

**THE EFFECT OF SOCRATIVE APPLICATION TOWARD STUDENTS'  
READING COMPREHENSION AT SMAN 2 SIAK**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award  
Of Sarjana Degree in English Language  
Education Department*



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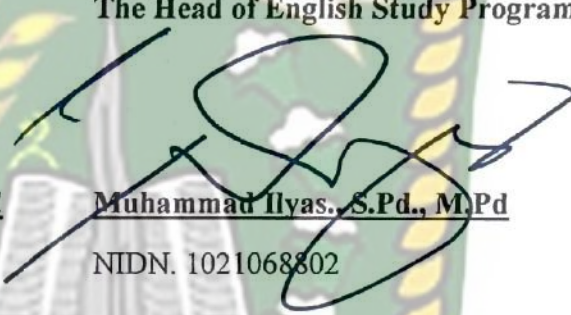
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1.	October, 23 <sup>rd</sup> 2019	ACC The title and next chapter I, II	
2.	November, 28 <sup>th</sup> 2019	Revise Chapter I&II: Conceptual Framework based on Variables of the Research	
3.	December, 9 <sup>th</sup> 2019	Revise Chapter I,II&III : Conceptual Framework based on Variables of the Research	
4.	February, 22 <sup>nd</sup> 2021	Revise Chapter I,II,III	
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## DECLARATION

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Except for the statements (directly or indirectly) obtained from various sources and scientifically referenced, I thus certify that this thesis is entirely composed of my own ideas. The thesis's data and facts are the responsibility of the researcher.

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Eventually, I realize that the thesis is still far from being perfect. Therefore, the constructive criticism and corrections from the examiners will be highly appreciated. Last but not least, I just want to say thank everyone's helps, Allah bless you and English department members UIR.

Pekanbaru, June 2022

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## ABSTRACT

**DARMANSYAH, RESKI. 2022. *THE EFFECT OF SOCRATIVE APPLICATION TOWARDS STUDENTS' READING COMPREHENSION AT SMAN 2 SIAK***

**Keywords: Socratic Application, Student Comprehension, Technology**

The purpose of this study was to determine the effect of socratic application on students' reading comprehension of descriptive text. The research was conducted at SMAN 2 SIAK, researchers found that students are less interested in reading English text.

The method used by researchers in this research is experimental design. The population in this study were students of class x SMAN 2 SIAK in the 2020/2021 school year, with 20 students as the sample of this study. Researcher provided text in the form of multiple choices to measure the extent to which students' understanding abilities with 4 indicators. The instrument used in data collection consisted of 20 items. All students were given a pre-test, then a post-test was given as well upon the complete treatment of using socratic application.

The data analysis technique uses the formula from SPSS version 21. the results of this study after being tested with a paired sample T-Test it was found that sig (2-tailed) = 0.000 where  $<0.05$  that means the alternative hypothesis is accepted and the null hypothesis is rejected. So, concluded that there is significant effect of socratic application on students' reading comprehension in the grade 1 descriptive text at SMAN 2 SIAK.

## TABLE OF CONTENTS

<b>DECLARATION .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENT .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF FIGURE .....</b>	<b>x</b>
<b>LIST OF APPENDICES.....</b>	<b>xi</b>
<b>CHAPTER I. INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Problem .....	1
1.2 Identification of the Problem .....	3
1.3 Focus of the Problem.....	4
1.4 Research Questions .....	4
1.5 Objective of the Research.....	4
1.6 Significant of the Research .....	4
1.7 Definition of the Research .....	5
<b>CHAPTER II. REVIEW OF RILATED LITERATURE .....</b>	<b>7</b>
2.1Relevance Theories .....	7
2.1.1 Socrative Application.....	7
2.1.1.1 Purposes of Socrative Application .....	9
2.1.1.2 Characteristics of Socrative A pplication .....	9
2.1.1.3 Procedures of Socrative Application.....	10
2.1.2 Features on Socrative Application .....	11
2.1.2.1 Sign up or log in.....	11

2.1.2.2 Make a Socrative.....	13
2.1.3 Web on Socrative Application .....	14
2.1.4 Reading Comprehension .....	15
2.1.4.1 Concept of Reading Comprehension.....	15
2.1.4.2 Purposes of Reading Comprehension.....	18
2.1.4.3 Components of Reading Comprehension .....	19
2.1.4.4 The Process of Readig Comprehension.....	20
2.1.4.5 Types of Reading Comprehension .....	22
2.1.4.6 Factors that Influence Reading Comprehension .....	23
2.1.5 Descriptive Text.....	25
2.1.5.1 Concept of Descriptive Text .....	25
2.1.5.2 Purposes of Descriptive Text.....	27
2.1.5.3 Generic Structure on Descriptive Text.....	27
2.2 Relevance Studies .....	28
2.3 Conceptual Framework.....	29
2.4 Hypothesis .....	30
<b>CHAPTER III. RESEARCH METHOD .....</b>	<b>31</b>
3.1 Research Design.....	31
3.2 Location and Time of the Research.....	32
3.3 Population and Sample of the Research .....	33
3.3.1Population of the Research.....	33
3.3.2 Sample of the Research .....	33
3.4 Research Materials .....	34
3.5 Instruments of the Research.....	37



3.5.1 Independent Variable (X) .....	38
3.5.2 Variable (Y) .....	38
3.5.3 Validity of the Instrument.....	39
3.5.4 Reliability of the Instrument .....	39
3.6 Research Procedure .....	39
3.6.1 Control Group .....	39
3.6.2 Experimental Group .....	40
3.7 Data Collection Technique .....	42
3.8 Data Analysis Technique .....	45
<b>CHAPTER IV. RESEARCH FINDING .....</b>	<b>47</b>
4.1 Data Presentation.....	47
4.1.1 Data Result of Experimental Class .....	47
4.1.2 Data Result of Readings' Indicators .....	49
4.2 Hypothesis Testing .....	50
4.3 Data Interpretation.....	53
4.3.1 Determine a General Description of the Descriptive Text, Detailed Information Expressed or Implied, The Meaning of the Word or Sentence, Identify the Text structure in Pre-Test .....	53
4.3.2 Determine a General Description of the Descriptive Text, Detailed Information Expressed or Implied, The Meaning of the Word or Sentence, Identify the Text structure in Post-Test.....	53
4.4 The Procedure of the Research .....	54
4.4.1 Meeting 1 .....	54
4.4.2 Meeting 2.....	54
4.4.3 Meeting 3 .....	55
4.4.4 Meeting 4.....	55

4.4.5 Meeting 5 .....	56
4.4.6 Meeting 6.....	56
4.5 Challenges and Advantages by Using Socrative Application during Pandemic Corona Virus (COVID-19).....	57
<b>CHAPTER V. CONCLUSION AND SUGGESTION .....</b>	<b>59</b>
5.1 Conclusion .....	59
5.2 Suggestion.....	60
<b>REFERENCES .....</b>	<b>61</b>



## LIST OF TABLES

Table 3.1 The Design of the Research .....	32
Table 3.2 Location and Time Research .....	32
Table 3.3 The Population of the Research .....	33
Table 3.4 The Blueprint of Instrument Pre-test.....	34
Table 3.5 The Blueprint of Instrument Post-test .....	36
Table 3.6 Topic in Treatment .....	41
Table 3.7 Category of N-Gain Effectiveness Interpretation .....	45
Table 3.8 The Scoring Rubric .....	46
Table 4.1 Students Score Pre-Test and Post-Test of Experiment Class .....	47
Table 4.2 Increasing of Each Indicators in Experiment Class .....	49
Table 4.3 Paired Sample Statistic .....	50
Table 4.4 Paired Sample Correlations Experiment Class .....	50
Table 4.5 Paired Sample Test Experiment Class.....	51
Table 4.6 Independent Sample T-Test.....	52



## TABLE OF FIGURES

Figure 2.1 Socrative Application .....	11
Figure 2.2 Sign-Up Socrative .....	12
Figure 2.3 Form Data and Information .....	12
Figure 2.4 Student Socrative and Teacher Socrative Application.....	13
Figure 2.5 Option Socrative .....	13
Figure 2.6 SocrativeOn Website.....	14
Figure 2.7 SocrativeOnPlaystore.....	14



## LIST OF APPENDICES

- Appendix I : Syllabus  
Appendix II : Lesson Plan  
Appendix III : Pre-Test and Post-Test  
Appendix IV : Processed Data



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

In the pandemic era, technology and the internet, as well as education, are now being used for all the needs of human life. In 2021, education all use technology and the internet to promote its growth in the age of globalization, both elementary schools, junior high schools, and senior high schools, from online registration to schools. And, of course, not only is teaching in schools now focused on technology and the internet, but we as future teachers can also begin to learn and understand how this technology-based curriculum is processed.

According to Martinez (2020) said that the direction of education to the online level is increasing indefinitely. With this pandemic, learning has begun to enter the realm of technology. There, students are learning to use smartphones and various support applications for learning.

According to Celce Murcia, Brinton & Snow (2014) The use of social networks is becoming more and more popular in everyday communication. Especially in language learning, it is also used for co-learning. Modern education policy and curriculum design are strongly influenced by impressive new global information and communication technologies.

Learning English is not free from technology, which can speaking, reading, listening and writing. One of these four abilities that are being researched is the



ability to reading and be used in technology-based, with technology based on making students happy and making lessons effective. According to Somadayo, Nurkamto, & Kelvin (2014) states Reading comprehension has become essential for students, as their success depends on their reading comprehension. Poor reading comprehension of students can lead to learning failure or at least difficulty in the future. Many of them stammered when told to read in English lessons. Reading not only adds insight and knowledge to students but by reading students can also add to the vocabulary they just understood and also students can understand how to read these words. Many students get bored if they are told to read long texts to answer text-based questions some of them are also afraid of being told to read in class and they are less interested when asked to open their dictionaries.

And teachers can facilitate students with technology-based English lessons for example such as socrative applications, where socrative applications can be a medium of teaching material for students. Guraru (2013) states that socrative applications can improve student responses because this application also teachers can make a kind of quiz and game in it during class time. So this application is very much needed in learning English based on technology and the internet and according to other experts such as Awedh, et al (2015) and Dervan (2014) states that Socrative is one of the good social media used in mathematics, and since it can be accessed on various electronic devices of each student, the teacher can create a quiz with a more distinct environment, and this can result in interaction between the teacher, students, and classmates. This implies that in other subjects such as English language classes, this

socratic application may also be attempted since it can interaction teachers to students and classmates.

Therefore, the author will examine this case with the title “**The Effect of Socratic Toward Students’ Reading Comprehension of Tenth Senior High School 2 Siak**”

### **1.2 Identification of the Problem**

First, some students are afraid of the name of reading in English because students are afraid of the wrong pronunciation and they are also afraid of being ridiculed by other friends, because if they are told they will bow their heads so they are not appointed to read by the teacher.

Secondly, some students are seen if they are told to read English texts in their class will find it difficult to read so they stammer in reading it if they are seen like children who have never known what English is and this looks like they are like beginners learning English. So, here the teacher will teach you how to read texts and give them exercises so that they get to know each sentence they read.

Third, some students look bored if they are told to read long English text in the papers distributed by the teacher or in their textbooks so they are in the classroom a bit noisy and walk around in class and the teacher will make the atmosphere as comfortable as possible for students to be more calm and effective.

Fourth, some students will be less interested if they are told to open their dictionaries to search for the meanings of words they do not understand in the text.

And they will ask questions or ask for answers to the meaning that can be in the lesson at that time.

Fifth, they prefer the use of technology and the selection of learning materials or topics that seem easy, they prefer to use technology such as smartphones because nowadays human life is surrounded by technology that makes their work easier

### **1.3 Focus of the Problem**

The focus of this study's problem is to see how students learn with the explanatory socrative application and how this application affects their reading comprehension and the vocabulary they learn.

### **1.4 Research Question**

Is there any significance effect using Socrative on reading comprehension at tenth grade students in SMA Negeri 2 Siak?

### **1.5 Objective of the Research**

Based on research question, the objective of research is to find out the effect of using socrative on reading comprehension at the tenth grade students of SMA Negeri 2 Siak.

### **1.6 Significance of the Study**

The results of this study are expected to give some clarity or significances not only theoretically but also practically go to:



## 1. Students

The significance of this study, especially for students, is that it can give students insight on methods of learning English. English is not just about learning in class, but learning English can be from anywhere. For example, from the socrative application.

## 2. Teachers

Through reading this research result, the teacher can grasp or promote their understanding of some of the media used in EFL teaching and learning. Besides, the teacher can also apply any theories on best practices to their real teaching situations.

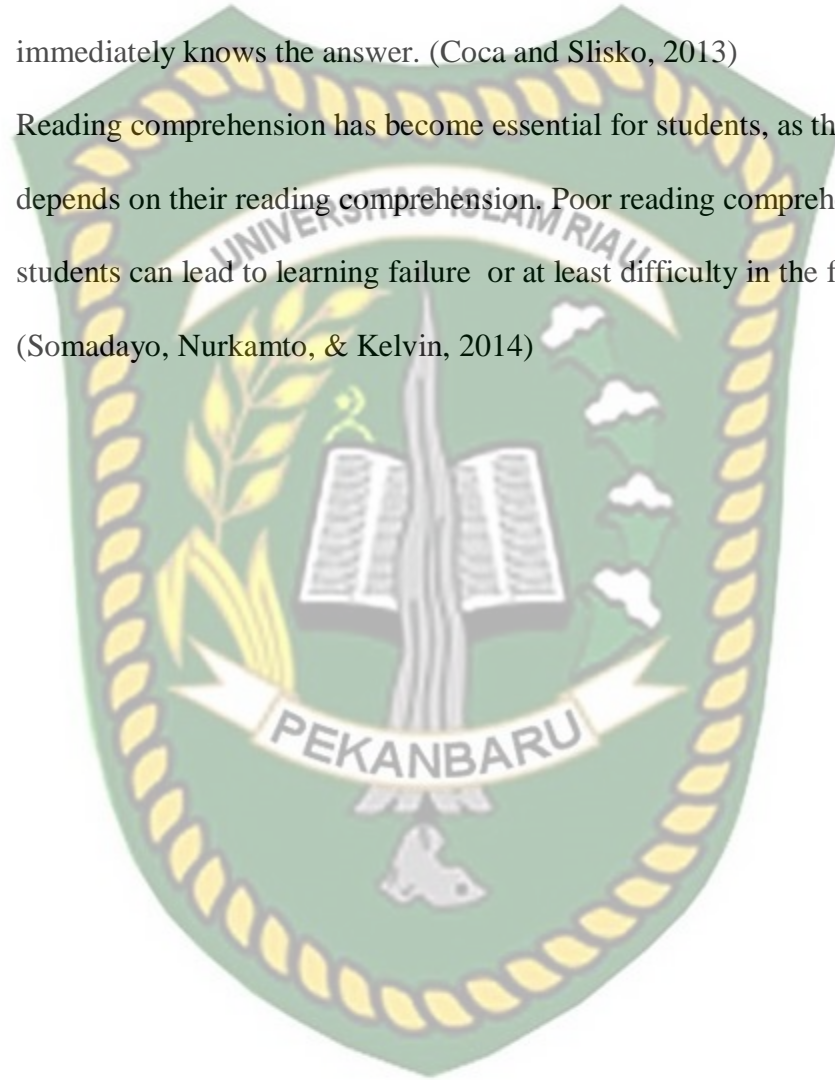
## 3. Future Researchers

This study could be useful for future research on Socrative application and its relationship regarding the English language. It also can be a reference for future research in learning English as a foreign language by using media.

### **1.7 The Definition of Key Terms**

It is necessary to explain the terms used in this research. Because to avoid misunderstanding and misinterpretation concern with the topic. In the research, the definitions of terms are explained:

1. Effect, changes caused by someone or something to someone or something else; a result (Oxford Dictionary)
2. The application of Socratic as an intelligent student response system that allows all students to answer several questions very quickly and the teacher immediately knows the answer. (Coca and Slisko, 2013)
3. Reading comprehension has become essential for students, as their success depends on their reading comprehension. Poor reading comprehension of students can lead to learning failure or at least difficulty in the future. (Somadayo, Nurkamto, & Kelvin, 2014)



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Socrative Application

The development of education is growing rapidly year by year. One of them is to see where the aspects of learning and evaluation media are. Today, most students and teachers are beginning to use technology through the various applications offered for learning. Among them is the Socrative application. According to Guraru(2013), the application can perform a kind of teacher-oriented quizzes and games during class to improve student responsiveness. This social application allows teachers to engage in interactive learning that students can participate in, allowing teachers to create quizzes and games with this application.

According to another study by Coca and Slisko (2013), Socrative can be used as an intelligent student response system to allow all students to answer multiple questions very quickly and teachers to know the answers immediately. Therefore, with many options such as this multiple-choice, quiz, short question, etc., this ingenious application can be used for learning and can also increase the reaction activity of students during learning.

According to Kaya and Balta (2016), Socrative is the right tool for educators to incorporate into their English classes for better teaching and learning outcomes. Using the Socrative application in English will improve your English learning.



According to Awedh et al (2015) and Dervan (2014), Socrative is one of the best social media used in mathematics, and teachers can access it on different electronic devices for each student, giving them different mood quizzes. Can be created. For interaction between teachers, students and classmates. This means that this ingenious application can involve students, students, and classmate teachers, so you can try it in other subjects such as teaching English. Socrative also includes practice questions that are displayed in the form of games to provide students with an engaging learning experience. Socrative allows teachers to create quizzes with multiple choice models, true or false, and shorter, more fun, and innovative questions.

Socrative is an ICT that can be accessed through a web browser (see [www.socrative.com](http://www.socrative.com)) or through applications available on mobile devices. This platform has several languages and has a free version used in this study and there is also a paid version where more options are available. According to Sprague (2016), Socrative enables educators to easily improve their students' learning experiences. So teachers can use this application to broaden students' insights with this technology-based learning.

According to Munusamy, Osman, Riaz, Ali, and Murache (2019) emphasized that Socrative complements learning, deepens understanding of the material, and encourages students to actively participate in the class. In this normal learning, many students are not very active in the classroom, but with this application, students can return to their hearts and play an active role in the classroom.

### **2.1.1.1 Purposes of Socrative Application**

in technology-based or application-based learning has certain goals in the achievement of these students. According to Coca and Slisko (2013) states that students who are experienced in using socrative applications in the classroom that have helped them to be more involved in class and learning, understand what is thought by related topics, work in groups, and gain more knowledge, this because this socrative application requires students to focus on the tasks given to them in the application. And also this theory is supported by Wash (2014) which states that students can increase their participation in class, help provide quick feedback about what is known by students, can facilitate positive interactions in the class, and increase their involvement in the class.

Furthermore according to Coca and Slisko (2013) said that the application of socrative is a very useful media because it can facilitate teachers in knowing all the real learning processes of students in the classroom.

### **2.1.1.2 Characteristics of Socrative Applicatin**

Socrative application has the characteristics of making students more responsive in the classroom or in learning and socrative also increases the sense of enthusiasm in team work or study groups, as well as increasing its ability to knowledge and confidence. O'Keeffe (2012) highlights several benefits of using student response systems. According to him, this provides a platform for educators to generate quiz questions, view student scores, and monitor student responses and progress.

### 2.1.1.3 Procedures of Socrative Application

To start using Socrative, educators must create a "teacher account" and give their room name. Room names are the entry key for students to access any web browser subject matter on devices that can be accessed by the Internet or by installing "student login applications". From the teacher login portal, educators can make multiple choices, true / false, and short answers to assessments or surveys. In addition, there are options to run "quick quizzes" that run on their own, and "exit tickets" to receive feedback from students before leaving class sessions, or even response team competitive game features. Socrative also allows spontaneous voting by simply clicking on the "one question" feature and selecting the question format from many choices, true or false, and short responses.

When a survey or assessment is carried out, students can simply access the Socrative website using a laptop, smartphone or tablet, click on the Student Login portal, and type in the room name provided by the educator. When the survey or assessment begins, educators can choose to display the results immediately when they are submitted or hide the results until all responses are received. All data collected for each assessment is stored and archived in Socrative and can be easily retrieved and exported in Excel worksheets for formal documentation.



## 2.1.2 Features on Socrative Application

### 2.1.2.1 Sing Up / Log In

To start using the socrative application educators must enter the web [www.socrative.com](http://www.socrative.com) after the web is open you will see several options and you will see a sign-up for free and login on your computer screen (see figure 2.1). If you don't already have a "teacher account" you must create one by clicking on the sign-up for free section and if you already have a "teacher account" all you have to do is enter your registered email name and password. In the sign-up for free menu you will be presented with several options such as free or paid socrative, socrative paid or pro is to have advantages or upgrades from the previous application (see figure 2.2). After that, click for free or click sign-up and you will go to the data and information filling page and some filling forms for the "teacher account" (see Figure 2.3), then after you finish filling in the data and information requested then you can log in use that account.



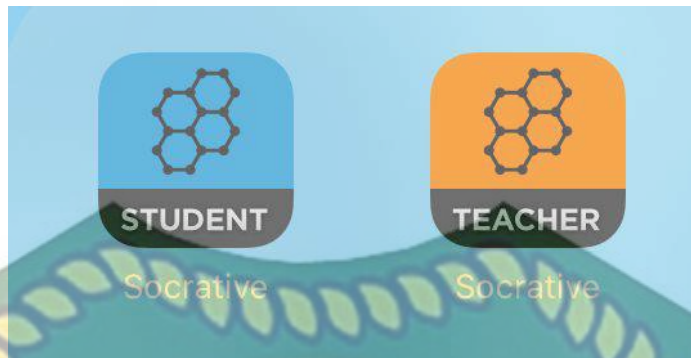
Figure 2.1 Socrative Application



Figure 2.2 Sing-up Socrative

Figure 2.3 Form Data and Information

Socrative application has two applications, one for the teacher application and the only application for students (see figure 2.4).



**Figure 2.4** Student Socrative and Teacher Socrative Application

### 2.1.2.2 Make a Socrative

After you have an account and login to the socrative application your teacher can see options that you can teach to your students, such as quizzes, space races, exit tickets, multiple choices, true / false, and short answers. Then make the name of the room you want.



**Figure 2.5** Option socrative



### 2.1.3 Web on Socrative Application

Socrative application is a platform for learning, especially in English learning. thesocrative application is divided into two, namely socrative teacher and socrative student. socrative teacher is an application aimed at the teacher, while socrative student is an application aimed at students. This application can be accessed at [www.b.socrative.com](http://www.b.socrative.com) and can also be downloaded on the playstore with the keyword socrative.



Figure 2.6 Socrative on Website



Figure 2.7 Socrative on Playstore

## 2.1.4 Reading Comprehension

### 2.1.4.1 Definition of Reading Comprehension

Reading is one of four significant English language learning skills, three of which are writing, listening, and speaking. Reading is an operation in which someone gets data from what they read. Reading also enables an individual to expand his awareness, whether in the fields of education, social, and technology that are emerging in the current period. Reading is often said to be a difficulty where the content to be read is theoretically or complexly foreign to a reader. Even more so for a reader whose understanding is a challenge in reading, where they understand each word separately but to connect the words into meaningful ideas often does not occur as they should. The reader can decode each of these words but has not yet developed which skills to understand the meaning of sentences, paragraphs, and all the texts contained therein. Understanding is aimed at the ability to connect these words, that is to understand ideas and the relationship between these ideas which are conveyed in a text.

Related to the better understand of reading, the researcher present some basic theories about reading suggested by some expert. According to Keith Rayner in Vrublevskis (2014:8) says that reading is the ability to extract visual information from the page and comprehend the meaning of the text. In reading, we not only read the words contained in a text. MS & Rachmadtullah (2018) Reading has important advantages because it can broaden your horizons and knowledge. Thus, reading is the greatest gate of knowledge. In line with them, Wigfield, Gladstone, & Turci, (2016)

Reading should be applied to the child as soon as possible when the child enters a formal educational environment.

According to Martin-Beltrán, et al (2019) said that reading comprehension is the process of interaction between the reader and the text in a reading event. Activities or reading focused on content reading skills and proficiency. Readers need to be able to master and understand what they have read. In this case, comprehension is an essential factor in reading comprehension activities.

Reading is an outstanding skill when one considers items such as the number of levels and elements to be learned in reading, as well as what a basic story requires to be read. Graphemes, phonemes, and morphemes must be included in the phrases, as well as the sentence, which has syntactic composition, propositions, and features of style. Then a deep understanding of a phrase involves the creation of substantive references from nouns, discourse of emphasis, assumptions, and conclusions. The reader must be able to distinguish the information provided with new information in the text implicitly, at a broader level the reader needs to identify the genre, plot, perspective of various characters, narrators, story points, and also the attitude of the writer. Understanding is also not always obtained easily and quickly, of course, when the reader starts with individual words reading is slowed down until almost stopped and the level of understanding here is done more seriously so it can contain the contents of a sentence.

Anderson (2019) Reading comprehension is to understand the meaning and purpose of reading through writing. This definition emphasizes two main things about reading: the language itself and the graphic symbols of writing that represent



information in the form of reading. Therefore, students need to understand all aspects of reading themselves for the purpose of the reader.

Meanwhile, Israel (2017:167) in defining reading comprehension as the construction of meaning from text, there is corresponding to make clear its component term. Reading comprehension is the process in which the reader construct the meaning from the text. In comprehension reading requires concepts in order you can interpret text easily.

According to Neumann, Padden, & McDonough (2019) Those who provide reading practice must be fluent in the language or script used in the book they are reading and be able to understand the information or content of the book. Good reading comprehension requires critical thinking to be good at reading comprehension (Soto et al., 2019).

Reading comprehension is ability to understand or to gain the information from a text (Grabe and Stoller cited by Nurainun 2017). Reading is not only read, but it must understand what the writer mean. According to Klingner (P.6,2007) reading comprehension is not easy for students. Because students poor of vocabulary and lazy to read text of English. So, to increase reading comprehension ability, students must frequently read text of English and know meaning of the word to understand meaning of the text quickly. Students must have reading comprehension ability, because according to Snow,Chair (2002) in university see the high levels of understanding reading comprehension as a precondition of student's success.

Moreover, according to Merisuo and Strom (2012:1) reading comprehension is a complex process in which the reader constructs the meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. it means that reading comprehension is ability to understand what reader read by involving his knowledge.

Based on the theories above, it can be concluded that reading comprehension is ability or power of reader to interpretation meaning from text, guess word meaning in context, identify idea, purpose of writer, and recognize the message from the text.

#### **2.1.4.2 Purposes of Reading Comprehension**

Reading comprehension is an important thing that everyone must have, because in reading a reader builds understanding of a text. Someone combines logical thinking that is owned with a collection of letters, words, and sentences in the text. Reading comprehension in English texts is not only about how to read well, but reading comprehension is an activity to build understanding of the meaning of a text which can then be translated through the language its self.

According MS & Rachmadtullah (2018); Wiguna, Dibia, & Garminah (2014) Reading comprehension also has certain goals that must be achieved. The purpose of reading comprehension is to fully understand logical discussions, ethical sequences or text patterns, symbolic patterns, emotional keynotes, and more. Linguistic Achievement Based on the above opinions, we can see that the purpose of reading

comprehension includes several things. If you want to study and understand the problems we read in great detail, you need clear reading comprehension.

Davies in Alshammari (2015:2) lists five purposes for reading:

- a. Reading for pleasure. It is reading for enjoyment which may vary in to follow our favorite'' sport, comics, article, fairy tale and movie program.
- b. Reading for general impression. It again a idea of the writer's viewpoint, gain overall impression of the text, and to decide whether or not to read the text.
- c. Reading to organize a text and for study purposes. To identify the important content a text, to answer specific question, and to decide which section of a text to start studying.
- d. Reading to learn content or procedures. To gain an understanding of new concepts, learn certain facts for text, and to follow instruction.
- e. Reading for language learning. By reading in learning language the reader can get much experience. For example, learn new vocabulary, can identify useful structures or collocations and can also practice pronunciation.

#### **2.1.4.3 Components of Reading Comprehension**

King and Stanley in Khasanah (2016:9) there are components of reading, they are:

- a. Finding main idea



Main idea is the important ideas of the paragraph. Main ideas can be found from the topic sentence which is usually found at the beginning of the paragraph. Sometimes main idea its not only found in the beginning of text but also in the middle and the last paragraph.

b. Finding factual information

Factual information is information that true or concerned with actual details. Students have to know factual information in specific text. The factual information questions are generally prepared for the students and those which appear with WH question (where, why, when, who, what, and how)

c. Guessing vocabulary in context

To understand reading text, students have to guessing the meaning of vocabulary first. Mastering vocabulary is a key component of reading comprehension, because it can make student more easy to understand the text that they ready if they mastery of vocabulary.

d. Reference word

Reference words are important because it strengthen the connections between different elements of the text and clarify the progression of ideas. Reference words will help students to understand the reading text

#### **2.1.4.4 The Process of Reading Comprehension**

There are at least three types of constructing meaning process. According to Kong (2019:14) three processing patterns of reading comprehension are worth presenting; bottom-up processing, top-down processing, and interactive processing.

a. Bottom-up Processing

Bottom-up reading does not cover the entire reading process for proper understanding (T. Brunfaut, G. McCray, 2015). Bottom-up reading is a strategy and is commonly used to interpret letters, sounds, words, and structures until all the text has been translated to understand the meaning of the text. Bottom-up reading strategies include linguistic unit analysis. The reader tries to understand the text by constructing the meaning of the text from the smallest unit to the largest unit and changing the previous information to make a prediction.

b. Top-down Processing

Top-down reading strategies emphasize the importance of schemas or previous experience and background knowledge in understanding literary works. Top-down reading strategies require readers to have knowledge, understanding, and language skills that play a major role in interpreting the meaning of text (Ardhani R.R., 2016.p80-90). Top-down strategies allow you to learn reading by processing larger units of the language that focus on the reader's knowledge. This is a way for the reader to integrate his knowledge into reading. Unlike the bottom-up strategy, this strategy encourages readers to collect meaning from the text.

c. Interactive Processing

Interactive processing integrates the bottom-up processing and top-down processing (Kennedy and Lee, 2018:236). Interactive processing is a reading model that simultaneously recognizes the connection between the bottom-up and top-down processes in the reading process.

**2.1.4.5 Types of Reading Comprehension**

The types of reading must be understood in order to increase the ability in reading comprehension. There are several types in reading comprehension.

a. Intensive Reading

Intensive reading is essentially another term for detailed reading and makes use of relatively short texts that are at limit of comfortable intelligibility for learners (Watkins, 2017:4). In order to get precise data, intensive reading is carried out. In order for the reader to be interested about seeking facts and knowledge from the text they read, the text given is short text and the content provided must comply with the reader's wish. The advantages of intense reading are that the content of the text is learned by the reader, the reader knows the meaning of writing the text, and the reader may have a longer memory that is connected to the content of the text.



b. Extensive Reading

Extensive Reading in ESL context is an approach to teaching reading whose goal is to get students reading in the English language and enjoying (Day et al, 2016). A text that is in accordance with their language skills is given to the reader in extensive reading, the reader should be selected multilevel material according to their language abilities, the advantages of extensive reading are that the reader enjoys more what they read and trains the reader to read directly and smoothly without the teacher's help.

c. Reading Aloud

Reading aloud it means reading outwardly so that others may hear what one reads (Habib, 2018:53). It means they read aloud to kids when someone reads a book or other reading material. The reading material to be read must be adapted to the children when reading aloud so that reading aloud activity is more enjoyable. Practicing listening skills, increasing the amount of vocabulary heard and practicing the span of attention and remembering ability are the benefits of reading aloud.

d. Silent Reading

Silent Reading means reading something without producing sounds audible to other (Chang and Millet, 2015). The reader is asked to read without making a sound in this silent reading activity, which aims to make students more focused

and there are no obstacles to reading. It is very important to do this silent reading activity in order to improve the ability of students to read.

#### 2.1.4.6 Factors that Influence Reading Comprehension

There are many factors that might affect reading comprehension, they are:

a. Background Knowledge

Zhang in Grabe (2018:41) Considering the fact that reading comprehension combines text input, cognitive process, and the data we have learned, he argued that background knowledge is essential. In reading comprehension, background knowledge has an important role. In order to relate what they already know to the text they read, readers rely on their background knowledge. This makes it easier for readers to recognize the text they are going to read.

b. Vocabulary

Gelzheiser et al (2019:5) One factor influencing reading comprehension is the size of the reader's visual vocabulary. In order to make the reader more familiar with the words in the reading text, mastering vocabulary is essential and influential in understanding a reading text. When most of the vocabulary in reading choices is familiar to the reader, successful reading understanding is feasible.

c. Teacher Influence

Kinberg (2007:53) When it comes to reading, teachers are important role models for students. The teacher's role in improving the understanding of children's reading is very significant. There are several teacher roles; as a motivator, the teacher encourages and motivates children to realize a high interest in reading, asks them to constantly evaluate the material they have read, encourages students to exchange views with other students about books, and the teacher responds to all children's reading activities and evaluates the result of understanding what they are reading.

d. Fluency

Housel & Rasinski (2010:5) said that fluency in reading is important. Reading fluency is the ability to read fluently. The ability to read fluently is fluenced by frequent reading exercises. Fluency is important for practicing concentration. Readers who smoothly read text spend less time understanding text.

## 2.1.5 Descriptive Text

### 2.1.5.1 Concept of Descriptive Text

Descriptive text is text that is filled with the characteristics of something. Descriptive text is text that says what someone or something looks like. its purpose is to describe and reveal a certain person, place or thing and we need to identify certain things that we want to discuss in the text. Identification of the structure is important to



avoid making a general statement or classification belonging to the text of the study. Identification introduces the text's key specific subject.

The purpose of the definition is to stimulate the imagination to create mental images. But these are more than copies of the appearances of concrete objects, the pictorial, for the even simplest kind of definition, carries with some hint of the attitude of the observers towards what involves considerable interpretation which aims to imply an impression rather than form a picture of an object. This is not, however, carried out by a deliberate and methodical study of the characteristics and attributes that are properly the work of exposition, even of concrete objects.

One English lesson to be learned not only by junior high school and senior high school children, but also by high school children, teachers, and everyone who loves the English language is descriptive text or simply known as "description" in terms of writing. Because, after all, descriptive material is needed for us to establish English language competence. Some authors, especially fiction writers, have the ability to write description text of read text so well that writing is at the same time very readable and easy to understand. Therefore, if we can master the lesson well, we can. Maybe in the future we will be a great writer later.

According to Kane (2000, p. 351) says that it's about sensory perception, how something looks, sounds, tastes. It is all about visual experience, but other kinds of perception are often dealt with through description. Descriptive prose, whatever the meaning it appeals to, is of two broad kinds: objective and subjective. The writers

record descriptions in an objective summary without making any personal judgment or reaction. The writers are free to interpret the details for their reader in a subjective description; their reaction and description may be emotional and filled with meaning. The objective definition states, "This is how the thing is"; subjectively, "This is how one specific consciousness appears to the thing".

#### **2.1.5.2 Purposes of Descriptive Text**

The purpose of the descriptive text is to describe a specific individual, location, or thing. It describes the parts, characteristics, and features of a particular thing. In teaching the materials that the students will learn, the media that can be used in teaching is the appropriate media. Teachers have to see the curriculum first as a guide for teaching when selecting the material.

Teachers who need a true and familiar image of the thing that the student wants to describe in teaching descriptive text. These objects make the student more aware of the descriptive text's purpose. So, when they want to teach the texts, the teachers should prepare the content. Appropriate content will make the teaching process effective.

We want to share our experience as social beings, so we write to others to describe things like vocations, childhood homes, and individuals we encounter. Description allows us to entertain, express feelings, relate, inform, and persuade experiences. Describing is most often expressive, although it can serve a variety of purposes, so it most often helps writers share their perceptions.

### 2.1.5.3 Generic Structure of Descriptive text

Djuharie (2007:24) also explain the generic structures and the language features of descriptive text. They are:

a. Identification

The introduction is the part of the paragraph where the character or subject to be described is introduced.

b. Description

Description is the part of the paragraph describing the character, informing the subject's characteristics, such as the character, behavior, physical appearances, qualities, and etc. of psychology.

### 2.2 Relevance Studies

In making this thesis, researchers conducted this research based on previous research from three thesis and journal that used Socratic application in the teaching process. The first thesis titled *“the use of Posse (Predict, Organize, Search, Summarize and Evaluate) strategy through socratic application to improve English reading achievement of the eleventh grade students of SMA NEGERI 11 PALEMBANG”* thesis was made by AnnisaPutriSuprida (English Language Department Faculty of Sriwijaya University, 2020). From this research we may conclude that using socratic application can enhance students' reading abilities. Can be seen from the results of the study where the results, showing experimental students have a higher score than students in class control.



The second journal is “Penerapan media e-learning Socrative dalam materi pengolahan data kelas VI sekolah dasar” journal was made by Hindun Yafa Cothijah, dkk (Ahmad Dahlan University, 2016). She said that the use of the Socratic application is acceptable for mathematics learning because it is very simple and more applicable to elementary school children in grade 6.

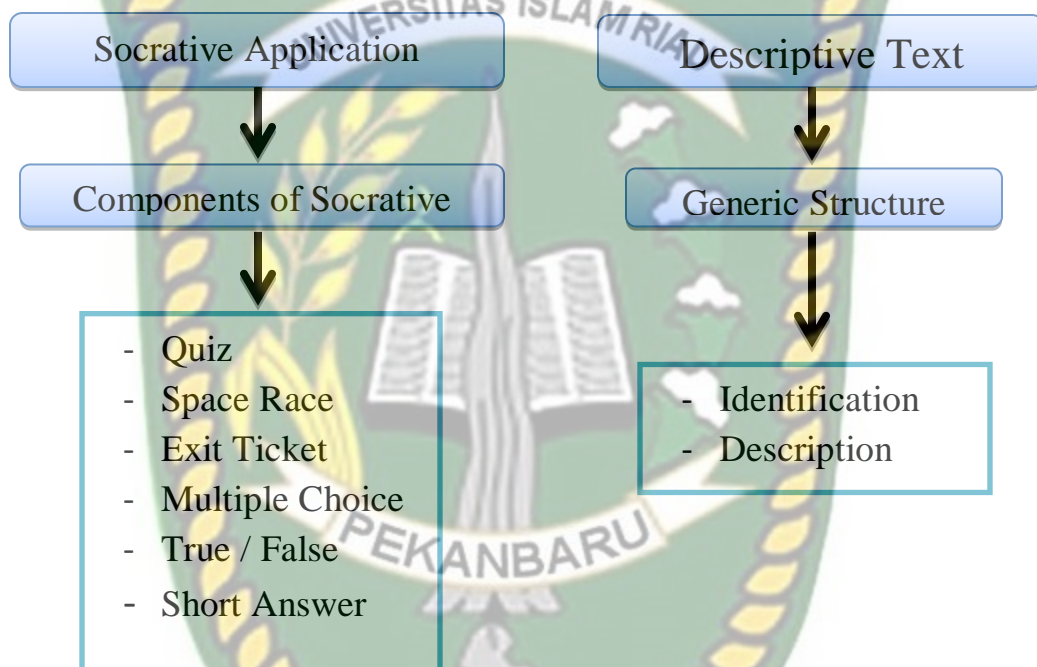
The last journal is “Persepsi murid terhadap penggunaan aplikasi Socrative dalam pembelajaran Bahasa Melayu di sekolah rendah” journal was made by Fauziah and Jamaludin (Universiti Kebangsaan Malaysia). They suggested that the use of Socratic applications in Malay language learning with different groups using the experimental method and high score results were discovered with the progress of learning Malay using this application.

### 2.3 Conceptual Framework

According to Mastropieri, Scruggs and Graetz, (2003), Reading comprehension is an important prerequisite for learning. That is the significance of reading, especially in descriptive texts in relearning comprehension lessons. Students can learn to identify people, places, or certain things through people in descriptive text. One of the four skills we must learn is reading. Understanding reading is a positive thing, because in a reading text, reading comprehension is very important.

Providing inspiration is one way to improve excitement for learning, but teachers must also think of other ways in the teaching process. In the new age of

technology, teachers can use fresher learning media for students. Socrative is a fascinating media that offers different forms of learning and is interspersed with games, including the use of socrative applications as learning media. It can be decided that learning would be enjoyable and not get frustrated easily with the alternation between learning and games. Therefore, learning using technology is very relevant for use in the modern age, as it is today.



## 2.4 Hypothesis

Based on the description above, hypothesis of the research follows,

### 2.4.1 The Null Hypothesis

Ho : There is no significant effect of using socrative application towards students reading comprehension at SMA NEGERI 2 SIAK.

#### 2.4.2 The Alternative Hypothesis

Ha : There is significant effect of using socrative application towards students reading comprehension at SMA NEGERI 2 SIAK.





## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

Experimental methods are carried out in the case of using experimental methods by approaching the casual hypothesis being studied. By comparing research outcomes among groups who use it or not. According to Denzin & Lincoln (2011), In qualitative, quantitative, and mixed methods, research designs are ways of research that provide clear guidance for processes in a research design. Others have called them analysis methods.

According to Bordens and Abbott (2011), There are two distinguishing features of experimental research: manipulation of one or more independent variables and control of international variables. In innervations of text and without using socrative, to find out the impact between using socrative as a learning medium capacity to read understanding. A test is the first step that needs to be completed. The outcomes of the two student assessments are compared and all three decide the average outcome of each sample.

According to leedy and Ormrod (2010), Specificaly, truthful is a study in which participants are randomly assigned to groups undergoing multiple interventions or interviews imposed by the researcher, accompanied by observations or measurements to determine the effect of the treatments taken by the sample using the learning strategy of cluster sampling.

**Table 3.1** the Design of the Research

Group	Pre-test	Treatment	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

Where :

- E = Experimental group
- C = Control group
- Y1 = the pre-test both of two groups
- Y2 = the post-test both of two groups
- X = Treatment (BK)
- = Teaching reading without treatment (BK)

### 3.2 Location and time of the Research

Research was conducted at SMAN 2 SIAK. Located on Suaklanjut street. The research duration is approximately one month starting from September, 20<sup>th</sup>2021 until October, 25<sup>th</sup>2021.

**Table 3.2** Location and time of Research

No.	Activity	Date	Topic/Title
1.	Pre-Test	September 20 <sup>th</sup> 2021	Pre-Test
2.	Treatment 1	September 27 <sup>th</sup> 2021	Explanation
3.	Treatment 2	October 4 <sup>th</sup> 2021	The Palace of Istana Siak
4.	Treatment 3	October 11 <sup>th</sup> 2021	Siak Bridge
5.	Treatment 4	October 18 <sup>th</sup> 2021	Syhabuddin Grand Mosque
6.	Post Test	October 25 <sup>th</sup> 2021	Post Test

### 3.3 Population and Sample of the Research

#### 3.3.1 Population of the Research

The population in this research, were tenth grade consisting of three classes, namely tenth grade IPS1, IPS 2, and IPA 1. In compulsory English lessons, these three classes are taught by the same teacher.

**Table 3.3** the Population of the Research

No.	Classes	Population
1.	X MIPA 1	20 students
2.	X IPS 1	19 students
3.	X IPS 2	19 students
	<b>Total</b>	<b>55 students</b>

### 3.3.2 The Sample of the Research

The research take sample from tenth grade students at SMAN 2 SIAK. Therefore, the research only one classes as the sample. The sample, students have common characteristics of population as follows;

- a.) the students study at school, SMAN 2 SIAK in academic year 2020/2021.
- b.) the students are the tenth grade students.

The sample will be taken from the population, because the study was taken in the middle of the covid-19 pandemic. The research sample was only carried out in one class, namely the tenth grade of Social Sciences 1, this class was the place for research experiments using socratic applications.

### 3.4 Research Material



The materials were focused on descriptive forms. Multiple choice is the form of test subject. There are four topics of twenty questions in this research.

**Table 3.4** The Blueprint of Instrument Pre-Test

No.	Reading Text	Indicator	Number
1.	Maimun Palace	1. Determine a general description of the descriptive text	1
		2. Detailed information expressed or implied	2,4
		3. The meaning of the word or sentence	3
		4. identify the text structure	5
2.	Monas National Park	1. Determine a general description of the descriptive text	7
		2. Detailed information expressed or implied	8
		3. The meaning of the word or sentence	10
		4. identify the text structure	6,9
3.	Kediri	1. Determine a general description of the descriptive text	11
		2. Detailed information expressed or implied	12
		3. The meaning of the word or sentence	13,14
		4. identify the text structure	15
4.	The Suramadu Bridge	1. Determine a general	16,17

		description of the descriptive text	
		2. Detailed information expressed or implied	18
		3. The meaning of the word or sentence	19
		4. identify the text structure	20
		Total	20

**Table 3.5** The Blueprint of Instrument Post-Test

No.	Reading Text	Indicator	Number
1.	Zamrud Lake	1. Determine a general description of the descriptive text	2
		2. Detailed information expressed or implied	1,3
		3. The meaning of the word or sentence	4
		4. identify the text structure	5
2.	Borobudur Temple	1. Determine a general description of the descriptive text	6
		2. Detailed information expressed or implied	9
		3. The meaning of the word or sentence	8,10
		4. identify the text structure	7
3.	Way Kambas National Park	1. Determine a general description of the descriptive	11,12

		text	
		2. Detailed information expressed or implied	14
		3. The meaning of the word or sentence	15
		4. identify the text structure	13
4.	MuaraTakus Temple	1. Determine a general description of the descriptive text	16
		2. Detailed information expressed or implied	17
		3. The meaning of the word or sentence	18
		4. identify the text structure	19,20
		Total	20

### 3.5 Instrument of the Research

The instrument of the research is test:

#### 1. Test

To achieve the reading comprehension of data students at SMAN 2 SIAK in tenth graders. The study requires pre-test and post-test tests. A pre-test is given before the treatment and a post-test is done after the treatment, type of test is multiple choice to find out a text found in students reading comprehension, multiple-choice is used as a way to find out the level of comprehension of students reading. There are



three reading comprehension categories, which become high, medium, and low.

Harris et al, (1986)

Variables are research objects that are the reference material or subject of study. In scientific testing, there are two variables. They are variables of Independent (X) and Dependent (Y).

X = Treatment with socrative application software as help

Y = Maintenance without software as help

### **3.5.1 Variable X**

A variable is an independent variable whose values are selected and set by the experimenter (Bordens & Abbott, 2011). They can learn in one easy way using socrative as a learning application tool in this independent variable. Comprehension of reading of descriptive text subject matter. By offering lessons to read and assignments to give.

### **3.5.2 Variable Y**

The variable whose value in experimental designs you observe and calculate is called the dependent variable (or dependent measure) (Bordens and Abbott, 2011). Those in one category will learn using ordinary learning methods on this dependent variable. By providing lessons for reading and giving tasks that are regulated in a manner that is often used.

### **3.5.3 Validity of the Research**

Joppe (2000) provides the following: validity defines if, in order to achieve sufficient results, this analysis actually tests. In other words, does the research tool allow you to hit your research object's "bull's eye"? In general, by asking a series of questions, researchers determine validity and may also look for answers in the study of other individuals.

#### **3.5.4 Reliability of the Research**

Reliability is described by Joppe (2000) as:.... the degree of the researchers' findings, what they can be consistent over time, and the research results can be replicated under the same methodology, the research tools are considered reliable and run smoothly.

#### **3.6 Research Procedure**

Try to use an interesting medium, such as using socrative application, to get good result in teaching reading. It will make it interesting for students to learn and easy to read text to assess.

##### **3.6.1 Control Group**

###### **1. Pre-Test**

There will be a pre-test for students in the control group. That tries to figure out how far before therapy their knowledge of reading is. At the first meeting, pre-testing will be carried out. The author will describe the experimental group and the control group to students as well. The researchers will come to class for the first

meeting, give a greeting, and check attendance. Questions to be answered with essays or multiple choices, 20 questions.

## **2. No- Treatment**

They don't use treatment for class control. Without having context in the learning process, the teacher may provide subject matter concerning the descriptive text.

## **3. Post Test**

The last one is post-test. Post-test to define the development between experimental and controlled groups, as well as to understand the important impact of context information in SMAN 2 SIAK on reading understanding of the tenth grade. There are 20 multiple choice questions or essays in the post-test. The instructor will send questions.

### **3.6.2 Experimental Group**

#### **1. Pre-Test**

Before treatment the experimental group students will be given a pre-test.. That tries to figure out how far before their knowledge of reading is. At the first meeting, pre-testing will be carried out. The author will describe the experimental group and the control group to students as well. The researchers will come to class for the first meeting, give a greeting, and check attendance. Explain the use of socratic application as a medium for the experimental group then the writer will give a pre-



test to tenth grade social science 1 (IPS 1). Questions to be answered with essays or multiple choices, 20 questions.

## 2. Treatment

The teaching and learning process is for 6 meetings. After giving a pre-test, the writer starts the treatment using Background Knowledge in the teaching and learning process. The next meeting students are asked to practice in reading, where they will be asked to understand a story in the form of descriptive text, and also different media from students with group control.

**Table 3.6** Topic in Treatment

No.	Topic	Indicator
1	The Palace of Siak	<ol style="list-style-type: none"> <li>1. Determine a general description of the descriptive text</li> <li>2. Detailed information expressed or implied</li> <li>3. The meaning of the word or sentence</li> <li>4. identify the text structure</li> </ol>
2	Siak Bridge	<ol style="list-style-type: none"> <li>1. Determine a general description of the descriptive text</li> <li>2. Detailed information expressed or implied</li> <li>3. The meaning of the word or sentence</li> <li>4. identify the text structure</li> </ol>
3	Syahbuddin Grand Mosque	<ol style="list-style-type: none"> <li>1. Determine a general description of the descriptive text</li> <li>2. Detailed information expressed or implied</li> <li>3. The meaning of the word or sentence</li> <li>4. identify the text structure</li> </ol>

### 3. Post-Test

The last one is post-test. Post-test in to find out the development between experimental and supervised classes and also to understand the important impact of Context Information on reading comprehension at tenth grade. The instructor provides students with care. In the post-test, the instructor will offer questions that involve multiple choice questions or essays.

#### 3.7 Data Collection Technique

In this research, the method of gathering data is the use of quantitative data. Quantitative research starts with a statement of problems and includes hypothesis data, a literature review, and a quantitative analysis of data. Creswell (2003) states, quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data” (p.18). This quantitative data was collected in the pre-test and post-test from the students'score. The experimental and controlled class was provided with the pre-test and post-test.

The procedure of research involved the following steps:

##### 3.7.1 Pre-test

Students will be asked to pick the correct answer from the pre-test questions before conducting treatment. Twenty questions and 1 hour to answer are available. It is done to recognize the students at SMAN 2 SIAK reading descriptive text of tenth grade students. The students rate the writer their percentage after assessing the students and computing to know their skill level of reading.

### 3.7.2 Treatment

#### Meeting I

The author will explain a little about the descriptive text on a website that has been prepared. After reading the website, the author gave the students a post-test. Post-test will be given via Socratic application, each student must fill in the complete data (name room and name student) and the new students must fill in the post-test question provided.

#### Meeting II

The author gives guidance to students about what students should do in learning activities using Socratic. The author will provide a link containing the teaching material about the descriptive text, main idea, determine identification and description, specific information, meaning (antonym/ synonym), and genre (generic structure), students are asked to open and read the contents of the link carefully.

#### Meeting III

At the third meeting, students will receive a descriptive text on "The Palace of Siak" from the Socratic Application Name Room sent to the class. Students are asked to learn and examine the subject of reading carefully. Answer a few questions about the structure of the descriptive text and, for students who do not understand it, they should ask the teacher again in the classroom so that the teacher can clarify the sections that are not understood again.



### **Meeting IV**

At the fourth meeting, students will receive a descriptive text on "Siak Bridge" from the Socratic Application and Name Room sent to the class. Students are asked to learn and examine the subject of reading carefully. Answer a few questions about the structure of the descriptive text and, for students who do not understand it, they should ask the teacher again in the classroom so that the teacher can clarify the sections that are not understood again.

### **Meeting V**

At the fifth meeting, students will receive a descriptive text on "Syahbuddin Grand Mosque" from the Socratic Application Name Room sent to the class. Students are asked to learn and examine the subject of reading carefully. Answer a few questions about the structure of the descriptive text and, for students who do not understand it, they should ask the teacher again in the classroom so that the teacher can clarify the sections that are not understood again.

### **Meeting VI**

The writer gave the students post-test to know the students score after treatment.

### **3.8 Data Analysis Technique**

Researchers evaluated pre-test and post-test data quantitatively using descriptive analysis in the form of average scores taken on the basis of the results of

their learning assessments. In this way, students' pre-test and post-test scores are compared to see the impact of their reading comprehension on each individual student. There are three types of data that will be evaluated in experimental testing. These include a summary of the data, a pre-requisite test and a hypothesis test. Researcher uses SPSS 24 for data processing.

Data analysis technique with SPSS 24, first the results of the pre-test and post-test studies were usually distributed, then the homogeneity test. Then begin the parametric test and the parametric N-Gain test. The rules used in the paired test and the independent test, namely if sig. The score  $< 0.05$  null hypothesis ( $H_0$ ) will be dismissed and the alternative hypothesis ( $H_a$ ) will be accepted. then, if sig. (2 – tailed) score  $> 0.05$  means that the alternative ( $H_a$ ) hypothesis will be dismissed and the null ( $H_0$ ) hypothesis will be accepted.

**Table 3.7** Category of N-Gain Effectiveness Interpretation

Presentation (%)	Category
$< 40$	Ineffective
<b>40 – 55</b>	Less effective
<b>56 – 75</b>	Effective enough
$>75$	effective

**Table 3.8** the Scoring Rubric

No	Range of Score	level
<b>1</b>	90 – 100	Excellent
<b>2</b>	81 – 89	Very good
<b>3</b>	71 – 80	Good
<b>4</b>	60 – 70	Fair
<b>5</b>	$< 59$	Less

(Sudijno: 2008)



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## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Presentation

This chapter presents the results of research related to the interpretation of the analyzed data, taken from the pre-test and post-test given from one class, the experimental class. Furthermore, it will be shown the increase in student scores from the pre-test and post-test to determine whether there is a significant difference in learning achievement in the experimental class using socrative applications at SMA Negeri 2 Siak.

##### 4.1.1 Data Result of Experiment Class

In an experimental class, he gave 20 students a pre-test average score of 48, the highest score of 65, and the lowest score of 15. On the other hand, the final score average was relatively high, recording an average score of 77.75, the highest average score. . , 95 and 60 are the lowest scores. Looking at the difference between the scores of the pre-test and the post-test, the post-test was higher than the pre-test, and the detailed evaluation result was 77.75 as shown in Table 4.1.

**Table 4.1** Students Score Pre-Test and Post-Test of Experiment Class

Students	Experimental Class		N-Gained Score
	Pre-Test	Post-Test	
1	55	80	55.56
2	35	75	61.54
3	45	80	63.64
4	45	70	45.45
5	55	85	66.67

6	40	75	58.33
7	60	90	75.00
8	55	75	44.44
9	40	70	50.00
10	55	75	44.44
11	15	65	58.82
12	30	70	57.14
13	30	60	42.86
14	65	90	71.43
15	60	80	50.00
16	50	80	60.00
17	55	75	44.44
18	55	80	55.56
19	60	85	62.50
20	55	95	88.89
<b>Average</b>	<b>48</b>	<b>77.75</b>	<b>57.835</b>
<b>Minimum</b>	<b>15</b>	<b>60</b>	<b>42.86</b>
<b>Maximum</b>	<b>65</b>	<b>95</b>	<b>88.89</b>

Based on the calculation results of the N-Gain score test, the average N-Gain score of the experimental class (Socratic Application) is 57.835%, which includes the "sufficiently effective" category with an N-Gain score of 42.86% or higher. Up to 88.89%.

#### 4.1.2 Data Result of Readings' Indicators

There are four indicators of reading comprehension. Description Defines a general description of the text. Details, express or implied. The meaning of a word or phrase. Determines the structure of the text.

**Table 4.2** Increasing of Each Indicator in Experiment Class

No.	Indicators	Pre-Test	Post-Test	Increasing
1.	Determine a General Description of the Descriptive Text	3.5	5.9	2.4
2.	Detailed Information expressed or implied	4.4	5	0.6
3.	The meaning of the word or sentence	2.9	5.0	2.1
4.	Identify the text structure	1.4	3.7	2.3

Table 4.2 shows the average increase of students' reading comprehension scores before and after the index test. Description Identify the general description of the text, explicit or implicit details, the meaning of words or sentence, and determine the structure of the text. You can see that the values before the test are the mean. The score for determine the general descriptive information of a descriptive text is only 3.5, the detailed expression or implied information is 4.4, the meaning of the word or phrase is 2.9, and the score is text structure form is 1.4. These results show their initial knowledge of reading comprehension. Before treatment, Treatment through the use of socrative apps as a learning aid. After students were treated with the Socrativeapp, the following test was performed using the student quality test. This will result in a higher reading comprehension rate for each metric than the best rate. Use this data to determine the general description of the descriptive text 5.9. Determine the structure of an expression or hidden detail 5, word or sentence meanings 5.0 and text 3.7 means that students will make progress after learning with the Socrative app.



## 4.2 Hypothesis Testing

**Table 4.3** Paired Sample Statistic

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	48.00	20	12.814	2.865
	POST TEST	77.75	20	8.656	1.936

The paired sample test is a part parametric test. Paired sample statistics provide descriptive statistics (mean, sample size, standard deviation, and standard error) for each variable entered. Note in Table 4.3 that the sample size here is 20. In the experimental class, the pre-test average is 48.00 and the post-test average is 77.75. This table shows that the students had high stress levels during the pretest.

**Table 4.4** Paired Sample Correlations Experiment Class

		Paired Samples Correlations			
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	PRE TEST & POST TEST	20	.776	.000	.000

The paired sample T-test correlation table showed a correlation score of 0.776 between pretest and pos-test and a Sig of  $0.001 < 0.05$  means that in the experimental class, there is no significant correlation between pre-test and post-test measurements. However, this result cannot be inferred directly from descriptive statistics, as the

mean difference can only be due to sampling errors. Therefore, we need to confirm the next significance test for T-test analysis.

**Table 4.5** Paired Sample Test Experiment Class

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PRE TEST - POST TEST	-29.750	8.188	1.831	-33.582	25.918	-16.249	19	.000	.000

If the significance value  $<0.05$ , the  $H_0$  is rejected, and conversely if the significance value  $>0.05$ , the  $H_0$  is accepted because in experimental pre-test and post-test (sig. =  $0.000 < 0.05$ ),  $H_0$  is rejected. So it can be concluded that there is any significance effect using socratic application toward students' reading comprehension at SMAN 2 Siak.

**Tables 4.6** Independent Sample T-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
The Result	Pre test	20	48.00	12.814	2.865

Post test	20	77.75	8.656	1.936
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### Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed	3.446	.071	-8.603	38	.000	-29.750	3.458	-36.750	-22.750	
The Result Equal variances not assumed			-8.603	33.352	.000	-29.750	3.458	-36.782	-22.718	

Based on the results of the data above, where the value of sig (2 tailed) on Equal variances assumed is smaller, namely 0.000 from 0.05 ( $0.000 < 0.05$ ). a conclusion can be drawn that there are differences in student scores by using socratic applications on reading comprehension.

### 4.3 Data Interpretation

The data showed that the overall pretest score was 960 and the average score was 48. After giving the student some treatment, a post-test is given to the student at the end of the meeting to see the final score and useless total score of the learning process using the Socratic application. The total student score is 1.555, with an average of 77.75. The increase between pre-test and post-test was 29.75. This

evidence is related to improving students' reading comprehension after using socratic applications in the teaching and learning process of English lessons.

**4.3.1 Determine a General Description of the descriptive text, Detailed Information expressed or implied, The meaning of the word or sentence, Identify the text structure in Pre-Test**

When among the 20 pre-test students, the reading comprehension score received a different score. The highest mean is the expressed or implied detail at 4.4, while the other indicators that determine the overall description of the descriptive text are at an average of 3.5, meaning of the text. The average word or phrase is 2.9, and the lowest average corresponds to identifying text structure at 1.4.

**4.3.2 Determine a General Description of the descriptive text, Detailed Information expressed or implied, Meaning of the word or sentence, Identify the text structure in Post-Test**

After the students were treated, the researcher took the test and in the post-test, the highest was determining the general description of the descriptive text with an average score of 5.9, While the indicators differences in the meaning of words or phrases with a score of 5.0, Expressed or implied insights with an average of 5. And finally determine the structure of the text with a mean of 3.7.

**4.4 The Procedure of the Research**

This section describes the teaching and learning process using socratic applications in the pandemic era. Because this school applies a student group with two study groups, group A and group B, the research can be continued due to the virus outbreak. This mentoring takes place in turns according to the schedule of each



group and because student learning time is very short, the researcher works according to school regulations. The material section describes the researcher's activities in collecting data from the first meeting. This is explained as follows.

#### **4.4.1 Meeting I**

At the first meeting in September 20<sup>th</sup> 2021, I introduced myself to the class as a substitute for the English teacher in several meetings. Next I explained that there were several tests in the learning process. Furthermore, students will be given a pre-test. Here the researcher uses a socrative application, then the researcher instructs students to enter the name of the room and enter their own name. Socrative application provides 20 multiple choice questions about descriptive text.

#### **4.4.2 Meeting II**

The second meeting is the first treatment. The first treatment was on September 27<sup>th</sup> 2021. Class started at 10.45, the researcher entered the class and went to the students one by one and asked who was not present that day. Next, the researcher asked the students questions and explained the lesson about descriptive text and about what socrative application is. Then the researcher invited students to ask questions if they did not understand the explanation of the descriptive text and socrative applications.

#### **4.4.3 Meeting III**

The third meeting is the second treatment. The second treatment was on October 4<sup>th</sup> 2021. Class started at 10.45, the researcher entered the class and went to the students one by one and asked who was not present that day. Then in the morning

again encourage and ask questions about last week's class and explain some descriptive text.

The researchers then provided descriptive text entitled "The Palace of Siak" using ansocrative application. The researcher had the students read the text first and asked if there were any words that they did not know the pronunciation or meaning of. After that, the researchers were instructed to take turns reading and discussing the text. The researcher then proposes to answer some of the questions provided in the socrative.

#### **4.4.4 Meeting IV**

The fourth meeting is the third treatment. The third treatment was on October 11<sup>th</sup> 2021. Class started at 10.45, the researcher entered the class and went to the students one by one and asked who was not present that day. Then in the morning again encourage and ask questions about last week's class and explain some explain some important points in yesterday's description text.

The researchers then provided descriptive text entitled "Siak Bridge" using ansocrative application. The researcher had the students read the text first and asked if there were any words that they did not know the pronunciation or meaning of. After that, the researchers were instructed to take turns reading and discussing the text. The researcher then proposes to answer some of the questions provided in the socrative.

#### **4.4.5 Meeting V**

The fifth meeting is the fourth treatment. The fourth treatment was on October 18<sup>th</sup> 2021. Class started at 10.45, the researcher entered the class and went to the students one by one and asked who was not present that day. Then in the morning

again encourage and ask questions about last week's class and explain some explain some important points in yesterday's description text.

The researchers then provided descriptive text entitled "Syahbuddin Grand Mosque" using ansocratic application. The researcher had the students read the text first and asked if there were any words that they did not know the pronunciation or meaning of. After that, the researchers were instructed to take turns reading and discussing the text. The researcher then proposes to answer some of the questions provided in the socratic.

#### **4.4.6 Meeting VI**

The sixth meeting is the final meeting of researchers to acquire data. The last meeting was held on October 25<sup>th</sup> 2021. At the meeting, researchers provided students with post-test material, and the test consisted of 20 multiple-choice descriptive questions for the Socratic application, with student answers automatically entered. The time to answer the question is 30 minutes. That way, you can clearly see the reliability of the post-test on student reading comprehension. After the post-test, the researchers thanked the students for giving them the time and opportunity to create the data in class.

#### **4.5 Challenges and Advantages of Using Socratic Application during a Pandemic Corona Virus (COVID-19)**

Between January 2020 and December 2021, our land was attacked by a coronavirus that originated in the Republic of China. Even today, no one knows when this plague will disappear from our land. In the pandemic situation, schools have been closed to minimize the outbreak of the virus in the school environment for about a



year according to government orders (ministries, presidents, WHO). One of the ways governments are doing in education is to continue learning, teaching and learning through all online media to support online classes. In particular, during the data collection period for this thesis, the researchers continued their research, and through this, the teaching method through online classes was continuously used.

As researchers collect data from the Covid 19 pandemic in a new normal life, they use custom-made socrative applications to provide students with materials and assignments. Creativity is really needed at this level and they will probably learn during this pandemic, especially in English classes that not all students can properly follow. These media can be used to increase enthusiasm and interest in learning.

This socrative is appropriate to be used all through an pandemic like today, in which instructions and tests may be carried out online. Due to the shortage of gaining knowledge of time at school, the researcher gave as a minimum 10 minutes for college students to examine the textual content given cautiously and punctiliously in order that in the long run they may recognize the contents of the analyzing and in the event that they did now no longer recognize the researcher could invite them to invite questions.

Thus the usage of socrative programs on this pandemic generation could be very beneficial withinside the subject of schooling, specifically in getting to know English. Besides that, it additionally creates new improvements withinside the international of schooling and triggers children`s enthusiasm and decreases boredom with coaching that remains the identical each year. Socrative utility is simple to get entry to everywhere and anytime.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based totally in this idea, it could be concluded that using socratic applications is pretty powerful in mastering reading comprehension at SMA 2 SIAK. Strategies and outcomes of analyzing studies using socratic programs can help students to enhance their studying comprehension. Students can study texts in exciting methods and paperwork and students' capabilities in knowledge a studying. Similarly, it can also enhance their ability to apprehend the textual content as an entire.

With socratic programs, students can study the fabric that has been made by using the teacher effortlessly thru the application given to the child. It also encourages teachers to combine technology and education of their teaching and studying manner. Particularly within the contemporary pandemic era, instructors really need to apprehend and master generation for the learning manner so that the studying system can retain to run properly and studying objectives can be accomplished. Similarly, the usage of technology will significantly facilitate teachers and college students in getting to know, particularly in the use of socratic programs that include material and exercises for students.

from this study it can be concluded that students are no longer afraid to read aloud in class because they have gotten a lot of good and correct pronunciation of vocabulary. students no longer feel bored in class because with the use of socratic applications students become enthusiastic and their curiosity is higher . students also

open their dictionaries more often to find out new vocabulary they have found. and also students are enthusiastic about learning because they learn using smartphones because they prefer to learn with technology.

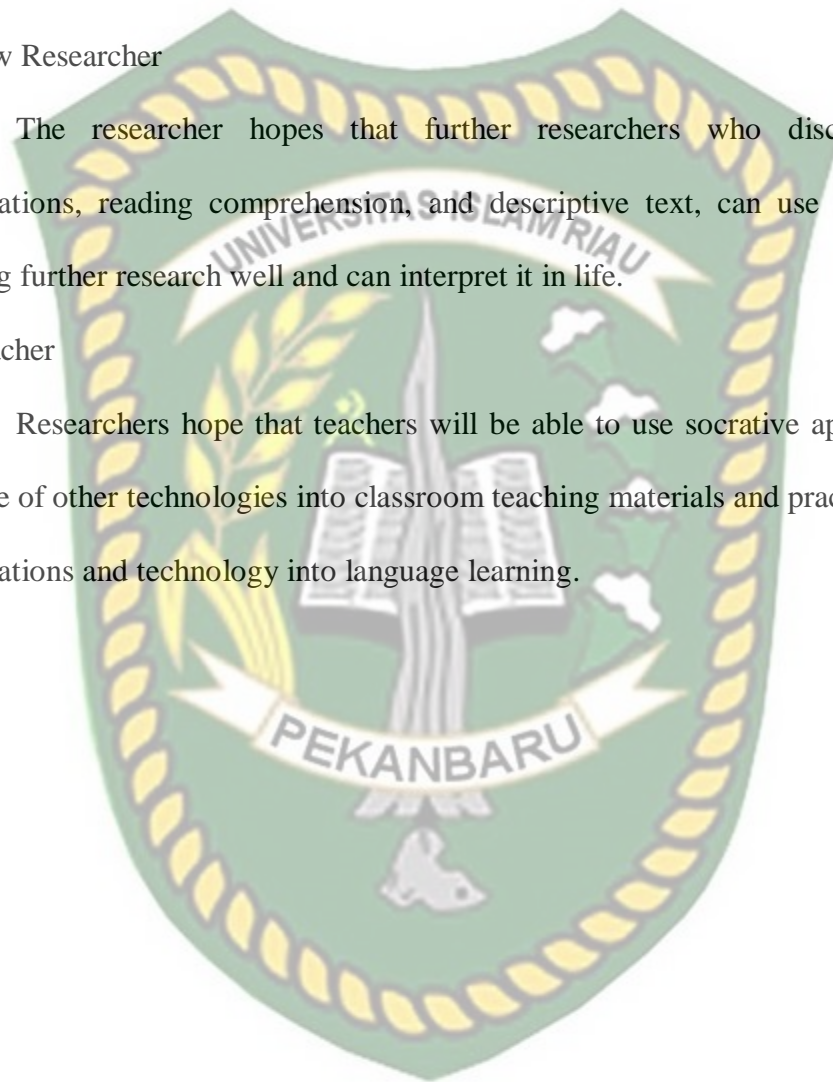
## 5.2 Suggestion

### 1. New Researcher

The researcher hopes that further researchers who discuss socrative applications, reading comprehension, and descriptive text, can use this thesis for writing further research well and can interpret it in life.

### 2. Teacher

Researchers hope that teachers will be able to use socrative applications and the use of other technologies into classroom teaching materials and practice the use of applications and technology into language learning.



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