

**DEVELOPING STUDENTS' ASSESSMENT IN READING
NARRATIVE TEXT BASED ON KAHOOT FOR THE TENTH
GRADE STUDENTS**

A THESIS

**Submitted in Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan**

By:

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2022

DECLARATION

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Medan, January 2022

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ABSTRACT

Sihite, Agnes Mercy. Registration Number: 2163121004. Developing Students' Assessment in Reading Narrative Text based on Kahoot for the Tenth Grade Students. A Thesis: English Educational Program. Faculty of Languages and Arts State University of Medan. 2022

The aim of this study was to develop students' assessment based on Kahoot in reading narrative text for the Tenth Grade Students. Research and Development (R & D) design was used in this study. The subject of the study was the Tenth Grade Students at SMK Seni Budaya Raya. The data were collected by interviewing English teacher, distributing questionnaire to the students and studying document. The development of students' assessment by using Kahoot was validated by experts. There were 4 aspects criteria adapted from Assessment Rubric from Brown (2007) were made in calculating experts' validation score. They were Content, Organization, Grammar, Mechanics. The result of this study was a digital students' assessment to be used in reading narrative text. The percentage score was 91% or categorized as Very Good. It showed that students' assessment was valid and suitable to use in reading narrative text.

Keywords: Students' Assessment, Kahoot, Reading, Narrative Text



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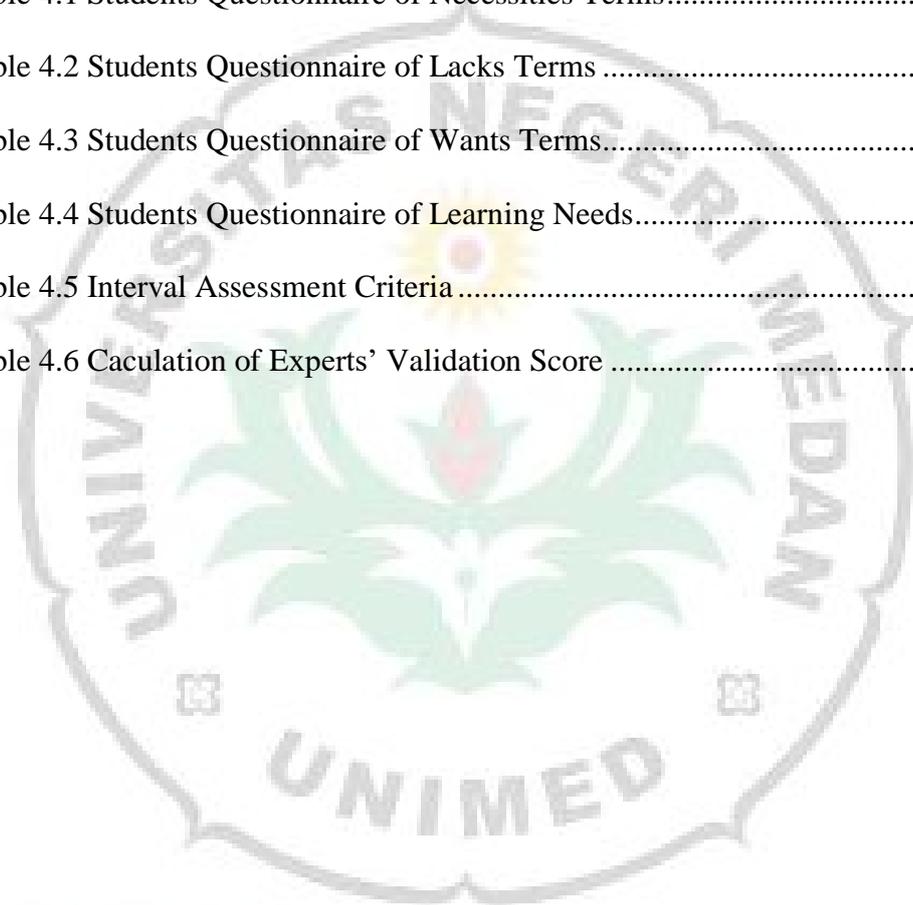
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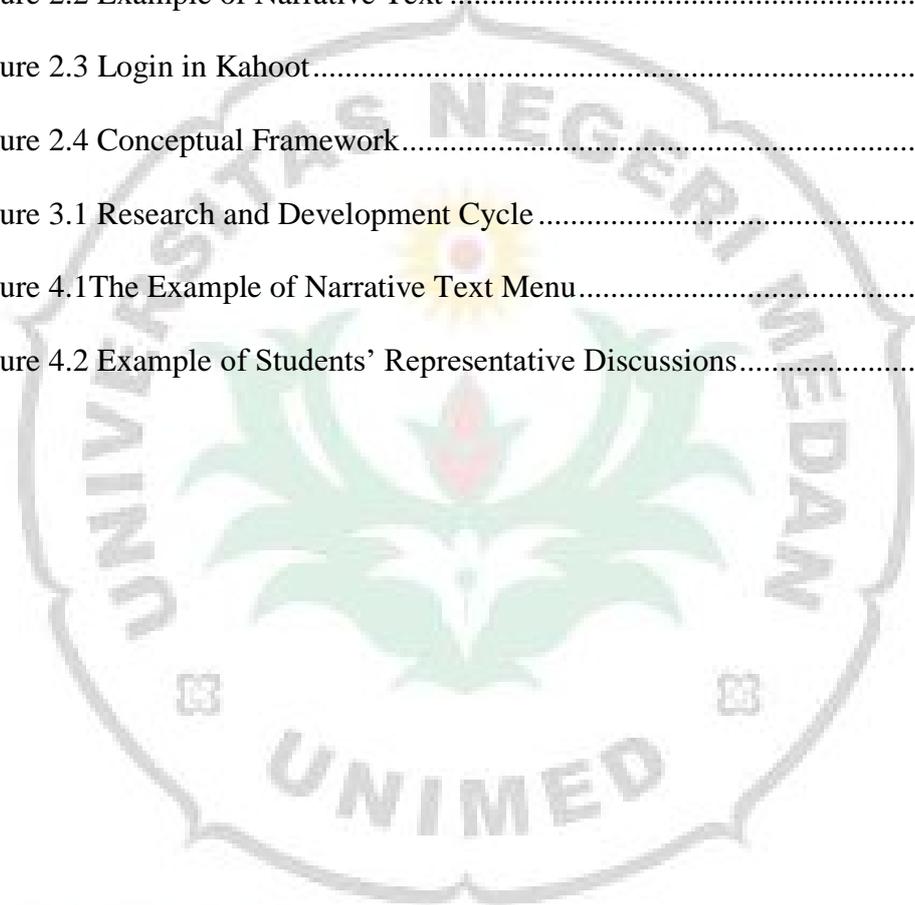
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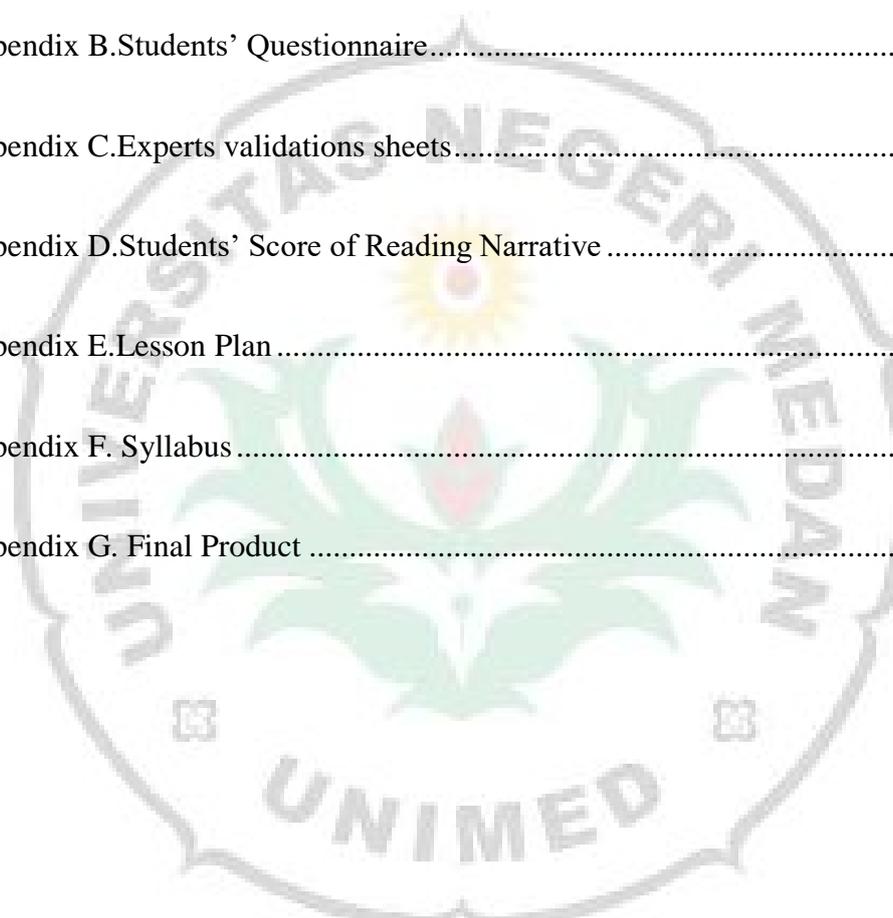
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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Based on Competence-Based of 2013 Curriculum, students are supposed to adept four skills to able in using English communicatively. The four skills are reading, writing, listening, and speaking. Reading is one of the most crucial skills in learning English.

Hesham (2005) states reading as an engagement in which the reader interacts with the text in order to obtain knowledge or something from it. Reading can be thought of as a intuitive interaction between a peruser and a text that prompts automaticity. Reading can be thought of as a "intuitive" interaction Besides, Grabe (2000) describes reading is the method involved with getting a message and deciphering data that is composed by the essayist through a message in the text.

On the other hand, Haris (2009: 4) believes that reading has an exceptionally mind bogging process and significant subject to instruct for the students. This gives the instructor a vital job to work with English understanding examples. They ought to have the option to plan intelligent and creative examples to make understudies more excited in understanding exercises.

In the Tenth Grade, several kinds of genres are needed to be learned such as recount, narrative and descriptive text. Narrative text is one of type that can be given to senior high school students to practice reading skill on narrative topics.

Rebecca (2003) states a narrative text is a text which relates a progression of sensibly, and sequentially related occasions that are caused or experienced by factors. Furthermore, assessment is required in learning activities in order to ensure that the teaching and learning process runs smoothly. Assessment is an important component of any action involving learning and teaching process. Assessment helps to diagnose students' strengths and weaknesses in the material. Besides, Brown (2004) says assessment is a broad phrase that encompasses any deliberate effort on the part of the teacher or students to draw some conclusion based on performance.

Besides, to ensure educating and learning cycle can run well, assessment is required in learning activities. Assessment is a crucial piece of any learning and instructing movement. Assessment assists with diagnosing understudies' qualities and shortcomings in the material. Furthermore, Brown (2004) states that assessment is an expansive term covering any cognizant exertion with respect to educator or understudies to make some determination dependent on execution.

Pierce (2002) states assessment is a pivotal piece of any learning and educating movement. It doesn't just illuminate educational choices made on an everyday premise and assist with diagnosing understudy qualities and shortcomings identified with homeroom guidance, yet additionally gives explicit input to understudies on the side of their learning. As expressed by Levyn (2015), assessment is a piece of educating and learning process, it is utilized to determine whether the instructing and learning cycle can operate well and arrive at the normal destinations.

Moreover, Biggs (2003) believes assessment is additionally utilized in choosing, controlling, or propelling understudies, and fulfilling public assumptions as guidelines and responsibility. In addition, Dunsmuir (2003) states appraisal is a perplexing cycle that is fundamental for expanding picking up, thinking and speaking with others.

Furthermore, Brown (2010) states there are four quality of assessment they are practically, alternatively, reliability, validity, washback effect. Practically refers to the usability of a test, it means it is easy to administer and score. Alternatively means relevant, meaningful, reliable means consistent and dependable, validity means content-related evidence or the ability of the test to measure what must be tested such as what to test, how to test, and how far the result can be related to the real abilities of student, and washback means that students have ready access to discuss the feedback and evaluation that teacher have given.

Based on those statements, the author concluded that assessment is important in education because through an appropriate and decent assessment, teachers can arrange and grade their students, motivate students, give input, and construction their educating in like manner.

The reason of assessment is to accumulate significant data about understudy execution or progress, or to decide understudies' requirements to make decisions about their learning interaction. Surveying understudies is the way educators can assess the understudies over the material they are learning in the class, and in this manner must be done reasonably to oblige understudy's

necessities. This is the reason teachers should utilize a wide range of assessment in their learning process. Likewise, by utilizing an assortment of assessment the educator oblige to all various understudies' learning styles and offer them the chance for decision. This will make learning more invigorating for the understudies, and will assist them with bettering comprehend the material being taught.

Moreover, the teacher should make an interactive and innovative students' assessment. Assessment should integrate grading, learning, reviewing, and motivation for the understudies. Well-designed assessment techniques give important data about understudy learning. They let us know what understudies realized, how well they learned it, and where they struggled. While the assessment makes it simpler for students to understand the material being upheld, they can enrich their abilities and know how far they comprehend and understand the material.

Unfortunately, the assessment that is used by the English teacher of SMK Seni Budaya Raya is not enough to stimulate students' reading ability. It is upheld by the preliminary data that was done by the researcher through interviewing the English teacher. The teacher did not use various students' assessments. The teacher used homework, assignment, quizzes-paper, and some exams as assessments in the learning process. The teacher in SMKN Seni Budaya Raya ever used Kahoot in the class before, but the procedure of using Kahoot still did not appropriate yet because the teacher did not gave any pictures that can attract students motivaton and the quizzess were not based on Scientif Approaches.

While online learning due to the Covid-19 Pandemics, in every meeting teacher gives assignments through Google Classroom. The assignments are commonly in the type of multiple-choice or essay questions that teacher shares via Google Classroom or WhatsApp Group.

Unfortunately, there are still some students who are late in collecting the assignments. It is because there is no deadline time in assignment collecting. Moreover, the teacher stated that the students become more passive in online learning, because online learning is a new experience. The students complained that it is hard for them to understand the material through online learning.

Furthermore, the assessment is used cannot reach the goals of learning reading. The teacher added that the assessment not yet able to attract students in learning process. The assessment does not give enough in-depth discussion and assessment practice about the narrative text so that students' understanding of narrative text is still below standard.

Based on students' questionnaire, the researcher found that students need an improvement or innovation in doing the assessment. However, they said that the assessment should use or add any pictures, sounds, or videos that can motivate students in doing the assessment. And it was better if there are many kinds of way for doing assessment, such as Multiple Choice, True and False and Essay.

The resume of the preliminary data above shows that the assessments have not been able to attract students in learning process. In this respect, the assessment can not motivate students in learning process. It can be seen by the reading score obtained by each student.

Most of the students did not attain the Minimal Criteria of Achievement (KKM) of English subject. As the result, the teacher needs a new students' assessment that can be involved by the students in reading narrative text. The students' scores of reading narrative text can be seen in Appendix D.

As the result, most of the students did not reach the Minimal Criteria of Achievement (KKM) score, set by the school which is 65.00. Meanwhile, their average reading score is 63.3. It means that most of the students got a score below the KKM.

From those problems, the researcher presents Kahoot as an interactive assessment tool to estimate students understanding about the narrative text. Kahoot is a type of game-based learning that teachers may employ in the classroom. Kahoot gives a reasonable learning circumstance to consolidating request based learning and games.

Jamie Brooker, Johan Brand, and Morten Versvik collaborated with the Norwegian University of Technology to create Kahoot. Kahoot was launched in March 2013 and made available to the general public in September of same year. Kahoot is a multiple-choice quiz that permits user-generated and can be accessed via internet browser, cell phone, or the application itself. Kahoot applied playful and colorful designs and sounds to enrich the quality.

Furthermore, through Kahoot the teacher can use or add any pictures, sounds, or videos that can motivate students in doing the assessment. In addition, the teacher can add a period limit for noting tests or studies that have been offered so that the right response is required as well as practicality is the central matter in

noting the test or study given by the instructor. They should attempt to have complete consideration to respond to the inquiries since they have restricted time.

Granic, Lobel, and Engels, (2014) state that Kahoot has intellectual, inspirational, enthusiastic, and social advantages of gaming. Additionally, different benefits of Kahoot are instructively applicable games that create understudies can learn scholastic substance while having fun, it likewise gains some particular scholarly accomplishment benefits, constructs scholarly certainty, and furthermore advances collaboration and participation (Siegel, 2015).

Previous researches have been conducted by some experts. They are Mansur (2019) did a concentrate by applying Kahoot in Senior High School. Through his exploration, Mansur found that Kahoot application may help understudies improve their English Vocabulary, notably in the area of introducing themselves. Likewise, the understudies gave an uplifting outlook toward the utilization of Kahoot in jargon learning, for this situation, they were more stimulated and delighted in learning English through Kahoot.

The impressive of Kahoot has been confirm by a study led by Wibisono (2019) in his research, Kahoot is effective to enrich the reading comprehension scores contrasted with Jigsaw educating strategy. Kahoot is relied upon to cause the great relationship between teachers and students in SMA Swasta Muhammdiyah 7 Serbelawan and enrich students' interest in reading activity. Although there are several similar studies regarding Kahoot, this study has some aspects which make it different from the other. First, this study will be focus on students' assessment.

Second, this study will be teaching one kind of genre, namely narrative text. The last, this students' assessment will be intended to the tenth-grade students of Fashion Design Program at SMK Seni Budaya Raya.

From the explanation above, the researcher presented Kahoot as students' assessment that will developed to teach reading narrative text. Therefore, the title of this study is Developing Students' Assessment in Reading Narrative Text based on Kahoot for the Tenth Grade Students. Hopefully, developing students' assessment based on Kahoot can be a solution for the teacher's problem.

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study is:

How is students' assessment developed based on Kahoot in reading narrative text for the Tenth Grade students?

1.3 The Objective of the Study

Based on the problem of the study above, the objective of the study is:

To develop students' assessment based on Kahoot in reading narrative text for the Tenth Grade students.

1.4 The Scope of the Study

Based on the background of the study above, this study will be limited only for the narrative text. The reading skills assessment developed based on Kahoot.

This study is administered for the Tenth Grade Students of Fashion Design Program at SMK Negeri Seni Budaya Raya academic year 2020/2021.

1.5 The Significances of the Study

The findings of this study are expected to be able to give valuable contributions both theoretically and practically.

1. Theoretically

Theoretically, this study is expected to give further information and theories about developing students' assessment in reading narrative text based on Kahoot for the Tenth Grade students at SMK Negeri Seni Budaya Raya.

The findings of the study will extend and enrich the horizons in theories related to the area, and furthermore, provide a commitment and contribution to instructive research improvement in Indonesia by utilizing online tools in assessing students.

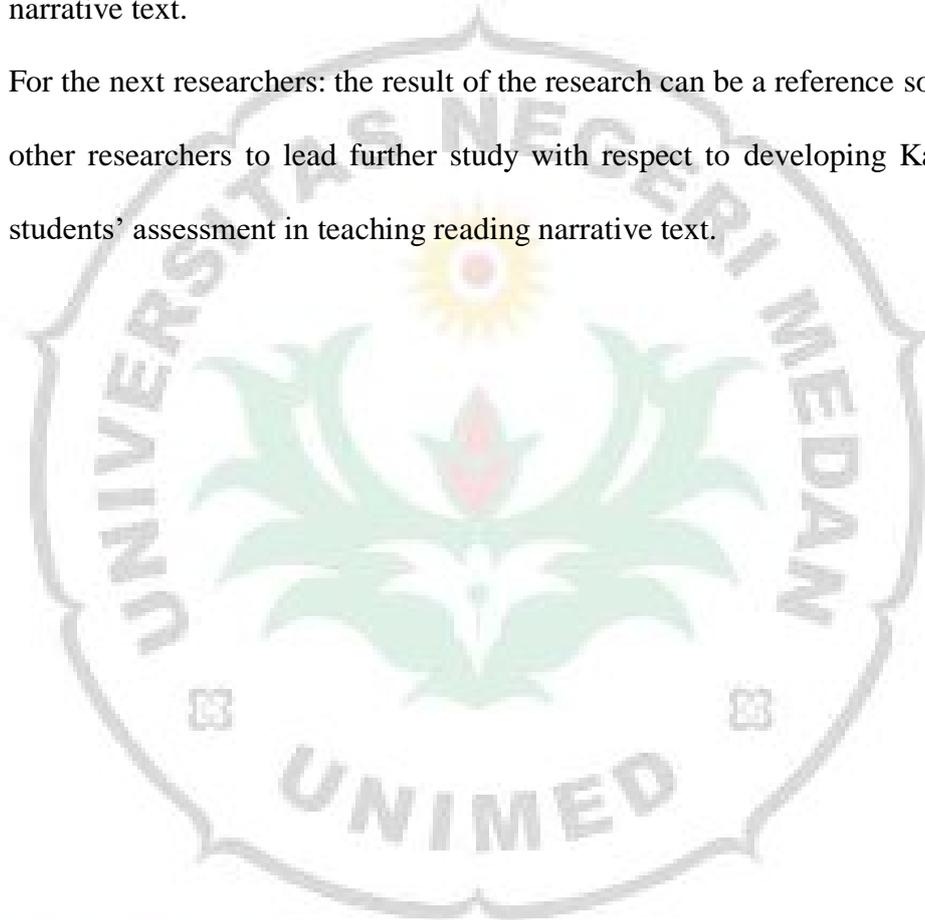
2. Practically

The findings are expected to be useful for lecturers, students, and the next researchers practically, as follows:

- a) For the Lecturers: it is hoped that they knew students' problems and needs in reading narrative text. Try to make a creative students' assessment related to students' needs based on Kahoot. It is also expected to inspire and motivate the lecturers to be more innovative and creative in creating innovative and effective students' assessments based on Kahoot in reading narrative text.
- b) For the Students: this study aims to help the students to have an understanding of students' assessment based on Kahoot, so it can assist them with working their capacity and enhance their knowledge in reading narrative text.

The findings of the study can be the recommended reading media in reading narrative text, as it motivates their enthusiasm and willingness in reading narrative text.

- c) For the next researchers: the result of the research can be a reference source for other researchers to lead further study with respect to developing Kahoot as students' assessment in teaching reading narrative text.



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CHAPTER II

LITERATURE REVIEW

2.1 Theoretical of Framework

This chapter defines several key terminology that were utilized in this study. These concepts should be fully defined and explained to the readers so that both the readers and the writers have the same understanding.

2.1.1 Assessment

A. The Definition of Assessment

Pierce (2002) states that assessment must be a part of every learning and teaching activity. It not only assists instructors in making day-to-day instructional decisions and identifying student strengths and weaknesses in relation to classroom instruction, but it also provides students with exact feedback to help them learn. Besides, Levyn (2015) says assessment is a component of the teaching and learning process, and it is used to determine whether the teaching and learning process is running smoothly and achieving the desired outcomes.

Furthemore, Brown (1994) believes assessment is a general phrase that refers to any purposeful effort made by the lecturer or student to achieve a goal. We are also in charge of assessing the situation. Biggs (2003) explains students are also assessed to choose, direct, or encourage them, as well as to fulfill public standards and accountability requirements.

Based on those statements, the researcher expressed assessment is critical in education because it allows teachers to classify and grade their students, motivate them, provide feedback, and arrange their instruction properly.

Assessment assists in the diagnosis of students' material strengths and weakness. Assessment also provides teachers with immediate feedback, allowing them to adapt their teaching methods to the learning styles of their students. Teachers should assess students' progress and offer grades using a variety of assessment tools. For analyzing the learning process, tests, exams, and assessment models are valuable tools.

Assessment is an important aspect of a school's teaching and learning activities since it facilitates communication between teachers and students in the classroom. All activities taken by teachers and students in order to acquire data that may be used to improve teaching and learning are referred to as assessment.

This includes the teacher observing and analyzing students' work such as homework, tests, essays, reports, practical procedures, and classroom discussion of issues. All of them are aimed at providing a representative sample of what a student may or may not be attentive of.

The assessment provides data on a student's awareness, comprehension, perception, and attitude toward learning. Standardized tests have been most generally connected with the terminology of the following assessment principles, as stated by Brown (2010) they are practicality, alternately, reliability, validity, and the washback effect.

Here they are explained in detail:

1. Practically

It means that:

- It is not pricey
- keeps within reasonable time limitations
- is generally simple to administer
- includes a particular and time-efficient scoring/evaluation technique

2. Alternatively

Alternatively, "the degree of connection of the characteristics of a specific language test task to the qualities of a target language task," as stated by Bachman and Palmer (1996, p.23). After that, provide a schedule for selecting target language tasks and converting them into legitimate test items. Using the Alternatively concept in attesting, the test is used to accomplish an assignment in a real-life setting.

Hence, Alternatively could be presented in a test in the following ways:

- a) Contains components that are contextualized
- b) As much natural language as feasible is used.
- c) Is based on real-life issues that are significant and relevant.
- d) Gives objects, such as a plot or some thematic organization.
- e) Tasks represent, or closely matches, real-world tasks. Provides assignments that are similar to those found in the real world.

3. Reliability

A trustworthy test is one that is repeatable and dependable. If you administer the same test to the same student or a group of students on two separate times, the results should be identical. Reliable tests' performance stability and consistency must be consistent and dependable as stated by Badjadi (2013).

For example, if a teacher gives the same test to the same student or a group of students repeatedly, the results must be the same. As a consequence, the principles of dependability are as follows:

- Is constant in its circumstances
- Provides clear assessment guidelines
- Uses standard rubrics for grading
- Provides assignments that are straightforward for the test-taker

(Brown & Abeywickrama, 2010)

4. Validity

When the assessment method corresponds to the subject and curriculum being taught, and the assessment findings are accurate, the assessment is called acceptable (Brown, 2002; Gur 2013). Alternative assessment proponents argue that these elements should not be overlooked. In qualitative research, the term honesty has been employed to address issues regarding the validity and reliability of evaluation procedures.

To put it another way, does it measure what it promises to measure, and will it yield the same findings if it is used again?

In terms of the assessment's purpose, it refers to the amount to which conclusions drawn from assessment results are suitable, meaningful, and valuable (Groundlund, 1998, p.226).

5. Washback Effect

This principle is characterized as the effect of testing on teaching and learning a foreign language as stated by Brown (2004). Another perspective on the washback principle is that the washback effect can refer to both language learning promotion and self-awareness. Washback also suggests that students have immediate access to debate the teacher's input and evaluation.

While you've almost certainly had professors with whom you wouldn't dare to disagree on a grade, an interactive, cooperative, collaborative classroom can still encourage students and teachers to talk about evaluative judgments.

This principle explains how to evaluate the impact of both teaching and learning. When using washback, the following factors must be taken, they are:

- a) Indicates that learners have an opportunity to prepare
- b) Provides students with feedback data to assess language accomplishment
- c) Influences what and how teachers teach and how students learn in a positive way
- d) Provides conditions for peak performance by the student (Brown & Abeywickrama, 2010)

Levyn (2015) believes assessment is a component of the teaching and learning process; it is used to determine whether the process is running smoothly and achieving the desired outcomes. Assessment is the process of assessing what a student knows and can accomplish, as well as what he or she does not know and cannot do.

The teacher will be able to establish a comprehensive grasp of what students know, comprehend, and can do with the knowledge taught in class after collecting the data. The teacher must next decide whether or not to alter the teaching style, activities, or materials in order to increase the students' learning and development.

B. The Kinds of Assessment

There are some kinds of assessment based on Douglas Brown (2004).

They are:

1. Informal and Formal Assessment
 - a. Informal Assessment

Informal assessment is a type of assessment that occurs naturally and unintentionally during the learning process. Informal assessment can take a variety of forms, including unexpected comments and reactions, coaching, and other impromptu feedback to the learner. Examples include saying "Nice Job!", "Good Work!", "Did you can or can't?", "I think you meant to say you broke the glass, not you break the glass," or putting an emoticon smile on some homework.

A significant portion of a teacher's informal assessment is embedded in classroom assignments that are designed to elicit performance without documenting outcomes or making fixed judgments about a student's competence. A proposal for a technique for compensating for reading problems, minor comments on papers, reacting to an essay draft, guidance on how to better enunciate a word And demonstrating how to improve a student's note-taking in order for them to better retain the information of a lecture.

b. Formal Assessment

Formal assessment refers to exercises or procedures that are designed to access a pool of skills and knowledge. They are systematic, deliberate sampling approaches designed to provide an assessment of student achievement to both the teacher and the student. Formal assessments, to use a tennis comparison, are tournament games that occur at regular intervals within a practice regimen.

According to the preceding concept, formal assessments are activities or procedures that are especially meant to tap into a storehouse of skills and knowledge. They are systematic sampling approaches designed to provide teacher and student feedback on student achievement.

2. Formative and Summative Assessment

a. Formative Assessment

Formative Assessment is an important part of the teaching and learning process since it offers feedback to the teacher during the course of the lesson, allowing the teacher to assess how well the students are learning.

It also gives data on the effectiveness of teaching, which can be used to identify the best course of action if necessary. Formative assessment is the practice of evaluating students as they are "forming" their abilities and skills in order to assist them in continuing their growth.

The communication (by the teacher) and internalization (by the student) of appropriate feedback on performance, with a view toward future learning continuation (or formation), is the key to such formation. The goal of formative assessment is to contribute feedback at each stage in the teaching-learning process (Bloom, 1969).

b. Summative Assessment

Summative assessment is used at the end of a course or unit of instruction to measure or summarize what a student has learned. A summary of what a pupil has learned entails looking back and assessing how well that student has met objectives, but it does not always indicate a path for future advancement. Summative assessments include final exams in a course and general competency exams. Summative assessment can assess students' cognitive abilities at the end of the learning process.

Biggs (2003) states summative assessment is a type of evaluation that assesses students' cognitive abilities at the end of the learning process. Summative assessment, on the other hand, produces highly valued tests, grades, academic reports, and certifications.

3. Traditional and Alternative Assessment

a. Traditional Assessment

Traditional assessment is used to find out what has been learnt and report on it, which explains its connection to classroom activities. Bailey (1998) believes traditional assessment are indirect. She also points out that typical evaluation is standardized, thus it is one-shot, speed-based, and norm-referenced.

Bailey (1998) states this form of assessment does not provide learners with any feedback. The evaluation method is decontextualized, and the projects are primarily personalized. Most standardized examinations, according to Law and Eckes (1995), examine primarily the learner's lower-order thinking skills. Samaldino (2000) believes that traditional examinations usually focus on a learner's ability to memorize and recall, which are lower-level cognition abilities. Traditional assessment methods also require pupils to demonstrate their knowledge in a certain way (Brualdi, 1996).

In ordinary selected-response assessments, students seldom generate any words. As a result, these tests are commonly used to evaluate receptive ability. They have the benefit of being simple to use and score. In addition, grading is completely objective.

In addition, grading is completely objective. They do, however, have the disadvantage of making it difficult to create high-quality tests that do not assess students. Traditional evaluation has placed a strong emphasis on tests that are intended to demonstrate a student's educational achievements.

Traditional assessments have been shown to fail to capture the multi-dimensional features of what kids have already learnt, according as stated by Mathies (2000).

b. Alternative Assessment

Alternative evaluation focuses on assessing students' ability to use language spontaneously in real life and over a period of time. Alternative assessment offers fresh approaches to motivate and inspire students to investigate and exploit different aspects of themselves and the world around them.

Learning experts say that while subject matter information retention is simple to examine, critical thinking and creativity are more difficult. As they believe, the focus should be on long-term knowledge and information acquisition and transfer.

Alternative assessment allows teachers to see their students' strengths and faults in a variety of scenarios (Law & Eckes, 1995). Projects, performance assignments, concept maps, self- and peer-assessment, observation, portfolio, theater, diagnostic tree, diaries, posters, instructors, and student interviews have all grown more common in the classroom (Aml&Acar, 2008, Buyuktokatli & Bayraktar, 2014).

On the other hand, other exams assess higher-order cognitive ability. Students get the opportunity to demonstrate what they've learned. This sort of evaluation tool focuses on the growth and performance of the learner. For example, if a student fails to finish an assignment by a certain deadline, he or she can still demonstrate his or her skill at a later time and in a different circumstance.

Because alternative assessment takes place in context and over time, the teacher has the opportunity to examine the student's strengths and shortcomings in a variety of areas and scenarios as stated by Law and Eckes (1995).

The differences among Traditional and Alternative Assessment can be represented in the following table:

Table 2.2 Traditional and Alternative Assessment

No.	Traditional	Alternative/Alternative
1.	One-shot, standardized exams	Continuous long-term assessment
2.	limited, multiple-choice format	Untimed, free-response format
3.	Decontextualized test items	Contextualized communicative tasks
4.	Scores suffice for feedback	Individualized feedback and washback
5.	Norm-referenced scores	Criterion-referenced scores
6.	Focus on the "right" answer	Open-ended, creative answers
7.	Summative	Formative
8.	Oriented to product	Oriented to process
9.	Non-interactive performance	Interactive performance
10.	Fosters extrinsic motivation	Fosters intrinsic motivation
11.	Selecting Response	Performing an assignments
12.	Contrived	Real-life
13.	Recall	Construction
14.	Teacher-based	Student-based
15.	Indirect	Direct

Unlike traditional assessment, which pits students' abilities against one another, criterion-referenced assessment pits students' abilities against a set of criteria (Tanner, 2001). Alternative assessment goes beyond rote learning and memorization by requiring students to complete tasks that in some way or another require them to engage in problem-solving activities.

Alternative assessment presents students with a variety of fascinating assignments that are either real-world or simulations of real-world events. In addition, as Wiggins (1990) states alternative assessment provides students with a diverse set of abilities and reveals whether they have learned to develop valid responses to the tasks at hand. Furthermore, he claims that by being very dependable, this type of assessment establishes a defined criterion for evaluating the activities at hand.

Alternative evaluation proponents point to a number of advantages. Among some of the advantages are:

- a) Evaluating the learning process and product, as well as other critical learning behaviors
- b) Evaluating and analyzing training
- c) Producing significant outcomes for diverse stakeholders
- d) Providing a link to cognitive psychology and other relevant domains
- e) Adopting a collaborative learning approach
- f) Providing psychological support for students
- g) Endorsing independent learning

Because alternative assessment is ongoing, it can reflect the learners' language proficiency as well as the educational environment's developing processes throughout time. Alternative assessment connects assessment and training by incorporating a 'feedback loop,' which allows instructors to continuously evaluate and alter instruction based on what has already been assessed.

To put it another way, if the goals of a specific instructional program are satisfied, the process continues. Otherwise, it's been changed (Genesee & Hamayan, 1994). Alderson & Banerjee (2001), assumed that the information acquired via alternative assessment is more informative than regular test scores. It enables students to develop a better grasp of their achievements and to take greater ownership of their learning (Hamayan, 1995). Alternative assessment allows instructors to record the success or failure of a curriculum, which assists in the introduction of a better framework for arranging the accomplishment of students.

Furthermore, alternative assessment is said to be incompatible with the cognitive psychology framework since it considers learning to be uneven rather than linear. According to this viewpoint, students should be given opportunity to apply their strategies to the tasks they are given. It is also emphasized that this type of assessment allows pupils to generate rather than select a response. Barootchi (2002) believes without a doubt, this type of evaluation is a collaborative technique that provides students and teachers to collaborate in the learning process.

Students' self-esteem, sense of efficacy, and intrinsic motivation to study improve as a result of this teamwork (Broadfoot, 2003). By recognizing their skills and shortcomings and creating realistic learning goals, learners become active participants in the learning process (Luoma & Tarnanen, 2003).

Certain aspects of alternative evaluation have sparked a lot of debate. To begin with, it is said that this type of evaluation takes more time and money for teachers to do a thorough study of the tests in order to provide appropriate feedback to students (Brindley, 2001).

Second, teachers must be skilled enough to properly implement many alternative assessment methods (Clark & Gipps, 2000). Third, learners require a great deal of direction and supervision, which they may not understand if they are used to traditional evaluation methods. Finally, in terms of psychometric qualities of validity, reliability, and practicality, this type of evaluation is vulnerable to criticism (Brown & Hudson, 1998). Above all, practitioners have reservations regarding the feasibility of applying this type of assessment to large groups of people (Worthen, 1993).

Alternative assessment proponents, on the other hand, refute the aforementioned claims based on philosophical reasons. As Huerta-Macias (1995) says alternative assessment gains validity and reliability, because it is closely integrated into the learning and teaching process. A measure develops trustworthiness, he claims, if it has credibility and audibility. Because of the direct nature of evaluation, alternative assessment is valid. The audibility of the procedure, as well as the triangulation of judgments made with many sources of data, such as instructors, students, parents, and administrators, help to ensure consistency.

2.1.2 Reading Skill

A. The Definition of Reading

Grabe (2000) describes reading is the process of receiving a message and comprehending information contained in a text produced by the author. Nuttall (1996) explains entails receiving a message from the text because the writer has put a message into it. As readers, we should be able to extract the main idea from the material we have read.

Furthermore, as Haris (2002) states, the practice of reading aids readers in deciphering new words and phrases encountered in regular dialogue. He believes that reading entails sensing, perceiving, achieving meaning, learning, and reacting in a variety of ways, as well as sensing, perceiving, obtaining meaning, learning, and reacting in a variety of ways.

In addition, Hesham (2005) says reading is the process of gaining knowledge or something from a text. Reading can be thought of as a "interactive" process in which a reader interacts with a text to achieve automaticity or reading fluency. The reader engages interactively with the texts in this process as he or she attempts to elicit the meaning, and several types of knowledge are employed: linguistic or systemic knowledge (through bottom-up processing).

Reading is a set of abilities that entails deciphering and interpreting meaning from the written word (Linse & Nunan, 2005:69). To read, the learner or user must be able to both decode and comprehend what they read.

Reading is a set of skills that requires comprehension in detecting or discovering the creation of sense and meaning from the printed word, as well as the capacity to decode (sound out) the printed word. Pang (2003:6), on the other hand, claims that reading is about comprehending written materials. It is a difficult task that requires both perception and thought.

Reading, the process of receiving a message and processing information using written language or symbols, is a type of communication, according to the study (text). The author and the reader have a two-way conversation when they read. Reading entails understanding and interpretation.

Reading is a team effort that includes the author's skill to convey meaning using words as well as the reader's to produce meaning from them. To read successfully, the reader must keep connecting what reader already know about the subject to the author's words.

B. The Importance of Reading

Reading is one of the best methods to learn new things and improve your language skills. The majority of knowledge is recorded in a book. People, especially learners, who wish to know and grasp things must first read. They must continue to read. Reading can help pupils learn a language if they understand what they are reading. The more they read, the more they will grasp it.

Reading is the foundational ability that all formal education is built on. Harmer (2002) expressed reading has a good impact on students' vocabulary knowledge, spelling, and writing.

Interesting themes can be introduced through good reading text. Reading is also seen as a necessary ability for kids. Reading books is a fantastic way to get ideas for English writing. Reading materials can be utilized to help students learn how to write good phrases, paragraphs, and entire texts.

Damian (2001) believes aids mental development and is known to stimulate the eye muscles. Reading is an activity that requires more concentration and improves the reader's conversational skills. It is an indulgence that continually improves the knowledge gained.

Reading regularly also aids readers in deciphering new words and phrases encountered in everyday discussions. The habit has the potential to develop into a healthy addiction, and it adds to the wealth of information available on a variety of themes. It keeps us in contact with today's writers as well as those from the past, and it makes us more aware of world issues. Another reason to read is for pleasure or excitement. The readers in this case desire to like what they've read.

They might read novels or short stories, for example. Reading is not only a source of information and a pleasurable activity in language, but it is also a means of expanding one's vocabulary. To put it differently, reading is a valuable activity since it improves better spelling, writing, reading comprehension, and advanced vocabulary.

C. Types of Reading

Several types of reading performance are often defined when considering assessment processes, and these will act as organizers for various assessment tasks. Brown (2004) states there are four types of reading:

1. Perceptive.

Similar criteria are supplied here, although with some new terminology to express the uniqueness of reading, in keeping with the set of categories specified for hearing comprehension. The components of bigger stretches of speech, letters, words, punctuation, and other graphemic symbols, are all addressed in perceptive reading tasks. The concept of bottom-up processing is implied.

2. Selective.

This classification is mostly a result of assessment formats. Picture-cued tasks, matching, true/false, multiple-choice, and other common tasks are used to assess one's reading recognition of lexical, grammatical, or conversational characteristics of language within a relatively brief stretch of language. Sentences, short paragraphs, and simple charts and graphs are examples of stimuli. Short answers are also expected. It's possible to use a combination of bottom-up and top-down processing.

3. Interactive.

Several paragraphs to one page or more of language in which the reader must, in a psycholinguistic sense, interact with the text are included among interactive reading kinds.

Reading is a negotiation of meaning; the reader takes a set of schemata to the text in order to comprehend it, and intake is the result of that engagement.

Anecdotes, short narratives and descriptions, snippets from longer texts, questionnaires, notes, announcements, directions, recipes, and the like are examples of genres that lend themselves to interactive reading.

An interactive activity focuses on identifying relevant aspects (lexical, symbolic, grammatical, and conversational) within somewhat brief texts in order to retain the information processed.

4. Extensive.

The term extensive reading, as used in this book, refers to writings that are longer than a page and include professional articles, essays, technical reports, short stories, and books. It is indeed worth noting that extensive reading in reading studies refers to lengthier lengths of discourse, such as long articles and books, which are typically read outside of class hours.

The four types of reading can be displayed in Figure 2.1, which depicts the links between length, focus, and processing mode.

	Length			Focus		Process	
	Short	Medium	Long	Form	Meaning	Bottom-Up	Top-Down
Perceptive	••			••		••	
Selective	•	•		••	•	•	•
Interactive		••		•	••	•	••
Extensive			••		••		••

•• strong emphasis
• moderate emphasis

Figure 2.1 Types of reading by Brown (2004)

D. Genre-based Learning

Gerot and Wignel (1994: 190-219) explain genre is one of the most essential and influential ideas in language. A genre is a culturally unique text type that develops from the use of language (both written and spoken) to achieve a goal.

Descriptive text, recount text, narrative text, report text, news items, procedure text, analytical exposition, spoof text, hortatory exposition, explanation text, debate text, review text, and anecdote text are just a few examples of text genres used in education. They are explained as follows:

1. Descriptive text

Descriptive text is a text which describes the characteristics of a person or an object.

2. Recount text

Recount text is a text which retells events or experiences in the past.

3. Narrative text

A narrative text is a story that contains complexities or problematic situations and attempts to resolve the problems. The narrative mode, or the set of strategies used to tell the narrative through a process narration, is an important aspect of narrative text. The goal of narrative text is to entertain or amuse the reader by telling a story.

4. Report text

Report text is a text which delivers informations about something exactly as it is.

5. News item

News item is a text to educate readers about current happenings.

6. Procedure text

Procedure text is a text that describes a process in order and demonstrates how something is completed in a succession of steps.

7. Analytical exposition

Analytical exposition is a text that elucidates the author's perspective on the phenomenon in question.

8. Spoof text

Spoof text is a text which tells a factual story, happened in the past time with an unexpected and humorous finish.

9. Hortatory exposition

Hortatory exposition is a text to persuade the reader to behave or act in a specific manner.

10. Explanation text

Explanation text is a text which describes the processes that lead to the formation of natural, social, scientific, and cultural phenomena.

11. Discussion text

Discussion text is a text which presents a problematic discourse.

12. Review text

Review text is a text that provides readers or public audiences with a critical appraisal of events or works.

13. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination.

This study only focus on Narrative Text. From the genres of text above, the researcher chose the narrative text to be applied in reading because based on the Syllabus of the Tenth Grade Students, narrative text is a text that is used for the Tenth Grade Students and the most appropriate kinds of text that can be developed as students' reading assessment. The detailed explanation of narrative text can be seen below.

E. Narrative Text

a. Definition of Narrative Text

Anderson (1997) states a text that tells a story is referred to as a narrative text. Bach and Browning (1988:60) say narrative is a continuous recounting of an event or a set of events. Narrative text is a story that tells a meaningful series of events in words. It's sequential in the sense that the events aren't just happening at random. A time arrangement is always present in the series (and usually other arrangements as well). From the definition above, it can be concluded that narrative text is a text that tells us about something fascinating in order to amuse, entertain, or inform the audience.

b. Generic Structure of Narrative Text

Anderson (2003, p.8), states there are five processes to composing a narrative text. They are:

1. **Orientation:** the narrator tells the audience who is in the story, when it is happening, and where the action is taking place. The narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on in this section.
2. **Complication:** This step initiates a series of events that affects the outcome of the story. This is a section of the story in which the narrator describes something that will set off a sequence of events. One or more of the characters will be affected by these occurrences. The trigger is the complication.
3. **Sequence of events:** How the characters respond to the complication. The narrator describes how the characters react to the complication in this section. It involves both their feelings and their actions. They can even be told in a flashback or in chronological sequence. The narrator's point of view is presented to the audience.
4. **Resolution:** The characters ultimately figure out how to solve the problem. The complexity is resolved or the problem is solved in this section of the story.
5. **Coda:** Presents a moral or a comment based on what the reader has learnt from the story (optional). If there is a moral message to be gained from the story, the narrator includes a coda in this section.

c. The Language Features of Narrative Text

Anderson and Anderson (1997:8) describe the following language elements are common in narrative text. They are:

1. Specific characters.
 2. Time words, such as then, before, and soon, that connect events to indicate when they occur.
 3. Action verbs to show what happens in the story.
 4. Describe the characters and situations with descriptive terms.
 5. Make use of temporal conjunctions and conditions.
 6. Use Past Tense
- d. Types of Narrative Text

As Annandale (1990:16) says a class list of tale kinds that can be used as alternatives in learning narrative texts might include: Narrative texts fall into the following categories:

- a. Adventure: a narrative about something interesting and risky, such as an adventure or travel, with the goal of solving the difficulties that arise; for example, junior detective stories, journey stories, and spy stories.
- b. Horror story: a terrible story featuring terrifying incidents that usually ends well; e.g., Dracula, The Missing Mummy, and so on.
- c. Romance: a narrative about a romantic relationship. Although there are often challenges, pure love usually triumphs in the end.

- d. Fairy tales: a well-known folktale for youngsters in which fairies or other supernatural beings frequently appear. It occasionally relates stories about the kingdom, princesses, and so forth.
- e. Epic: a story that deals with major themes and heroic deeds and events by characters who are larger than life, such as in Star Wars.
- f. Folklore: a community's traditional beliefs, customs, and stories, passed down through generations by word of mouth. Folklore is made up of two words: folk, which refers to people from a particular place, and lore, which refers to stories. Folklore, then, is a collection of stories told by people in a particular region.

Dundes (1965) refutes the idea that "folk" should inherently be associated with peasant or rural populations, or with historical figures. He claims that modern city dwellers have folklore as well, and that, rather than dying out, folklore is continually being invented and recreated to fit new situations.

Dundes insists that "folk" refers to "any group of people who have at least one common feature." Folklore studies human creativity in specific cultural and social situations, such as how such expressions (such as storytelling, music, material culture, and festivals) are linked to political, religious, ethnic, regional, and other kinds of group identity.

Dundes stated there are some genres of Folklore they are :

- Folk art, vernacular architecture, textiles, and modified mass-produced products are examples of material culture.
- Traditional, folk, and world music are all available.
- Legends, urban legends, fairy tales, folk stories, and personal experience narratives are all examples of narrative.
- Jokes, proverbs, and word games are examples of verbal art.
- Religion and belief: mythology, folk religion, and ritual
- Foodways: traditional cooking and traditions, food-culture links
- Folklore can define a population's values, beliefs, and preferred way of life with its literary themes. It is traditional customs, tales, sayings, dances, or art forms preserved among a people. Eg. Malin Kundang, Timun Mas, Surabaya.

This study only focus on Folklore types because Folklore is appropriate with teacher's lesson plan for the Tenth Grade Students of SMK Seni Budaya Raya.

e. Example of Narrative Text

Ande Ande Lumut (Folklore from Java)

Long-long time ago, there lived a handsome prince in Jenggala Kingdom. His name is Panji Asmarabangun. His father, King Jayengnegara, arranged his marriage with princess Dewi Sekartaji, the daughter of King Jayengrana.
(*Orientation*)

Prince Panji Asmarabangun accepted his father decision happily because princess Dewi Sekartaji was so beautiful and he felt in love with her from the moment he saw her. One day, there was a big war in the kingdom. The battle was so fierce that it could endanger the safety of princess Dewi Sekartaji.
(*Complication*)

The princess ran away from the palace to protect herself without telling her husband. When the war was over, prince Panji Asmarabangun could not find his wife, so he sent some of his soldiers to search for princess Dewi Sekartaji. The soldiers returned to the palace and reported to prince Panji Asmarabangun that they have found princess Dewi Sekartaji. The soldiers also told him that princess Dewi Sekartaji had changed her name into Kleting Kuning and lived in the house of an evil widow. (*Sequence of Events*)

Prince Panji Asmarabangun disguised as a handsome and rich man by the name Ande Ande Lumut because he wanted to tricked the evil widow and her daughters. At the end, Ande Ande Lumut managed to trick them and he finally met his wife again. They returned to the palace and live happily together.
(*Resolution*)

(bigbanktheories.com)

Figure 2.2 Example of Narrative Text

2.1.3 Assessing Students' Reading Skill

Brown (2004) states there are five types of reading assessments to consider when constructing assessment tasks for selective reading, they are:

- Multiple-Choice (for Form-Focused Criteria)

The multiple-choice format is by far the most popular technique of assessing a reader's vocabulary and grammatical knowledge, owing to its convenience: it is simple to administer and score. The most basic multiple-choice items may be devoid of context, yet they can be used as a vocabulary or grammar check.

- Matching Tasks

The test taker's job at this chosen level of reading is merely to reply properly, therefore matching is an acceptable structure. Vocabulary is the most often used criterion in matching techniques. Matching activities have the benefit of providing an alternative to typical, multiple-choice questions, as long as the test designer has properly selected the matches. However, there are certain drawbacks to this architecture.

- Editing Tasks

A widely used test method for testing linguistic proficiency in reading is editing for grammatical or rhetorical faults. This technique is used in the TOEFL and many other examinations with the premise that it not only focuses on grammar but also introduces a simulation of alternative editing activities, such as identifying faults in written passages.

- Picture-Cued Tasks

We looked at picture-cued challenges for perceptual recognition of symbols and words in the previous step. Pictures and photographs can be used to assess competence at the selected level in the same way. There are several different sorts of picture-cued approaches that are routinely employed.

- Gap-Filling Tasks

Some multiple-choice items can be converted into gap-filling or fill-in-the-blank items, in which the test taker must write a word or phrase in the blank. Simple gap-filling exercises, in which test takers read part of a sentence and then complete it by writing a phrase, are expanded into sentence completion items. Simple gap-filling activities have developed into sentence completion questions, in which test takers read part of a sentence and then complete it by writing a phrase.

A. Students' Need Analysis

As Haque (2014) explains needs analysis is a process that gathers information from learners, teachers, and language courses to determine what language abilities learners need to develop, why they should gain them, and how they should develop them in the most effective way possible.

Hutchinson and Waters (1986) state there are two basic needs of students they are target needs and learning needs.

1. Target Needs

The learners' target needs are defined as what they must do in the target circumstance. Necessities, lacks, and wants are the three components of a target need (Hutchinson & Waters, 1987).

a. Necessities

This term refers to what the learner has to know in order to be successful in the goal environment. It is a matter of monitoring the conditions in which the student will be required to operate. For instance, a businessman may require knowledge of business letters, among other things.

a. Lacks

What the learner haven't known. Every learner will have difficulties in their English studies, such as a lack of proficiency, vocabulary, or grammar, and it is also possible that one student will face difficulties that are not shared by others. Lacks are characterized as a discrepancy between problems and requirements.

When students are unable to meet the requirements of the need for knowledge, there are deficiencies that create reasons. The learners' deficiency is the difference between the target competency and existing proficiency.

b. Wants

This concept refers to what a student expects from a course. The learner's perspective on the target situation's requirements.

This refers to the learners being given the opportunity to participate in determining the needs because everyone has their own thoughts that differ from one another.

2. Learning Needs

As Hutchinson and Waters (1986) state learning needs are understanding and skills that learners will need to perform to the requisite level of competence in the target environment. The data on learning needs, such as language items, abilities, techniques, subject knowledge, and so on.

B. Assessing based on Kahoot

1. Definition of Kahoot

Dellos (2015) states Kahoot is a study tool that encourages students to collaborate in order to improve their learning motivation. that uses activities like pre-made or spontaneous quizzes, discussions, and surveys to engage pupils. They are asked to an infinite number of "players" in real time, providing a sociable, interactive, and game-like learning environment. They are created by teachers, students, businesspeople, and social users. Kahoot is a study tool that encourages students to collaborate in order to improve their learning motivation.

To access the platform, students go to <https://kahoot.it> and sign in. Students can play alone or in teams, with each group using one device. Students gain access to the platform by entering a pin provided by the instructor or teacher. Students improved their language acquisition knowledge and skills by playing Kahoot, either alone or jointly.

The teacher takes on the role of a game show host, while the students compete. The questions and appropriate answers are displayed on the teacher's computer, which is connected to a wide screen, and the students respond as quickly and accurately as possible on their digital device. Between questions, a distribution chart of the students' responses is displayed. The chart allows the teacher to gain feedback on how much the class knows about a topic and allows him or her to better explain the sections of the issue where students are confused. A scoreboard displays the top five students' nicknames and scores between questions, and a winner is announced at the end of the game.

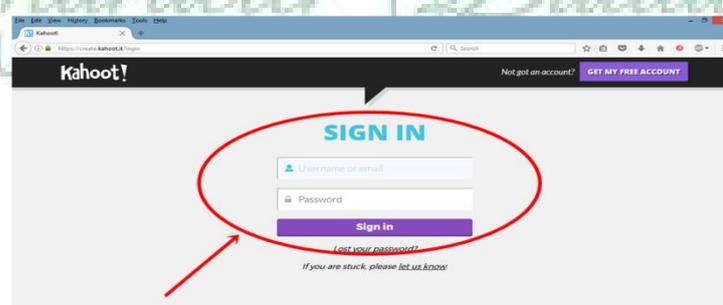
2. How to Use Kahoot

- 1) The first step is please enter at <https://kahoot.it> and select Sign in from the menu on the top right. We will then be let into the Sign-in page.



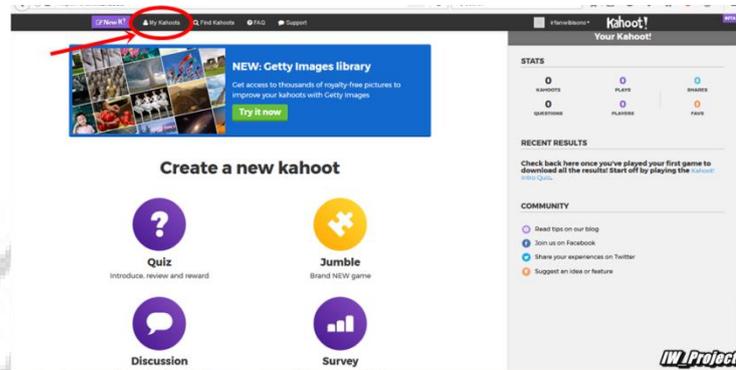
Picture 2.1 Display of Kahoot

- 2) The second step is to log in with your newly created account by providing your email address and password.



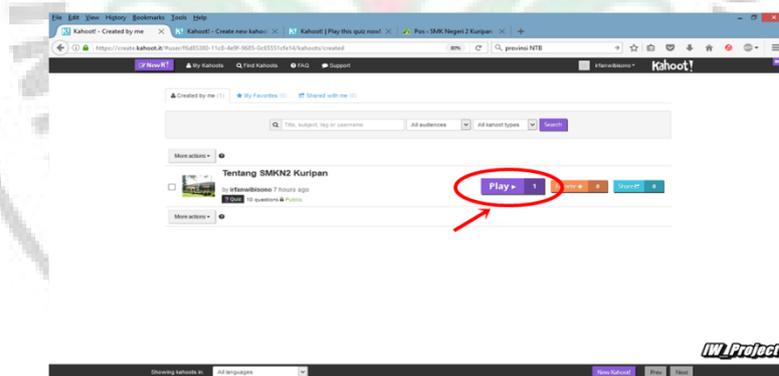
Picture 2.2 Opening page display

3) The next step is to click the My Kahoot menu on the top left menu.



Picture 2.3 Intro display

4) The fourth step is to click the Play button to choose which Quiz will be performed.



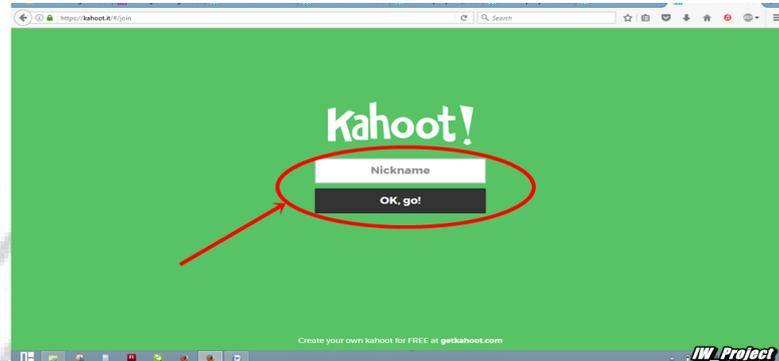
Picture 2.4 Profil display

5) Fifth, choose classic mode if all students have a device or choose team mode if they want to play in some groups.



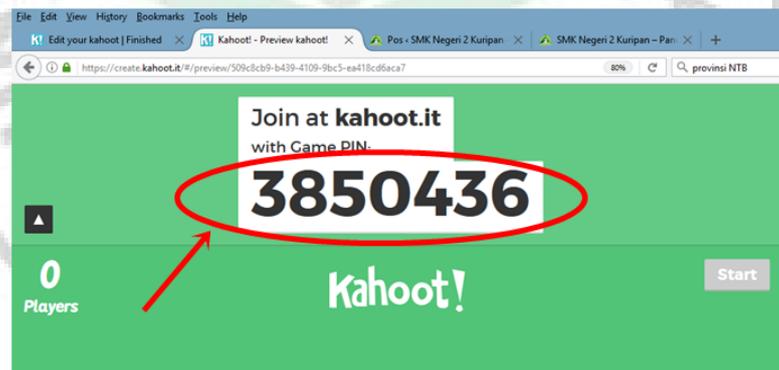
Picture 2.5 Menu display

6) If you choose Classic, a student's name will appear



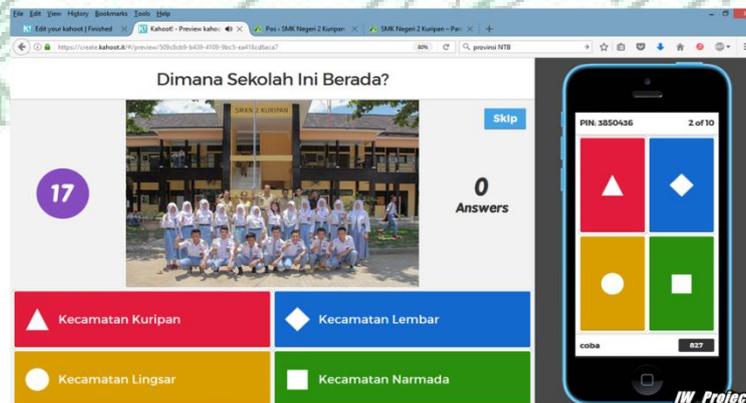
Picture 2.6 Menu Display

7) After choosing Classic or Team mode in the six-step the screen will show the PIN that students will use to access this Kahoot – Quiz.



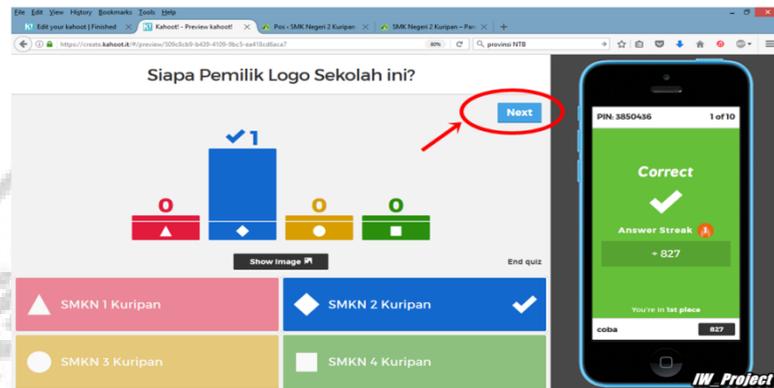
Picture 2.7 Menu display

8) Eighth, after that we are ready to start taking the quiz with the amount of questions we have been made.



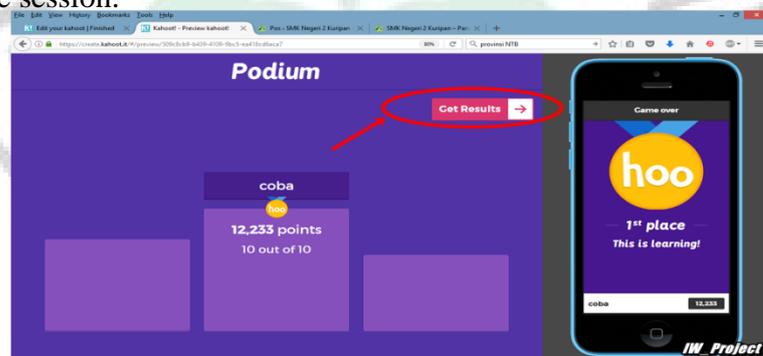
Picture 2.8 Host menu display

- 9) Ninth, all of the questions that students have answered will be shown, as well as a breakdown of how many students picked each of the response options.

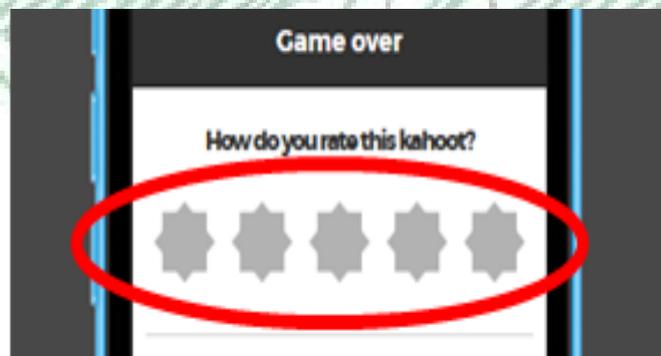


Picture 2.9 Ending game display

- 10) Tenth, The name of the student with the highest grade will show at the end of the session.



- 11) Last, on the students' device, the satisfaction survey using Kahoot will appear as shown below. There is a choice of star rating.



Picture 2.11 Rating display

3. The Advantages and Disadvantages of Kahoot

a. The Advantages of Kahoot

Kahoot allows teachers to make quizzes, discussion, and surveys by including various elements such as video, images and text. Kahoot utilizes fun and colorful graphics and audio.

Students can use a range of devices such as cellphones, tablets, computers, and other devices without having to download an application. Students are not needed to register or download an application, which might be inconvenient, and make the procedure more difficult (Plump, 2017). Students simply go to <https://kahoot.it>, enter the pin, and then take the quiz.

The picture below can be represented as follows:



Figure 2.3 Login in Kahoot

Kahoot may be used with wirelessly connected cellphones, tablets, laptops, and PCs. Kahoot allows users to create entertaining quizzes. Students participate in the game via computers, smartphones, or other devices.

Users can also integrate videos and use Kahoot as part of the teaching process, or students can design review activities to share with their classmates.

The teacher can also set a time restriction for students to complete quizzes or surveys, so that not only the correct answer is required, but also timeliness is a key factor in completing the quiz or survey. The usage of Kahoot might help students concentrate on the question at hand. Since they only have a limited amount of time to answer the questions, they must do their best in it.

They must win the game by answering the question correctly and in the shortest amount of time. As a result, they must devote their complete concentration to the task at hand. They would be able to understand the subject better if they have high concentration. Granic (2014) states Kahoot provides cognitive, motivational, emotional, and social benefits. It also boosts pupils' motivation by allowing them to use computers to research areas of interest.

Other advantages of Kahoot are educationally relevant games that allow students to learn academic study while having fun, as well as specific academic achievement benefits, academic confidence, and teamwork and cooperation (Siegel, 2015).

b. The Disadvantages of Kahoot

As Hovious & Vaneck (2011) state there are some disadvantages of Kahoot, they are:

- a) Programming, where not everyone has good skill in operating mobile applications.
- b) The development of media also takes a long time in terms of design

- c) Costs to access all the content are quite expensive where it needs an internet connection and some paid features.

4. Types of Kahoot :

There are three types of Kahoot presently offered:

1) Quiz

This is the most popular types of Kahoot, and it demonstrates game-based blended learning strategy. A quiz can have an unlimited number of questions. Each question can have a photo or video attached to it, as well as two to four multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time restriction for each question can be set anywhere between 5 seconds and 2 minutes. Quizzes may be used to examine each person in a formative manner and change their learning accordingly, in addition to being a wonderful method to engage and focus an entire room of people.

By developing their own quizzes, they can be used to track individual progress over time and inspire learners to study more. Players use their devices to answer questions shown in the front of the room, with the goal of answering correctly and scoring the most points. The sooner someone successfully answers a question, the more points they earn. The top five highest-scoring players are presented on the leaderboard in front of each question, and the overall winner is revealed at the end. After that, you can download the results, which include who responded what for each question.

2) Discussion (previously “Quick poll”)

Discussions are meant to do exactly what they say: they're meant to help people talk. They're just one fast question with no right or wrong answer, a graphic or video to go along with it, and two to four alternative solutions.

They should be used to obtain feedback on current events, contentious themes, or even to ask "what shall we do today?". There is still a time limitation to comply to, but no points are awarded. The question's overall results are displayed in the front and serve as the basis for discussion.

3) Survey

A survey can have an unlimited number of questions. Each question may be accompanied by a photo or video, as well as two to four multiple choice answers; however, there are no correct or incorrect answers.

They're similar to traditional surveys, except that questions are asked in real time to people who are present and respond using their mobile devices. Each question's results can be disputed right away, and at the end all the survey results can be downloaded.

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2.2 Relevant Studies

Relevant studies inserted to support the research and evaluate the previous thesis, including its strength and weakness. Evaluating the previous thesis means taking their strengtheners and inserted them into the researcher's thesis and avoids the weakness.

Muhammad (2018) did experimental research by using Kahoot for eleventh-grade students at SMA Negeri 1 Garut. The processing of research data demonstrates that there was a huge influence between the use of Kahoot application and increased interest in PKn Subject, according to the findings of this study in terms of cognitive elements (interesting learning).

The usage of Kahoot in the learning process might help students become more interested in learning and expand their knowledge. Moreover, Mansur (2019) did a study by applying Kahoot in Senior High School. Through that research, it found that Kahoot could help students enhance their English vocabulary, particularly when it comes to introducing themselves.

Furthermore, the students liked Kahoot's use in vocabulary acquisition; in this case, they were more motivated and enjoyed learning English, especially vocabulary, using game-based apps (Kahoot). They liked using Kahoot at home to review lessons and perform teacher-assigned assignments, and they also got to collaborate with their peers in group activities.

Nguyen (2019) was also investigated Kahoot in Testing and Assessment. The findings revealed that both teachers and students had favorable perspectives and attitudes about social networking in their educational pursuits.

As a result, all parties decided that the advantages of Kahoot outweighed the disadvantages in terms of improving their testing and assessment processes. Although technical and networking issues hampered the use of Kahoot, both teachers and students agreed that it was still effective.

On the other hand, Budiati (2017) researched into Kahoot as a Learning Booster for English Students. Using Kahoot, it also showed that kids were more engaged when studying English. The study's strength is that the process of gathering data was presented clearly and simply. While the lack of research questions is a flaw, the researcher simply indicates that the study's goal is to determine students' boosters in learning English using Kahoot as an ICT product.

In addition, Senlytiana (2019) investigated the use of Kahoot in the XI grade at SMA Pasundan Banjar, based on the observation of her research there were several obstacles in learning Biology in class XI SMA Pasundan Banjar. Those are the students' score in biology subject was still below of completeness learning standart outcomes. To overcome these obstacles Senlytiana used Kahoot as the learning media. The research showed that the android mobile application based learning was effectively used. Since the beginning of the game, the students have been really passionate about learning using Kahoot. Learners can use the app to learn both mentally and independently with ease.

Based on those findings mentioned, it was concluded that Kahoot can be one of the recommendations tools in developing students' assessment, particularly in teaching reading narrative text.

Kahoot has many features which can add to support the learning process when doing assessment such as pictures, videos, music, and the duration of each question.

Related to those researchers previously, the researcher of this study tried to develop Kahoot as students' assessment as game-based learning in teaching narrative text. The reason for choosing Kahoot is to make an effective and interactive students' assessment in the learning process and make the material (narrative text) can deliver clearly.

2.3 Conceptual Framework

The importance of assessment in the educational process cannot be overstated. Pierce (2002) argues assessment is an essential in education. The importance of assessment in the educational process cannot be overstated. As Levyn (2015) says assessment is a component of the teaching and learning process; it is used to determine whether the teaching and learning process is running smoothly and achieving the desired outcomes.

Based on the researcher's interview, the researcher found that teacher did not use various assessments, so the assessment that is used by the English teacher was not enough to stimulate students' reading ability. The teacher used like Homework, quizzes-paper, exams as the students' assessments. The assessments made students get bored easily because there are no innovation or improvement that can motivate students in learning especially in reading narrative text.

Furthermore, the assessment does not give enough in-depth discussion and assessment (practice) about the narrative text so that students' understanding of narrative text is still lacking. This makes difficult for the students in learning process especially in reading narrative texts. For these reasons, the assessments still does not effective because the students' progress in reading narrative text is still low. And based on questionnaire it is showed that the students need an improvement or innovation in doing assessment.

However the students said that the assessment should use or add any pictures, sounds, video that can motivate students in doing the assessment.

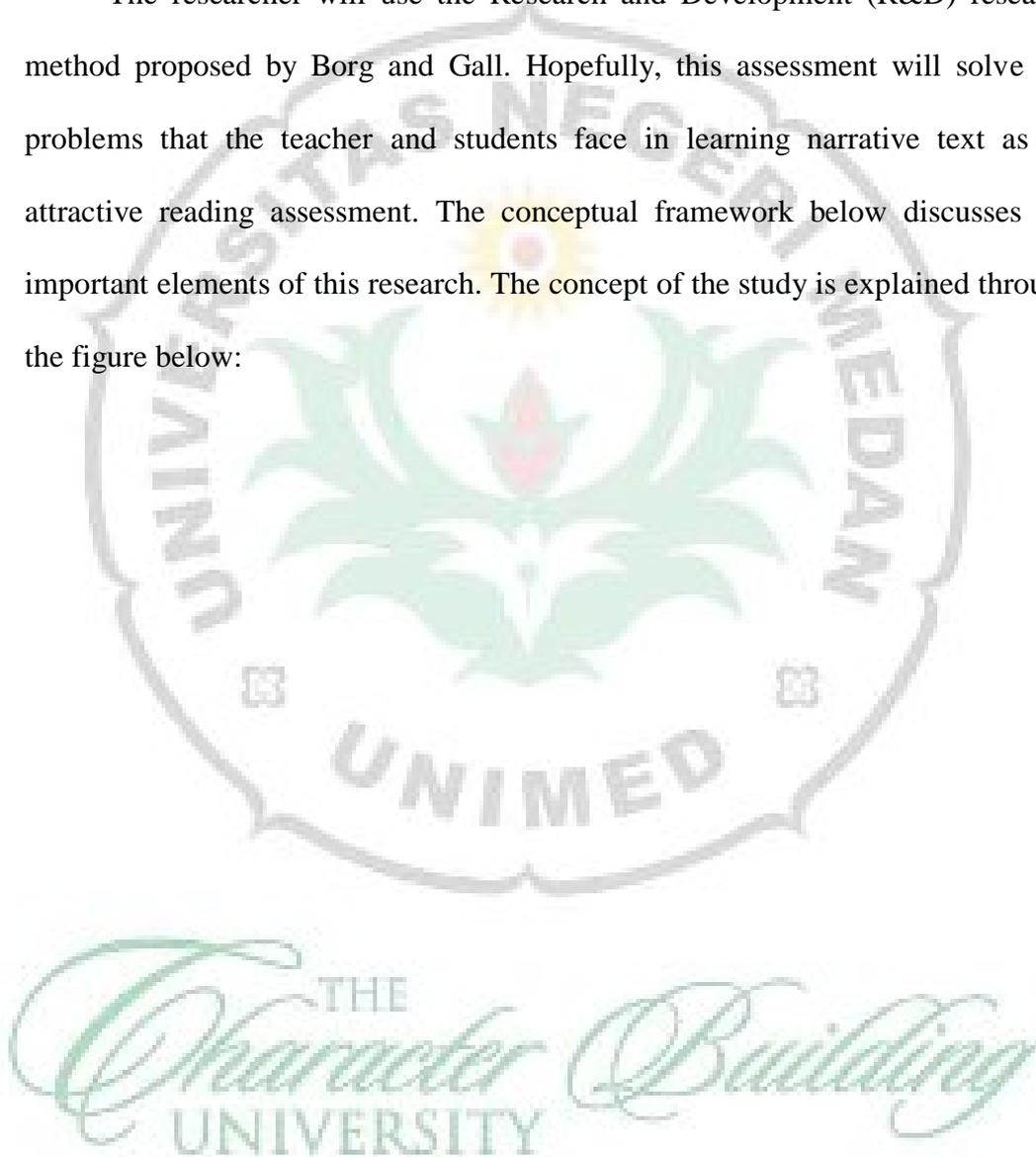
Teachers must be imaginative and unique while creating assessments for their students. Kahoot is one of the many tools that may be used to create variant assessments. Kahoot is an online student assessment tool that assesses students' comprehension of a narrative text subject. Kahoot is a user-generated multiple-choice quiz that may be viewed via an internet browser, cellphone, or the app itself.

Kahoot allows teachers to make a digital quiz out of any instructional action that takes place on a computer screen, and they can be utilized as learning sources, learning assignments, and learning support material. Multi-elements such as sound effects, video, photos, colors, and a timer are also included in Kahoot.

Kahoot is a game-based learning platform that enables users to design, play, and share learning games for any subject and for individuals of all ages. Kahoot services can be used for free or for a fee, depending on your needs.

The researcher's goal in this study is to improve students' assessment of narrative text reading using Kahoot as a quiz-based learning tool.

The researcher will use the Research and Development (R&D) research method proposed by Borg and Gall. Hopefully, this assessment will solve the problems that the teacher and students face in learning narrative text as an attractive reading assessment. The conceptual framework below discusses the important elements of this research. The concept of the study is explained through the figure below:



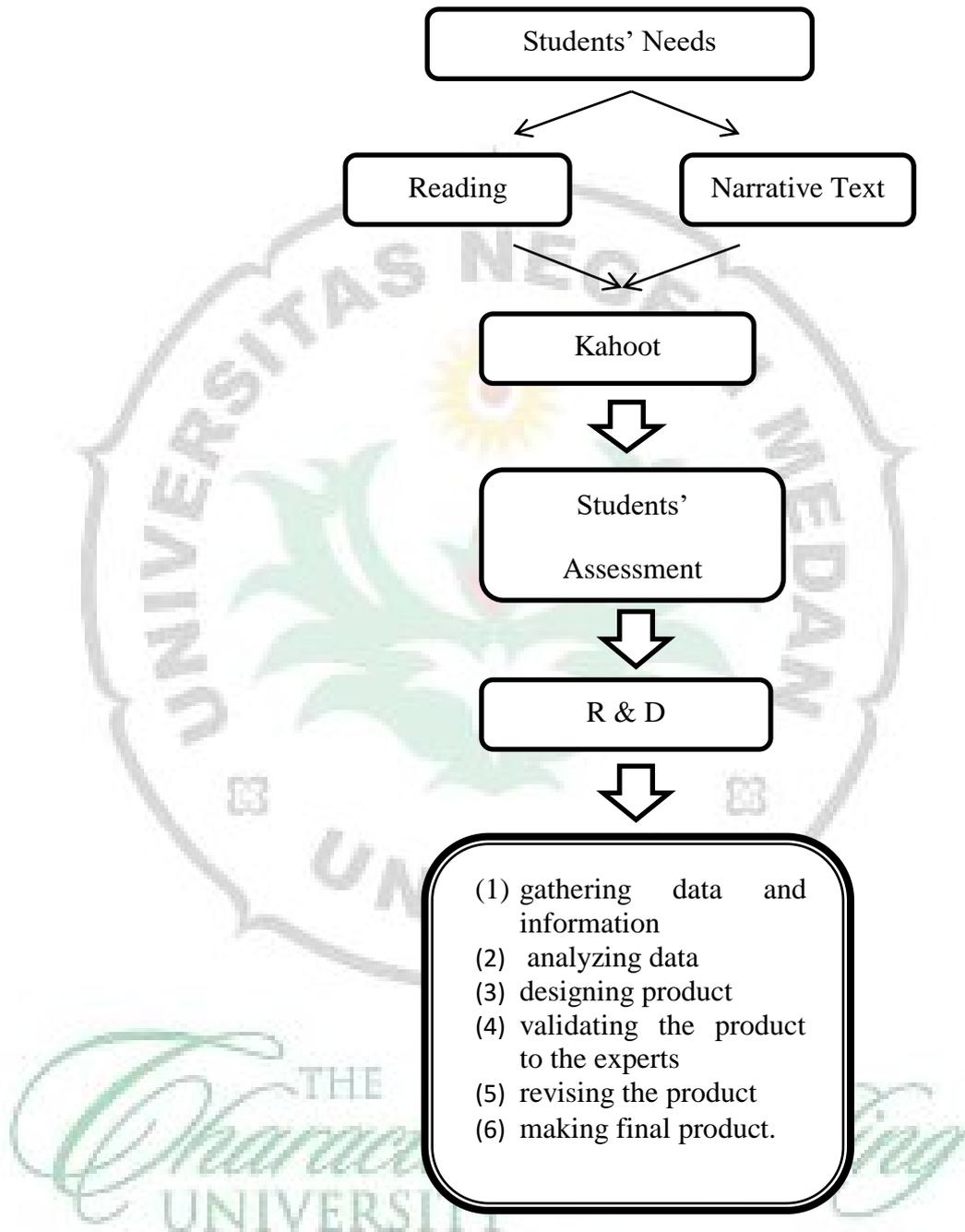


Figure 2.4 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

a. The Research Design

The research was conducted by using Research and Development (R&D). It will be adapted from R&D research method proposed by Borg and Gall. As Borg and Gall (2003:569) state that educational R&D is an industry-based development process in which research findings are utilized to build new products and methods that are field-tested, assessed, and developed until they fulfill specified effectiveness, quality, or other requirements. Borg and Gall's system approach model is one of the most extensively utilized models of educational research and development (2003:571).

As Borg and Gall say educational research and development is a process used to develop valid educational products example textbooks, instructional films, methods of teaching, or methods for organizing instruction.

And the researcher conducted this study by following six stages of educational research and development as follows:

1. Gathering data and information
2. Analyzing data
3. Designing product
4. Validating by the experts
5. Revising the materials
6. Making final product

b. The Subject of the Study

The study of the study were the tenth grade students of Fashion Design Program at SMK Negeri Seni Budaya Raya which was located on Jl. Rajiman Purba, no.31. Pematang Raya, Kabupaten Simalungun.

The first reason why the researcher did this research in this school because the teacher used unvarying assessment in teaching that made students have low motivation in learning narrative text. And the teacher in SMKN Seni Budaya Raya ever used Kahoot in the class before, but the procedure of using Kahoot still did not appropriate yet because the teacher did not gave any pictures that can attract students motivaton and the quizzess were not based on Scientif Approaches yet. And the researcher wants to make the attractive and interactive students' assessment based on students' needs and Scientific Approach by using Kahoot in the class. Another reason is that the location of the school is near to the researcher's house.

c. Instruments of Data Collection

The instruments used in collecting data were Interview Sheet, Questionnaire, and Documentation. They are explained as follows:

1. Interview Sheet

The interview will be administrated to the English teacher. The researcher interviewed the English teacher. Her named is R. S. There were some questions should answered directly by the teacher related to students' assessment.

The example of questions were:

- What kinds of assessment that you used in the learning process?
- Do you agree that students' assessment should be more diverse such as add some picture, sounds, videos that can motivate students in learning process? (Appendix A)

In the interview sheet, there are enclosed the questions related to the teachers' teaching experience and how the students' assessment in reading narrative text. An interview will be conducted to find data to complete the background of the research problem. The interview will be done with the teacher to find the problems in teaching reading especially narrative text and how the teacher overcome the problems.

2. Questionnaire

Questionnaire is the list of questions or statements that are given to the students. The questionnaire was distributed before practicing Kahoot to students, so the target is to know students' needs and problems in learning English especially in reading Narrative Text. This is used to support and getting validity of information about students' needs which is distributed to the the Tenth Grade students which contain some questions synchronized to their learning experiences in narrative text. The examples of questions were:

- Menurut anda, apakah penilaian guru (*assessment*) selama ini sudah baik?
- Penilaian guru seperti apa yang anda butuhkan dalam proses belajar?

- Menurut anda, apakah perlu adanya penilaian yang menarik agar pembelajaran lebih menyenangkan?
- Apakah kesulitan atau masalah yang anda hadapi saat belajar khususnya saat membaca *narrative text*? (Appendix B)

3. Documentation

To support the questionnaire and the interview sheet, it was required to have some documentary sheets. Document study aimed to collect some documents needed as information material such as syllabus, lesson plan, and any revisions from teacher and validator.

d. The Techniques of Collecting Data

The technique of collecting data means the ways to collect the data. In this study, there were three techniques will be done to collect the data, such as studied and reviewed the document, interviewed teacher, and distributed questionnaire.

Firstly, the researcher studied from teacher's lesson plan and syllabus before deciding what and why the development should be done. Secondly, the researcher interviewed the teacher. The aim is to ask the teacher about the problems faced in the teaching and learning process, especially in reading activities and how the teacher overcomes the problems. The last, distributed the questionnaires to the Tenth Grade students of SMK Seni Budaya Raya.

e. The Techniques of Analyzing Data

The data will be divided into two forms of data analysis, qualitative data analysis, and quantitative data analysis.

1. The qualitative data will be obtained by providing conclusions from the results of interviews and questionnaires.
2. Meanwhile, the quantitative data will be obtained from the questionnaire in form of percentages. The data in number was to show how many students had chosen the option and the percentage to show the calculated portion will be explained as findings. It is purposed to know the percentage of the students' answers in the questionnaire. The formula used to analyze the data as follows:

$$\text{Percentage} = \frac{\text{Score (f)}}{\text{Maximum Score (N)}} \times 100$$

b. Research Procedure

As Borg and Gall (2003) state there are six steps for developing reading media as follows:

1. Gathered data and information
2. Need analysed
3. Designed new product
4. Validated to experts

5. Revised product

6. Made Final Product

More detail is showed in the following figure:

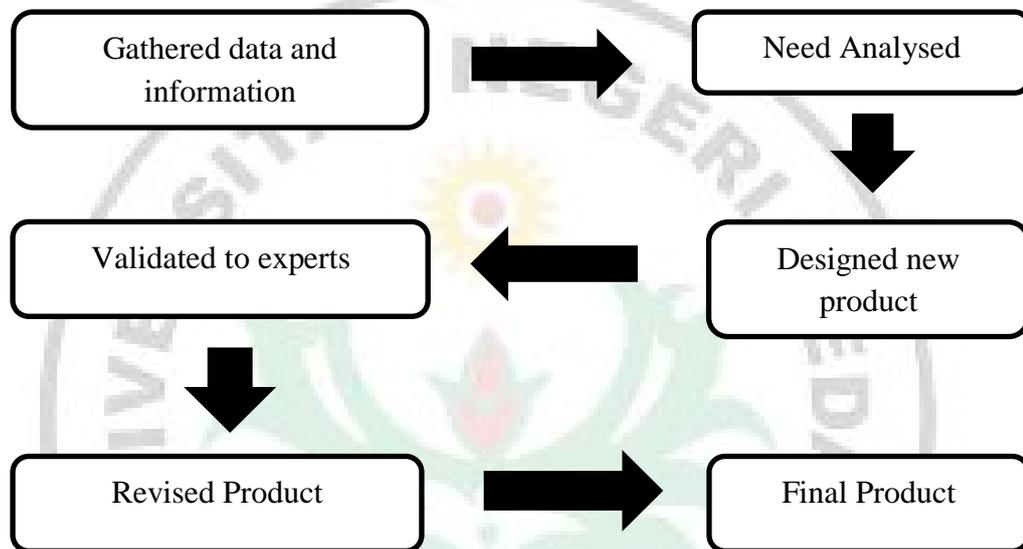


Figure 3.1 Research and Development Cycle by Borg and Gall (2003)

The explanation of the figure:

1. Gathered Data and Information

The starting points of developing media was gathered data and information. The first thing was obtain the information from interviewed the teachers and distributed questionnaire to the tenth grade students of SMK Negeri Seni Budaya Raya to find out the needs of the students as well as to do the need analysis. The needs analysis was analysed based on the target analysis and learning analysis.

2. Need Analysed

After gathered data and information, the data will be analyzed based on the target needs. The data will be taken from students' necessities, wants, and lacks. In this step, the researcher analysed the data that were taken by interviewed the teacher and distributed questionnaires to students. The researcher analysed the students' needs and existing media based on the result of the data analysis.

3. Designed new product

After did need analysed based on students' needs, the researcher designed the product design of students' assessment in reading narrative text based on Kahoot.

4. Validated to Expert

After designed the product, then the new product was validated by experts judgment. The assessment will be validated by the experts to ensure whether the assessment will be deserved to be applied in the class.

5. Revised Product

Then, the assessment will be revised by the researcher to get the best result based on the suggestions and critics given by experts. The revised product was conducted to find out the good, reliable, and valid in terms of theoretical standards.

6. Made Final Product

After revised product, the last step was the final product. The final product was the final students' assessment based on Kahoot in reading narrative text for the the Tenth Grade at SMK Seni Budaya Raya.

After revised the students' assessment, the final product has been completed. The students' assessment was developed by using Kahoot. Students' reading assessment was already developed based on students' needs, the suggestions or comments from the experts and suitable to be used in learning narrative text process.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings that was done in six phases of Research and Development (R&D) by Gall, Gall, and Borg (2003) namely gathered data and information, analysed data, designed product, validated data to the experts, revised product, and made final product.

A. Research Findings

1. Gathered Data and Information

The data and information were derived from reviewed documents, interviewed teacher and distributed questionnaire to the students. The preliminary data were collected on 19-23 July 2021 and analyzed before deciding what and why the development should be done. Based on reviewed documentation, the researcher found from teacher's lesson plan, the topic of reading narrative text is about Folklore. And there is no worksheet or LKS that used in learning process. And the fact, most of students did not reach the Minimal Criteria of Achievement (KKM) of English Subject. As the result from students' score of reading narrative text (Table 1.1) It was found that the students' reading average is 63.3 meanwhile, the KKM set by the school is 65.00.

The researcher got information by interviewing English teacher at SMK Seni Budaya Raya. The interview sheet can be seen on Appendix 1. And it was found that the assessment have not been able to attract students in learning process.

The assessment that is used by the English teacher is not enough to stimulate students' reading ability. The teacher added that the assessment not yet able to attract students in learning process. The assessment did not give enough in-depth discussion and assessment practice about the narrative text so that students' understanding of narrative text is still below standard.

As the result, the teacher needs a new students' assessment that can be involved by the students in reading narrative text. So, the research presented Kahoot as online assessment toll to measure the understanding of students about the narrative text.

After interviewed the teacher, researcher also got information from distributed questionnaires to the students at SMK Seni Budaya Raya. The researcher distributed questionnaire on 27 August 2021. There were 23 questionnaires distributed to the students which contain 20 questions with several options (Appendix 2). The questionnaires were about questions concerning target and learning needs such as students' necessities, lacks, and wants in the learning process. Then, the detailed questionnaire analysis can be seen on analyzing data below.

2. Analysed Data

a. Analysed data based on interview

The researcher tried to find out information about students' assessment in reading especially in narrative text, such as the obstacles, method, difficulties by conducting an interview session with the English teacher.

From the interview analysis, it was known that the assessment have not been able to attract students in learning process. The assessment that is used by the English teacher was not enough to stimulate students' reading ability. The teacher did not use various students' assessments in the learning process. The teacher used homework, assignments, quiz-paper, and some exams as assessment in learning process.

Moreover, the assessment was used cannot reach the goals of learning reading. The teacher added that the assessment not yet able to attract students in learning process. The assessment did not give enough in-depth discussion and assessment practice about the narrative text so that students' understanding of narrative text is still below standard. As the result from preliminary data, it was found that students' scores of reading narrative text did not reach the Minimal Criteria of Achievement (KKM) score, set by the school which is 65.00. Meanwhile, their average reading score is 63.3. It means that most of the students got a score below the KKM.

Furthermore, while online learning due to the Covid-19 Pandemics, in every meeting teacher gave assignments through Google Classroom. The assignments were usually in the form of multiple-choice or essay questions that teacher shared via Google Classroom or WhatsApp Group. Unfortunately, there were still some students who were late in collecting the assignments. It was because there is no deadline time in assignment collecting.

Moreover, the teacher stated that the students become more passive in online learning, because online learning is a new experience. The students complained that it is hard for them to understand the material through online learning.

The teacher herself considered that her assessment was not enough to stimulate students' reading ability especially in reading narrative text. As the result, the teacher needs a new students' assessment that can be involved by the students in reading narrative text. The teacher should make an interactive and innovative students' assessment. Assessment should integrate grading, learning, and motivation for the students.

From those problems, the research presented Kahoot as an online assessment tool to examine students' comprehension of the narrative text. Furthermore, the teacher could utilized or added any graphics, sounds, or videos to urge students to complete the assessment using Kahoot. Furthermore, the teacher might set a time restriction for students to respond to quizzes or surveys, so that not only the correct answer is required, but also timeliness is a key factor in completing the quiz or survey. Because students have a limited amount of time, they must endeavor to pay full attention to the questions.

b. Analysed data based on questionnaire

The questionnaire was aimed at identifying and analyzing the students' needs. The needs of students can be seen from the results of the questionnaire which consisted of 20 questions given to the students. Needs analysed was divided into two majors needs, they were: target needs and learning needs.

1. Target Needs

The topic of what knowledge and abilities the learners needed to execute to the required degree of proficiency in the target environment is addressed in target needs. The results of the target needs analysis were divided into three categories: necessities, lacks, and wants. The three categories were provided in the questionnaire, with questions 1-10 addressing necessities, 11-13 addressing lacks, and 14-17 addressing wants. The questionnaire explanation can be represented in the following table:

a. Necessities

This term defined as what the learner has to know in order to function effectively in the target situation. Necessities consisted of what aspects do students need to be able to function effectively as targeted. The result of necessities could be seen on the following tables:

Tabel 4.1 Students questionnaire of necessities terms

No	Questions	Answers	Number of respondents	Frequencies	Percentages (%)
1	Menurut anda, bagaimana kemampuan bahasa Inggris anda khususnya kemampuan membaca bahasa Inggris anda?	Sudah bagus	23	8	35
		Tidak bagus	23	15	65
2	Apakah anda memahami pembelajaran yang dilakukan guru selama ini?	Sudah paham	23	6	26
		Tidak paham	23	17	74
3	Bagaimana pemahaman anda tentang <i>teks narrative</i> saat ini?	Sangat paham	23	0	0
		Kurang/ sedikit paham	23	21	91
		Tidak paham sama sekali	23	2	9
4	Pembelajaran seperti apa yang anda butuhkan dalam membaca khususnya tentang <i>teks narrative</i> ?	Visual (dapat dilihat saja)	23	0	0
		Audio (hanya mendengarkan)	23	0	0
		Audio-Visual (melihat dan juga mendengarkan)	23	23	100
		Yang menarik dan variatif	23	3	13
5	Menurut anda, media pengajaran Bahasa Inggris apa yang anda butuhkan:	Menggunakan buku pegangan saja	23	0	0
		Melakukan diskusi kerja kelompok	23	0	0
		Semua benar	23	20	87

No	Questions	Answers	Number of respondents	Frequencies	Percentages (%)
6	Apakah anda membutuhkan adanya tampilan gambar, video dan suara yang menarik dalam pembelajaran agar dapat mendukung pemahaman anda terhadap materi?	Sangat butuh	23	23	100
		Tidak butuh	23	0	0
7	Apakah anda senang dan biasa belajar menggunakan internet melalui HP, Laptop dll?	Senang	23	20	87
		Tidak senang	23	3	13
8	Apakah anda membutuhkan penyampaian materi pembelajaran menarik khususnya keterampilan membaca dengan menggunakan internet?	Sangat butuh	23	23	100
		Tidak perlu	23	0	0
9	Menurut anda, apakah <i>assessment</i> guru selama ini sudah baik?	Ya, baik	23	10	43
		Tidak baik	23	13	57
10	Assessment seperti apa yang anda butuhkan dalam proses belajar?	Menarik, variatif dan bisa menggunakan internet (mempunyai gambar, video suara yang menyenangkan)	23	23	100
		Dengan test/ ujian biasa	23	0	0

Based on the table above, 65% students reading level was not good, and 74% students did not understand the learning process 91% students did not understand the narrative text and 100% students agreed that they need an interesting and interactive assessment that can support audio visual learning process (100%) such as picture, sound, and video in learning process especially in reading narrative text.

b. Lacks

This term defined as what the students have not known or mastered. The result of lack could be seen on the following tables :

Tabel 4.2 Students questionnaire of lacks terms

No	Questions	Answer	Number of respondents	Frequencies	Percentages (%)
11	Apakah anda merasa sulit membaca dalam memahami teks narrative?	Sulit	23	21	91
		Tidak terlalu sulit	23	2	9
		Tidak paham bahasanya	23	0	0
12	Apakah masalah atau kesulitan yang anda hadapi saat belajar khususnya saat belajar teks narrative?	Cara mengajar gurunya yg kurang menarik	23	0	0
		Bosan dan malas dengan sistem mengajar yang monoton	23	1	4
		Semua benar	23	22	96
13	Menurut anda, jika diterapkan sistem pembelajaran yang menarik dan tidak membosankan, apakah mengurangi kesulitan anda saat membaca teks naratif?	Ya, tentu saja	23	23	100
		Tidak	23	0	0

As mentioned above, it was found that 91% students felt difficult in reading and understanding narrative text because most of students (96%) said that the problems were did not understand the language, teacher's teaching way, and uninteresting learning processes. And 100% students agreed that it is important to apply an interesting and interactive learning process.

c. Wants

This term defined as what students' need from a course or what students want to learn. The result could be seen on the following tables :

Tabel 4.3 Students questionnaire of wants terms

No	Questions	Answer	Number of respondents	Frequencies	Percentages (%)
14	Penyampaian materi dan penilaian seperti apa yang anda inginkan?	Sesuai dengan kompetensi inti dan kompetensi dasar	23	0	0
		Materinya tidak membosankan dan variatif	23	0	0
		Menggunakan gambar, video, suara yang dapat meningkatkan niat belajar	23	0	0
		Semua benar	23	23	100
15	Menurut anda, apakah perlu adanya <i>assessment</i> yang menarik agar pembelajaran lebih menyenangkan?	Ya, perlu	23	23	100
		Tidak perlu	23	0	0

No	Questions	Answer	Number of respondents	Frequencies	Percentages (%)
16	Jenis <i>assessment</i> seperti apa yang anda inginkan dalam pembelajaran?	Bervariasi dan menarik seperti pilihan ganda, isian, benar atau salah dan lainnya (menggunakan gambar, video, dan suara)	23	23	100
		Hanya dengan test isian biasa (tidak menggunakan gambar ataupun video)	23	0	0
17	Saya ingin belajar menggunakan akses handphone atau internet karena Hp sangatlah penting saat ini	Ya, tentu saja	23	20	87
		Tidak	23	3	13

Based on the table above, 91% students felt hard for them in reading narrative text. And 96% students said their problems were because they do not understand the language, the teacher's way in learning proces and lazy with the monotonous learning processes. Moreover, 100% students chose an interesting and interactive students' assessment that provide pictures, sounds, videos so can motivate students in learning process. In addition, 87% students agreed that they want to access Handphone or internet in learning process.

2. Learning Needs

As Hutchinson and Waters (1986) explain learning needs are the qualities and information that learners will need in order to perform at the needed level of competence in the target environment. The details on learning needs, such as language items, abilities, techniques, topic knowledge, and so on. The result of learning needs could be seen on the following tables:

Tabel 4.4 Students questionnaire of learning needs

No	Questions	Answer	Number of respondents	Frequencies	Percentages (%)
1	Pernahkah anda belajar dengan menggunakan aplikasi belajar online Kahoot?	Pernah	23	13	57
		Tidak pernah	23	10	43
2	Menurut saya desain penilaian (assessment) pada aplikasi Kahoot sebaiknya...	Menarik dan mudah dimengerti	23	23	100
		Biasa saja	23	0	0
3	Dalam proses belajar mengajar, siswa harus terlibat secara aktif	Ya	23	23	100
		Tidak	23	0	0

As mentioned above, 57% students said that they ever used Kahoot before and 100% students agreed that the students assessment based on Kahoot should be interactive and innovative. Then, 100% students agreed that students have to be active in learning process.

3. Media Developed

After needs analysed and analysed the results, the next stage was designed the students' assessment based on students' needs and learning needs. From the need analysed it was found that the teacher needs a new students' assessment that can be involved by the students in reading narrative text. The teacher should make an interactive and innovative students' assessment. Assessment should integrate grading, learning, and motivation for the students.

The assessment should be interactive, informative and attractive enough to stimulate students' focus, interest, and thinking. To fulfill the students needs, the researcher using combination of pictures, text, and music instrument. The reasearcher present Kahoot as an interactive and innovative assessment that can be used in learning process especially in reading narrative text. The assessment developed through several stages, consist of prepare media design (quiz game), prepare the material, picture or photo, and arrange the assessment instrument.

The students' assessment created by using text, pictures, and instrument (backsound), the materials are made in format of quiz games, and the form of questions consist of true or false, multiple choices, and essay test.

A half of material was designed by the researcher, while those pictures and questions collected from internet. The content of the narrative text is about distinguishing social function, text structure, and language features of narrative text realted to folk legend as written in the syllabus basic competences point 3.8 and 4.1 that can be seen in the picture below

K3.8 4.8
Distinguishing social functions, text structure, and language features of oral and written narrative texts by providing and asking for information related to folklore, simple and based on the context

Picture 4.1 Basic competence cover

After the component had been prepared, it will be upload to the Kahoot application. First, to login to the Kahoot website on the link <https://Kahoot.com/>. There was a window asked to verify the account by using E-mail, or google account. Next click the “create new Kahoot!” menu first on the window to make a quiz game. To type the questions click on the menu “add questions” and choose the form of the questions, type the question with the answer options. Click the menu upload image and opened the prepared to add the picture/photo. The quiz of Kahoot! enables the teacher or host to set the time for the students to answer the questions and also setting the score for each question, to set the time click the menu “Time limit” and to setting the score drag the “point menu” when all the steps was done Kahoot is ready to use.

In the correlation with the implementing of curriculum 2013, the curriculum 2013 applied scientific approach. Ratnaningsih (2017) states that observing, inquiring, experimenting, associating, and sharing are the five steps of using a scientific method in the teaching learning process.

After determine the approach, the researcher developed students' assessment based on syllabus and then develop the indicators with its topic, which is the topics that consisted in the syllabus of 2013 curriculum for X grade are Narrative text (Folklore type). And after that, the researcher will arrange the assessment (quiz) based on the scientific approach steps.

Students' assessment of reading narrative text based on Kahoot followed by the five steps of scientific approach. They were:

- Observing

In this step, it related to the observing activity which suitable with the first steps of scientific approach used in curriculum 2013. First of all teacher explained about Narrative Text such as the definition, generic structure, language features of Narrative Text. And then, the teacher showed an example of Narrative Text. After that, teacher asked the students to read and understand through observe and find the unfamiliar words contained in the text. With the guidance of the teacher, students actively read, practice how to pronounce it, and try to find out the words' meaning. So, the students will be understood the text correctly. The display of the text can be seen in the picture 4.2

Read the text and try to find out the unfamiliar words!

Sang Prabu

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

Figure 4.1 The Example of Narrative Text Menu

- Questioning

In this step the teacher give students time to ask everything that related to the definition, generic structure, language features, and the example of Narrative Text. The teacher can ask the students wheater they have understand what is narrative text. If the students did not have question, the teacher asked the students to classify the generic structure of the Sang Prabu Text.

And after the students have finished classifying the text, then teacher have to give motivation to the students to make them more active. In the occasion, there was happened an interesting interaction between teacher and students.

- Experimenting

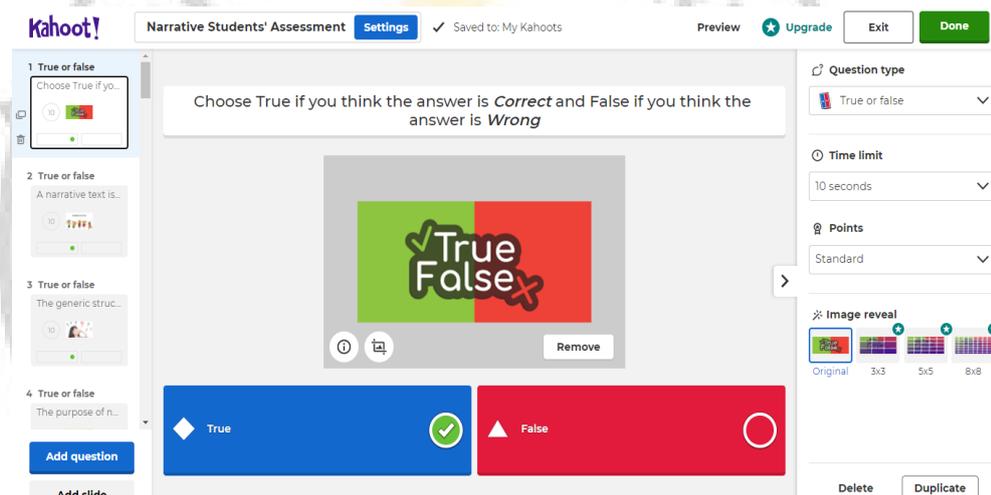
In this step, the teacher presented and explained to the students about Kahoot application such as what is Kahoot, how to play the quiz from Kahoot. Before using Kahoot in the learning process, the teacher must guide the students about how to play Kahoot. First the teacher told the students to open the website at <https://kahoot.it>, then click the My Kahoot menu, and choose Classic Mode, after that students have to write their name and enter the Pin Quiz. And then, they are ready to play the quiz. In the end of the quiz, the students' name with the highest grade will appear. And the teacher can download the result of the quiz to review how far students understand the material.

- Associating

The associating step was when the students test out their understanding, prediction and ideas about the material. In this step teacher gave some questions to the students in the form of a quiz through Kahoot, and asked the students to play the quiz game. In this step was when the students do the quiz through Kahoot and based on teacher's explanation about how to play the Kahoot.

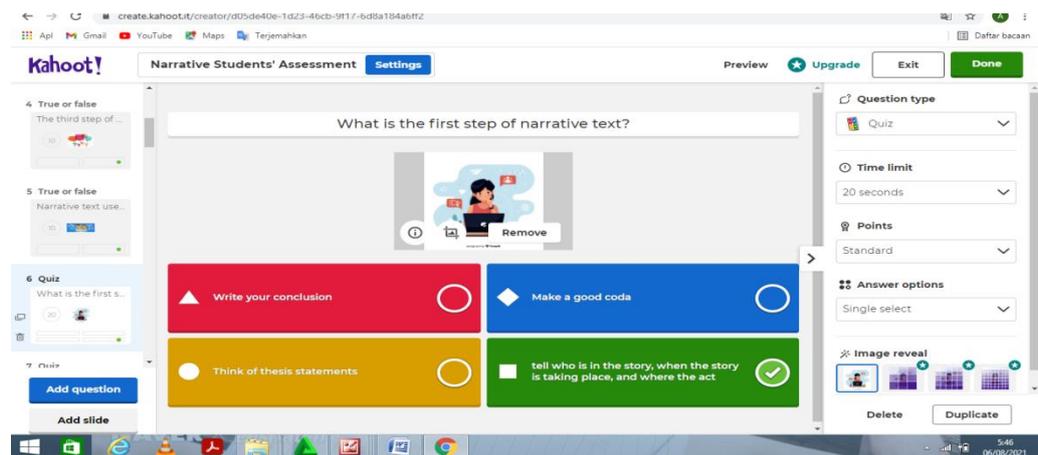
Based on the students needs analysis it was known that the students want the assessment should contain a variety of exercises about the content of the text. So the quiz forms consist of true or false test, multiple choices test, and essay test. The appearance of the quiz game forms can be seen in the pictures below.

The first was True/False quiz. At the True/False quiz the students should answered every question in 10 second, and got standar points or 100 points if they have answered the question correctly. There were about 7 True/False questions that can be seen in appendix 3. And the design of True/False quiz menu can be seen in the picture 4.3



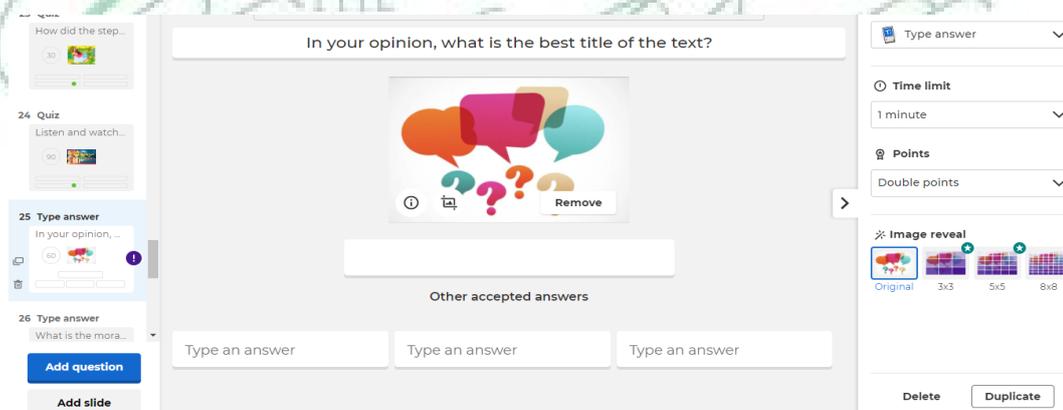
Picture 4.3 The design of True/False quiz menu

The second was multiple choice quiz. In the multiple choices quiz, they have 30 second to answer every questions. And they got 100 points if they answered the question correctly. There were about 21 Multiple Choices questions that can be seen in appendix F. And the design of multiple choices quiz menu can be seen in the picture 4.4.



Picture 4.4 The design of Multiple choices quiz menu

The last form was Essay quiz. The time to answer this quiz was the longest one. The students have 1 minute to answer every essay question. And one listening question which have 1 minute 30 second to answer the question. It was because they need more time to read the options and because in this section quiz they need to think their own answer and type their answer, in this section quiz their critical thinking was needed. And the score of this essay quiz was double points or 200 points. There were about 7 essay questions that can be seen in appendix F. And the design of essay quiz menu can be seen in the picture 4.5.



Picture 4.5 The design of Essay quiz menu

- Communicating

Communicating step was the conclusion of everything that the students had been learned. In this step, the teacher showed students' result quiz that have done before and tried to evaluate the questions. The teacher guided the students to make a conclusion about the material and also did some corrections to the students. The students asked to speak up their critical thinking about Kahoot quiz game. The students made a conclusion and discussed about what they think after used Kahoot. The representative example of students' discussion after used Kahoot can be seen on the figure below:

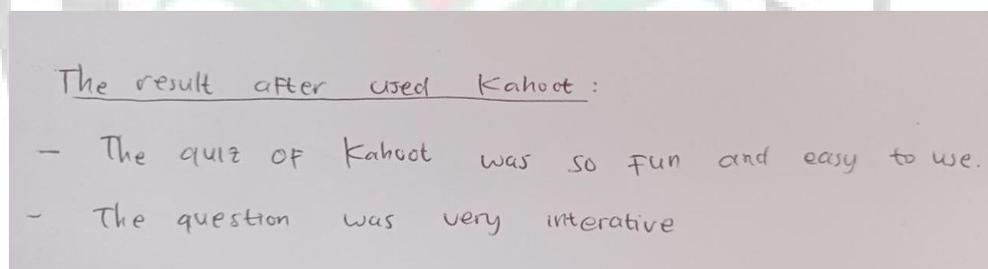


Figure 4.2 Example of Students' Representative Discussion

4. Validated to Expert

In order to test the appropriateness of students' assessments in reading narrative text, the product that had been produced required to be validated by experts. The purpose of the validation procedure is to determine whether or not the product is suitable for use as a student assessment in reading narrative text for the tenth grade students. Since this research took 6 stages of research and development project, the product was assessed and validated by experts to fulfill the requirements as students' assessment in reading narrative text.

The product was evaluated by two experts. The first expert was an English lecturer Dr. Rahmad Husein, M.Ed and the second expert was the English teacher of SMK Seni Budaya Raya, Mam. Ramince Sitepu S.Pd. The experts observed the preliminary from the product, give suggestions, evaluations, and comments in the questionnaire.

The data analysis from experts' validation used five categories of statements they are Very good (5), Good (4), Fair (3), Bad (2), Very bad (1). The formula to calculate the percentage of each variable is:

$$P_{(s)} = S/N \times 100$$

$P_{(s)}$ = percentage of sub-variables

S = total score of each sub-variables

N = the amount of maximum scores

Furthermore, the result of the calculation was measured based on the interval assessment criteria proposed by Sugiono (2012) can be seen in the Table 4.5.

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Table 4.5 Interval Assessment Criteria

No	Interval	Criteria
1	$0 \leq \text{score} \leq 20$	Very Bad
2	$21 \leq \text{score} \leq 40$	Bad
3	$41 \leq \text{score} \leq 60$	Fair
4	$61 \leq \text{score} \leq 80$	Good
5	$81 \leq \text{score} \leq 100$	Very Good

The questionnaires which were distributed to the experts consisted of 4 scoring aspects criteria adapted from Assessment Rubric from Brown (2007). They are Content, Organization, Grammar, Mechanics. The data of experts' validation is presented in the Table 4.6.

Table 4.6 Calculation of Experts' Validation Score

No	Indicators of Content Aspect	Expert		Interval (%)	Criteria
		1	2		
1	Standarisasi penggunaan tata bahasa dan panjang kalimat secara umum.	4	4	80	Good
2	Topik yang jelas dan terstruktur rapi tentang narrative text	5	5	100	Very Good
3	Instruksi soal yang tersusun dengan baik dari soal paling mudah sampai tersulit	5	5	100	Very Good

No	Indicators of Organization Aspect	Expert		Interval (%)	Criteria
		1	2		
4	Ketetapan atau kesesuaian penggunaan pilihan kosa kata untuk <i>Narrative Text</i> secara khusus.	4	4	80	Good
5	Ketetapan atau kesesuaian tanda baca	4	5	90	Very Good
6	Kejelasan (<i>clarity</i>) petunjuk soal narrative sudah terorganisir dengan baik	5	5	100	Very Good
7	Efektifitas atau efisiensi penggunaan bahasa secara umum.	4	5	90	Very Good
8	Pemilihan dan penggunaan bahasa dalam soal	4	5	90	Very Good
9	Assessment <i>reading</i> memotivasi siswa untuk belajar lebih menarik.	5	5	100	Very Good
10	Struktur teks narrative yang digunakan sudah baik	4	4	80	Good
11	Materi dan penyusunan soal diatur dengan baik dan mudah dipahami	4	5	90	Very Good
12	Pengaturan waktu untuk menjawab soal pada kuis	4	5	90	Very Good
13	Assessment <i>reading</i> mampu menciptakan suasana dan lingkungan belajar yang rileks dan menyenangkan.	5	5	100	Very Good
14	Assessment membuat siswa lebih cepat mengerti dalam mempelajari narrative text.	4	5	90	Very Good
15	Assessment dapat meningkatkan kemampuan membaca siswa.	4	5	90	Good
16	Dapat digunakan secara individu ataupun kelompok	4	4	80	Good
17	Pemilihan dan penggunaan kata yg baik dan tidak ada salah penulisan kata	4	4	80	Good

No	Indicators of Organization Aspect	Expert		Interval (%)	Criteria
		1	2		
18	Variasi isi pertanyaan kuis	4	5	90	Very Good
19	Jenis kosa kata yang digunakan mengacu pada penerapan ilmu sesuai dengan topik narrative text	4	4	80	Good
20	Penyusunan kata terhadap materi yang diberikan jelas dan sesuai dengan Narrative Text.	4	5	90	Very Good
21	Bagian-bagian dalam pengembangan <i>assessment reading</i> dikembangkan dengan optimal dan relevan.	5	5	100	Very Good
22	Pengembangan <i>assessment reading</i> dirancang sesuai dengan kebutuhan siswa.	3	4	70	Good
23	Secara umum pengembangan <i>assessment reading Narrative Text</i> untuk SMK dikembangkan dengan baik.	4	5	90	Very Good
24	Penyajian gambar dan video disesuaikan dengan kemampuan siswa.	4	5	90	Very Good
25	Susunan atau tata letak dikembangkan secara optimal dan menarik	5	5	100	Very Good
26	Visualisasi atau keindahan <i>assessment</i> secara umum baik dan menarik	5	5	100	Very Good
27	Penyajian soal dalam kuis menarik	5	5	100	Very Good
28	<i>Assessment</i> yang digunakan adil dan bijaksana	4	5	90	Very Good
29	Susunan atau tata letak gambar pada setiap soal	4	5	90	Very Good
30	Tampilan unsur tata letak pada layar baik dan mudah dibaca	5	5	100	Very Good
31	Pewarnaan tidak mengacaukan tampilan layar	5	5	100	Very Good

No	Indicators of Organization Aspect	Expert		Interval (%)	Criteria
		1	2		
32	Kerapihan dan kemenarikan desain media	4	5	90	Very Good
33	Menu dan fasilitas (tombol) pada game kuis mudah dimengerti	5	5	100	Very Good
Over All Assessment				91	Very Good

From the table of the experts' validation score above, it was known that the overall assessment was 91. According to the interval assessment criteria, score between 81 and 100 is categorized as "Very Good". So, from the calculation and interval assessment criteria, it can be concluded that the developed students' assessment in reading narrative text based on Kahoot was "Very Good".

5. Revised Product

Some comments and suggestions were given by the experts during the scoring in the validation stage. The first expert Dr. Rahmad Husein, M.Ed gave a comment that the length of the options should be reconsidered interms of 'length' and order from the 'longest to the shortest' or 'shortest to the longest'. And the grammatical eroor should be revised. While the second expert, Mam Ramince Siteou, S.Pd commented that the time setting for students to answer the essay questions should be longer than other questions because the students need more time to type their own answer, but overall the assessment is interesting and interactive enough to be used in learning process.

6. Made Final Product

The experts' validation score, comments, and suggestions become the researcher's consideration to upgrade the quality of the assessment. Some necessary changes were made toward the preliminary form of the product. Some changes for the better product were made such as the form of shortest to the longest text, the time setting for students to answer the essay questions from 30 seconds to 1 minutes, and grammatical errors in the questions and answer options. The assessment was already based on the students' needs and appropriate to be used in the teaching and learning process especially in reading narrative text. The final product can be seen in the Appendix 3.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings, it can be concluded that:

Generally, the students' assessment that is used by the English teacher was not good enough to stimulate students' reading ability. Based on the preliminary data, it was found that most of the students did not reach the Minimal Criteria of Achievement (KKM) score, set by the school which is 65.00. Meanwhile, their average reading score is 63.3. It means that most of the students got a score below the KKM. And the teacher ever tried Kahoot before but the procedure still do not appropriate yet to be applied in learning process especially in reading narrative text.

Based on students needs, students said that there should varieties of students' assessment and it should be more innovative and interactive way. Based on students' questionnaire it was found that 100% students agreed that they want an assessment that provides pictures, sounds, videos so can motivate students in learning process.

And the researcher presented Kahoot quiz based on Scientific Approach that is suitable and appropriate to the students' needs in reading narrative text for the tenth grade students.

There are 4 indicators aspects criteria adapted from Assessment Rubric from Brown (2007) were made in calculating experts' validation score. They are Content, Organization, Grammar, Mechanics. In developing the assessment, the form of questions consist of Multiple Choice, True and False and Essay questions.

There were 7 True and False questions, 21 Multiple Choice questions and 3 Essay questions in the Kahoot assessment. The developed students' assessment for the tenth grade students were validated by two experts which are the average scores 91% or categorized as Very Good.

The scores showed that the students' assessment are valid and suitable to use in reading especially reading narrative text for the tenth grade students of SMK Seni Budaya Raya. After the developed students' assessment were validated by the experts, the students' assessment can be accessed by the students on <https://kahoot.it>.

B. Suggestions

Based on the study of developing students' assessment in reading narrative text based on Kahoot for the tenth grade students, the researcher would like to give suggestions to help to improve the quality of teaching and learning process. In line with the conclusion above, the researcher wants to suggest that students' assessment have to be more innovative and interactive so that can attract students motivation in learning process.

By using an attractive and innovative students' assessment in teaching and learning English, it is hoped that students will be more interested and motivated to learn, and understand the material easier, especially in reading narrative text. And Kahoot application is an example of interactive assessment. Moreover, Kahoot must be appropriate to the Scientific Approach so the target learning will be accomplish directly.

Due to a lack of time, this study solely focuses on students' assessment in reading narrative text. As a result, this study is incomplete, and additional research on the topic is required in order to provide a credible solution. Other researchers are asked to construct students' assessments for different genres, grades, and other criteria of an effective and interactive assessment.



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APPENDIX



APPENDIX A

Interview Kepada Guru Bahasa Inggris

Di SMK Seni Budaya Raya

Researcher (R) & Teacher (T)

R : What about the level of students' reading in this school?

T : There is still a lack of students' reading. For example, when I gave a test, the result showed that there are still some students who are below the Minimum Learning Completion (KKM) which is equal to 65.00. Especially when I told them to read a text especially narrative text, they feel bored. They are not enthusiastic about learning the narrative text because they think that narrative text is too long. Example, when I asked students to read the text, they said that it is hard for them to understand the text and answer the questions. It means that students in the Tenth Grade still have difficulties in reading narrative text.

R : How do you teach Narrative Text lessons in class?

T : Usually when I taught narrative texts, I give the material and tell them to understand the structure of the narrative texts. Then after they understood and got the material, I told them to look for examples of narrative texts. The source can be from anywhere, like books, fairy tales, internet, and others.

R : What do you think about students' assessment?

T :Assessment is important to know how far students understand the material, grade and motivate students in learning process.

R : What kinds of assessment that you used in the learning process?

T : Assessment is usually from homework, student activeness in class, or students' participation from quizzes-paper and exams, assignment such as midterm and final exam. Usually, I asked students to do simple quizzes on paper and then I gave some questions from the material. The purpose is to see how far students understand the material. But, there are some student who are late in collecting the assignments. And there some students did not reach the KKM. For the learning material, usually I used an English textbook from the government. I looked from the source of the book, module, and other references. But there is still no worksheet yet. Sometimes I used an LCD, carry my laptop, explain the material using the LCD.Unfortunately, there is only one LCD in school, so we as teachers have to see first whether the LCD is available or not.

R : Have you ever tried Kahoot before?

T :Yes i ever tried Kahoot before but with the simpliest quiz. I used True and False questions Quiz based on Kahoot aplication. And the felt excited too.

R :Do you agree that students' assessment should be more diverse such as add some picture, sounds, videos that can motivate students in learning process?

T :Yes, I agree. I think an attarctive students' assessment can make students more active and motivated in learning process.

APPENDIX B

STUDENTS' QUESTIONNAIRE ANGKET ANALISIS KEBUTUHAN SISWA

A. KETERANGAN ANGKET

1. Angket ini dimaksudkan untuk memperoleh data objektif dari siswa dalam penyusunan skripsi.
2. Dengan mengisi angket ini, berarti telah ikut serta membantudalam penyelesaian studi.

B. PETUNJUK PENGISIAN ANGKET

1. Sebelum anda menjawab daftar pertanyaan yang telah disiapkan, terlebih dahulu isi daftar identitas yang telah disediakan.
2. Bacalah dengan baik setiap pertanyaan, kemudian beri tanda silang (X) pada jawaban yang dianggap paling sesuai.
3. Isilah angket ini dengan jujur serta penuh ketelitian sehingga semua pertanyaan dapat dijawab. Sebelumnya kami tidak lupa untuk mengucapkan banyak terima kasih atas segala bantuannya.

C. IDENTITAS SISWA

1. Nama :
2. Umur :
3. Jenis kelamin :
4. Kelas :

IV. DAFTAR PERTANYAAN

No.	Pertanyaan	Pilihan
A. Target Needs		
1. Necessities (Kebutuhan)		
1	Menurut anda, bagaimana kemampuan bahasa Inggris anda khususnya kemampuan membaca bahasa Inggris anda?	a. Sudah bagus b. Tidak bagus
2	Apakah anda memahami pembelajaran yang dilakukan guru selama ini? Bagaimana pemahaman anda tentang <i>teks narrative</i> saat ini?	a. Sudah paham b. Tidak paham a. Sangat paham b. Kurang/ sedikit paham c. Tidak paham sama sekali
3	Pembelajaran seperti apa yang anda butuhkan dalam membaca khususnya	a. Visual (dapat dilihat saja) b. Audio (hanya mendengarkan)

	tentang <i>teks narrative</i> ?	c. Audio-Visual (melihat dan juga mendengarkan)
4	Menurut anda, media pengajaran Bahasa Inggris apa yang anda butuhkan:	a. Yang menarik dan variatif b. Menggunakan buku pegangan saja c. Melakukan diskusi kerja kelompok
5	Apakah anda membutuhkan adanya tampilan gambar, video dan suara yang menarik dalam pembelajaran agar dapat mendukung pemahaman anda terhadap materi?	a. Sangat butuh b. Tidak butuh
6	Apakah anda senang dan biasa belajar menggunakan internet melalui HP, Laptop dll?	a. Senang b. Tidak senang
7	Apakah anda membutuhkan penyampaian materi pembelajaran menarik khususnya keterampilan membaca dengan menggunakan internet?	a. Sangat dibutuhkan b. Tidak perlu
8	Menurut anda, apakah penilaian guru (<i>assessment</i>) selama ini sudah baik?	c. Ya, baik d. Tidak baik
9	Penilaian guru seperti apa yang anda butuhkan dalam proses belajar?	a. Menarik, variatif dan bisa menggunakan internet (mempunyai gambar, video suara yang menyenangkan) b. Dengan test/ ujian biasa
2. Lacks (Kesulitan)		
1	Apakah anda merasa sulit membaca dalam memahami teks <i>narrative</i> ?	a. Sulit b. Tidak terlalu sulit
2	Apakah masalah atau kesulitan yang anda hadapi saat belajar khususnya saat belajar teks <i>narrative</i> ?	a. Tidak paham bahasanya b. Cara mengajar gurunya yg kurang menarik c. Bosan dan malas dengan sistem mengajar yang monoton d. Semua benar
3	Menurut anda, jika diterapkan sistem pembelajaran yang menarik dan tidak membosankan, apakah mengurangi kesulitan anda saat membaca teks naratif?	a. Ya, tentu saja b. Tidak
3. Wants (Keinginan)		
1	Penyampaian materi dan penilaian seperti apa yang anda inginkan?	a. Sesuai dengan kompetensi inti dan kompetensi dasar

		<ul style="list-style-type: none"> b. Materinya tidak membosankan dan variatif c. Menggunakan gambar, video, suara yang dapat meningkatkan niat belajar d. Penyajian dan penjelasan materi yang jelas e. Semua benar
2	Menurut anda, apakah perlu adanya penilaian yang menarik agar pembelajaran lebih menyenangkan?	<ul style="list-style-type: none"> a. Sangat perlu b. Tidak perlu
3	Jenis penilaian seperti apa yang anda inginkan dalam pembelajaran?	<ul style="list-style-type: none"> a. Bervariasi dan menarik seperti pilihan ganda, isian, benar atau salah dan lainnya (menggunakan gambar, video, dan suara) b. Hanya dengan test isian biasa (tidak menggunakan gambar ataupun video)

B. Learning Needs

1	Pernahkah anda belajar dengan menggunakan aplikasi belajar online Kahoot?	<ul style="list-style-type: none"> a. Pernah b. Tidak pernah
2	Menurut saya desain penilaian (assessment) pada aplikasi Kahoot sebaiknya...	<ul style="list-style-type: none"> a. Menarik dan mudah dimengerti b. Biasa saja

Adapted from Hutchinson & Waters in Need Analysis "English for Specific Purposes"

APPENDIX C

INSTRUMEN PENILAIAN KELAYAKANASSESSMENT

Uji Kelayakan Assessment tentang Reading Narrative Text
untuk Sekolah Menengah Kejuruan

I. IDENTITAS AHLI

Nama : Dr. Rahmad Husein, M.Ed
Pekerjaan : Dosen
Jenis Keahlian : Pembelajaran Bahasa Inggris

II. PENGANTAR

Angket ini digunakan untuk mengumpulkan data dan informasi mengenai kelayakan pengembangan *assessment* reading narrative text bagi siswa/i SMK Seni Budaya Raya.

III. PETUNJUK

1. Mohon Bapak/Ibu membaca angket ini dengan cermat dan seksama.
2. Isilah identitas Bapak/Ibu dengan benar sebelum mengisi angket ini.
3. Bacalah dengan seksama setiap pernyataan/pertanyaan angket sebelum Bapak/Ibu menjawab
4. Berikut ini adalah kriteria tingkat kelayakan Assessment reading narrative text untuk siswa/i SMK Seni Budaya Raya. Berilah tanda centang (√) pada salah satu angka pada kolom yang menyatakan tingkat kelayakan Assessment dengan skor 5,4,3,2 dan 1.
 Nilai 5 = Sangat Baik
 Nilai 4 = Baik
 Nilai 3 = Cukup
 Nilai 2 = Kurang
 Nilai 1 = Sangat Kurang
 Kami mohon Bapak/Ibu mengisi angket ini dengan sebenar-benarnya untuk perbaikan dan penyempurnaan Assessment reading narrative text untuk siswa/i SMK Seni Budaya Raya.
5. Bila Bapak/Ibu ingin mengganti pilihan yang sudah ada, Bapak/Ibu dapat memilih pilihan yang lain dengan mencoret pilihan sebelumnya.
6. Bila ada keterangan/informasi tambahan untuk setiap item angket, kami mohon Bapak/Ibu untuk menuliskannya pada kolom yang tersedia.

IV. EVALUASI ASSESSMENT

1. ASPEK CONTENT

No	Pernyataan/Pertanyaan	Skor				
		5	4	3	2	1
1.	Standarisasi penggunaan tata bahasa dan panjang kalimat secara umum.		√			
2.	Topik yang jelas dan terstruktur rapi tentang narrative text	√				
3.	Instruksi soal yang tersusun dengan baik dari soal paling mudah sampai tersulit	√				
4.	Ketetapan atau kesesuaian penggunaan pilihan kosa kata untuk <i>Narrative Text</i> secara khusus.		√			
5.	Ketetapan atau kesesuaian tanda baca	√				
6.	Kejelasan (<i>clarity</i>) petunjuk soal narrative sudah terorganisir dengan baik	√				
7.	Efektifitas atau efisiensi penggunaan bahasa secara umum.		√			
8.	Pemilihan dan penggunaan bahasa dalam soal		√			

2. ASPEK ORGANIZATION

No	Pernyataan/Pertanyaan	Skor				
		5	4	3	2	1
1.	Assessment <i>reading</i> memotivasi siswa untuk belajar lebih menarik.	√				
2.	Struktur teks narrative yang digunakan sudah baik		√			
3.	Materi dan penyusunan soal diatur dengan baik dan mudah dipahami	√				
4.	Pengaturan waktu untuk menjawab soal pada kuis		√			
5.	Assessment <i>reading</i> mampu menciptakan suasana dan lingkungan belajar yang rileks dan menyenangkan.	√				
6.	Assessment membuat siswa lebih cepat mengerti dalam mempelajari narrative text.	√				
7.	Assessment dapat meningkatkan kemampuan membaca siswa.	√				
8.	Dapat digunakan secara individu ataupun kelompok	√				

3. ASPEK GRAMMAR

No	Pernyataan/Pertanyaan	Skor				
		5	4	3	2	1
1.	Pemilihan dan penggunaan kata yg baik dan tidak ada salah penulisan kata		√			
2.	Variasi isi pertanyaan kuis	√				
3.	Jenis kosa kata yang digunakan mengacu pada penerapan ilmu sesuai dengan topik narrative text		√			
4.	Penyusunan kata terhadap materi yang diberikan jelas dan sesuai dengan Narrative Text.	√				
5.	Bagian-bagian dalam pengembangan <i>assessment reading</i> dikembangkan dengan optimal dan relevan.		√			
6.	Pengembangan <i>assessment reading</i> dirancang sesuai dengan kebutuhan siswa.			√		

4. ASPEK MECHANICS

No	Pernyataan/Pertanyaan	Skor				
		5	4	3	2	1
1.	Secara umum pengembangan <i>assessment reading Narrative Text</i> untuk SMK dikembangkan dengan baik.		√			
2.	Penyajian gambar dan video disesuaikan dengan kemampuan siswa.		√			
3.	Susunan atau tata letak dikembangkan secara optimal dan menarik	√				
4.	Visualisasi atau keindahan <i>assessment</i> secara umum baik dan menarik	√				
5.	Penyajian soal dalam kuis menarik	√				
6.	<i>Assessment</i> yang digunakan adil dan bijaksana		√			
7.	Susunan atau tata letak gambar pada setiap soal	√				
8.	Tampilan unsur tata letak pada layar baik dan mudah dibaca	√				
9.	Pewarnaan tidak mengacaukan tampilan layar	√				
10.	Kerapihan dan kemenarikan desain media	√				
11.	Menu dan fasilitas (tombol) pada game kuis mudah dimengerti	√				

Komentar/Kritik/Saran

Mohon Bapak/Ibu menuliskan komentar, kritik, koreksi dan rekomendasi atau saran terhadap *assessment* yang Bapak/Ibu nilai demi kesempurnaan *assessment* tersebut.

- *The length of the options should be reconsidered interms of 'length' and order from the 'longest to the shortest' or 'shortest to the longest'.*

- *There were some grammatical errors that need to revised.*

Terimakasih atas kesediaan Bapak/Ibu untuk menjadi Evaluator dalam Uji Kelayakan *Assessment Reading NarrativeText* bagi siswa/i SMK Seni Budaya Raya.

Divalidasi oleh,



Dr. Rahmad Husein, M.Ed.
NIP. 196206291988031002

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INSTRUMEN PENILAIAN KELAYAKAN ASSESSMENT

Uji Kelayakan Assessment tentang Reading Narrative Text
untuk Sekolah Menengah Kejuruan

I. IDENTITAS AHLI

Nama : Ramince Sitepu, S. Pd
Pekerjaan : Guru
Jenis Keahlian : Pembelajaran Bahasa Inggris

II. PENGANTAR

Angket ini digunakan untuk mengumpulkan data dan informasi mengenai kelayakan pengembangan *assessment* reading narrative text bagi siswa/i SMK Seni Budaya Raya.

III. PETUNJUK

1. Mohon Bapak/Ibu membaca angket ini dengan cermat dan seksama.
2. Isilah identitas Bapak/Ibu dengan benar sebelum mengisi angket ini.
3. Bacalah dengan seksama setiap pernyataan/pertanyaan angket sebelum Bapak/Ibu menjawab
4. Berikut ini adalah kriteria tingkat kelayakan Assessment reading narrative text untuk siswa/i SMK Seni Budaya Raya. Berilah tanda centang (√) pada salah satu angka pada kolom yang menyatakan tingkat kelayakan Assessment dengan skor 5,4,3,2 dan 1.
Nilai 5 = Sangat Baik
Nilai 4 = Baik
Nilai 3 = Cukup
Nilai 2 = Kurang
Nilai 1 = Sangat Kurang
Kami mohon Bapak/Ibu mengisi angket ini dengan sebenar-benarnya untuk perbaikan dan penyempurnaan Assessment reading narrative text untuk siswa/i SMK Seni Budaya Raya.
5. Bila Bapak/Ibu ingin mengganti pilihan yang sudah ada, Bapak/Ibu dapat memilih pilihan yang lain dengan mencoret pilihan sebelumnya.
6. Bila ada keterangan/informasi tambahan untuk setiap item angket, kami mohon Bapak/Ibu untuk menuliskannya pada kolom yang tersedia.

IV. EVALUASI ASSESSMENT

1. ASPEK CONTENT

No	Pernyataan/Pertanyaan	Skor				
		5	4	3	2	1
1.	Standarisasi penggunaan tata bahasa dan panjang kalimat secara umum.		✓			
2.	Topik yang jelas dan terstruktur rapi tentang narrative text	✓				
3.	Instruksi soal yang tersusun dengan baik dari soal paling mudah sampai tersulit	✓				
4.	Ketetapan atau kesesuaian penggunaan pilihan kosa kata untuk <i>Narrative Text</i> secara khusus.		✓			
5.	Ketetapan atau kesesuaian tanda baca	✓				
6.	Kejelasan (<i>clarity</i>) petunjuk soal narrative sudah terorganisir dengan baik	✓				
7.	Efektifitas atau efisiensi penggunaan bahasa secara umum.	✓				
8.	Pemilihan dan penggunaan bahasa dalam soal	✓				

2. ASPEK ORGANIZATION

No	Pernyataan/Pertanyaan	Skor				
		5	4	3	2	1
1.	Assessment <i>reading</i> memotivasi siswa untuk belajar lebih menarik.	✓				
2.	Struktur teks narrative yang digunakan sudah baik		✓			
3.	Materi dan penyusunan soal diatur dengan baik dan mudah dipahami	✓				
4.	Pengaturan waktu untuk menjawab soal pada kuis	✓				
5.	Assessment <i>reading</i> mampu menciptakan suasana dan lingkungan belajar yang rileks dan menyenangkan.	✓				
6.	Assessment membuat siswa lebih cepat mengerti dalam mempelajari narrative text.	✓				
7.	Assessment dapat meningkatkan kemampuan membaca siswa.	✓				
8.	Dapat digunakan secara individu ataupun kelompok		✓			

3. ASPEK GRAMMAR

No	Pernyataan/Pertanyaan	Skor				
		5	4	3	2	1
1.	Pemilihan dan penggunaan kata yg baik dan tidak ada salah penulisan kata		✓			
2.	Variasi isi pertanyaan kuis	✓				
3.	Jenis kosa kata yang digunakan mengacu pada penerapan ilmu sesuai dengan topik narrative text		✓			
4.	Penyusunan kata terhadap materi yang diberikan jelas dan sesuai dengan Narrative Text.	✓				
5.	Bagian-bagian dalam pengembangan <i>assessment reading</i> dikembangkan dengan optimal dan relevan.	✓				
6.	Pengembangan <i>assessment reading</i> dirancang sesuai dengan kebutuhan siswa.		✓			

4. ASPEK MECHANICS

No	Pernyataan/Pertanyaan	Skor				
		5	4	3	2	1
1.	Secara umum pengembangan <i>assessment reading Narrative Text</i> untuk SMK dikembangkan dengan baik.	✓				
2.	Penyajian gambar dan video disesuaikan dengan kemampuan siswa.	✓				
3.	Susunan atau tata letak dikembangkan secara optimal dan menarik	✓				
4.	Visualisasi atau keindahan <i>assessment</i> secara umum baik dan menarik	✓				
5.	Penyajian soal dalam kuis menarik	✓				
6.	<i>Assessment</i> yang digunakan adil dan bijaksana	✓				
7.	Susunan atau tata letak gambar pada setiap soal	✓				
8.	Tampilan unsur tata letak pada layar baik dan mudah dibaca	✓				
9.	Pewarnaan tidak mengacaukan tampilan layar	✓				
10.	Kerapihan dan kemenarikan desain media	✓				
11.	Menu dan fasilitas (tombol) pada game kuis mudah dimengerti	✓				

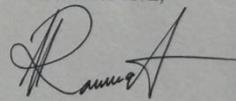
Komentar/Kritik/Saran

Mohon Bapak/Ibu menuliskan komentar, kritik, koreksi dan rekomendasi atau saran terhadap *assessment* yang Bapak/Ibu nilai demi kesempurnaan *assessment* tersebut.

- Time setting should be longer especially for the essay.
- text should be not too long.
- Overall, it is already good assessment.

Terimakasih atas kesediaan Bapak/Ibu untuk menjadi Evaluator dalam Uji Kelayakan *Assessment Reading Narrative Text* bagi siswa/i SMK Seni Budaya Raya.

Divalidasi oleh,



Ramince Sitepu, S.Pd

APPENDIX D

Students' Scores of Reading Narrative Text Table

No	Students	Score
1.	AP	62
2.	EC	77
3.	RS	58
4.	LS	60
5.	JS	55
6.	RF	76
7.	DP	55
8.	NG	68
9.	DS	58
10.	FP	55
11.	SG	60
12.	SS	85
13.	ES	80
14.	ED	58
15.	DP	64
16.	RG	60
17.	CS	52
18.	NS	73
19.	DY	60
20.	YP	68
21.	RG	50
22.	NH	78
23.	LB	45
Total	Mean	63.3

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APPENDIX E

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK Negeri Seni Budaya Raya
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Genap
Materi Pokok	: Teks Naratif; Informasi Terkait Legenda Rakyat
Alokasi Waktu	: 4 Minggu x 2566 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<p>3.8.1 Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</p> <p>3.8.2 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif</p> <p>3.8.3 Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat</p> <p>3.8.4 Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat</p>
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

- Fungsi Sosial
Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur Teks
Dapat mencakup:
 - Orientasi
 - Komplikasi
 - Resolusi
 - Orientasi ulang
- Unsur Kebahasaan
 - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak, dan setting dalam legenda
 - Adverbia penghubung dan penunjuk waktu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran**1. Media**

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran**1. Pertemuan Ke-1 (2 x 45 Menit)****Kegiatan Pendahuluan (10 Menit)****Guru :****Orientasi**

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>↳ Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita ● Pemberian contoh-contoh materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku pemunjang lain, dari internet/materi yang berhubungan dengan kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</p>
	<p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</p> <p>→ Mendengar</p> <p>Pemberian materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita oleh guru.</p> <p>→ Menyimak</p>

	<p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p>
	<p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p>

	<p>Mengajukan pertanyaan berkaitan dengan materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita → Mengumpulkan informasi Mencatat semua informasi tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita sesuai dengan pemahamannya. → Saling tukar informasi tentang materi : <i>kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
<p>Data processing (pengolahan Data)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <i>kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i> → Mengolah informasi dari materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

<p>Verification (pembuktian)</p>	<p>→ Peserta didik mengerjakan beberapa soal mengenai materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</p> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :</p> <p><i>kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita dan ditanggapi oleh kelompok yang mempresentasikan.</p>
	<p>→ Bertanya atas presentasi tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :</p> <p>Laporan hasil pengamatan secara <i>tertulis</i> tentang materi :</p> <p><i>kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i></p>

- Menjawab pertanyaan tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Scenario	75	75	50	75	275	68,75	C
2		—	—	—	—	—	—	—

Keterangan:

- BS: Bekerja Sama
- JJ: Jujur
- TJ: Tanggung Jawab
- DS: Disiplin

Contoh:

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat:

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
				5	4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak	2	1
		Tidak memahami	Memahami		
2	Keruntutan	Struktur teks yang digunakan sangat		5	4

	Teks	Runtut			
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	< 55

3. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

UNIVERSITY

APPENDIX F

Silabus Bahasa Inggris Kelas X

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. <u>Sasaran penilaian:</u></p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi

APPENDIX G

Final Product

The image displays three sequential screenshots of a Kahoot! quiz titled "Narrative Students' Assessment". Each slide is a "True or false" question type with a 10-second time limit and standard points.

- Slide 1:** The question is "Choose True if you think the answer is *Correct* and False if you think the answer is *Wrong*". The central image shows a green box with "True" and a red box with "False".
- Slide 2:** The question is "A narrative text is...". The central image shows the text "NARRATIVE TEXT" above an illustration of five children.
- Slide 3:** The question is "The generic structure of the first paragraph is Orientation". The central image shows a girl thinking with several question marks around her head.

Each slide includes a left sidebar with a list of questions, a central content area with a "Remove" button, and a bottom response area with "True" (blue) and "False" (red) buttons. The right sidebar shows question settings, including "Question type" (True or false), "Time limit" (10 seconds), and "Points" (Standard). The top navigation bar includes "Preview", "Exit", and "Done" buttons.

Kahoot! Narrative Students' Assessment [Settings](#) Preview [Upgrade](#) [Exit](#) [Done](#)

1 True or false
A narrative text is...

2 True or false
The generic struc...

3 True or false
The purpose of n...

4 True or false
The purpose of narrative text is to amuse or entertain the readers



Remove

True False

[Add question](#)
[Add slide](#)

Question type
True or false

Time limit
10 seconds

Points
Standard

Image reveal
Original 3x3 5x5 8x8

[Delete](#) [Duplicate](#)

Kahoot! Narrative Students' Assessment [Settings](#) Preview [Upgrade](#) [Exit](#) [Done](#)

4 True or false
The third step of ...

5 True or false
Narrative text use...

6 Quiz
What is the first s...

7 Quiz

4 True or false
The third step of narrative text is conclusion?



Remove

True False

[Add question](#)
[Add slide](#)

Question type
True or false

Time limit
10 seconds

Points
Standard

Image reveal
Original 3x3 5x5 8x8

[Delete](#) [Duplicate](#)

Kahoot! Narrative Students' Assessment [Settings](#) Preview [Upgrade](#) [Exit](#) [Done](#)

4 True or false
The third step of ...

5 True or false
Narrative text use...

6 Quiz
What is the first s...

7 Quiz

4 True or false
Narrative text use Future Perfect Tense



Remove

True False

[Add question](#)
[Add slide](#)

Question type
True or false

Time limit
10 seconds

Points
Standard

Image reveal
Original 3x3 5x5 8x8

[Delete](#) [Duplicate](#)

create.kahoot.it/creator/d05de40e-1d23-46cb-9f17-6d8a184a6ff2

Apl Gmail YouTube Maps Terjemahkan Daftar bacaan

Kahoot! Narrative Students' Assessment Settings Preview Upgrade Exit Done

4 True or false
The third step of ...

5 True or false
Narrative text use...

6 Quiz
What is the first s...

7 Quiz

Add question
Add slide

What is the first step of narrative text?

Write your conclusion

Make a good coda

Think of thesis statements

tell who is in the story, when the story is taking place, and where the act

Question type
Quiz

Time limit
20 seconds

Points
Standard

Answer options
Single select

Image reveal

Delete Duplicate

Windows Taskbar: 5:46 06/08/2021

Kahoot! Narrative Students' Assessment Settings Preview Upgrade Exit Done

7 Quiz
What steps that t...

8 Quiz
What is characte...

9 Quiz
What is the begi...

10 Quiz

Add question
Add slide

What steps that the moral message of the story take place?

Conclusion

Reorientation

Coda

Body

Question type
Quiz

Time limit
20 seconds

Points
Standard

Answer options
Single select

Image reveal

Delete Duplicate

Kahoot! Narrative Students' Assessment Settings Preview Upgrade Exit Done

7 Quiz
What steps that t...

8 Quiz
What is characte...

9 Quiz
What is the begi...

10 Quiz

Add question
Add slide

What is character of the story?

The person, animal, creature that carries out the action in a story

Where and when a story takes place

The lesson learned from the story

An example of genre

Question type
Quiz

Time limit
20 seconds

Points
Standard

Answer options
Single select

Image reveal

Delete Duplicate

Kahoot! Narrative Students' Assessment [Settings](#) Preview [Upgrade](#) [Exit](#) [Done](#)

7 Quiz
What steps that t...
20

8 Quiz
What is characte...
20

9 Quiz
What is the begi...
20

10 Quiz
Add question
Add slide

What is the beginning of the story called?



Remove

<input type="radio"/> Coda	<input type="radio"/> orientation
<input type="radio"/> Complication	<input type="radio"/> Resolution

Question type: Quiz
Time limit: 20 seconds
Points: Standard
Answer options: Single select
Image reveal: [Image 1] [Image 2] [Image 3] [Image 4]

Delete Duplicate

Kahoot! Narrative Students' Assessment [Settings](#) Preview [Upgrade](#) [Exit](#) [Done](#)

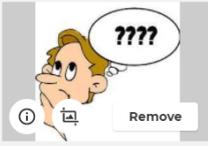
8 Quiz
What is characte...
20

9 Quiz
What is the begi...
20

10 Quiz
What are the corr...
20

Add question
Add slide

What are the correct steps of narratie text?



Remove

<input type="radio"/> Orientation-coda-resolution-complication	<input type="radio"/> Complication-resolution-sequenceof events-orientation
<input checked="" type="radio"/> Orientation-complication-sequence of events-resolution-coda	<input type="radio"/> Resolution of events-coda-complication-orientation

Question type: Quiz
Time limit: 20 seconds
Points: Standard
Answer options: Single select
Image reveal: [Image 1] [Image 2] [Image 3] [Image 4]

Delete Duplicate

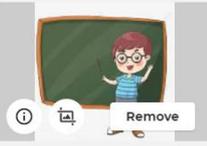
Kahoot! Narrative Students' Assessment [Settings](#) Preview [Upgrade](#) [Exit](#) [Done](#)

11 Quiz
The following sta...
20

12 Quiz
Which one of the...
30

13 Quiz
Why the wicked f...
Add question
Add slide

The following statements of narrative below are correct, *except*?



Remove

<input checked="" type="radio"/> Narrative text is a text which retells experiences inthe past	<input type="radio"/> Narrative use past tense and temporal conjunction
<input type="radio"/> The purpose ofnarrative text is to amuse thereaders	<input type="radio"/> Narrative is a detailed chronological story

Question type: Quiz
Time limit: 20 seconds
Points: Standard
Answer options: Single select
Image reveal: [Image 1] [Image 2] [Image 3] [Image 4]

Delete Duplicate

Kahoot! Narrative Students' ... Settings ✓ Saved to: My Kahoots Upgrade Preview Exit Save

Read the text below to answer the questions number 14-18 !



13 Quiz Read the text bel...
14 Quiz Which one of the...
15 Quiz Why did Kbo Iwo ...

Wrong Answer Wrong Answer
Right Answer Wrong Answer

Add question Add slide

Question type: Quiz
Time limit: 30 seconds
Points: Standard
Answer options: Single select
Image reveal: Original, 3x3, 5x5, 8x8

Kahoot! Narrative Students' ... Settings Saving Upgrade Preview Exit Save

Which one of the following statements is true about Kbo Iwo?



12 Quiz The following sta...
13 Quiz Read the text bel...
14 Quiz Which one of the...

Kebo Iwo ate a little amount of meat Kebo Iwo is a destroyer that cannot make anything
Kebo Iwo was angry because his food was stolen by Balinese people Kebo eat food was equal for food of thousand people

Add question Add slide

Question type: Quiz
Time limit: 30 seconds
Points: Standard
Answer options: Single select
Image reveal: Original, 3x3, 5x5, 8x8

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Why did Kbo Iwo feel angry to the Balinese people?



13 Quiz Read the text bel...
14 Quiz Which one of the...
15 Quiz Why did Kbo Iwo ...
16 Quiz According to the

Because Balinese people ate his meal Because Balinese people took his food so his barns was empty
Because Balinese people didn't give him food Because Balinese people were in hunger

Add question Add slide

Question type: Quiz
Time limit: 30 seconds
Points: Standard
Answer options: Single select
Image reveal: Original, 3x3, 5x5, 8x8

Kahoot! Narrative Students' ... Settings ✓ Saved to: My Kahoots Upgrade Preview Exit Save

14 Quiz Which one of the...

15 Quiz Why did Kbo Iwo ...

16 Quiz According to the ...

17 Quiz

Add question Add slide

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Question type Quiz

Time limit 30 seconds

Points Standard

Answer options Single select

Image reveal Original 3x3 5x5 8x8

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According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?



Remove

There will be no Bali Island

We are not able see the beauty of Lake Batur

Mount Batur will not be a sacred place now

Mount Batur will not be a sacred place now

Kahoot! Narrative Students' ... Settings ✓ Saved to: My Kahoots Upgrade Preview Exit Save

16 Quiz According to the ...

17 Quiz "So, they came to..."

18 Quiz What is Mount B...

Add question Add slide

Question type Quiz

Time limit 30 seconds

Points Standard

Answer options Single select

Image reveal Original 3x3 5x5 8x8

Delete Duplicate

"So, they came together to plan steps to oppose this powerful giant..."(Prgh 3). The antonym of "oppose" is....



Remove

Support

Defeat

Turn Against

Beat

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16 Quiz According to the ...

17 Quiz "So, they came to..."

18 Quiz What is Mount B...

Add question Add slide

Question type Quiz

Time limit 30 seconds

Points Standard

Answer options Single select

Image reveal Original 3x3 5x5 8x8

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What is Mount Batur?



Remove

A lake build by Kbo Iwa

A home build by Balinese people to Kbo Iwa

The mountain build by Kbo Iwa

A mound of earth dug from the well by Kbo Iwa

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17 Quiz
*So, they came to...

18 Quiz
What is Mount B...

19 Quiz
Read the text bel...

20 True or false
The children fro...

Add question
Add slide

Read the text below to answer the questions number 20-23 !



Wrong Answer Right Answer

wrong Answer Wrong Answer

Question type: Quiz
Time limit: 30 seconds
Points: Standard
Answer options: Single select
Image reveal: Original, 3x3, 5x5, 8x8

Kahoot! Narrative Students' ... Settings ✓ Saved to: My Kahoots Upgrade Preview Exit Save

19 Quiz
Read the text bel...

20 True or false
The children fro...

21 Quiz
Which statement...

Add question
Add slide

The children from the story are Hansel and Gretel.



True False

Question type: True or false
Time limit: 10 seconds
Points: Standard
Image reveal: Original, 3x3, 5x5, 8x8

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19 Quiz
Read the text bel...

20 True or false
The children fro...

21 Quiz
Which statement...

Add question
Add slide

Which statement is FALSE about the witch?



She locked Hansel in a cage She planned to eat Hansel & Gretel

She fell into the ocean She hated the children

Question type: Quiz
Time limit: 30 seconds
Points: Standard
Answer options: Single select
Image reveal: Original, 3x3, 5x5, 8x8

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21 Quiz Which statement...

22 Quiz "The witch fell into the oven and the stepmother *shut* the door." (Paragraph 4) Shut word can be replaced by the word...

23 Quiz How did the step...

24 Quiz Listen and watch...

Add question Add slide

Marked Painted Opened Closed

Question type Quiz

Time limit 30 seconds

Points Standard

Answer options Single select

Image reveal Original 3x3 5x5 8x8

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21 Quiz Which statement...

22 Quiz "The witch fell into the oven and the stepmother *shut* the door." (Paragraph 4) Shut word can be replaced by the word...

23 Quiz How did the step...

24 Quiz Listen and watch...

Add question Add slide

How did the stepmother find her children?

She walked into the forest She got tired and met her children She peeped through the window of the witch's cottage She fell into the cliff

Question type Quiz

Time limit 30 seconds

Points Standard

Answer options Single select

Image reveal Original 3x3 5x5 8x8

Delete Duplicate

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23 Quiz How did the step...

24 Quiz Listen and watch...

25 Type answer In your opinion, ...

26 Type answer What is the mora...

Add question Add slide

Listen and watch the video. The story is about?

A witch who is really kind A father who begged a witch for money A stepmother who saved her children from a witch A father who begged a witch for money

Question type Quiz

Time limit 1 minute 30 seconds

Points Double points

Answer options Single select

Delete Duplicate

In your opinion, what is the best title of the text?

Other accepted answers

Type an answer

Type an answer

Type an answer

What is the moral value can we learn from the story?

Other accepted answers

Type an answer

Type an answer

Type an answer

Read the text below to answer the questions below !

Wrong Answer

Right Answer

wrong Answer

Wrong Answer

How did the step...

24 Quiz

Listen and watch...

25 Type answer

In your opinion, ...

26 Type answer

What is the mora...

25 Type answer

In your opinion, ...

26 Type answer

What is the mora...

27 Quiz

Read the text bel...

25 Quiz

Read the text bel...

26 Quiz

What problem w...

27 Quiz

How was the cou...

28 Quiz

What lesson can ...

How did the step...

24 Quiz

Listen and watch...

25 Type answer

In your opinion, ...

26 Type answer

What is the mora...

25 Type answer

In your opinion, ...

26 Type answer

What is the mora...

27 Quiz

Read the text bel...

25 Quiz

Read the text bel...

26 Quiz

What problem w...

27 Quiz

How was the cou...

28 Quiz

What lesson can ...

Type answer

Time limit

1 minute

Points

Double points

Image reveal

Original 3x3 5x5 8x8

Delete Duplicate

Type answer

Time limit

1 minute

Points

Double points

Image reveal

Original 3x3 5x5 8x8

Delete Duplicate

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Exit

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Question type

Quiz

Time limit

30 seconds

Points

Standard

Answer options

Single select

Image reveal

Original 3x3 5x5 8x8

Delete Duplicate

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25 Quiz Read the text bel...

26 Quiz What problem w...

27 Quiz How was the cou...

28 Quiz What lesson can ...

Add question
Add slide

What problem was faced by Kesuma's parents?



Remove

- They had to give sacrifices for the Gods ✓
- They couldn't be rich
- They couldn't bring their children to the Gods to be sacrificed
- They couldn't save all their children from the earthquake

Question type: Quiz
Time limit: 30 seconds
Points: Standard
Answer options: Single select
Image reveal: Original, 3x3, 5x5, 8x8
Delete Duplicate

Kahoot! Narrative Students' ... Settings ✓ Saved to: My Kahoots Upgrade Preview Exit Save

25 Quiz Read the text bel...

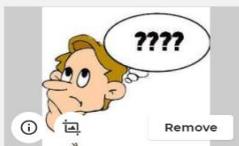
26 Quiz What problem w...

27 Quiz How was the cou...

28 Quiz What lesson can ...

Add question
Add slide

How was the couple's effort to get a baby?



Remove

- They took another baby from other parents
- They meditated and prayed to their Gods ✓
- They buy a child from other parents
- They asked other people to give them a baby

Question type: Quiz
Time limit: 30 seconds
Points: Standard
Answer options: Single select
Image reveal: Original, 3x3, 5x5, 8x8
Delete Duplicate

Kahoot! Narrative Students' ... Settings Saving Upgrade Preview Exit Save

26 Quiz What problem w...

27 Quiz How was the cou...

28 Quiz What lesson can ...

Add question
Add slide

What lesson can we get from the story?



Remove

- Kesuma is very brave
- Everyone must keep his promise ✓
- Kesuma's parents loved him so much
- Gods want sacrifices from the people

Question type: Quiz
Time limit: 30 seconds
Points: Standard
Answer options: Single select
Image reveal: Original, 3x3, 5x5, 8x8
Delete Duplicate

30 Type answer
What is the main...

31 Type answer
How is character ...

32 Type answer
Then, everybody ...

Add question
Add slide

Then, everybody was crying. What does the word everybody refers to? (paragraph 3)



Other accepted answers

Type an answer Type an answer Type an answer

Type answer

Time limit: 1 minute

Points: Double points

Image reveal: Original, 3x3, 5x5, 8x8

Delete Duplicate

31 Type answer
How is character ...

32 Type answer
Then, everybody ...

33 Type answer
Based on your op...

Add question
Add slide

Based on your opinion, what is the coda (moral value) of the text? Why?



Other accepted answers

Type an answer Type an answer Type an answer

Type answer

Time limit: 1 minute

Points: Double points

Image reveal: Original, 3x3, 5x5, 8x8

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