

# **THE USE OF QUIZZZ TO TEACH SIMPLE PRESENT TENSE TO JUNIOR HIGH SCHOOL STUDENTS**

**Best Practice Report**



By:

**Asra Muntaza Warta**

**18322128**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
UNIVERSITAS ISLAM INDONESIA**

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**APPROVAL SHEET**

**THE USE OF QUIZZZZ TO TEACH SIMPLE PRESENT TENSE TO JUNIOR  
HIGH SCHOOL STUDENTS**

**By:**

**Asra Muntaza Warta**

**18322128**



**Approved on 20th Augustus 2024**

**By**

**Supervisor:**

A handwritten signature in black ink, appearing to be 'Irma Windy Astuti', written over a horizontal line.

**Irma Windy Astuti, S.S., M.Hum.  
NIP: 062216005**

**RATIFICATION SHEET**

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**By:**

**Asra Muntaza Warta**

**18322128**

Defended before the Board of Examiners on 29<sup>th</sup> of August 2024 and Declared Acceptable.

Board of Examiners

Chairperson : Irma Windy Astuti, S.S., M.Hum.

First Examiner : Willy Prasetya, S.Pd., M.A.

Second Examiner : Astri Hapsari, S.S., M.TESOL

Yogyakarta, 29<sup>th</sup> of August 2024

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department,



A handwritten signature in black ink, appearing to read "Puji Rahayu".

Puji Rahayu, S.Pd., MLST., Ph.D.

NIP. 053310402

## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 29 August 2024

The Writer,



**Asra Muntaza Warta**

**18322128**

## **MOTTO**

*Semua orang adalah tamu. Semua yang kita punya adalah titipan. Semua tamu akan pergi, dan semua titipan harus dikembalikan. Yang tersisa untuk kita hanyalah amal.*

*- Abdullah Ibn Mashud.*

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

My mother and father, I sincerely thank you for the endless prayer and support. My siblings, brother and sisters in law for your support in any cost. The last, my junior high school's teacher, I sincerely thank you for have been willing to be my pleasant and very helpful discussion partner.

## ACKNOWLEDGEMENT

*Alhamdulillah* Rabbil 'Aalamiin, All praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank to Allah SWT who has bestowed me a great blessing, strength, and willing that I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible unless prayer and support of many people. Sincerely I really appreciate and address my gratitude especially to my mother and father, my siblings, my brother and sisters in law, and my big family of Kari Mangkuto and Fatimah Ilyas.

My special gratitude goes to my supervisor, Miss Irma Windy Astuti, S.S., M.Hum., who does not only guides, gives advice, supports, as well as criticizes me in a very qualified manner, but also motivates me thoroughly with her leadership that I could learn much from her. A great appreciation and thank will also go to all of my lecturers at English Language Education Department of Islamic University of Indonesia who had given me beneficial knowledge and had taught me lovingly and patiently. I sincerely thank you to my junior high school's teacher who have been willing to be my helpful discussion partner, Tiara Yulianti who are genuinely became my human diary all this time, and Podcast Agak Laen that gives me energy through their humor and accompanies me in completing this thesis.

Finally, I believe that this thesis is far from being perfect. However, it is hoped that this thesis will be useful and contribute the English teaching process especially in using online quizzes for students in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 20 August 2024.



Asra Muntaza Warta

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# **THE USE OF QUIZIZZ TO TEACH SIMPLE PRESENT TENSE TO JUNIOR HIGH SCHOOL STUDENTS**

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18322128

## **ABSTRACT**

This best practice report describes the implementation of a digital quiz application for students at an Islamic Private Junior High School. In this context, students at this school were still less able to use the online quiz application, even though the school has adequate technological facilities. The quiz application used was Quizizz as this platform was easy to be used among students. The various features on Quizizz assisted the teachers in facilitating the diverse students' and also to provide end of lesson session assessment. By using Quizizz, students tend to be enjoyed their learning because it looks fun and easy to use. Nonetheless, time management in teaching was appropriate and precise, then each learning step could be implemented properly. It would be better if the ice-breaking game was done in groups, so all students get their portions, can increase their understanding of the Simple Present Tense, also can shorten the time becomes more efficient. It is recommended to use Quizizz because it is practical to use with gadget or laptop. Also, its various features can increase students' concentration, and teachers can assess students' abilities if one quiz contains 7 to 10 questions with various forms.

*Keywords: Junior High School, Quizizz, Simple Present Tense*

## **CHAPTER I**

### **BACKGROUND OF THE TEACHING PRACTICE**

There are so many schools that have advanced and adequate facilities for student learning, one of which is the modern Islamic boarding school for women in West Sumatra. Not only does it have a cool school environment, this school with an average capacity of 18 to 20 people per class, also allows its students to have laptops as their learning tools. In addition to laptops, this school also provides internet at several points close to the classroom.

Technology progresses very quickly every year. This progress is marked by the proliferation of digital applications created to facilitate human performance in any fields, including education. In their research, Raja and Nagasubramani (2018) assume that if learning is assisted by technology, students will become more interactive, and the acquisition of knowledge will become accessible and convenient. Apart from making things easier for students, technology can also help teachers such as when doing digital attendance, presenting learning materials, and managing student assessments.

Meanwhile, for learning assessment, online quiz applications are the most popular technology among teachers because of their practical use, being able to see direct feedback, and being able to find out the score that appears at the end of the quiz (Nugraha et al., 2021). In Licorish's study (2018) regarding online quizzes as a teaching and evaluation tool, it shows that the use of online quizzes is highly recommended because the integration of quizzes with educational activities/teaching strategies is beneficial. Especially now that many schools provide technology facilities such as computer labs, and allow students to bring their gadgets or laptops.

One of the most well-known examples of online quiz applications is Quizizz, which is useful as an exercise after studying theory on the subject that is available on gadgets or laptops, allowing students to control their own character in doing the quiz (Suryaman et al., 2020). By way of using Quizizz, students can train their memory of the lessons that have been taught, answer questions within the allotted time, and see the results immediately after answering the quiz.

During the teaching practicum, I realized that the junior high school where I had my teaching practice already had internet access and laptops provided for the study, but the

students rarely used online applications such as Quizizz as learning media. This was because physical learning media such as textbooks were still more often used in the teaching and learning process. From here I also found the problem that students indicated that they were less motivated during class hours because their teachers more often used textbooks as a learning medium. Therefore, to fill this gap, I implemented Quizizz as one of my supporting media in teaching practice to enhance students' learning experiences in using online applications to learn English. I chose to use Quizizz because it's more familiar to me with its varied and colorful features than other quiz applications. I understand that students have a class atmosphere that quickly gets bored, therefore I chose to teach Simple Present Tense that was easy to understand and required by the syllabus. I delivered the subject material through short videos and slideshows, and then concept-checked the students' understanding with short quizzes via Quizizz.

## CHAPTER II

### CONSTRUCT OF THE TEACHING PRACTICE

#### 2.1 Online Quiz

When studying English, students are not only taught the concept required by the syllabus, but they must be trained in various ways, one of which is taking the quiz. Quiz can be used by teachers to find out how effective the mastery of the material is in students, as well as a reflection to improve teaching methods and references in determining the right method (Mukaromah & Mutoharoh, 2019). Quizzes have been innovated in more sophisticated ways along with technological developments in the world of education. Therefore, mastery and literacy of technology for teachers is needed in the current era of the industrial revolution 4.0, especially during the pandemic conditions. Currently, online quizzes are used as electronic assessment tools in a variety of design approaches. In Martin-Blas & Serrano-Fernandez's study (2009), the quiz mainly consists of multiple choice or true-false questions to test conceptual understanding.

Moreover, for approximately 5 years there have been many applications that can be used as online quizzes such as Google Forms, Kahoot!, and Quizizz. These online quizzes have a website that can be used on all devices such as computers, smartphones and tablets, and also have their applications on iOS and Android (Pitoyo, M. D., 2019). These apps also have the same features, i.e. students take quizzes at the same time in class and see their live ranking on the leaderboard, also teachers can monitor progress and download reports when quizzes are over to evaluate student performance (Zhao, 2019).

#### 2.2 The Use of Quizizz

In Mac Namara & Murphy's study (2017), Quizizz is a pedagogical application that applies the construct of gamification in which students demonstrate attitudes to quizzes as an instrument for pedagogy and online assessment during class. Quizizz is also a game-based application that presents classes with multiplayer activities so that classes become more interactive and fun (Zhao, 2019). Quizizz provides several colorful displays accompanied by interesting memes after students answer questions, relaxing music rhythms that are played during the quiz game, score board, time limit, and others. This allows teachers to include pictures or videos related to the question, apply formulas and symbols, and analyze the proceeds of either the student or the entire group using an Excel spreadsheet (Junior, 2020). In addition, the Quizizz application can be used as an effort to increase student learning concentration and it can be concluded that learning evaluation using

Quizizz helps increase student learning concentration (Purba, 2019). This also is supported by the existence of a system on Quizizz which can show the ranking and strength of student performance after answering one question, and can also tell students whether the questions they answered were correct or not. These multiplayer evaluation activities support students practicing simultaneously using their computers and smartphones (Ju et al., 2018).

Pitoyo (2019) states the main features of Quizizz are:

- (1) **Student-paced:** the teacher will give a time limit for each question and students need to answer before the allotted time given for each answer.
- (2) **BYOD (Bring Your Own Device):** Quizizz can be played on various devices using a browser, including PCs, smartphones, laptops, and tablets.
- (3) **Thousands of public quizzes:** lots of teachers around the world create their Quizizz and it can be shared, thus everyone can take the quiz as long as they are a member of Quizizz. Getting inspiration from another teacher to design a test is really helpful for teachers.
- (4) **Quiz Editor:** Quizizz allows the teachers to pluck questions from any quiz, easily add images from the internet, auto-save teachers' progress, and tons of other features.
- (5) **Reports:** this feature is the one which can provide teachers with detailed information about student-level understanding and class-level for each quiz that teachers conduct. Teachers can also download the report as spreadsheets in Microsoft Excel.
- (6) **Quiz Customization:** Teachers can customize their quiz session with multiple options to consider the level of competition, speed, and other factors.

### **2.3 The Use of Quizizz in EFL Teaching**

Based on the results of Zuhriyah and Pratolo's (2020) study, students felt the benefits of using the Quizizz application, such as reducing cheating or asking friends during quizzes, being easy to use because it was online, and helping teachers to conduct tests easily. Dewi and Hartini (2019) mentions using the Quizizz application can be used as an effort to increase mastery in learning combined with problem-based learning methods and conclusions have been reached. In addition, game-based scoring systems, such as Quizizz, can generate positive psychological benefits that are useful for boosting their self-

confidence and minimizing their anxiety (Pitoyo, M. D., 2019). In addition to increasing students' self-confidence, Quizizz also has a time limit feature that makes students concentrate fully on taking quizzes. This can be seen in research conducted by Dewi and Astuti (2021) that students who took quizzes within a time limit could concentrate more to answer the question, because if students missed the opportunity to answer correctly, it would affect their scoring and ranking. Quizizz can also make students more earnest about studying the learned material and adequate to answer according to their abilities because of Quizizz's interesting and varied features (Rahmadani et al., 2022).

## CHAPTER III IMPLEMENTATION

This section describes the learning activities in Quizizz that were implemented for teaching and learning Simple Present Tense in class VIII. In this session, Quizizz was used because of its colorful appearance and easy use, which can make students more interested in taking quizzes. Unfortunately, this session was only held once in 1 class with a total of around 18 students.

### 3.1. Activity 1: Setting out the Rules and Procedures

Students were informed about what Simple Present Tense is, as well as the learning objectives that they would get after studying Simple Present Tense. The teacher also asked if they had a little knowledge about the Simple Present Tense that was going to be studied, as an early stage of learning that day. This stage was important to be conveyed and asked to students before starting learning, so that students get a big picture of the Simple Present Tense.

### 3.2. Activity 2: Teaching Simple Present Tenses

In this activity, students were asked to watch a short video explanation of the nominal/non-verbal simple present tense.

**Simple present**

Verbal	Nominal/ non verbal
Kalimat yang <b>diikuti verb</b> (kata kerja)	Kalimat yang <b>tidak diikuti verb</b> (kata kerja)
(+) Positive: S + Verb 1/ <u>s/es</u> + Complement	(+) Positive: S + <u>tobe</u> + Complement
(-) Negative: S + <u>Do</u> + not + Verb 1 + Complement	(-) Negative: S + <u>tobe</u> + not + Complement
(?) Interrogative: <u>Do</u> + S + Verb 1 + Complement	(?) Interrogative: <u>Tobe</u> + S + Complement

Figure 3.1 Short Video About Simple Present Tense

If students still did not understand the explanation in the video, the teacher would debrief the explanation of the nominal/non-verbal simple present tense in a sequential and detailed manner. Some students felt bored with explanations without visuals. They felt sleepy if they just listened to the teacher explaining the Simple Present Tense only through Power-Point.

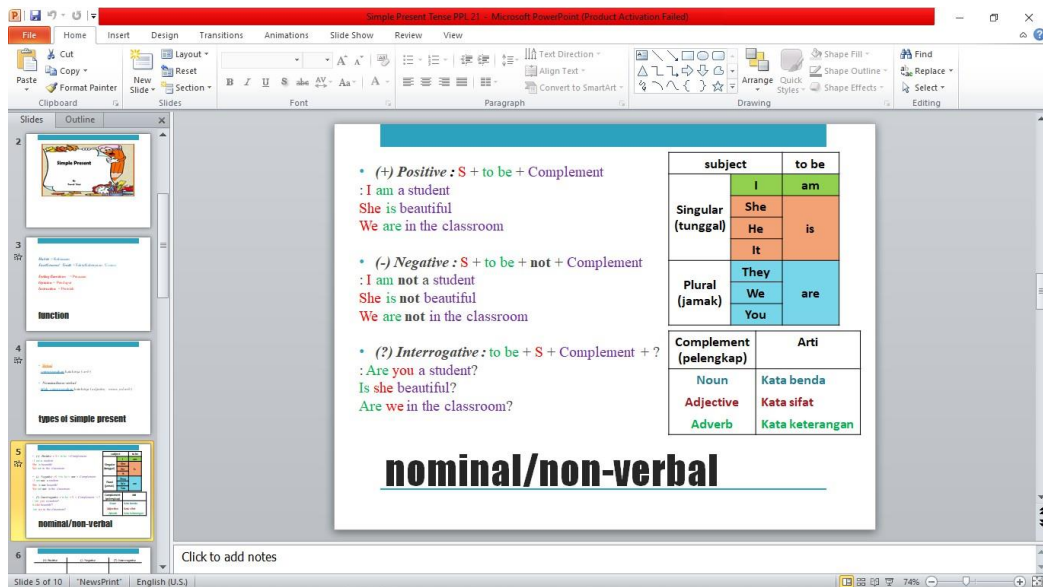


Figure 3.2 Power Point of Simple Present Tense Nominal

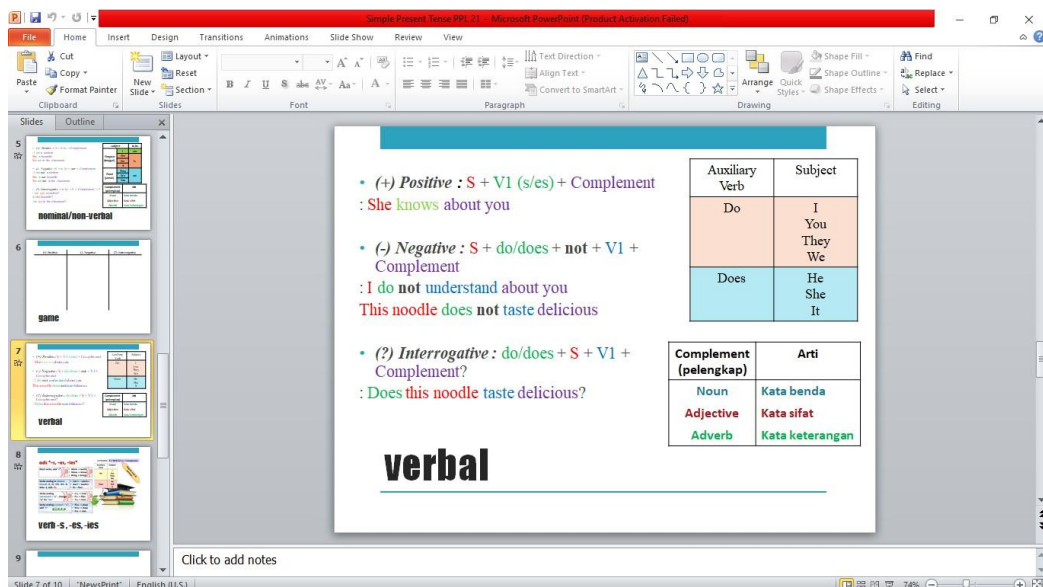


Figure 3.3 Power Point of Simple Present of Tense Verbal

The visual explanation with a few words could slightly increase students' interest in learning. The use of learning tools to support teacher explanations, such as flashcards, is also effective in reducing boredom felt by students while studying.

### 3.3. Activity 3: Checking Students' Understanding through Quizizz Practice

To check student understanding, the teacher played a simple game. The teacher gave missions to the students according to the Simple Present Tense being studied. From this game, there would be several students selected. After students played the simple game with a mission given by the teacher, students were asked to use their personal laptops and suggested they to search “Join a Quizizz” in the remaining 7 minutes of this post-teaching stage. Students would get a game code in the form of numbers from the teacher to work on the quiz. The use of Quizizz was intended as a controlled language practice, where the teacher would give short exercises to students in the form of 5 questions through the Quizizz application: 3 multiple choice questions, and 2 open-ended questions, related to the Simple Present Tense that has been taught by the teacher. The few questions given at the remaining study time at the end of the lesson, also aimed that students did not answer in a hurry and the material being taught would be reinforced in students' memory.

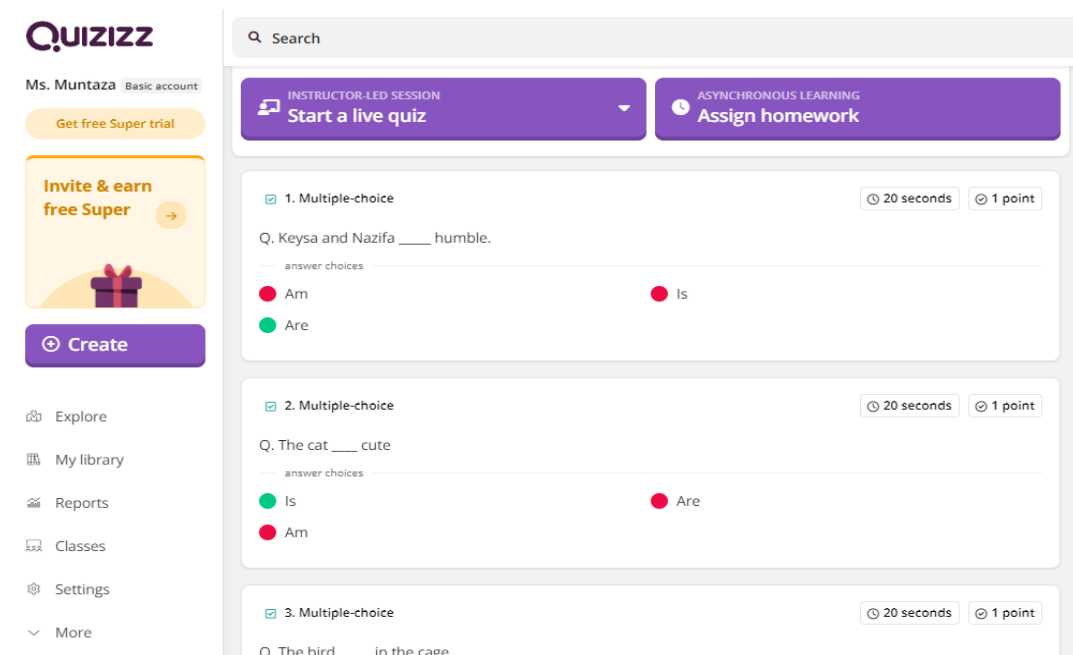
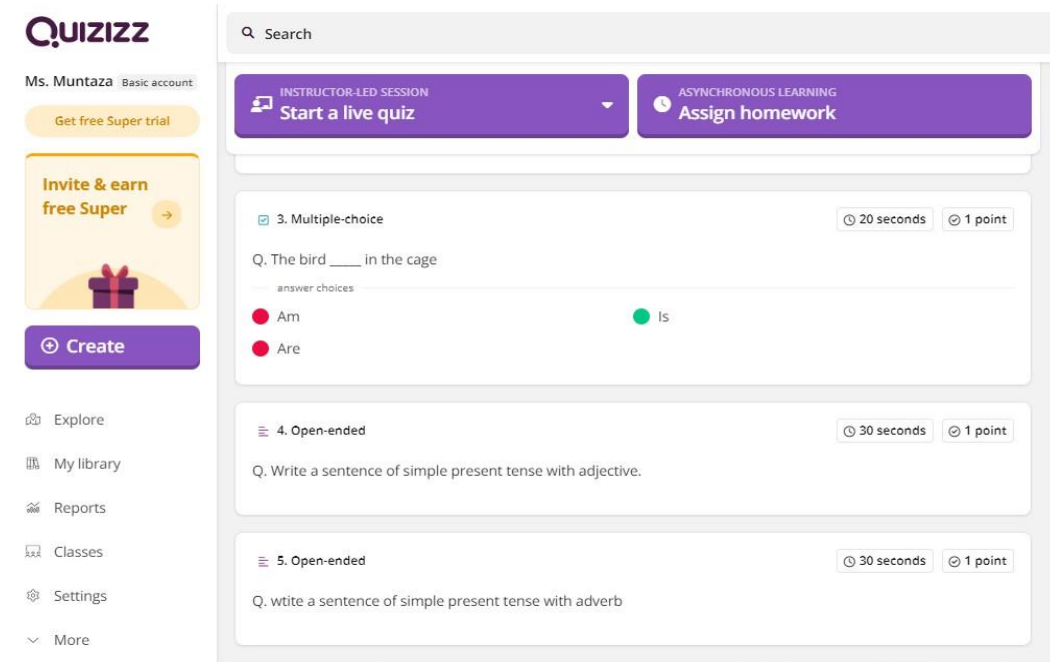


Figure 3.4 Quizizz Multiple Choice Questions



**Figure 3.5 Quizizz Open-ended Questions**

The pre-service teacher gave 5 questions due to time constraints according to the learning design, and only used Quizizz once to check student understanding, so the final assessment will look the same and equal, especially when giving open-ended questions through an online quiz application.

### **3.4. Activity 4: Reflection**

After all the students finished working on these 5 questions, I asked them about their opinions using Quizizz. Many students answered that using Quizizz was so much fun, because they saw how it looks so colorful and simple. They also found it fun to work on because there was time for each question, as well as the background music which is one of the supporting features on Quizizz.

Unfortunately, from this last activity I realized that the final result was less than optimal. Some students quickly forgot or even did not understand the Simple Present Tense that they just learned. It could be that the explanation of Simple Present Tense was still not clear, or it could be because the use of Quizizz was not optimal so it felt less effective in strengthening students' understanding.

Quizizz also cannot fully correct the students' answers to the 5 questions due to that, I realized that giving quiz through Quizizz is not always effective, especially with so few questions. It is more advisable to use Quizizz for more than 10 questions and in the form of

multiple-choice questions instead of open-ended questions. The length of time during the ice breaking was too long and also had an influence, since after the students had finished answering, I did not have time to discuss the answers to the quiz again because the learning time had run out.

I also realized that time management in teaching was important. It should be noted that if the time used was appropriate and precise, then each learning step could be implemented properly. Maybe it would be better if the game was done in groups. In this way, all students get their portion in groups, and can increase their understanding of the Simple Present Tense. In addition, groups can also shorten the time, so that the time used becomes more efficient.

Therefore, the maximum use of online quizzes with good time management of teaching can help teachers achieve learning objectives. Because, most students today like learning methods that have moving and colorful visuals. Unfortunately, the learning objectives that I have compiled have not been achieved, because the use of Quizizz only occurs in one meeting.

The large number of schools that have computer facilities supported by the internet and the use of gadgets for students nowadays, teachers can use Quizizz as a handy alternative application in teaching any subject, especially in assessing student understanding, if accompanied by an appropriate strategy for using it.

## **CHAPTER IV**

### **CONCLUSION**

#### **4.1. Conclusion**

The use of Quizizz as an engaging learning media has an impact on students' reactions after using it. Based on my experience during teaching practice, when the main teaching stage was taking place, students seemed to be less attentive even though the media used slideshows. In contrast, at the post teaching stage, they said that it was more fun to use applications such as Quizizz in taking online quiz after learning Simple Present Tense. Unfortunately, for the end of lesson session assessment, Quizizz becomes less varied if it only contains 5 questions. Ideally, one quiz contains 10 questions or more, in the form of multiple choice questions instead of open-ended questions, so that the assessment can be seen to be varied. However, using Quizizz is more practical because the teacher only need to rely on computers and stable internet speeds when using Quizizz, thereby reducing the use of paper and pens. Nevertheless, the use of Quizizz can save time because it can assess and rank students directly, after they have finished working on all the questions within the allotted time.

#### **4.2 Recommendation**

For future practitioners, it is recommended to use the online quiz applications, such as Quizizz as one of the learning media, because it is much more practical using gadgets or laptops, and internet networks. Students also do not get bored easily when working on quizzes because Quizizz has various features. Quizizz can also increase student concentrate on taking quizzes with the time limit set by the teacher. In addition, when using Quizizz, it is recommended to include 7 - 10 questions with various form in one quiz, so that the final assessment of one student can have a significant amount of points.

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## APPENDICES

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	: MTs DMP Diniyyah Puteri Padang Panjang	
<b>Mata Pelajaran</b>	: Bahasa Inggris	
<b>Kelas/Semester</b>	: VIII (Delapan)/1 (Satu)	
<b>Alokasi Waktu</b>	: 2 Jam Pelajaran (2x40 Menit)	
<b>Model Pembelajaran</b>	: Scientific	
<b>Materi</b>	: Menyatakan dan menanyakan kejadian/tindakan secara rutin (Simple Present Tense – Nominal)	
<b>Tujuan Pembelajaran</b>		
Melalui video, siswa dapat menerapkan struktur teks dan unsur kebahasaan, menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin dalam kalimat non-verbal dengan benar.		
<b>Langkah-langkah Pembelajaran</b>		
<ul style="list-style-type: none"> <li>- Pendahuluan (15 menit) <ul style="list-style-type: none"> <li>● Guru membuka pelajaran dan salam serta meminta siswa berdoa untuk memulai pelajaran, kemudian memeriksa kehadiran siswa.</li> <li>● Mengaitkan materi pembelajaran yang akan dilakukan dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat kembali materi sebelumnya. (Apersepsi)</li> <li>● Menyampaikan tujuan yang akan siswa dapatkan ketika mempelajari materi.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Inti (85 menit) <ul style="list-style-type: none"> <li>● Siswa mengamati video penjelasan singkat tentang <i>simple present tense</i> tipe nominal/non-verbal.</li> <li>● Guru menerangkan kembali penjelasan tentang <i>simple present tense</i> tipe nominal/non-verbal, jika siswa masih belum paham.</li> <li>● Guru melatih pemahaman siswa dengan bermain game.</li> <li>● Siswa akan bermain game lempar bola kertas dengan iringan lagu. Ketika lagu berhenti, siswa yang mendapatkan bola kertas ditugaskan untuk maju ke depan kelas.</li> <li>● Guru memberikan misi kepada siswa yang maju untuk menuliskan satu kalimat di salah satu tabel kalimat positive/negative/interrogative.</li> <li>● Guru memberikan latihan singkat kepada siswa berupa kuis 5 soal pilihan ganda melalui Quizizz.</li> </ul> </li> </ul>	
<p>Penutup (20 menit)</p> <ul style="list-style-type: none"> <li>● Peserta didik diberikan review hasil kegiatan pertemuan 1 oleh guru.</li> <li>● Peserta didik diberikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>		

- Guru menutup proses pembelajaran dengan doa.

### Penilaian

1. **Sikap** : berupa perilaku jujur, disiplin, dan bertanggung jawab.
2. **Pengetahuan** : berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
3. **Keterampilan** : berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,

Kepala MTs Diniyyah Puteri

Guru Mata Pelajaran

(Rasyidah Z Day, S.Psi.I)

(Juliwati, S.S)

## Students' Answer

#	Question	Question Type	Question Accuracy
1	Keysa and Nazifa _____ humble.	Multiple Choice	100%
2	The cat _____ cute	Multiple Choice	100%
3	The bird _____ in the cage	Multiple Choice	100%
4	Write a sentence of simple present tense with adjective.	Open Ended Question	100%
5	Write a sentence of simple present tense with adverb	Open Ended Question	100%
			<b>100%</b>



View Player Data

Nazifa yazuuuuuuu (Nazifa yazuuuuuuu)	syakira chalisa rafeyla (syakira chalisa rafevla)	salwa firistha ifankaaa.. (salwa firistha ifankaaa..)	Aulia aneesa syahputri (Aulia aneesa syahputri)	Jovanna Mayva Shaquilla (Jovanna Mayva)	Siti Ayesha (Siti Ayesha)
Are	Are	Are	Are	Are	Are
Is	Is	Is	Is	Is	Is
Is	Is	Is	Is	Is	Is
i am beautiful	are you lazy?	i am beautiful	she is beautiful	she is ugly	she is so smart
i am going to school	you are lazy	you are ugly	i am a student	i go to school	i am in the house
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

keysa Anandita Putri (keysa Anandita Putri)	davina zahara h (davina zahara h)	nadra alya (nadra alya)	Qanita Salsabila Arsyadi (Qanita Salsabila Arsyadi)	zhahira ersha fairuz (zhahira ersha fairuz)
Are	Are	Are	Are	Are
Is	Is	Is	Is	Is
Is	Is	Is	Is	Is
iam reading	is she a doctor	she is beautiful	she is beautiful	she is god
i go to school	are you ugly?	naya is beautiful	qanita is beautiful	you write on the paper
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Puti Arrayyan (Puti Arrayyan)	razaan azdkia akifah (razaan azdkia akifah)
Are	Are
Is	Is
Is	Is
you are beautiful	we are go to school
i am a teacher	i go to school
<b>100%</b>	<b>100%</b>

## The Activities



