother?
a. A basket of flowers
☒ b. A basket with cake ✓
c. A bottle of wine
d. A basket of fruit
2. What warning did Little Red Riding Hood's mother give her?
a. To run quickly
b. To avoid the forest
☒ c. Not to talk to strangers ✓
d. To sing on the way
3. Who did Little Red Riding Hood meet in the forest?
☒ a. A friendly rabbit
b. The Big Bad Wolf ✗
c. Her grandmother
d. A woodcutter
4. What did the wolf do to Little Red Riding Hood's grandmother?
☒ a. Gave her a gift
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5. How did Little Red Riding Hood recognize the wolf in her grandmother's bed?
☒ a. He was too big
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c. "All the better to hear you!" ✓

PRE-TEST

- ☒ d. "All the better to eat you with!"
7. Who saved Little Red Riding Hood and her grandmother?
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☒ c. A woodcutter ✓
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8. What did they all have together after the wolf was defeated?
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☒ b. Cake and tea ✓
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9. Why did Little Red Riding Hood forget her mother's warning?
a. She was too excited
b. She didn't understand it
☒ c. The wolf was charming ✓
d. She was lost in thought
10. What is a moral lesson from the story?
a. Always share your food
☒ b. Listen to your parents ✓
c. Never trust animals
d. Explore new paths

Name: Netra Krishna Naidu
Class : 4-TEJ

PRE-TEST

20

QUESTIONS

1. What did Little Red Riding Hood's mother give her to take to her grandmother?
☒ a. A basket of flowers
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10. What is a moral lesson from the story?
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NAME: Dawit Kidanemariam 201
CLASS: 8-102

PRE-TEST

QUESTIONS

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Name: Joshua Prakash Gulo
Class: X-743

PRE-TEST

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PRE-TEST

- ☒ d. "All the better to eat you with!"
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c. The wolf was charming
d. She was lost in thought
10. What is a moral lesson from the story?
a. Always share your food
☒ b. Listen to your parents
c. Never trust animals
d. Explore new paths

Name : Sandi Susanto Givik
class : X - Tle3

PRE-TEST

QUESTIONS

1. What did Little Red Riding Hood's mother give her to take to her grandmother?
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NAMA'ITENE FEBIANFI MENDIOFA
CLASS : X - TLJ

PRE-TEST

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Name: Pesrahmat Gulo
Class: X-TKJ

PRE-TEST

50

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Nama : Alvalet Putra Baski Gult
Class : X - TEL

PRE-TEST

40

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Nama : Twelf Maret Putra Gula
 Class : X-TPJ

PRE-TEST

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Read the text below, and answer the questions correctly.

**Little Red Riding Hood
(Traditional Version)**

One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed. "Remember not to talk to strangers!" Little Red Riding Hood's mother said. On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf.

"Where are you going little girl?" he asked with his biggest smile.

"To my grandmother's house on the other side of the forest," said Little Red Riding Hood who had forgotten what her mother told her. The wolf took a shortcut and ran ahead to Grandmother's house. When he got there, he went inside and swallowed Grandmother whole! Then he put on her cap and nightgown and climbed into her bed.

When Little Red Riding Hood got there, she walked right up to the bed. "Grandmother! What big ears you have," she said.

"All the better to hear you with my dear," said the wolf.

"And what big eyes you have," she said.

"All the better to see you with my dear," said the wolf.

"And what big teeth you have," said Little Red Riding Hood.

"All the better to eat you with!" said the wolf and he jumped out of bed and started chasing Little Red Riding Hood.

A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth. Then the woodsman, Little Red Riding Hood, and Grandmother all had cake and tea.

*Source: <http://interactives.reudurithink.org/fractured-fairytale>
(Retrieved: March 23 2022)*

Nama : Zulfin Putra Guc
Kelas : X-TEJ

TEST I

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TEST I

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Name: Mintavio Lala
Class: X-TEJ

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Name: Sult Damai hah Waruu
Class: X-763

TEST 1

QUESTIONS

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Name: Hsuanfeng Gule
UoEs: X-763

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Name: Kurniawan Denayawan Evis
class: X-143

TEST I

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Name : claudya Grass Jutantri Gule
class : X-723

TEST 1

QUESTIONS

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NAME: JONI PUTRA ANE GULU
CLASS: X-TH

TEST I

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 - a. "All the better to smile at you!"
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TEST I

- d. "All the better to eat you with!"
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 - a. A passing traveler
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 - ☒ d. Another animal in the forest
8. What did they all have together after the wolf was defeated?
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9. Why did Little Red Riding Hood forget her mother's warning?
 - a. She was too excited
 - ☒ b. She didn't understand it
 - c. The wolf was charming
 - d. She was lost in thought
10. What is a moral lesson from the story?
 - ☒ a. Always share your food
 - b. Listen to your parents
 - c. Never trust animals
 - d. Explore new paths

Name: ngan wiston gudo
class: 4th

TEST 1

QUESTIONS

80

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Name: Evelyn Purro Cawin Gulo
Class: X-763

TEST 1

QUESTIONS

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Name: Delfi Gule
nos: X-TKJ

TEST I

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10

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Name: Joshua prahasa 2003

TEST I

90

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Name: Pamela Awarar Zai
class: X-721

TEST I

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Name: Wankro Erisa Ndoro
class: X-THS

TEST I

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Name: Twelf marek putra huc
Class: 7-TH

TEST 1

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Name: Alivabet Putra Bakti (1460)
class: X-TEJ

TEST I

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Name: Sandi Susanto Guntur
class: X-103

TEST 1

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Name: Irene Feyriyanti Mendrofa
Class: X-TKJ

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Name: D. Graham
class: X-TKJ

TEST 1

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50

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Read the text below, and answer the questions correctly.

**Little Red Riding Hood
(A Fractured Fairy Tale)**

POV: The Wolf

So I'm packing up my troubles in an old kit bag in the woods when I hear a twig snap. I turned to see a Little Red Hooded Teen with a picnic basket that said: "Mommy's little girl" along with a picture of the girl yawning.

"Hey, Lil Hood, I like that basket." I rolled my eyes
Whateva', I need to text Granny that you are utterly creeping me out."
She threw a piece of gum in her mouth and stared into my eyes while chewing. A few seconds later, she pulled out a smartphone and pushed me out of the way. I started to follow her.

"So, what's in the basket?" I asked. She backed away from me. I reached into my pocket for the Friendship Coupon I got for my birthday. Instead I pulled out an "I will eat you" coupon used for The Three Thousand Humongous Pigs restaurant, which enables you to get an all-you-can-eat dinner. She screamed an ear-piercing scream that made me roar and fall to the ground and curl up.

"It's an armadillo-wolf and it's going to, like, totally attack me!" She shrieked and ran into the woods. A troop of seven dwarves marched out of the trees. They all turned towards me. "We're the Seven Levels of awesomeness," a red shirted dwarf said in a squeaky voice and then played a high chord on an electric guitar. The dwarf started to explain a boring history story. As soon as his eyes crossed, I stepped over the whole row of dwarves in one step. I continued to look for the Girl.

"I want to be friends with you!" I yelled.

"You are, like, a liar!!!" She responded from behind an incredibly noticeable tree trunk.

"You, like, just gave yourself away!" I replied. She ran out from behind the tree. "I don't have a job! So please don't eat me!" she yelled. What a terrible excuse.

"Yes you do! You have a delivery job!" I spat back. She groaned.

"Ugh! It's like mom all over again!"

"Mom?" She fled for the second time.

As she ran away I saw a label on her basket. It said 'To Grandma, 2235 NE Forest Ct.' Hmmm.... Maybe..., just maybe, I could be friends with Little Hood there.

I arrived at the old lady's door when I saw my old friend, Bob-wolf, chasing three little pirates in the brig. He had recently chased three little famous pig chefs but that's a whole different... uh... mall game, I think. Anyway, I knocked on the door.

"Who is it?" a sweet voice of a grandma called.

Pull out my Grandma!" the hooded girl ordered.

"Don't do it!" I said with a creaky voice. The dwarf reached his hand into my throat. He pulled out a frog. "Boy, you have a frog in your throat," he said. I didn't speak a word.

"Cat got your tongue?" The dwarf said, and pulled out a cat. "You're just full of surprises aren't you?" Finally, after tons and tons of terrible puns in my mouth, grandma was pulled out. Then we all lived tax-free ever after.

"The uh, Crayola department?" I answered. Wow, that was lame.

"Come in," the grandma said. As soon as I entered, the grandma was so scared she jumped into my mouth. I accidentally swallowed the sweet little woman. BLECH! Was she dis-gusting. At the worst time in possible times that are worse than worst times, Little Hood showed up.

"Gra-any! I brought your cookies!" she sang. COOKIES!!! I DESPISE cookies. I swallow an old lady to make friends with somebody because I want to know what's in a basket, just for cookies! WOW, is my life messed up.

"Okay, I'll take the cookies now my beloved Hooded Girl -- I mean, Granddaughter," I said in my best old lady voice. I waited at least a minute.

"Kay Grandma. Now let me hand you the goodies," she finally said. I reached a paw out. "Wow, Grammy, what big paws you have," she said in a slightly frightened tone.

"Aren't you a bit too old to be concerned about what your Granny looks like?" I scolded back with a hint of worry. I heard a bubble pop.

"No and F-Y-I, I'm only, like, fourteen." She sassed. "Wait, humans can't have paws! Hey, you're the creepy armadillo-wolf who wrote a note card that said 'I will eat you!'"

I step guiltily out of the door. "You caught me red handed, wait no, you caught me by my hand." I gazed at my hand. The girl slapped it out of the way. "Enough chit-chat!" She said and then screamed, "DOCTOR!!!" One quote unquote Seven Levels of Awesomeness dwarf with a doctor coat appeared on the top of my head.

Name: 2011 Putro Chant Gus
C1050 : X-1003

TEST II

QUESTIONS

1. What did Little Red Hood have in her basket?
- a. Flowers
 - b. Cookies
 - c. A frog
 - d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
- a. Angry
 - b. Confused
 - c. Creeped out
 - d. Excited
3. What did the wolf pull out of his pocket when he wanted to ask Little Red Hood about the basket?
- a. coupon for an "I will eat you" dinner
 - b. A cell phone
 - c. A piece of candy
 - d. A letter to Granny
4. What did Little Red Hood scream when she saw the wolf?
- a. "He's going to eat me!"
 - b. "It's an armadillo-wolf!"
 - c. "Help! A monster!"
 - d. "Stop, you're creepy!"
5. How did the Seven Dwarves introduce themselves?
- a. As the Seven Awesomely Powerful Dwarves
 - b. As the Seven Levels of Awesomeness
 - c. As the Seven Brothers of Might
 - d. As the Seven Squeaky Dwarves
6. What did Little Red Hood claim when she ran behind the tree?
- a. "You can't catch me!"
 - b. "I don't have a job!"
 - c. "I'm not afraid of you!"
 - d. "Leave me alone!"
7. What was written on the label of Little Red Hood's basket?
- a. "To Grandma, 1234 Elm St."

TEST II

8. What happened when the wolf knocked on Granny's door?
- a. "To Grandma, 2235 NE Forest Ct."
 - b. "To my sweet Granny"
 - c. "To the old lady, care of the woods"
9. What did Little Red Hood bring to her grandmother when she arrived?
- a. A bouquet of flowers
 - b. A basket of cookies
 - c. A bunch of fruits
 - d. A note for the wolf
10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
- a. She was frightened and ran away
 - b. She called for help
 - c. She screamed "DOCTOR!"
 - d. She laughed and said, "Nice try!"

Name: APRIL (indawati) Gule
Class: X-TKJ

TEST II

TEST II

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 - She screamed "DOCTOR!"
 - She laughed and said, "Nice try!"

Name: Wagon Weston Gulo
Class: X-100

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TEST II

- ☒ b. "To Grandma, 2235 NE Forest Ct."
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 - d. "To the old lady, care of the woods"
- 100
8. What happened when the wolf knocked on Granny's door?
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Name: Priaman Denopawan Gulu
Class: X-TH1

TEST II

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Name: Twif Mote Putra Gub
Class: X-TH

TEST II

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TEST II

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Name: hsrantati Gvfo
Class: X-7-3

TEST II

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Mine: cloudgo grass j-stant (but)
(ross: X-T-K)

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Name: Juiptn GMS
Class: 1X-7-3

TEST II

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Name: Evelyn Putra canin Gue
class: X-TK3

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 10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
 - a. She was frightened and ran away
 - ☒ b. She called for help
 - c. She screamed "DOCTOR!"
 - d. She laughed and said, "Nice try!"

Name: J. Estahmat
Class: X-TK

TEST II

QUESTIONS

1. What did Little Red Hood have in her basket?
 - a. Flowers
 - b. Cookies
 - c. A frog
 - ☒ d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
 - a. Angry
 - b. Confused
 - ☒ c. Creeped out
 - d. Excited
3. What did the wolf pull out of his pocket when he wanted to ask Little Red Hood about the basket?
 - ☒ a. coupon for an "I will eat you" dinner
 - b. A cell phone
 - c. A piece of candy
 - d. A letter to Granny
4. What did Little Red Hood scream when she saw the wolf?
 - a. "He's going to eat me!"
 - ☒ b. "It's an armadillo-wolf!"
 - c. "Help! A monster!"
 - d. "Stop, you're creepy!"
5. How did the Seven Dwarves introduce themselves?
 - a. As the Seven Awesomely Powerful Dwarves
 - ☒ b. As the Seven Levels of Awesomeness
 - c. As the Seven Brothers of Might
 - d. As the Seven Squeaky Dwarves
6. What did Little Red Hood claim when she ran behind the tree?
 - a. "You can't catch me!"
 - ☒ b. "I don't have a job!"
 - c. "I'm not afraid of you!"
 - d. "Leave me alone!"
7. What was written on the label of Little Red Hood's basket?
 - a. "To Grandma, 1234 Elm St."

TEST II

- ☒ b. "To Grandma, 2235 NE Forest Ct."
 - c. "To my sweet Granny"
 - d. "To the old lady, care of the woods"
8. What happened when the wolf knocked on Granny's door?
 - ☒ a. The dwarf pulled out a frog from the wolf's throat
 - b. Granny opened the door and invited him in
 - c. Little Red Hood opened the door instead
 - d. A battle broke out between the wolf and the dwarves
 9. What did Little Red Hood bring to her grandmother when she arrived?
 - a. A bouquet of flowers
 - b. A basket of cookies
 - c. A bunch of fruits
 - ☒ d. A note for the wolf
 10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
 - ☒ a. She was frightened and ran away
 - b. She called for help
 - c. She screamed "DOCTOR!"
 - d. She laughed and said, "Nice try!"

Name: Sandi Susanto Gule
class: X-TK3

TEST II

QUESTIONS

1. What did Little Red Hood have in her basket?
☐ a. Flowers
☐ b. Cookies
☐ c. A frog
☐ d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
☐ a. Angry
☐ b. Confused
☐ c. Creeped out
☐ d. Excited
3. What did the wolf pull out of his pocket when he wanted to ask Little Red Hood about the basket?
☐ a. coupon for an "I will eat you" dinner
☒ b. A cell phone
☐ c. A piece of candy
☐ d. A letter to Granny
4. What did Little Red Hood scream when she saw the wolf?
☐ a. "He's going to eat me!"
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☐ c. "Help! A monster!"
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6. What did Little Red Hood claim when she ran behind the tree?
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☒ b. "I don't have a job!"
☐ c. "I'm not afraid of you!"
☐ d. "Leave me alone!"
7. What was written on the label of Little Red Hood's basket?
☐ a. "To Grandma, 1234 Elm St."

- ☒ b. "To Grandma, 2235 NE Forest Ct."
☐ c. "To my sweet Granny"
☐ d. "To the old lady, care of the woods"

8. What happened when the wolf knocked on Granny's door?
☒ a. The dwarf pulled out a frog from the wolf's throat
☐ b. Granny opened the door and invited him in
☐ c. Little Red Hood opened the door instead
☐ d. A battle broke out between the wolf and the dwarves
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☐ a. A bouquet of flowers
☒ b. A basket of cookies
☐ c. A bunch of fruits
☐ d. A note for the wolf
10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
☐ a. She was frightened and ran away
☐ b. She called for help
☒ c. She screamed "DOCTOR!"
☐ d. She laughed and said, "Nice try!"

Name: Alvalet Putra Bawu GUS
Class : X-TKJ

TEST II

QUESTIONS

1. What did Little Red Hood have in her basket?
 - a. Flowers
 - b. Cookies
 - c. A frog
 - ☒ d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
 - a. Angry
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 - c. A piece of candy
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7. What was written on the label of Little Red Hood's basket?
 - a. "To Grandma, 1234 Elm St."

TEST II

- ☒ b. "To Grandma, 2235 NE Forest Ct."
 - c. "To my sweet Granny"
 - d. "To the old lady, care of the woods"
8. What happened when the wolf knocked on Granny's door?
 - ☒ a. The dwarf pulled out a frog from the wolf's throat
 - b. Granny opened the door and invited him in
 - c. Little Red Hood opened the door instead
 - d. A battle broke out between the wolf and the dwarves
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 - a. A bouquet of flowers
 - b. A basket of cookies
 - ☒ c. A bunch of fruits
 - d. A note for the wolf
 10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
 - ☒ a. She was frightened and ran away
 - b. She called for help
 - c. She screamed "DOCTOR!"
 - d. She laughed and said, "Nice try!"

Name: Joshua Prakash Gulo
Class: X r163

TEST II

QUESTIONS

1. What did Little Red Hood have in her basket?
 - a. Flowers
 - b. Cookies
 - c. A frog
 - ☒ d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
 - a. Angry
 - b. Confused
 - ☒ c. Creeped out
 - d. Excited
3. What did the wolf pull out of his pocket when he wanted to ask Little Red Hood about the basket?
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 - b. A cell phone
 - c. A piece of candy
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 - a. "He's going to eat me!"
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 - c. "Help! A monster!"
 - d. "Stop, you're creepy!"
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 - d. "Leave me alone!"
7. What was written on the label of Little Red Hood's basket?
 - a. "To Grandma, 1234 Elm St."

TEST II

- ☒ b. "To Grandma, 2235 NE Forest Ct."
 - c. "To my sweet Granny"
 - d. "To the old lady, care of the woods"
8. What happened when the wolf knocked on Granny's door?
 - ☒ a. The dwarf pulled out a frog from the wolf's throat
 - b. Granny opened the door and invited him in
 - c. Little Red Hood opened the door instead
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 9. What did Little Red Hood bring to her grandmother when she arrived?
 - a. A bouquet of flowers
 - ☒ b. A basket of cookies
 - c. A bunch of fruits
 - d. A note for the wolf
 10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
 - a. She was frightened and ran away
 - b. She called for help
 - ☒ c. She screamed "DOCTOR!"
 - d. She laughed and said, "Nice try!"

Name: Irene Fabrigami Mendroca
Class: X-763

TEST II

QUESTIONS

1. What did Little Red Hood have in her basket?
☐ a. Flowers
☐ b. Cookies
☐ c. A frog
☐ d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
☐ a. Angry
☐ b. Confused
☒ c. Creeped out
☐ d. Excited
3. What did the wolf pull out of his pocket when he wanted to ask Little Red Hood about the basket?
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☐ c. "I'm not afraid of you!"
☐ d. "Leave me alone!"
7. What was written on the label of Little Red Hood's basket?
☐ a. "To Grandma, 1234 Elm St."

TEST II

- ☒ b. "To Grandma, 2235 NE Forest Ct."
☐ c. "To my sweet Granny"
☐ d. "To the old lady, care of the woods"
8. What happened when the wolf knocked on Granny's door?
☒ a. The dwarf pulled out a frog from the wolf's throat
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☒ b. A basket of cookies
☐ c. A bunch of fruits
☐ d. A note for the wolf
10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
☐ a. She was frightened and ran away
☐ b. She called for help
☒ c. She screamed "DOCTOR!"
☐ d. She laughed and said, "Nice try!"

Palma: Wrentra Krishna Nduru
class: X-ThJ

TEST II

QUESTIONS

1. What did Little Red Hood have in her basket?
- a. Flowers
 - b. Cookies
 - c. A frog
 - ☒ d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
- a. Angry
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- a. "To Grandma, 1234 Elm St."

TEST II

- ☒ b. "To Grandma, 2235 NE Forest Ct."
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8. What happened when the wolf knocked on Granny's door?
- a. The dwarf pulled out a frog from the wolf's throat
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- ☒ a. A bouquet of flowers
 - b. A basket of cookies
 - c. A bunch of fruits
 - d. A note for the wolf
10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
- ☒ a. She was frightened and ran away
 - b. She called for help
 - c. She screamed "DOCTOR!"
 - d. She laughed and said, "Nice try!"

Name: Daniel Wintersdal
class: 8-723

TEST II

QUESTIONS

1. What did Little Red Hood have in her basket?
- a. Flowers
 - b. Cookies
 - c. A frog
 - ☒ d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
- a. Angry
 - b. Confused
 - ☒ c. Creeped out
 - d. Excited
3. What did the wolf pull out of his pocket when he wanted to ask Little Red Hood about the basket?
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 - c. A piece of candy
 - d. A letter to Granny
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 - c. "Help! A monster!"
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- a. "You can't catch me!"
 - ☒ b. "I don't have a job!"
 - c. "I'm not afraid of you!"
 - d. "Leave me alone!"
7. What was written on the label of Little Red Hood's basket?
- a. "To Grandma, 1234 Elm St."

TEST II

- ☒ b. "To Grandma, 2235 NE Forest Ct."
 - c. "To my sweet Granny"
 - d. "To the old lady, care of the woods"
8. What happened when the wolf knocked on Granny's door?
- ☒ a. The dwarf pulled out a frog from the wolf's throat
 - b. Granny opened the door and invited him in
 - c. Little Red Hood opened the door instead
 - d. A battle broke out between the wolf and the dwarves
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- a. A bouquet of flowers
 - ☒ b. A basket of cookies
 - c. A bunch of fruits
 - d. A note for the wolf
10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
- a. She was frightened and ran away
 - b. She called for help
 - c. She screamed "DOCTOR!"
 - ☒ d. She laughed and said, "Nice try!"

Nama: Wandra Witsma Andhara
Kelas: X - T33

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

1=Strongly disagree

2=Disagree

3= Neutral

4=Agree

5=Strongly agree

No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.				X	
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.					X
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.				X	
9.	I am more active in answering questions using the quiziz application.					X
10.	I hope teachers always use the quiziz application when learning.					X

Nama: Delfi Guib

Kelas: X → TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

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1.	I feel more excited to learn English when using quiziz application in learning.				X	
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.					X
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.				X	
9.	I am more active in answering questions using the quiziz application.					X
10.	I hope teachers always use the quiziz application when learning.					X

Nama : Evreni pulra kenny Gulo
 Class : X-TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

1=Strongly disagree

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No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.				✓	
2.	Quiziz application helps me better understand English texts in a fun way.					✓
3.	I am more motivated to learn English when there are competitions through quiziz application.					✓
4.	Using the quiziz application makes me more focused when learning English texts.					✓
5.	I feel more confident in answering English questions after practicing with the quiziz application.					✓
6.	The quiziz application makes me want to read and understand English texts more often.				✓	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					✓
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.				✓	
9.	I am more active in answering questions using the quiziz application.					✓
10	I hope teachers always use the quiziz application when learning.					✓

Nama : Minda Ica
 kelas : X-TKJ

Questioners

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How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

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1.	I feel more excited to learn English when using quiziz application in learning.				✓	
2.	Quiziz application helps me better understand English texts in a fun way.					✓
3.	I am more motivated to learn English when there are competitions through quiziz application.					✓
4.	Using the quiziz application makes me more focused when learning English texts.					✓
5.	I feel more confident in answering English questions after practicing with the quiziz application.					✓
6.	The quiziz application makes me want to read and understand English texts more often.				✓	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					✓
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.				✓	
9.	I am more active in answering questions using the quiziz application.					✓
10	I hope teachers always use the quiziz application when learning.					✓

Nama : Suci Damai hati Wulanu
Kelas : X-TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

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1=Strongly disagree

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No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.				X	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.				X	
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					X

NAMA : JUMIN PUSCA GULO
KELAS : X TKJ

Questioners

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How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below

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3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.					X
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.				X	
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					X

Nama : Arianisa Gulo
Kelas : X TKJ

X - TKJ

Questioners

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How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

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No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.				X	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					X

Nama : Priamar Dyanawan Gulo
Kelas : X TKJ

Questioners

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Description:

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2=Disagree

3= Neutral

4=Agree

5=Strongly agree

No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.				X	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					X

Nama : Daudya Gies Julianti Etulo
Kelas : X-TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

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2=Disagree

3= Neutral

4=Agree

5=Strongly agree

No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.				λ	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					λ

Nama : ELPITA LINDAWATI GUNA
KELAS : X-TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

1=Strongly disagree

2=Disagree

3= Neutral

4=Agree

5=Strongly agree

No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.				X	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					λ
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					λ
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					λ

Name: Tiwel Maret Purra Culo
 Class: X-LR3

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

1=Strongly disagree

2=Disagree

3= Neutral

4=Agree

5=Strongly agree

No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.				X	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.					X
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					X

Name: Agam Wisdon Gulo
 Kelas: X-LR3

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

1=Strongly disagree

2=Disagree

3= Neutral

4=Agree

5=Strongly agree

No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.				X	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.					X
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					X

Nama : Joki putra omni Gulo
Kelas : X TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

1=Strongly disagree

2=Disagree

3= Neutral

4=Agree

5=Strongly agree

No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.				X	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.				X	
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					X

Name : Desrahmat Gulo
Class : X-TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

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No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.					X
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.				X	
4.	Using the quiziz application makes me more focused when learning English texts.				X	
5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
6.	The quiziz application makes me want to read and understand English texts more often.					X
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10	I hope teachers always use the quiziz application when learning.					X

Nama : ALVABET PUTRA BAKTI GULU
Kelas : X - TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

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3.	I am more motivated to learn English when there are competitions through quiziz application.				X	
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5.	I feel more confident in answering English questions after practicing with the quiziz application.					X
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7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10.	I hope teachers always use the quiziz application when learning.					X

Name : Sandi Susanto Gulo
Class : X TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

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3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.					X
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9.	I am more active in answering questions using the quiziz application.				X	
10.	I hope teachers always use the quiziz application when learning.					X

NAME : Damai Afeber Zai
CLASS : X-TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

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4.	Using the quiziz application makes me more focused when learning English texts.					X
5.	I feel more confident in answering English questions after practicing with the quiziz application.				X	
6.	The quiziz application makes me want to read and understand English texts more often.					X
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10.	I hope teachers always use the quiziz application when learning.					X

Name : Irene Febranti Mendarafa
Class : X-TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

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3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.					X
5.	I feel more confident in answering English questions after practicing with the quiziz application.				X	
6.	The quiziz application makes me want to read and understand English texts more often.					X
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10.	I hope teachers always use the quiziz application when learning.					X

Name : Joshua Krakasa Gwö
Class : X-TKJ

Questioners

Instructions for making questioners:

How to answer please put a cross (X) on the answer according to your opinion, whether you agree or disagree with the statement below.

Description:

1=Strongly disagree

2=Disagree

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5=Strongly agree

No.	Question	1	2	3	4	5
1.	I feel more excited to learn English when using quiziz application in learning.				X	
2.	Quiziz application helps me better understand English texts in a fun way.					X
3.	I am more motivated to learn English when there are competitions through quiziz application.					X
4.	Using the quiziz application makes me more focused when learning English texts.					X
5.	I feel more confident in answering English questions after practicing with the quiziz application.				X	
6.	The quiziz application makes me want to read and understand English texts more often.					X
7.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
8.	I enjoy learning English more when the material is presented in the form of quiziz compared to other methods.					X
9.	I am more active in answering questions using the quiziz application.					X
10.	I hope teachers always use the quiziz application when learning.					X

MODUL AJAR

Sekolah	: SMK Negeri 1 Ulumoro'o
Mata Pelajaran	: Bahasa Inggris
Kelas	: X-TKJ
Materi Pokok	: Fractured Stories
Alokasi Waktu	: 2 JP
Siklus/Pertemuan	: I/I

Capaian Pembelajaran : Peserta didik menggunakan Bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

A. KOMPETENSI AWAL

Narrative is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense

B. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

C. SARANA DAN PRASARANA

- | | | |
|-----------------------|-----------------------|-----------------------------|
| 1. Buku Teks | 4. Quiziz Application | 7. Infokus |
| 2. Laptop/Komputer PC | 5. Papan tulis | 8. Referensi yang mendukung |
| 3. Akses Internet | 6. Handout materi | |

D. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

E. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Alur Tujuan Pembelajaran Bab 5 :

Memproduksi teks naratif lisan dan teks ekspositori tulis multimodal tentang *fractured stories* sesuai dengan konteks dan tujuan yang hendak dicapai.

B. PEMAHAMAN BERMAKNA

Narrative is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense.

C. PERTANYAAN PEMANTIK

- Have you read or heard a good story?
- What makes a good story?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (70 Menit)

- Guru membagikan teks naratif kepada siswa
- Guru membagi kelompok yang masing-masing kelompok terdiri dari 3 orang siswa
- Guru membagikan link pertanyaan melalui aplikasi quiziz sesuai dengan materi yang di berikan
- Guru memantau siswa dalam mengerjakan tugas dengan menggunakan aplikasi quiziz dengan menggunakan handphone
- Guru meminta siswa untuk mengambil tangkap layar dari tugas mereka, setelah selesai di kerjakan

- Guru memantau waktu yang digunakan selama proses pembelajaran

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

Ulu Moro'o, Maret 2025

Guru Mata Pelajaran

Peneliti



Lidwina Sufitriani Gulo, S.Pd
NUPTK. 3761778679230002



Puspa Fati Handayani Gulo
NIM. 212108083

Mengetahui,
Kepala Sekolah



Adi Derman Haksya, S.Pd., M.A
NIP. 19810927200804 1 001

MODUL AJAR

Sekolah	: SMK Negeri 1 Ulumoro'o
Mata Pelajaran	: Bahasa Inggris
Kelas	: X-TKJ
Materi Pokok	: Fractured Stories
Alokasi Waktu	: 2 JP
Siklus/Pertemuan	: I/II

Capaian Pembelajaran	: Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, <i>recount</i> , dan <i>report</i> . Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks
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A. KOMPETENSI AWAL

Expository text is a text that conveys fact and opinion about a topic. One form of expository text is analytical exposition. Analytical exposition is a text that elaborates the writer's idea about an issue. It adopts a position with respect to the issue that becomes the subject of the writing and provides evidence in support of that position. It aims to persuade the readers to adopt the position taken by the writer. It consists of a statement of position, arguments, and reiteration or conclusion.

B. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

C. SARANA DAN PRASARANA

- | | | |
|-----------------------|-----------------------|-----------------------------|
| 1. Buku Teks | 4. Quiziz Application | 7. Infokus |
| 2. Laptop/Komputer PC | 5. Papan tulis | 8. Referensi yang mendukung |
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D. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

E. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Alur Tujuan Pembelajaran Bab 5 :

Memproduksi teks ekspositori lisan dan teks ekspositori tulis multimodal tentang *graiti* sesuai dengan konteks dan tujuan yang hendak dicapai.

B. PEMAHAMAN BERMAKNA

Expository text is a text that conveys fact and opinion about a topic. One form of expository text is analytical exposition. Analytical exposition is a text that elaborates the writer's idea about an issue. It adopts a position with respect to the issue that becomes the subject of the writing and provides evidence in support of that position. It aims to persuade the readers to adopt the position taken by the writer. It consists of a statement of position, arguments, and reiteration or conclusion.

C. PERTANYAAN PEMANTIK

- Have you seen any *graiti* in your neighborhood?
- In your own words, describe what *graiti* is.

PERTEMUAN KE-2

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

"To my grandmother's house on the other side of the forest," said Little Red Riding Hood who had forgotten what her mother told her. The wolf took a shortcut and ran ahead to Grandmother's house. When he got there, he went inside and swallowed Grandmother whole! Then he put on her cap and nightgown and climbed into her bed.

When Little Red Riding Hood got there, she walked right up to the bed.

"Grandmother! What big ears you have," she said.

"All the better to hear you with my dear," said the wolf.

"And what big eyes you have," she said.

"All the better to see you with my dear," said the wolf.

"And what big teeth you have," said Little Red Riding Hood.

"All the better to eat you with!" said the wolf and he jumped out of bed and started chasing Little Red Riding Hood.

A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth. Then the woodsman, Little Red Riding Hood, and Grandmother all had cake and tea.

*Source: <http://interactives.reudurithink.org/fractured-fairytale>
(Retrieved: March 23 2022)*

QUESTIONS

1. What did Little Red Riding Hood's mother give her to take to her grandmother?
 - a. A basket of flowers
 - b. A basket with cake
 - c. A bottle of wine
 - d. A basket of fruit
2. What warning did Little Red Riding Hood's mother give her?
 - a. To run quickly
 - b. To avoid the forest
 - c. Not to talk to strangers
 - d. To sing on the way
3. Who did Little Red Riding Hood meet in the forest?

- a. A friendly rabbit
 - b. The Big Bad Wolf
 - c. Her grandmother
 - d. A woodcutter
4. What did the wolf do to Little Red Riding Hood's grandmother?
- a. Gave her a gift
 - b. Swallowed her whole
 - c. Helped her get better
 - d. Ignored her
5. How did Little Red Riding Hood recognize the wolf in her grandmother's bed?
- a. He was too big
 - b. He had big ears and eyes
 - c. He was wearing a disguise
 - d. He spoke differently
6. What did the wolf say when Little Red Riding Hood commented on his big teeth?
- a. "All the better to smile at you!"
 - b. "All the better to see you!"
 - c. "All the better to hear you!"
 - d. "All the better to eat you with!"
7. Who saved Little Red Riding Hood and her grandmother?
- a. A passing traveler
 - b. The Big Bad Wolf himself
 - c. A woodcutter
 - d. Another animal in the forest
8. What did they all have together after the wolf was defeated ?
- a. Soup and bread
 - b. Cake and tea
 - c. Fruit and juice
 - d. Cookies and milk
9. Why did Little Red Riding Hood forget her mother's warning?
- a. She was too excited

- b. She didn't understand it
 - c. The wolf was charming
 - d. She was lost in thought
10. What is a moral lesson from the story?
- a. Always share your food
 - b. Listen to your parents
 - c. Never trust animals
 - d. Explore new paths

Ulu Moro'o, Maret 2025

Guru Mata Pelajaran

Peneliti



Lidwina Sufitriani Gulo, S.Pd
NUPTK. 3761778679230002



Puspa Fati Handayani Gulo
NIM. 212108083

Mengetahui,
Kepala Sekolah



Adi Darmawan Halawa, S.Pd., M.A
NIP. 198409122008041001

MODUL AJAR

Sekolah : SMK Negeri 1 Ulumoro'o
Mata Pelajaran : Bahasa Inggris
Kelas : X-TKJ
Materi Pokok : Fractured Stones
Alokasi Waktu : 2 JP
Siklus/Pertemuan : II/I

Capaian Pembelajaran : Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks

A. KOMPETENSI AWAL

Expository text is a text that conveys fact and opinion about a topic. One form of expository text is analytical exposition. Analytical exposition is a text that elaborates the writer's idea about an issue. It adopts a position with respect to the issue that becomes the subject of the writing and provides evidence in support of that position. It aims to persuade the readers to adopt the position taken by the writer. It consists of a statement of position arguments, and reiteration or conclusion.

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C. SARANA DAN PRASARANA

- | | | |
|-----------------------|---------------------|-----------------------------|
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| 2. Laptop/Komputer PC | 5. Papan tulis | 8. Referensi yang mendukung |
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D. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

E. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Alur Tujuan Pembelajaran Bab 5 :

Memproduksi teks ekspositori lisan dan teks ekspositori tulis multimodal tentang *graiti* sesuai dengan konteks dan tujuan yang hendak dicapai.

B. PEMAHAMAN BERMAKNA

Expository text is a text that conveys fact and opinion about a topic. One form of expository text is analytical exposition. Analytical exposition is a text that elaborates the writer's idea about an issue. It adopts a position with respect to the issue that becomes the subject of the writing and provides evidence in support of that position. It aims to persuade the readers to adopt the position taken by the writer. It consists of a statement of position, arguments, and reiteration or conclusion.

C. PERTANYAAN PEMANTIK

- Have you seen any *graiti* in your neighborhood?
- In your own words, describe what *graiti* is.

PERTEMUAN KE-3

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit) Pre-Reading Activity:

- Guru membagikan teks naratif kepada siswa
- Guru membagi kelompok yang masing-masing kelompok terdiri dari 3 orang siswa

- Guru membagikan link pertanyaan melalui aplikasi quiziz sesuai dengan materi yang di berikan
- Guru memantau siswa dalam mengerjakan tugas dengan menggunakan aplikasi quiziz dengan menggunakan handphone
- Guru meminta siswa untuk mengambil tangkap layar dari tugas mereka, setelah selesai di kerjakan
- Guru memantau waktu yang digunakan selama proses pembelajaran

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

Ulu Moro'o, Maret 2025

Guru Mata Pelajaran

Peneliti



Lidwina Sufitriani Gulo, S.Pd
NUPTK. 3761778679230002



Puspa Fati Handayani Gulo
NIM. 212108083

Mengetahui,
Kepala Sekolah



Adi Derman Halawa, S.Pd., M.A
NIP. 198109172008041 001

MODUL AJAR

Sekolah : SMK Negeri 1 Ulumoro'o
Mata Pelajaran : Bahasa Inggris
Kelas : X-TKJ
Materi Pokok : Fractured Stories
Alokasi Waktu : 2 JP
Siklus/Pertemuan : II/II

Capaian Pembelajaran : Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks

F. KOMPETENSI AWAL

Expository text is a text that conveys fact and opinion about a topic. One form of expository text is analytical exposition. Analytical exposition is a text that elaborates the writer's idea about an issue. It adopts a position with respect to the issue that becomes the subject of the writing and provides evidence in support of that position. It aims to persuade the readers to adopt the position taken by the writer. It consists of a statement of position, arguments, and reiteration or conclusion.

G. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

H. SARANA DAN PRASARANA

- | | | |
|-----------------------|-----------------------|-----------------------------|
| 1. Buku Teks | 4. Quiziz Application | 7. Infokus |
| 2. Laptop/Komputer PC | 5. Papan tulis | 8. Referensi yang mendukung |
| 3. Akses Internet | 6. Handout materi | |

I. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

J. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Alur Tujuan Pembelajaran Bab 5 :

Memproduksi teks ekspositori lisan dan teks ekspositori tulis multimodal tentang *graiti* sesuai dengan konteks dan tujuan yang hendak dicapai.

B. PEMAHAMAN BERMAKNA

Expository text is a text that conveys fact and opinion about a topic. One form of expository text is analytical exposition. Analytical exposition is a text that elaborates the writer's idea about an issue. It adopts a position with respect to the issue that becomes the subject of the writing and provides evidence in support of that position. It aims to persuade the readers to adopt the position taken by the writer. It consists of a statement of position, arguments, and reiteration or conclusion.

C. PERTANYAAN PEMANTIK

- Have you seen any *graiti* in your neighborhood?
- In your own words, describe what *graiti* is.

PERTEMUAN KE-4

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran, dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (70 Menit)

- Guru membagikan teks naratif kepada siswa
- Guru membagi kelompok yang masing-masing kelompok terdiri dari 3

orang siswa

- Guru membagikan link pertanyaan melalui aplikasi quizizz sesuai dengan materi yang di berikan
- Guru memantau siswa dalam mengerjakan tugas dengan menggunakan aplikasi quizizz dengan menggunakan handphone
- Guru meminta siswa untuk mengambil tangkap layar dari tugas mereka, setelah selesai di kerjakan
- Guru memberikan test kepada siswa
- Guru mengumpulkan lembar test siswa
- Guru memantau waktu yang digunakan selama proses pembelajaran

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

INSTRUMENT PENILAIAN

Name :

Class :

Read the text below, and answer the questions correctly.

Little Red Riding Hood (A Fractured Fairy Tale)

POV: The Wolf

So I'm packing up my troubles in an old kit bag in the woods when I hear a twig snap. I turned to see a Little Red Hooded Teen with a picnic basket that said: "Mommy's little girl" along with a picture of the girl yawning.

"Hey, Lil Hood, I like that basket." I rolled my eyes
Whatever, I need to text Granny that you are utterly creeping me out."

She threw a piece of gum in her mouth and stared into my eyes while chewing. A few seconds later, she pulled out a smartphone and pushed me out of the way. I started to follow her.

"So, what's in the basket?" I asked. She backed away from me. I reached into

my pocket for the Friendship Coupon I got for my birthday. Instead I pulled out an "I will eat you" coupon used for The Three Thousand Humongous Pigs restaurant, which enables you to get an all-you-can-eat dinner. She screamed an ear-piercing scream that made me roar and fall to the ground and curl up.

"It's an armadillo-wolf and it's going to, like, totally attack me!" She shrieked and ran into the woods. A troop of seven dwarves marched out of the trees. They all turned towards me. "We're the Seven Levels of awesomeness," a red shirted dwarf said in a squeaky voice and then played a high chord on an electric guitar. The dwarf started to explain a boring history story. As soon as his eyes crossed, I stepped over the whole row of dwarves in one step. I continued to look for the Girl.

"I want to be friends with you!" I yelled.

"You are, like, a liar!!!" She responded from behind an incredibly noticeable tree trunk.

"You, like, just gave yourself away!" I replied. She ran out from behind the tree. "I don't have a job! So please don't eat me!" she yelled. What a terrible excuse.

"Yes you do! You have a delivery job!" I spat back. She groaned.

"Ugh! It's like mom all over again!"

"Mom?" She fled for the second time.

As she ran away I saw a label on her basket. It said 'To Grandma, 2235 NE Forest Ct.' Hmmmm.... Maybe..., just maybe, I could be friends with Little Hood there.

I arrived at the old lady's door when I saw my old friend, Bob-wolf, chasing three little pirates in the brig. He had recently chased three little famous pig chefs but that's a whole different... uh... mall game, I think. Anyway, I knocked on the door.

"Who is it?" a sweet voice of a grandma called.

"Pull out my Grandma!" the hooded girl ordered.

"Don't do it!" I said with a creaky voice. The dwarf reached his hand into my throat. He pulled out a frog. "Boy, you have a frog in your throat," he said. I didn't speak a word.

"Cat got your tongue?" The dwarf said, and pulled out a cat. "You're just full of surprises aren't you?" Finally, after tons and tons of terrible puns in my mouth, grandma was pulled out. Then we all lived tax-free ever after.

"The uh, Crayola department?" I answered. Wow, that was lame.

"Come in," the grandma said. As soon as I entered, the grandma was so scared she jumped into my mouth. I accidentally swallowed the sweet little woman. BLECH! Was she dis-gusting. At the worst time in possible times that are worse than worst times, Little Hood showed up.

"Gra-any! I brought your cookies!" she sang. COOKIES!!! I DESPISE cookies. I swallow an old lady to make friends with somebody because I want to know what's in a basket, just for cookies! WOW, is my life messed up.

"Okay, I'll take the cookies now my beloved Hooded Girl -- I mean, Granddaughter," I said in my best old lady voice. I waited at least a minute.

"Kay Grandma. Now let me hand you the goodies," she finally said. I reached a paw out.

"Wow, Grammy, what big paws you have," she said in a slightly frightened tone.

"Aren't you a bit too old to be concerned about what your Granny looks like?" I scolded back with a hint of worry. I heard a bubble pop.

"No and F-Y-I, I'm only, like, fourteen." She sassed. "Wait, humans can't have paws! Hey, you're the creepy armadillo-wolf who wrote a note card that said 'I will eat you!'"

I step guiltily out of the door. "You caught me red handed, wait no, you caught me by my hand." I gazed at my hand. The girl slapped it out of the way. "Enough chit-chat!" She said and then screamed, "DOCTOR!!!" One quote unquote Seven Levels of Awesomeness dwarf with a doctor coat appeared on the top of my head.

Source: <https://www.kidpub.com/story/little-red-riding-hood-fractured-fairy-tale-wolf-53994766>

QUESTIONS

1. What did Little Red Hood have in her basket?
 - a. Flowers
 - b. Cookies
 - c. A frog
 - d. A "Mommy's Little Girl" picnic basket
2. How did the wolf feel when Little Red Hood chewed gum and stared at him?
 - a. Angry
 - b. Confused
 - c. Creeped out
 - d. Excited
3. What did the wolf pull out of his pocket when he wanted to ask Little Red Hood about the basket?
 - a. coupon for an "I will eat you" dinner
 - b. A cell phone
 - c. A piece of candy
 - d. A letter to Granny
4. What did Little Red Hood scream when she saw the wolf?
 - a. "He's going to eat me!"
 - b. "It's an armadillo-wolf!"
 - c. "Help! A monster!"
 - d. "Stop, you're creepy!"
5. How did the Seven Dwarves introduce themselves?
 - a. As the Seven Awesomely Powerful Dwarves
 - b. As the Seven Levels of Awesomeness
 - c. As the Seven Brothers of Might
 - d. As the Seven Squeaky Dwarves
6. What did Little Red Hood claim when she ran behind the tree?
 - a. "You can't catch me!"
 - b. "I don't have a job!"
 - c. "I'm not afraid of you!"
 - d. "Leave me alone!"
7. What was written on the label of Little Red Hood's basket?
 - a. "To Grandma, 1234 Elm St."
 - b. "To Grandma, 2235 NE Forest Ct."
 - c. "To my sweet Granny"
 - d. "To the old lady, care of the woods"
8. What happened when the wolf knocked on Granny's door?
 - a. The dwarf pulled out a frog from the wolf's throat
 - b. Granny opened the door and invited him in
 - c. Little Red Hood opened the door instead
 - d. A battle broke out between the wolf and the dwarves
9. What did Little Red Hood bring to her grandmother when she arrived?
 - a. A bouquet of flowers
 - b. A basket of cookies
 - c. A bunch of fruits
 - d. A note for the wolf

10. What was Little Red Hood's reaction when she discovered the wolf was pretending to be Granny?
- a. She was frightened and ran away
 - b. She called for help
 - c. She screamed "DOCTOR!"
 - d. She laughed and said, "Nice try!"

Ulu Moro'o, Maret 2025

Guru Mata Pelajaran

Peneliti



Lidwina Sufitriani Gulo, S.Pd
NUPTK. 3761778679230002



Puspa Fati Handayani Gulo
NIM. 212108083



**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

Name of school : SMK Negeri 1 Ulumoro'o

Subject : 26 February 2025

Grade/Semester : X/II

Cycle/Meeting : I/I

Cycle/Meeting : D1																																							
No.	Aspects	S1		S2		S3		S4		S5		S6		S7		S8		S9		S10		S11		S12		S13		S14		S15		S16		S17		S18		S19	
		D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U		
1.	The students respond the researcher greeting	✓			-	✓		✓		✓		✓			-	✓		✓			-	✓		✓		✓			-	✓		✓			-	✓		✓	
2.	The students guided in pray	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		-	✓			-	✓		✓		✓		✓		✓			-	
3.	Students respond when researcher checked the attendance list of the students	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
4.	The students pay attention to the researcher explained	✓		✓		✓			-	✓		✓		✓		-		-	✓		✓		-			-	✓		✓		✓			-	✓		-	✓	
5.	The students pay attention to the learning objectives explained by researcher	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		-	✓	✓		✓		✓		-	✓			-	✓				

[illegible]

Solo's, 26 February 2025
Teacher Collaborator



Lidwina Steffiana Gula, S.Pd
NUPTK 3781778679230002

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

Name of school : SMK Negeri 1 Ulumoro'o
 Subject : 26 February 2025
 Grade/Semester : X/II
 Cycle/Meeting : I/I

No.	Aspects	Done	%	Undone	%
1.	The students respond the researcher greeting	14	73 %	5	26 %
2.	The students guided in pray	16	84 %	3	15 %
3.	Students respond when researcher checked the attendance list of the students	19	100 %	0	0 %
4.	The students pay attention to the researcher explained	11	57 %	8	42 %
5.	The students pay attention to the learning objectives explained by researcher	15	78 %	4	21 %

6.	The students read and comprehended the material that give by the researcher	16	84%	3	15%
7.	Students join their group mates and form groups	19	100%	—	0%
8.	The students get question links from Quiziz from the researcher	16	84%	3	15%
9.	The students work on questions from Quiziz using a student's cellphone 1 person per group	11	57%	8	42%
10.	The students work on the questions given by the researcher the students asked one by one to work on problems in front of the class while correcting the correct answers.	16	84%	3	15%
11.	The students asked to screenshot their work	19	100%	—	0%
12.	The students guided in pray	19	100%	—	0%
Activities		1.000 : 13		192 : 12	

Average	63.38	36.66
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Sales/ia, 28 February 2027
 Foultor Collabonator



Edwina Stephane Gulin, S.Pd
 NUPTE 37617798790300002

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES TEACHING LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

Name of school : SMK Negeri 1 Ulumoro'o
 Subject : 11 March 2025
 Grade/Semester : X/II
 Cycle/Meeting : I/II

No.	Aspects	S1		S2		S3		S4		S5		S6		S7		S8		S9		S10		S11		S12		S13		S14		S15		S16		S17		S18		S19	
		D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U	D	U
1.	The students respond the researcher greeting	✓		✓		✓		✓		-	✓	✓		-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		-		-	✓	✓	✓			
2.	The students guided in pray	✓		✓		✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Students respond when researcher checked the attendance list of the students	✓		✓		✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	The students pay attention to the researcher explained	✓		✓		✓		-		✓	✓	✓		✓		-	-	✓		-	✓		-	✓	✓		-	-	✓	✓		-	-	✓	✓		-		
5.	The students pay attention to the learning objectives explained by researcher	✓		✓		-	✓	✓		-	-	✓	✓	✓		-	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		-	✓	✓		-	✓	✓		

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**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

Name of school : SMK Negeri 1 Ulumoro'o
 Subject : 11 March 2025
 Grade/Semester : X/II
 Cycle/Meeting : I/II

No.	Aspects	Done	%	Undone	%
1.	The students respond the researcher greeting	15 %	78 %	4	21%
2.	The students guided in pray	18 %	94 %	1	5%
3.	Students respond when researcher checked the attendance list of the students	100 %	100 %	0	0 %
4.	The students pay attention to the researcher explained	10	52 %	9	47 %
5.	The students pay attention to the learning objectives explained by researcher	13	68 %	6	31 %

6.	The students read and comprehended the material that give by the researcher	18	99%	1	5%
7.	Students join their group mates and form groups	19	100%	0	0%
8.	The students get question links from Quiziz from the researcher	19	100%	0	0%
9.	The students work on questions from Quiziz using a student's cellphone 1 person per group	19	100%	0	0%
10.	The students work on the questions given by the researcher the students asked one by one to work on problems in front of the class while correcting the correct answers.	19	100%	0	0%
11.	The students asked to screenshot their work	19	100%	0	0%
12.	The students get the test from the researcher	19	100%	0	0%

13.	After the students finished the test, the researcher collect the students' test	19	100%	0	0%
14	The students guided in pray	19	100%	0	0%
		$1.300 \times 100 : 14$		$104 : 14$	
		92,85		7,14	

Salo'o, 11 March 2025
Teacher Collaborator



Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

OBSERVATION SHEET OF THE STUDENTS" ACTIVITIES TEACHING-LEARNING PROCESS IN CLASSROOM ACTION RESEARCH

Name of school : SMK Negeri 1 Ulu Moro'o

Subject : 12 March 2025

Grade/Semester : X/II

Cycle/Meeting : II/I

[illegible]

13.	After the students finished the test, the researcher collect the students' test	19	100%	0	0%
14	The students guided in pray	19	100%	0	0%
		$1.300 \times 100 : 14$		$104 : 14$	
		92,85		7,14	

Salo'o, 11 March 2025
Teacher Collaborator



Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

[illegible]

Salo'o, 12 March 2025
Teacher Collaborator

A handwritten signature in blue ink, appearing to read 'Lidwina' with a stylized flourish.

Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

Name of school : SMK Negeri 1 Ulumoro'o
 Subject : 12 March 2025
 Grade/Semester : X/II
 Cycle/Meeting : II/I

No.	Aspects	Done	%	Undone	%
1.	The students respond the researcher greeting	19	100%	—	0%
2.	The students guided in pray	19	100%	—	0%
3.	Students respond when researcher checked the attendance list of the students	19	100%	—	0%
4.	The students pay attention to the researcher explained	19	100%	—	0%
5.	The students pay attention to the learning objectives explained by researcher	19	100%	—	0%

6.	The students read and comprehended the material that give by the researcher	19	100%	-	0%
7.	Students join their group mates and form groups	19	100%	-	0%
8.	The students get question links from Quiziz from the researcher	19	100%	-	0%
9.	The students work on questions from Quiziz using a student's cellphone 1 person per group	19	100%	-	0%
10.	The students work on the questions given by the researcher the students asked one by one to work on problems in front of the class while correcting the correct answers.	19	100%	-	0%
11.	The students asked to screenshot their work	19	100%	-	0%
12.	The students guided in pray	19	100%	-	0%
		1.200.12		0812	

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Salo'o, 12 March 2025
Teacher Collaborator



Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

OBSERVATION SHEET OF THE STUDENTS" ACTIVITIES TEACHING-LEARNING PROCESS IN CLASSROOM ACTION RESEARCH

Name of school : SMK Negeri 1 Ulumoro'o
Subject : 19 March 2025
Grade/Semester : X/II
Cycle/Meeting : II/II

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[illegible]

[illegible]

Salo'o, 19 March 2025
Teacher Collaborator

Teacher Collaborator

Aslemk

Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

NUPTK 3761778679230002

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

Name of school : SMK Negeri 1 Ulumoro'o
 Subject : 19 March 2025
 Grade/Semester : X/II
 Cycle/Meeting : II/II

No.	Aspects	Done	%	Undone	%
1.	The students respond the researcher greeting	19	100 %	-	0 %
2.	The students guided in pray	19	100 %	-	0 %
3.	Students respond when researcher checked the attendance list of the students	19	100 %	-	0 %
4.	The students pay attention to the researcher explained	19	100 %	-	0 %
5.	The students pay attention to the learning objectives explained by researcher	19	100 %	-	0 %

6.	The students read and comprehended the material that give by the researcher	19	100%	-	0%
7.	Students join their group mates and form groups	19	100%	-	0%
8.	The students get question links from Quiziz from the researcher	19	100%	-	0%
9.	The students work on questions from Quiziz using a student's cellphone 1 person per group	19	100%	-	0%
10.	The students work on the questions given by the researcher the students asked one by one to work on problems in front of the class while correcting the correct answers.	19	100%	-	0%
11.	The students asked to screenshot their work	19	100%	-	0%
12.	The students get the test from the researcher	19	100%	-	0%

13.	After the students finished the test, the researcher collect the students' test	19	100%	—	0%
14	The students guided in pray	19	100%	—	0%
		1.400 : 14		0 : 14	
		100		0	

Salo'o, 19 March 2025
Teacher Collaborator



Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

**OBSERVATION SHEET OF THE RESEARCHER ACTIVITIES
TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

The Researcher : Puspa Fati Handayani Gulo

Day/Date : 26 February, 2025

Cycle/Meeting : I/I

No	Aspects	Meeting I	
		Done	Undone
1.	The researcher enters the class and greet the students	✓	
2.	The researcher invites one of students to pray	✓	
3.	The researcher checks attendance list	✓	
4.	The researcher informs about the material and give information about the Quiziz Media to the students	✓	
5.	The researcher explains the learning objectives	✓	
6.	The researcher asks students to read the text that has been provided		—
7.	The researcher teaches students the material about fractured stories	✓	
8.	The researcher divides students into groups with each group consisted of 3 students	✓	
9.	The researcher distributes question links from Quiziz to students according to the material provided	✓	
10.	The researcher guides students to work on questions from Quiziz using a student's cellphone 1 person per group	✓	

11.	The researcher assigns students to work on questions in Quiziz	✓	
12.	The researcher monitors the time allocation with all activities carried out		✓
13.	After students have finished working on the question, the researcher sees the student's score on the application	✓	
14.	The researcher again asks students one by one to work on problems in front of the class while correcting the correct answers	✓	
15.	The researcher asks the students to screenshot their work	✓	
16.	The researcher making conclusion together		✓
17.	The researcher closes the meeting by praying together	✓	
Activities		11 x 100 : 17	3 x 100 : 17
Average		82,35 %	17,64 %

Keterangan :

Done Activities

$$TP (\%) = \frac{Fb}{N} \times 100$$

Undone Activities

$$TP (\%) = \frac{Fb}{N} \times 100$$

Salo'o, 26 February 2025

Teacher Collaborator



Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

**OBSERVATION SHEET OF THE RESEARCHER ACTIVITIES
TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

The Researcher : Puspa Fati Handayani Gulo

Day/Date : 11 March, 2025

Cycle/Meeting : I/II

No	Aspects	Meeting I	
		Done	Undone
1.	The researcher enters the class and greet the students	✓	
2.	The researcher invites one of students to pray	✓	
3.	The researcher checks attendance list	✓	
4.	The researcher informs about the material and give information about the Quiziz Media to the students	✓	
5.	The researcher explains the learning objectives	✓	
6.	The researcher asks students to read the text that has been provided	✓	
7.	The researcher divides students into groups with each group consisted of 3 students	✓	
8.	The researcher distributes question links from Quiziz to students according to the material provided	✓	
9.	The researcher guides students to work on questions from Quiziz using a student's cellphone 1 person per group	✓	
10.	The researcher assigns students to work on questions in Quiziz	✓	

11.	The researcher monitors the time allocation with all activities carried out	✓	
12.	After students have finished working on the question, the researcher sees the student's score on the application	✓	
13.	After the researcher teaches and applies the quiz application, the researcher distributes the test to students	✓	
14.	After students take the test, researchers collect student answer sheets	✓	
15.	The researcher again asks students one by one to work on problems in front of the class while correcting the correct answers	✓	
16.	The researcher asks the students to screenshot their work	✓	
17.	The researcher making conclusion together		—
18.	The researcher closes the meeting by praying together	✓	
		1.100 : 10	100 : 10
		99,44	5,55

Keterangan :

Done Activities

$$TP (\%) = \frac{Fb}{N} \times 100$$

Undone Activities

$$TP (\%) = \frac{Fb}{N} \times 100$$

Salo'o, 11 March 2025
Teacher Collaborator



Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

**OBSERVATION SHEET OF THE RESEARCHER ACTIVITIES
TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

The Researcher : Puspa Fati Handayani Gulo

Day/Date : 12 March, 2025

Cycle/Meeting : II/I

No	Aspects	Meeting I	
		Done	Undone
1.	The researcher enters the class and greet the students	✓	
2.	The researcher invites one of students to pray	✓	
3.	The researcher checks attendance list	✓	
4.	The researcher informs about the material and give information about the Quiziz Media to the students	✓	
5.	The researcher explains the learning objectives	✓	
6.	The researcher asks students to read the text that has been provided	✓	
7.	The researcher teaches students the material about fractured stories	✓	
8.	The researcher divides students into groups with each group consisted of 3 students	✓	
9.	The researcher distributes question links from Quiziz to students according to the material provided	✓	
10.	The researcher guides students to work on questions from Quiziz using a student's cellphone 1 person per group	✓	

11.	The researcher assigns students to work on questions in Quiziz	✓	
12.	The researcher monitors the time allocation with all activities carried out	✓	
13.	After students have finished working on the question, the researcher sees the student's score on the application	✓	
14.	The researcher again asks students one by one to work on problems in front of the class while correcting the correct answers	✓	
15.	The researcher asks the students to screenshot their work	✓	
16.	The researcher making conclusion together	✓	
17.	The researcher closes the meeting by praying together	✓	
Activities		17 X 100 : 17	0 X 100 : 17
Average		100 %	0 %

Keterangan :

Done Activities

$$TP (\%) = \frac{Fb}{N} \times 100$$

Undone Activities

$$TP (\%) = \frac{Fb}{N} \times 100$$

Salo'o, 12 March 2025
Teacher Collaborator



Lidwina Suftriani Gulo, S.Pd
NUPTK 3761778679230002

**OBSERVATION SHEET OF THE RESEARCHER ACTIVITIES
TEACHING-LEARNING PROCESS IN CLASSROOM ACTION
RESEARCH**

The Researcher : Puspa Fati Handayani Gulo

Day/Date : 19 March, 2025

Cycle/Meeting : II/II

No	Aspects	Meeting 1	
		Done	Undone
1.	The researcher enters the class and greet the students	✓	
2.	The researcher invites one of students to pray	✓	
3.	The researcher checks attendance list	✓	
4.	The researcher informs about the material and give information about the Quiziz Media to the students	✓	
5.	The researcher explains the learning objectives	✓	
6.	The researcher asks students to read the text that has been provided	✓	
7.	The researcher divides students into groups with each group consisted of 3 students	✓	
8.	The researcher distributes question links from Quiziz to students according to the material provided	✓	
9.	The researcher guides students to work on questions from Quiziz using a student's cellphone 1 person per group	✓	
10.	The researcher assigns students to work on questions in Quiziz	✓	

11.	The researcher monitors the time allocation with all activities carried out	✓	
12.	After students have finished working on the question, the researcher sees the student's score on the application	✓	
13.	After the researcher teaches and applies the quiz application, the researcher distributes the test to students	✓	
14.	After students take the test, researchers collect student answer sheets	✓	
15.	The researcher again asks students one by one to work on problems in front of the class while correcting the correct answers	✓	
16.	The researcher asks the students to screenshot their work	✓	
17.	The researcher making conclusion together	✓	
18.	The researcher closes the meeting by praying together	✓	
		18 : 100 : 18	0 x 100 : 18
		100%	0%

Keterangan :

Done Activities

$$TP (\%) = \frac{Fb}{N} \times 100$$

Undone Activities

$$TP (\%) = \frac{Fb}{N} \times 100$$

Solo's, 19 March 2021
Teacher Collaborator



Lufwin Sufriyanto Gudo, S.Pd
NIP. 1970017700070020000



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMK NEGERI 1 ULU MOROO**

Alamat : Desa Saloo, Kecamatan Ulu Moro'o, Kabupaten Nias Barat
HP/WA : 081396062308 - E-Mail : smkniumo1025@gmail.com - POS 22862

SURAT KETERANGAN

Nomor : 421.5/ 085 /SMKN1-UM/III/2025

Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Ulu Moro'o, Kecamatan Ulu Moro'o, Kabupaten Nias Barat menerangkan dengan sesungguhnya bahwa:

Nama	: PUSPA FATI HANDAYANI GULO
NIM	: 212108083
Fakultas	: Keguruan dan Ilmu Pendidikan (FKIP)
Program Studi	: Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian di SMK Negeri 1 Ulu Moro'o sejak tanggal 24 Februari-24 Maret 2025 dengan judul penelitian "Increase the students' learning motivation through quiziz application in learning english text at tenth grade of SMK Negeri 1 Ulu Moro'o"

Demikian Surat Keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.



ADIL DERMAN HALAWA, S.Pd., M.A
Penata TK/I
NIP. 198109172008041001

ATTENDANCE LIST

No.	Name	Cycle I Meeting I	Cycle I Meeting II	Cycle II Meeting I	Cycle II Meeting II
1.	Asraniani Gulo				
2.	Claudia Gres J. Gulo				
3.	Primat peyanawan Gi				
4.	Susi Darnia Haf. Lur				
5.	Mintahia Iala				
6.	MURIN PUTRA GULO				
7.	Agam wislon GULO				
8.	Joko putra onni Gulo				
9.	ELPITA Lindawati Gulo				
10.	DELFI Gulo				
11.	Darni Alfeber Zai				
12.	Desrahmat Gulo				
13.	Sandi Susanto Gulo				
14.	Alvabet Putra B. Gulo				
15.	Tweet Maret P. Gulo				

16.	Joshua prayasa Gno	Joshua	prayasa	Gno	Joshua
17.	Irene S. Mendota	Irene	S.	Mendota	Irene
18.	EVRAIM P C Gulo	EVRAIM	P	C	Gulo
19.	Wentia Kristina Adiruri	Wentia	Kristina	Adiruri	Wentia
20.					
21.					

✓ 2 Benar × 8 Salah

20%

Nilai

20/100

Poin

1750

Performa

Evaluasi respons

Group 1

✓ Benar

☒ Pilihan ganda

46s waktu 10 poin

1. 1. What did Timun Mas find in the garden?

Tanggapan

✓ B. A mysterious seed

Jawaban yang benar

B. A mysterious seed

✓ 3 Benar × 7 Salah

30%

Nilai

30/100

Poin

2870

Performa

Evaluasi respons

Group 2

! Belum dijawab

☒ Pilihan ganda

1. 1. What did Timun Mas find in the garden?

Jawaban yang benar

B. A mysterious seed

Upaya: 1 2 Terbaik

100

0

#1

#2

Jufin putra gulo

Feb 25, 2025, 09:20 am

Linux

Safari

Group 3

PDF Hapus

✓ 4 Benar × 6 Salah

30% → 40%

Peningkatan

40/100

Poin

3570

Performa

Evaluasi respons

✓ 5 Benar × 5 Salah

50%
Nilai

50/100
Poin

4680
Performa

Evaluasi respons

! Belum dijawab ☒ Pilihan ganda

1. 1. What did Timun Mas find in the garden?

Jawaban yang benar
B. A mysterious seed

Group 4

✓ 5 Benar × 5 Salah

50%
Nilai

50/100
Poin

4920
Performa

Evaluasi respons

! Belum dijawab ☒ Pilihan ganda

1. 1. What did Timun Mas find in the garden?

Jawaban yang benar
B. A mysterious seed

Group 5

Jpaya: 1 2 Terbaik

0

#1 #2

Twelf Maret Putra Gulo

Feb 25, 2025, 09:17 am | Windows | Chrome

PDF Hapus

✓ 6 Benar × 4 Salah

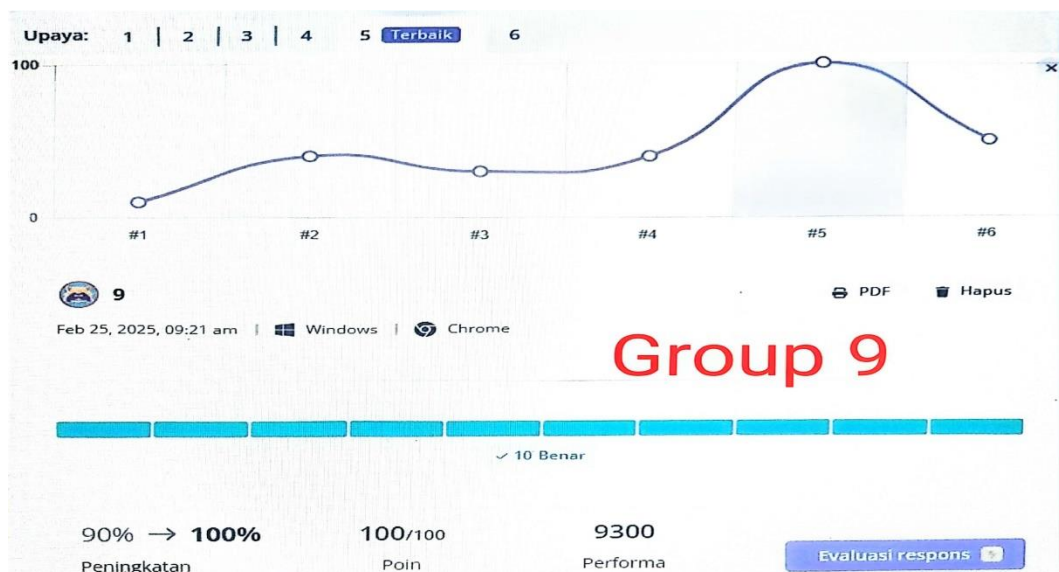
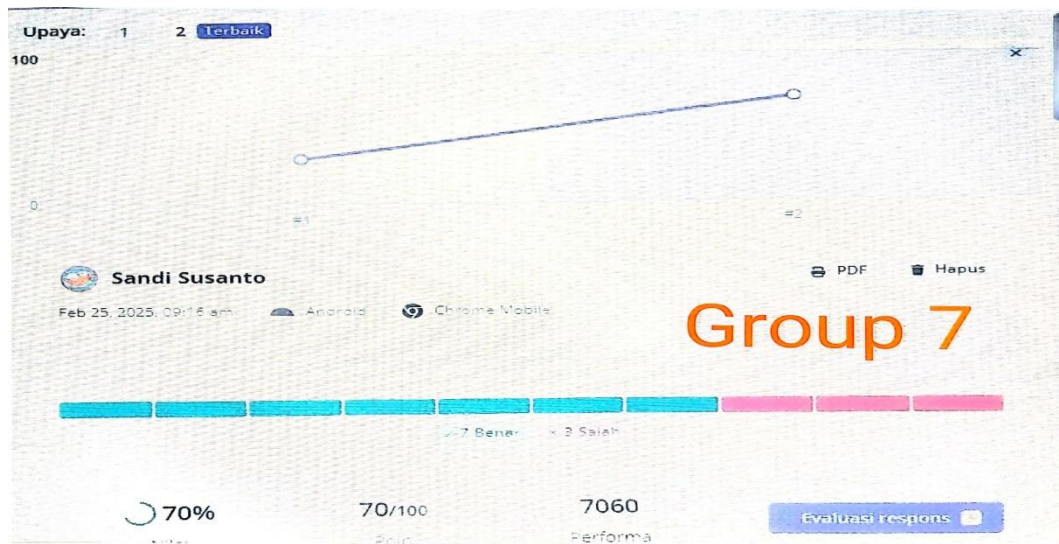
60%
Nilai

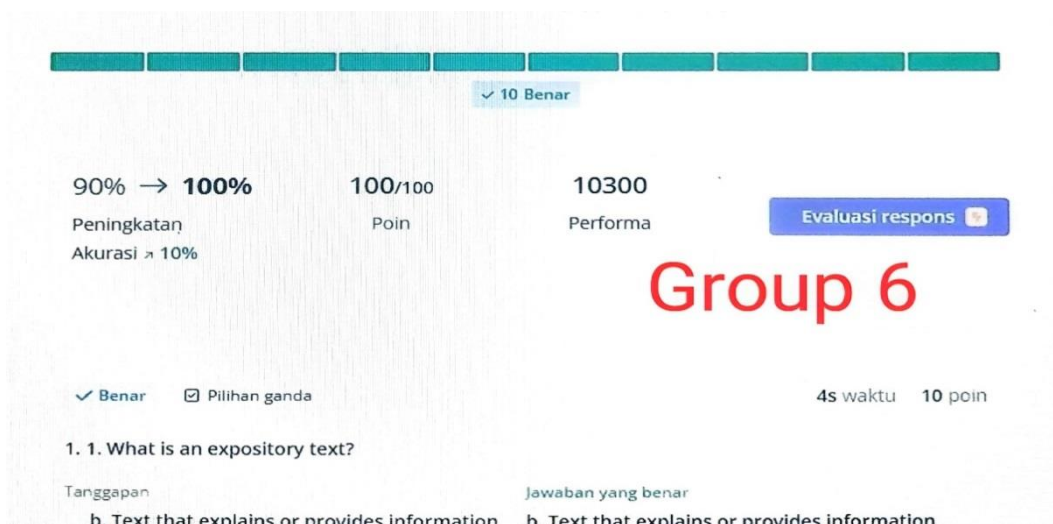
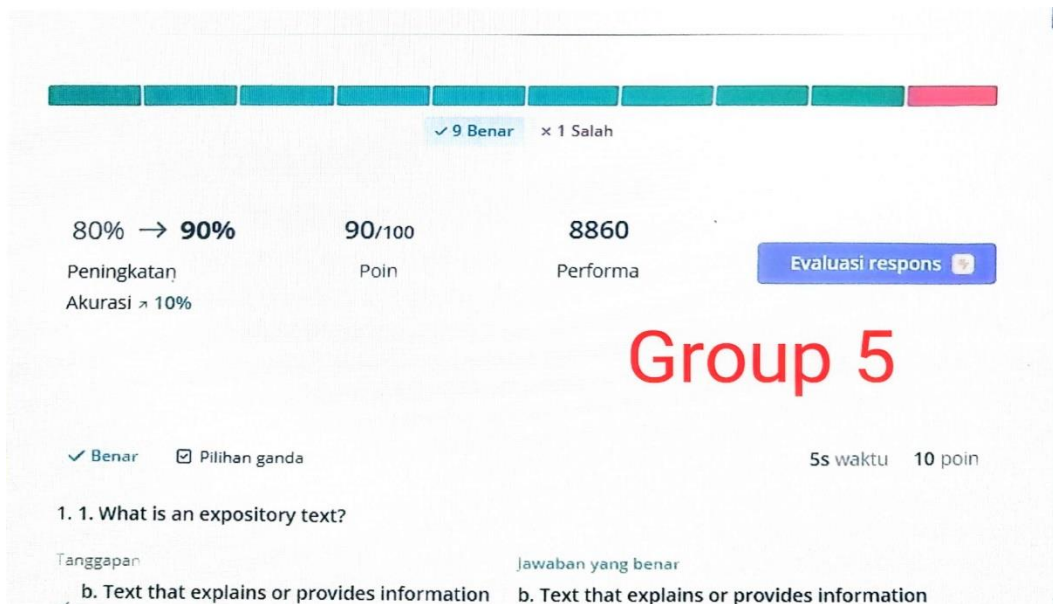
60/100
Poin

6140
Performa

Evaluasi respons

Group 6







✓ 10 Benar

90% → **100%**

100/100

10480

Peningkatan

Poin

Performa

Evaluasi respons

Akurasi ↗ 10%

Group 7

✓ Benar ☒ Pilihan ganda

14s waktu 10 poin

1. 1. What is an expository text?

Tanggapan

Jawaban yang benar

✓ b. Text that explains or provides information b. Text that explains or provides information

Lampiran 2 : Documentation Foto Penelitian















Lampiran 3: Pengajuan Judul Penelitian

03 Desember 2024

Hal : Pengajuan Judul Rancangan Penelitian

Kepada Yth :
Afore Tahir Harefa, S.Pd., M.Hum
(Dosen Penasihat Akademik)

Dengan hormat,

1. Saya yang bertanda tangan di bawah ini :

Nama : **PUSPA FATI HANDAYANI GULO**

NIM : 212108083

Jumlah SKS yang telah diselesaikan : 141 SKS

Dengan ini mengajukan Judul Rancangan Penelitian dan memohon kepada Ibu kiranya dapat berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

No.	Judul	Persetujuan	
		Tanggal	Paraf
1	INCREASING THE STUDENTS' LEARNING MOTIVATION THROUGH QUIZIZ APPLICATION IN LEARNING ENGLISH TEXT AT TENTH GRADE OF SMK NEGERI 1 ULUMORO'O	3/12/2024	
2	STUDENTS' MOTIVATION THROUGH QUIZIZ APPLICATION IN LEARNING ENGLISH TEXT AT TENTH GRADE OF SMK NEGERI 1 ULUMORO'O		
3	AN STUDENTS' PERCEPTION OF THE USE OF THE QUIZIZ APPLICATION IN INCREASING LEARNING MOTIVATION AT TENTH GRADE OF SMK NEGERI 1 ULUMORO'O		

2. Demikian permohonan ini saya ajukan dengan harapan semoga Ibu dapat mempertimbangkannya.

Hormat saya:
Pemohon,

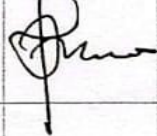
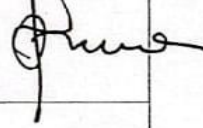


PUSPA FATI HANDAYANI GULO
NIM. 212108083



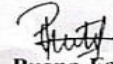
YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat: Jalan Yos Sudarso No. 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812
Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

Lembar Saran dan Perbaikan Judul Proposal

No	Judul	Saran-saran	Perbaikan	Tanda Tangan	
				KAPRODI	DOSEN PA
1	INCREASING THE STUDENTS' LEARNING MOTIVATION THROUGH QUIZIZ APPLICATION IN LEARNING ENGLISH TEXT AT TENTH GRADE OF SMK NEGERI 1 ULUMORO'O				
2	STUDENTS' MOTIVATION THROUGH QUIZIZ APPLICATION IN LEARNING ENGLISH TEXT AT TENTH GRADE OF SMK NEGERI 1 ULUMORO'O				
3	AN STUDENTS' PERCEPTION OF THE USE OF THE QUIZIZ APPLICATION IN INCREASING LEARNING MOTIVATION AT TENTH GRADE OF SMK NEGERI 1 ULUMORO'O				

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan terimakasih.

Hormat saya,
Pemohon,


Puspa Fati Handayani Gulo
NIM. 212108083

Tembusan:

1. Yth. Kaprodi
2. Yth. Dosen PA

Lampiran 4: Abstrak Pengajuan Judul Penelitian

OUTLINE OF THE RESEARCH

Nama : Puspa Fati Handayani Gulo
NIM : 212108083
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Title	Increasing the students' learning motivation on quiziz application in learning English text at tenth grade of SMK Negeri1 Ulumoro'o
Phenomenom	The phenomena that occur at SMK N.1 Ulumoro'o include one of the main problems found at the school is the lack of student motivation in participating in English learning, especially in completing assignments. This condition is caused by the learning system provided by the teacher which is monotonous and lacks variety, so that students feel bored. This is a major barrier for students to understand the material optimally and achieve good learning outcomes. In class One of the contributing factors is learning methods that are less interactive and do not provide sufficient stimulation for students. For example, learning only focuses on lectures and giving written assignments, without involving media such as the use of applications or activities that attract student motivation. This situation makes students feel that teaching and learning activities are unpleasant. In addition, monotonous learning results in a lack of active student involvement in class. Students tend to be passive and only receive information without participating much. They feel the tasks given

	are irrelevant. In the context of learning English, students often have difficulty understanding texts due to a lack of motivation to read and analyze the material.
Location	Tenth Grade of SMK Negeri 1 Ulumoro'o.
The Address	Salo'o Village, Ulumoro'o District, West Nias Regency, North Sumatra Province.
Background	Learning is essentially a process of interaction between students and the environment, resulting in changes in behavior for the better. In this interaction there are many factors that influence both internal and external. Teacher involvement is very necessary in order to obtain satisfactory student learning outcomes, based on the role of a teacher who has the role of educating, guiding, teaching and training. These four abilities are integrative abilities, which cannot be separated from each other. In today's world, there are many ways that a teacher can do to support the teaching and learning process so that it can run well. Education is something that should be considered and developed, because education is able to create more qualified humans, has certain goals, and is responsible for the progress of a nation (Rinda Herwina, Liza Husnita, 2023). As science and technology develop, teachers can create an interesting learning process so that students are motivated to be enthusiastic about learning. Motivation is a type of effort that is carried out consciously with the aim of maintaining the behavior of students so that they are more active in carrying out the learning process so as to obtain good results. According to Palittin (2019), motivation in the world of education is an important thing that has a big influence on the learning outcomes that students will achieve. So learning motivation is a form of enthusiasm for learning that teachers give to students. Therefore, to create an interesting and enjoyable learning process, teachers can utilize technological knowledge to create teaching materials that support the ongoing learning process. Based on field findings at SMK Negeri 1 ulumoro'o, grade 10 students have less motivation in

learning English because the learning process is monotonous so that students are bored and lazy to deepen the material being studied. Students' feelings of laziness reduce their motivation to do assignments. In the current era, teachers have many ways to increase student motivation or student motivation in participating in the learning process, by utilizing technology and several applications that support the learning process to run smoothly.

One technology that teachers can use during classroom learning is the Quizizz application. According to Adam in Cahyani and Brilliant (2020:264) stated that Quizizz is a digital game which is a fun multiplayer class activity, which allows all students to practice together using computers, iPads, tablets and smartphones. In this Quizizz application, teachers can create several questions that the teacher wants to give tests to students.

Learning technologies provide a variety of interactive resources, simulations, games, and evaluation tools specifically designed to engage students in authentic critical thinking and problem-solving activities. The use of learning technology provides a learning environment that supports the development of these skills in ways such as: access to extensive information, where learning technology allows students to access diverse and up-to-date information resources. This helps them develop analytical skills to collect and evaluate information from various sources.

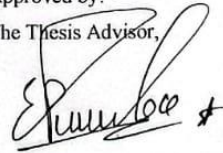
Technology provides opportunities to expand and enrich students' learning experiences, besides technology providing positive and negative impacts, it also provides its own challenges, especially in the field of education (Sinaga, 2023). Students can participate actively, and make decisions that impact the outcomes they face. This helps them improve their understanding, identify weaknesses, and develop

	critical thinking and problem-solving skills more effectively. Based on the problem found by researchers, students are less active or less motivated in learning because the methods used by teachers are monotonous, so researchers try to overcome this problem through research entitled Increasing the students' motivation through quiziz application in learning English text at tenth grade of SMK Negeri 1 Ulumoro'o, with the aim of increasing student motivation through using the Quiziz application, according to theory (Al Mawaddah et al., 2021) which states that Quizizz is important to use for the learning process because it can increase students' learning motivation. In connection with the background above, researchers are interested in knowing whether this media can increase students' motivation in learning.
Formulation of the Problem	How does quiziz application increase students' learning motivation?
Objectives of the Research	To know how the quiz application increases students' learning motivation
Research Method	This research uses a quantitative approach with action research methods. Quantitative research involves measuring things and asking questions like "how long," "how much," and "to what extent." Quantitative research aims to measure data and generalize findings from research samples from various perspectives. This requires data collection, analysis, and interpretation of measurable data to prove the hypothesis generated in a particular study. Quantitative research relies on data collection and data analysis based on logical methods with a focus on theory testing, influenced by empiricism and positivist ideologies (Bryman, 2016). Quantitative research describes certain characteristics and differences that are important enough to produce conclusions in

	research. This research aims to find out how the Quiziz application media can increase student motivation, especially at the high school level and how this media is used. The research will be carried out in February – March 2025. The subjects of this research were class X students at SMK Negeri 1 Ulumoro'o. Data collection techniques include observing the learning process in class and student interactions, as well as tests to find out how the quiziz application can increase student motivation. The research instruments used were tests, namely pre-test and post-test, each test twice.
References	1. Jong, A., Tacoh, Y.T.B.(20234. Utilization of the Quizizz Application in Learning to Increase Student Learning Motivation. Journal of Education and Learning Dimensions, Muhammadiyah University of Ponorogo. 12(1), pp 131-147. 2. Muhammad Yusuf Salam(2022) Whether or not the Quizizz application has an effect on increasing learning motivation and student learning outcomes. 3. Muhammad Reza Ilham Al Asrory (2024). IMPLEMENTATION OF THE QUIZZZ APPLICATION IN INCREASING STUDENTS' LEARNING MOTIVATION. 4. Armi Yustina (2023) THE INFLUENCE OF QUIZZZ LEARNING MEDIA ON STUDENTS' LEARNING MOTIVATION 5. Neni Elvira (2023) Student Learning Motivation in Learning

Gunungsitoli, 2 Desember 2024

Approved by:
The Thesis Advisor,



Elwin Piarawan Zebua, M.Pd

Approved by:
The Chair of EESP,



Afore Tahir Harefa, S.Pd., M.Hum.

Tembusan :

1. Kepala LPPM Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://fkip.uninas.ac.id> email: fkip@uninas.ac.id

SURAT PENETAPAN DOSEN PEMBIMBING

Nomor: 61/UN10/PP.10.06/2024

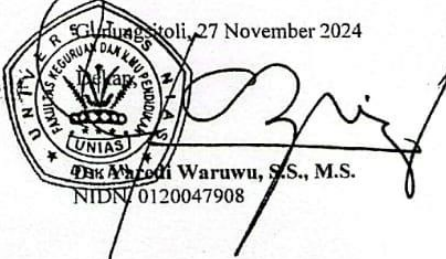
Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Nias, menetapkan

Nama : ELWIN PIARAWAN ZEBUA, S.Pd., M.Pd.
NIDN : 0130108603
Pangkat : Penata Muda/III-B
Jabatan Akademik : Asisten Ahli
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

sebagai Pembimbing dalam penulisan skripsi mahasiswa FKIP, Universitas Nias:

Nama : PUSPA FATI HANDAYANI GULO
NIM : 212108083
Program : S-1
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : INCREASING THE STUDENTS' LEARNING MOTIVATION
THROUGH QUIZIZ APPLICATION IN LEARNING
ENGLISH TEXT AT TENTH GRADE OF SMK NEGERI 1
ULU MORO'O

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, 27 November 2024

Dekan, **Elwin Waruwu, S.S., M.S.**
NIDN 0120047908

Tembusan disampaikan kepada:

1. Plt. Rektor Universitas Nias u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (**PUSPA FATI HANDAYANI GULO**)



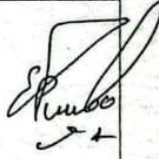
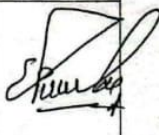
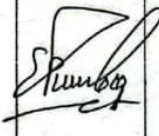
YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN SEMINAR PROPOSAL



Nama : Puspa Fati Handayani Gulo
Nim : 212108083
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : Increasing the students' learning motivation on quiziz application in learning English text at tenth grade of SMK Negeri1 Ulumoro'o
Pembimbing : Elwin Piarawan Zebua, M.Pd

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing*)	Tanda Tangan
1	9/12 2024	BAB I	- Revise the content and context of Chapter I. - Elaborate the problem phenomenon - compose a good structure of the problem and research method	
2	11/12 2024	Bab I	- Revise the concept of observation & problem in school - Revise the problems - Compose Chapter I - II	
3	10/01 2025	BAB II	- Revise the literature presentasi (Name, date, year) - Revise the grammatical errors - Revise the conceptual framework - Add one part about role of motivation in English	

4	13/01/25	BAB III	- Revise the instrument - Revise the data analysis - Consolidate the meetings each cycle	
5	14/01/25	BAB III	provide logical explanation of the instruments	
6	15/01/25	Instruments	More revision in the indicators	
7	16/01/25	BAB I - BAB III	ACC seminar proposal	
8				
9				
10				

Lampiran 7: Lembar Persetujuan untuk Diseminarkan



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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **PUSPA FATI HANDAYANI GULO**
Reg. Number : 212108083
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : Increasing the students' learning motivation through quiziz application in learning English text at tenth grade of SMK Negeri 1 Ulumoroó

has been approved to be presented in the research proposal seminar forum.

Acknowledged by:

Chief of English Education Study Program,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Gunungsitoli, 21 January 2025

Advisor,

Elwin Piarawan Zebua, M.Pd.
NIDN. 0130108603

Lampiran 8: Berita Acara Seminar Rancangan Proposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA SEMINAR RANCANGAN SKRIPSI

Pada hari ini Sabtu, tanggal dua puluh lima bulan Januari tahun dua ribu dua puluh lima telah diselenggarakan Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias:

Nama : **Puspa Fati Handayani Gulo**
NIM : 212108083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulu Moro'o**

Waktu : 08.00 WIB s/d selesai

Susunan Dewan Pembimbing & Penelaah

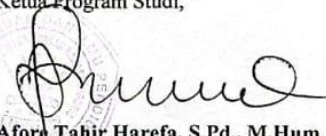
1. Elwin P. Zebua, S.Pd., M.Pd
2. Adieli Laoli, S.Pd, M.Pd.

Tanda tangan
1. 
2. 

Rekapitulasi Nilai	
Dewan Pembimbing & Penelaah	Total Nilai
Elwin P. Zebua, S.Pd., M.Pd	89
Adieli Laoli, S.Pd, M.Pd.	77
Total Nilai	166

Rata-rata Nilai : 83

Gunungsitoli, 25 Januari 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN SEMINAR
Nomor: 096/UN10.03/PP.08.03/2025

Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

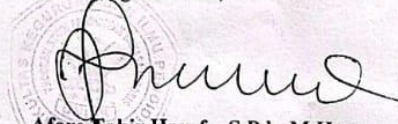
Nama : **Puspa Fati Handayani Gulo**
NIM : **212108083**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul R. Skripsi : **Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulu Moro'o**

Hari/tanggal : **Sabtu 25 Januari 2025**
Pukul : **08.00 WIB s/d selesai**
Tempat : **Ruang Prodi Pendidikan Bahasa Inggris**

Dengan hasil penilaian:

- | | |
|-------------------------------------|---|
| ☐ | Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100) |
| ☒ | Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89) |
| ☐ | Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69) |
| ☐ | Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54) |

Gunungsitoli, 25 Januari 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Catatan:
Berikan tanda cek (✓) pada salah satu kotak.

Lampiran 9: Lembar Perbaikan Rancangan Proposal Penelitian



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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Pembimbing

Nama : Elwin P. Zebua, S.Pd.,M.Pd
NIDN : 0130108603
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Puspa Fati Handayani Gulo
NIM : 212108083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : Increasing the Students' Learning Motivation Through Quizizz
Application in Learning English Text at Tenth Grade of SMK Negeri 1
Ulu Moro'o

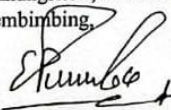
3. Waktu Pelaksanaan Ujian

Hari/tanggal : Sabtu 25 Januari 2025
Pukul : 08.00 WIB s/d selesai
Tempat : Ruang Prodi Pendidikan Bahasa Inggris

4. Perbaikan Rancangan Skripsi

No	Bab/Halaman	Uraian
		<i>Revise as suggested</i>

Gunungsitoli, 25 Januari 2025
Pembimbing,


Elwin P. Zebua, S.Pd.,M.Pd
NIDN. 0130108603



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungaitoli ☎ +626392620815 Nias ✉ 22812
Homepage : <http://phing.unias.ac.id> email : phing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Penelaah

Nama : Adieli Laoli, S.Pd, M.Pd.
NIDN : 19641027 199402 1 001
Jabatan : Penelaah
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Puspa Fati Handayani Gulo
NIM : 212108083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulu Moro'o**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Sabtu 25 Januari 2025
Pukul : 08.00 WIB s/d selesai
Tempat : Ruang Prodi Pendidikan Bahasa Inggris

4. Perbaikan Rancangan Skripsi

No	Bab/Halaman	Urutan
		disarankan menukar judul penelitian Gulo increasi tapi correlation dgn along Quiz application dan metode pembelajaran yg bermayn meningkatkan prestasi belajar tetapi bermayn alat evaluasi.

Gunungsitoli, 25 Januari 2025

Penelaah

Adieli Laoli, S.Pd, M.Pd.
NIDN : 19641027 199402 1 001

Lampiran 10: Lembar Persetujuan untuk Diteliti



YAYASAN PERGURUAN TINGGI NIAS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE EXAMINERS' BOARD APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **PUSPA FATI HANDAYANI GULO**
Reg. Number : 212108083
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : Increasing the students' learning motivation through quiziz application english text at tenth grade of smk Negeri 1 Ulumoro'o

has been presented in the research proposal seminar forum and approved for research.

Advisor,

Etwin Piarawan Zebua, S.Pd., M.Pd.
NIDN. 0130108603

Gunungsitoli, 31 January 2025

Reviewer,

Adieli Laali, S.Pd., M.Pd
NIDN. 9027106406

Acknowledged by:

Chief of English Education Study Program,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Lampiran 11: Surat Permohonan Izin Penelitian



YAYASAN PERGURUAN TINGGI NIAS
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815Nias ✉ 22812
Home page : <https://fkip.unias.ac.id> email : fkip@unias.ac.id

Gunungsitoli, 18 Februari 2025

Nomor : 061 /UN10/PN.01.02/2025
Lampiran : 1 (satu) set
Perihal : **Permohonan Izin Pelaksanaan Penelitian**

Yth.
Kepala SMK Negeri 1 Ulumoro'o
di
Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

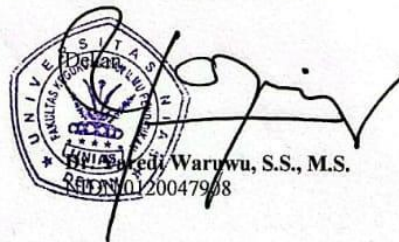
Nama : **Puspa Fati Handayani Gulo**
NIM : 212108083
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S-1)

Judul Skripsi : **Increase the Students' Learning Motivation Through Quiziz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o**

Lokasi Penelitian : SMK Negeri 1 Ulumoro'o
Jadwal Penelitian : 24 Februari - 24 Maret 2025

Maka kami mohon kepada Bapak kiranya dapat memberi izin kepada mahasiswa yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).

2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.


Rendi Waruwu, S.S., M.S.
RAJIN 120047908

Tembusan Yth:
1. Rektor Universitas Nias
2. Wakil Rektor Lingkup Universitas Nias
3. Kepala LPPM Universitas Nias
4. Ketua Program Studi Pendidikan Bahasa Inggris
5. Peneliti yang bersangkutan (**Puspa Fati Handayani Gulo**)
6. Arsip

Lampiran 12: Surat Izin Penelitian



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815Nias ✉ 22812
Home page : <https://fkip.unias.ac.id> email : fkip@unias.ac.id

Gunungsitoli, 18 Februari 2025

Nomor : 061 /UN10/PN.01.02/2025
Lampiran : 1 (satu) set
Perihal : **Permohonan Izin Pelaksanaan Penelitian**

Yth.
Kepala SMK Negeri 1 Ulumoro'o
di
Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

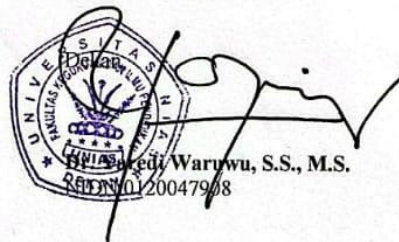
Nama : **Puspa Fati Handayani Gulo**
NIM : 212108083
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S-1)

Judul Skripsi : **Increase the Students' Learning Motivation Through Quiziz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o**

Lokasi Penelitian : SMK Negeri 1 Ulumoro'o
Jadwal Penelitian : 24 Februari - 24 Maret 2025

Maka kami mohon kepada Bapak kiranya dapat memberi izin kepada mahasiswa yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).

2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.


Rendi Waruwu, S.S., M.S.
RAJIN 1200479/8

Tembusan Yth:
1. Rektor Universitas Nias
2. Wakil Rektor Lingkup Universitas Nias
3. Kepala LPPM Universitas Nias
4. Ketua Program Studi Pendidikan Bahasa Inggris
5. Peneliti yang bersangkutan (**Puspa Fati Handayani Gulo**)
6. Arsip

Lampiran 13: Surat Keterangan Telah Melaksanakan Penelitian



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN**

SMK NEGERI 1 ULU MOROO

Alamat : Desa Saloo, Kecamatan Ulu Moro'o, Kabupaten Nias Barat
HP/WA : 081396062308 – E-Mail : smkn1umo10258324@gmail.com - POS 22862

SURAT KETERANGAN

Nomor : 421.5/ 085 /SMKN1-UM/III/2025

Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Ulu Moro'o, Kecamatan Ulu Moro'o, Kabupaten Nias Barat menerangkan dengan sesungguhnya bahwa:

Nama	: PUSPA FATI HANDAYANI GULO
NIM	: 212108083
Fakultas	: Keguruan dan Ilmu Pendidikan (FKIP)
Program Studi	: Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian di SMK Negeri 1 Ulu Moro'o sejak tanggal 24 Februari-24 Maret 2025 dengan judul penelitian "Increase the students' learning motivation through quiziz application in learning english text at tenth grade of SMK Negeri 1 Ulu Moro'o"

Demikian Surat Keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMKN 1 Ulu Moro'o,



ADIL DERMAN HALAWA, S.Pd., M.A
Penata TK/1
NIP. 198109172008041001

Lampiran 14: Riwayat Bimbingan Skripsi



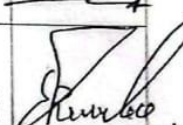
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UNIVERSITAS NIAS
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 Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN SKRIPSI



Nama : Puspa Fati Handayani Gulo
 Nim : 212108083
 Program : Sarjana
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : Increase the Students' Learning Motivation Through quiziz application in Learning English Text at Tenth Grade of SMK Negeri 1. Ulumoro'o
 Pembimbing : Elwin Piarawan Zebua, S.Pd.,M.Pd

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing	Tanda Tangan
1.	25/04/25	Chapter IV	- Revise the grammatical & structure errors - provide clear data	
2.	29/04/25	Chapter IV	- Weakness has to be getting lesser as the cycle moves - Consider to revise your data explanation	
3.	03/05/25	Chapter IV	- p.6 : Divide it into paragraphs. - put the weakness in reflection & what to improve	
4.	07/05/25	Chapter IV	provide the weakness & strength in each cycles (Reflection) so we can notify the changes	

5.	08/05/25	Chapter IV	- put a well order on the explanation of data - Assure that all research's questions answered well	
6.	14/05/25	Chapter IV	Compose the interpretation of Data Analysis in a good order to make it better.	
7.	20/05/25	Chapter IV	provide data in good order	
8.	22/05/25	Chapter IV	Little revision on the order of explanation of data	
9.	28/05/25	Chapter V	- make it simple. - The 1st sentence must be direct & convincing	
10.	03/06/25	chapter V	- provide all documents - prepare your drafts & appendices	
11	07/06/25	chapter 1-V	ACC Stripsi	
12				

Lampiran 15: Lembar Pengesahan Ujian Skripsi



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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF UNDERGRADUATE THESIS

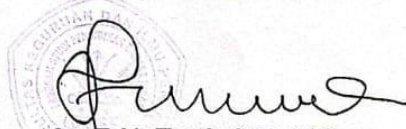
The undergraduate thesis proposed by:

Name : **Puspa Fati Handayani Gulo**
Reg. Number : 212108083
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Thesis Title : Increasing The Students' Learning Motivation Through Quiziz Application
In Learning English Text At Tenth Grade Of Smk Negeri 1 Ulumoroó

has been approved by undergraduate thesis advisor for further approval by the board of examiners.

Acknowledged by:

Chief of English Education Study Program,

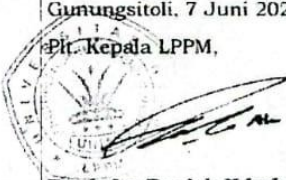

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Gunungsitoli, June 07 2025

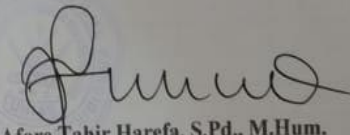
Undergraduate Thesis Advisor,


Elwin Piarawan Zebua, S.Pd., M.Pd
NIDN. 0130108603

Lampiran 16: Lembar Turnitin/Plagiasi

	YAYASAN PERGURUAN TINGGI NIAS UNIVERSITAS NIAS LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
Rektorat : Jalan Pancasila No. 10 Kota Gunungsitoli ■ +626392620815 Nias - 22814 Homepage : https://unias.ac.id email : admin@unias.ac.id	
<u>SURAT KETERANGAN</u>	
Nomor : 094/UN06.01/TU.01.20/2025	
Yang bertanda tangan di bawah ini:	
Nama	: Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.
NIDK	: 8934030021
Pangkat/Golongan	: Penata/III/c
Jabatan	: Plt. Kepala Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Nias
dengan ini menerangkan bahwa,	
Nama	: Puspa Fati Handayani Gulo
NIM	: 212108083
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: <i>INCREASE THE STUDENTS' LEARNING MOTIVATION THROUGH QUIZ APPLICATION IN LEARNING ENGLISH TEXT AT TENTH GRADE OF SMK NEGERI 1 ULUMORO</i>
adalah benar telah melakukan pengecekan plagiarisme terhadap Skripsi mahasiswa tersebut di atas melalui aplikasi <i>Turnitin</i> , dan mendapat tingkat <i>Similarity</i> 10% dan tingkat <i>Artificial Intelligence (AI)</i> 29%, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi.	
Gunungsitoli, 7 Juni 2025	
Plt. Kepala LPPM,	
	
Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS. NIDK. 8934030021	
Tembusan:	
1. Ketua Program Studi Pendidikan Bahasa Inggris	
2. Mahasiswa an. Puspa Fati Handayani Gulo.	

Lampiran 17: Surat Keterangan Lulus Mata Kuliah

	YAYASAN PERGURUAN TINGGI NIAS UNIVERSITAS NIAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812 Homepage: https://pbing.unias.ac.id email: pbing@unias.ac.id
<u>SURAT KETERANGAN</u> No. 853 /UN10.03/PN.01/2025	
1. Ketua Program Studi Pendidikan Bahasa Inggris menerangkan bahwa: Nama : PUSPA FATI HANDAYANI GULO NIM : 212108083 Program Studi : Pendidikan Bahasa Inggris Fakultas : Fakultas Keguruan dan Ilmu Pendidikan Telah menyelesaikan mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 149 SKS.	
2. Demikian surat keterangan ini diberikan untuk dapat digunakan seperlunya.	
Dikeluarkan di : Gunungsitoli Pada Tanggal : 11 Juli 2025 † Ka. Prodi,  Afore Tahir Harefa, S.Pd., M.Hum. NIDN. 0117038305	
Tembusan Dekan FKIP Universitas Nias	

Lampiran 18: Surat Permohonan Ujian Skripsi

11 Juni 2025

Perihal : Permohonan Ujian Skripsi
Lampiran : Satu Berkas

Kepada Yth.
Ketua Program Studi Pendidikan Bahasa Inggris
di
Gunungsitoli

Saya yang bertanda tangan di bawah ini:

Nama : Puspa Fati Handayani Gulo
NIM : 212108083
Program : Sarjana (S-1)
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Dosen Pembimbing : Elwin Piarawan Zebua, S.Pd., M.Pd
Judul Skripsi : Increasing the Students' Learning Motivation Through Quiziz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o

Mengajukan permohonan untuk diperkenankan menempuh Ujian Skripsi. Sebagai bahan pertimbangan, bersama ini saya lampirkan :

1. Biodata Peserta Ujian Skripsi
2. Lembar persetujuan Dosen Pembimbing Skripsi
3. Lembar Konsultasi Bimbingan Skripsi (Print Out SIMAT)
4. Fotokopi Surat Penugasan Dosen Pembimbing Skripsi
5. Fotokopi KRS semester 1 sampai Semester Berkenaan
6. Fotokopi KHS dari semester 1 sampai terakhir
7. Fotokopi Pembayaran Uang Ujian Skripsi
8. Surat Keterangan telah menyelesaikan telah menyelesaikan semua beban studi kecuali skripsi/penulisan skripsi/thesis writing*)
9. Transkrip Nilai yang telah ditandatangani ketua program Studi
10. Surat Keterangan telah melakukan pengecekan Plagiarisme dari LPPM.
11. Undangan Ujian Skripsi
12. Telah mengisi link bit.ly/MendaftarUjianSkripsiFKIP

Atas perhatian Bapak, saya ucapkan terima kasih.

Hormat saya,
Pemohon



Puspa Fati Handayani Gulo
NIM 212108083

Tembusan
Yth.
Dekan FKIP Universitas Nias

Lampiran 19: Lembar Kesiediaan Menghadiri Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : PUSPA FATI HANDAYANI GULO
NIM : 212108083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o

Yang dilaksanakan pada

Hari/tanggal : Kamis, 26 Juni 2025
Pukul : 08.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP, Universitas Nias

Dengan ini menyatakan kesiediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 24 Juni 2025

Pembimbing,

1. Elwin Piarawan Zebua, S.Pd.,M.Pd

Tanda Tangan,

1.



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

**PERNYATAAN KESEDIAAN PENGUJI MENGHADIRI
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswi Universitas Nias

Nama : **PUSPA FATI HANDAYANI GULO**

NIM : 212108083

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Judul Skripsi : **Increasing the Students' Learning Motivation Through Quizizz Application in
Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o**

Yang dilaksanakan pada

Hari/tanggal : Kamis, 26 Juni 2025

Pukul : 08.00 WIB s.d. selesai

Tempat : Ruang 01 FKIP, Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 24 Juni 2025

Penguji I,

1. Adieli Laoli, S.Pd.M.Pd

Tanda Tangan,

I.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PENGUJI MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswi Universitas Nias

Nama : PUSPA FATI HANDAYANI GULO
NIM : 212108083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o

Yang dilaksanakan pada

Hari/tanggal : Kamis, 26 Juni 2025
Pukul : 08.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP, Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 24 Juni 2025

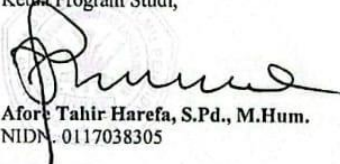
Penguji II,

1. Afore Tahir Harefa, S.Pd., M.Hum.

Tanda Tangan,

1.

Lampiran 20: Surat Penetapan Dosen Penguji Skripsi

	YAYASAN PERGURUAN TINGGI NIAS UNIVERSITAS NIAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812 Homepage: https://pbing.unias.ac.id email: pbing@unias.ac.id																
<u>SURAT PENETAPAN DOSEN PENGUJI</u> Nomor: 807/UN.10.03/PP.08.05/2025																	
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias																	
Nama	: Puspa Fati Handayani Gulo																
NIM	: 212108083																
Program	: Sarjana																
Program Studi	: Pendidikan Bahasa Inggris																
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan																
Judul Skripsi	: Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o																
Waktu pelaksanaan ujian:																	
Hari/tanggal	: Kamis 26 Juni 2025																
Pukul	: 08.00 WIB s.d. selesai																
Tempat	: Ruang 01 FKIP Universitas Nias																
Dewan Penguji:																	
<table border="1"><thead><tr><th>No.</th><th>Nama</th><th>Jabatan dalam Ujian</th><th>Keterangan</th></tr></thead><tbody><tr><td>1</td><td>Ad eli Laoli, S.Pd., M.Pd.</td><td>Penguji I</td><td></td></tr><tr><td>2</td><td>Afore Tahir Harefa, S.Pd., M.Hum.</td><td>Penguji II</td><td></td></tr><tr><td>3</td><td>Elwin Piarawan Zebua, S.Pd., M.Pd</td><td>Penguji Utama/Pembimbing</td><td></td></tr></tbody></table>		No.	Nama	Jabatan dalam Ujian	Keterangan	1	Ad eli Laoli, S.Pd., M.Pd.	Penguji I		2	Afore Tahir Harefa, S.Pd., M.Hum.	Penguji II		3	Elwin Piarawan Zebua, S.Pd., M.Pd	Penguji Utama/Pembimbing	
No.	Nama	Jabatan dalam Ujian	Keterangan														
1	Ad eli Laoli, S.Pd., M.Pd.	Penguji I															
2	Afore Tahir Harefa, S.Pd., M.Hum.	Penguji II															
3	Elwin Piarawan Zebua, S.Pd., M.Pd	Penguji Utama/Pembimbing															
Gunungsitoli, 24 Juni 2025 Ketua Program Studi,  Afore Tahir Harefa, S.Pd., M.Hum. NIDN. 0117038305																	

Lampiran 21: Undangan Pelaksanaan Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

Gunungsitoli, 24 Juni 2025

Nomor : 808/UN10.03/PP.08.05/2025
Lampiran : 2 (dua) eks.
Hal : Pelaksanaan Sidang Skripsi
atas nama **Puspa Fati Handayani Gul**

Yth. Dosen Penguji Ujian Skripsi

1. Adieli Laoli, S.Pd., M.Pd
2. Afore Tahir Harefa, S.Pd., M.Hum.
3. Elwin Piarawan Zebua, S.Pd., M.Pd

Penguji I

Penguji II

Penguji Utama/Pembimbing

di Gunungsitoli

Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:

Nama : **Puspa Fati Handayani Gulo**
NIM : 212108083
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o**

Diharapkan kehadiran Bapak pada acara dimaksud yang diselenggarakan pada:

Hari/tanggal : Kamis, 26 Juni 2025
Pukul : 08.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP Universitas Nias

Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak, diucapkan terima kasih.

Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN 0117038305

Tembusan

1. Plh. Rektor Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan
3. Puspa Fati Handayani Gulo

Lampiran 22: Berita Acara Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📧 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA UJIAN SKRIPSI

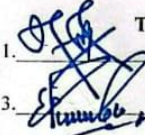
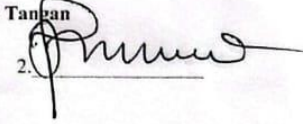
Pada hari ini, Kamis tanggal dua puluh enam bulan Juni tahun dua ribu dua puluh lima telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

Nama : **Puspa Fati Handayani Gulo**
NIM : **212108083**
Program : **Sarjana**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **Increasing the Students' Learning Motivation through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o**
Waktu : **08.00 WIB s.d. selesai**

Susunan Dewan Penguji

1. Adieli Laoli, S.Pd., M.Pd.
2. Afore Tahir Harefa, S.Pd., M.Hum.
3. Elwin Piarawan Zebua, S.Pd., M.Pd.

Tanda Tangan

1. 
2. 
3. 

No.	Penguji	Tanda Tangan	
		Skor	Rata-rata
1	Adieli Laoli, S.Pd., M.Pd.		87
2	Afore Tahir Harefa, S.Pd., M.Hum.		86
3	Elwin Piarawan Zebua, S.Pd., M.Pd.		83
	Jumlah		256

Berdasarkan perhitungan, rata-rata nilai adalah: 85.33 (Delapan puluh lima koma tiga puluh tiga)

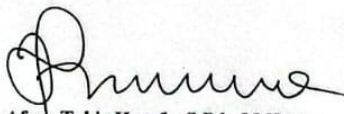
Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan A-

Gunungsitoli, 26 Juni 2025

Dewan Ujian Skripsi

Ketua,

Sekretaris,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305


Riswan Aega, S.Pd., M.Hum.
NIDN. 0124108804

Lampiran 23: Lembar Perbaikan Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Pembimbing

Nama : Elwin Piarawan Zebua, S.Pd.,M.Pd
NIDN : 0130108603
Jabatan : Penguji Utama/Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswi

Nama : Puspa Fati Handayani Gulo
NIM : 212108083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Kamis, 26 Juni 2025
Pukul : 08.00 s/d selesai
Tempat : Ruang 01 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab/Halaman	Uratan
		<i>Revise as Suggested</i>

Gunungsitoli, 26 Juni 2025
Penguji Utama/Pembimbing

Elwin Piarawan Zebua, S.Pd., M.Pd
NIDN. 0130108603



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji I

Nama : **Adieli Laoli, S.Pd., M.Pd.**
NIDN : 19641027 199402 1 001
Jabatan : Penguji I
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswi

Nama : **Puspa Fati Handayani Gulo**
NIM : 212108083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Kamis, 26 Juni 2025
Pukul : 08.00 s/d selesai
Tempat : Ruang 01 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab/Halaman	Uraian
		<i>lengkapi lembar observasi aktivitas peneliti dan siswa.</i>

Gunungsitoli, 26 Juni 2025
Penguji I,

Adieli Laoli, S.Pd., M.Pd
NIDN. 19641027 199402 1 001



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

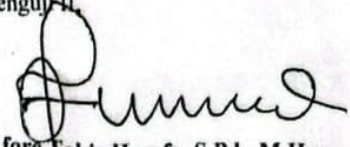
LEMBAR PERBAIKAN SKRIPSI

1. Penguji II
Nama : Afore Tahir Harefa, S.Pd., M.Hum.
NIDN : 0117038305
Jabatan : Penguji II
Unit Kerja : FKIP, Universitas Nias
2. Mahasiswa
Nama : Puspa Fati Handayani Gulo
NIM : 212108083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Increasing the Students' Learning Motivation Through Quizizz Application in Learning English Text at Tenth Grade of SMK Negeri 1 Ulumoro'o**
3. Waktu Pelaksanaan Ujian
Hari/tanggal : Kamis, 26 Juni 2025
Pukul : 08.00 s/d selesai
Tempat : Ruang 01 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		① Indikasi sangat Kacau
		② Layar PTK Belm selesai penuh lg
		③. Indikasi antara LM & Quizizz

Gunungsitoli, 26 Juni 2025
Penguji II,


Afore Tahir Harefa, S.Pd., M.Hum..
NIDN. 0117038305

BIOGRAPHY



Puspa Fati Handayani Gulo was born on April 2, 2003 in Lawelu Village, West Nias Regency. She is the last of seven children of Fa'atulo Gulo and Suriati Gulo. Born and raised in a simple family, but the spirit of learning and full support has become a strong foundation in her educational journey. The author took basic education at SD Negeri 074076 Lawelu and completed it in 2015. His academic journey continued at SMP Negeri 1 Ulumoro'o and completed his education in 2018. Furthermore, the author continued his upper secondary education at SMK Negeri 1 Ulumoro'o and graduated in 2021. In the same year, the author was accepted as a student of the English Education Study Program at the Faculty of Teacher Training and Education, University of Nias. During lectures, the author not only focuses on academic activities, but is also active in non-academic and student organizations and various activities that support self-development in the field of English teaching. For her, being an educator is not just about conveying knowledge, but also shaping character and inspiring the next generation of the nation. In 2024, the author began the preparation of a thesis as part of the final requirements of the study. Through a challenging process and in-depth guidance, the author successfully defended his research results before the Board of Examiners on June 26, 2025. She was declared to have passed with a Very Satisfactory predicate and officially held a Bachelor of Education (S.Pd.).