THE ROLE OF DIGITAL LEARNING FACILITATION:
SOCRATIVE APP TO ENGAGE STUDENTS IN LEARNING ENGLISH

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Antonius Agus Wijaya
Student Number: 131214055

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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By

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Dean

Rohandi, Ph.D.
NO MATTER HOW HARD IT IS, HOLD ON TO YOUR FAITH AND DETERMINATION TO KEEP GOING.

This thesis is dedicated to:

My mother and sister who always give me the best support. I thank them for the endless love and happiness.
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 the references, as a scientific paper should.

Yogyakarta, July 25, 2017
The Writer

Antonius Agus Wijaya
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ABSTRACT


Engaging students to learn in this era has become one of the toughest challenges for teachers. Nowadays, students will easily get bored when a class relies only on conventional learning activities. This study deals with the role of digital learning facilities in the form of online application called Socrative App to engage students in learning English in Budi Utama Junior High School Yogyakarta.

This study is aimed to investigate the use of digital learning facilitation Socrative App with its role to engage students in learning English inside the classroom. The study is set to answer one research question, i.e. to what extent does the digital learning facilitation (Socrative App) engage the students in learning English? During the pre-service program in the school, the researcher found that most students were highly disengaged in their English classes.

This study made use of classroom action research to capture students’ learning engagement in response to the adoption of Socrative App. Two cycles were employed to assess whether Socrative App could increase students’ motivation and enthusiasm to learn English. In order to get the exact data measurement and investigate the changes in students, the researcher employed quantitative research using scale questionnaire. The data gathering technique was done in observation and questionnaire. The research participants of this study were twenty three (23) students from 8th grade class A in Budi Utama Junior High School Yogyakarta.

The result of the study showed that digital learning facilitation using Socrative App could solve the problem about students’ engagement inside the class. In addition, the students also showed the enjoyment when joining the learning activities and interest during the learning process. Then, all the teachers were recommended to use digital learning facilitation in order to engage the students in learning.

Keywords: engagement, digital learning facilitation, Socrative App, classroom action research
ABSTRAK


Kata Kunci: engagement, digital learning facilitation, Socrative App, classroom action research
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Antonius Agus Wijaya
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CHAPTER I
INTRODUCTION

This is the introduction of the research. This chapter is divided into four major parts namely research background, research question, research significance, and definition of terms.

A. Research Background

Many schools in Indonesia aim to prepare students for the future working world. If the students are successfully competed to the future working world, they are expected to have extra points. Related to this, the students are taught about the ability to communicate in English language. In this case, English can become one of the important points in the working world. As a matter of fact, English has become the most common language to be spoken.

Data from the British Council (2013) shows that English is the dominant international language of the 21st century. Nearly a quarter world populations by 1.75 billion people currently speak this language. The English language then becomes very useful to communicate in today’s global world in terms of science, information, business, technology, entertainment, education, and diplomacy. Hence, the learners in early age have to master it in order to prepare themselves in global communication.

For the students who live in Indonesia, learning this foreign language becomes a tough challenge. Students’ lacks of vocabulary, grammar, and
pronunciation have become common problems that both students and teachers have to overcome. However, the main problems which can solve the entire problems above are the interest and engagement. Ulrich (1991) notes that interest is an important learning aspect which can create a meaningful learning experience for the students. It means that the learning activities have to maintain the students’ interest in learning English language. Otherwise, the core material from the lesson cannot be successfully transferred from one to another.

According to Cropanzano, Goldman, and Folger (2005), since interest is a basic foundation of students’ willingness to achieve their goal, the students’ engagement and motivation will be influenced by the activities inside the classroom. Sadly, many of the students still do not focus on the topic which is discussed. During the experiences of teaching in some different schools, the researcher found that the students had a low engagement in learning English. For instance, many of them were busy doing other things that disrupted the class activity, such as talking loudly, making loud music by banging the desks, and staying out of class during the learning activities.

The same problem was found when the researcher joined pre-service program in Budi Utama Junior High School Yogyakarta. This school is a trilingual school where the students are taught to master three different languages (Bahasa Indonesia, English, and Mandarin). Moreover, most of the students come from families with high socio-economic status. Thus, they are academically prepared and supported by their parents. Access to digital resources is not an issue for them. Most even have private tutors for some subjects, such as English, Math,
and Mandarin. It is not surprising that their English proficiency is above the average.

However, the teaching and learning activities seem unable to fulfill the students’ need. Based on a month observation during the pre-service program, the researcher has found that most of the students had low engagement in participating to the learning activity. They did not really pay attention when the teacher was explaining about the material. It was not easy to determine what made they less engaged. English teacher in that school also confessed that it was difficult for the students to be engaged in learning inside the class. According to the teacher, the new innovation in teaching the students was needed in order to engage them in learning.

According to Omrod (2011), motivation can get the students to keep going on to learn. Hence, teachers have to provide the suitable teaching media to engage the students in learning English. As a result of having good motivation, students will be able to increase the willingness to achieve their goal in learning without any burden. Thus, learning English can become more effective.

One of many suitable solutions to engage the students in learning English is by taking advantage of the digital learning facilitation inside the classroom. According to Tapscott (2002), “statistical reports illustrate that these youth, often referred to as the Net-Generation, use the Internet, interactive simulations, Instant Messenger (IM) and text messaging as a natural part of their everyday” (as cited in Donna DeGennaro, 2008, p. 1). Hence, this condition makes the young
generations able to take the advanced function of digital tools such as laptop, tablet, and smartphone.

Moreover, Wood (2001), investigated the use of a learning tool and concluded that “game-like formats could be more effective at capturing learners’ attention than traditional media such as textbooks” (cited by Yip & Kwan, 2006, p. 234). Since the era of using English textbook has no longer an effective way to engage the students in learning English language, teachers can use the advance of digital learning online application called Socrative App.

Furthermore, Yip and Kwan (2006) note that learners who are playing online game tend to learn better, retain the learned vocabulary for a longer period, and retrieve more words than those who simply attended face-to-face lessons without accessing the vocabulary games. Therefore, the researcher tries to use the advance of digital technology called Socrative App as the media to see whether the use of the application can make differences in students’ engagement or not.

B. Research Question

Based on the problem and research background, the researcher formulates a research question. The research question is presented as follows:

To what extent does the adoption of digital learning facilitation i.e. Socrative App engage the students in learning English?
C. Research Significance

This research provides some benefits for the lecturers and all teachers, students, and the future researchers who are interested in implementing the similar research. Accordingly, the findings of the research can help them as follows:

1. All Lecturers and Teachers

The research is beneficial for the lecturers who are trying to overcome the problems of engaging the students with the new technology to support learning and teaching process. In addition, through this research, the lecturers and teachers can get the benefits of digital learning facilitation as new alternative media of teaching and learning process.

2. Students

The researcher expects that the students finally understand how their sophisticated gadgets can take a role in supporting the way they learn English. Instead of considering their gadget (smartphone, laptop, tablet, etc.) as sophisticated tools which can bother them, the students can use it as a new innovative facility to learn the language.

3. Future Researchers

The researcher hopes that the future researchers can gain more information and enrichment to their knowledge toward the research. Moreover, through this research, future teachers can develop the research about the role of digital learning facilitation and its relation to engage the way students learn especially in English language.
D. Definition of Terms

There are some terms used in this research, which should be defined and clarified. They are interest, motivation, engagement, digital learning, English as foreign language, and Socrative App.

1. Interest

The terms of interest that the researcher uses in this study is the attention that students show in their learning activity inside the classroom. Cropanzano, et al. (2005) states that the original definition of self-interest was understood based on what a person was trying to accomplish. In this extended definition, only the presence of a personal desire is sufficient to render an act of self-interested. Additionally, saying about interest is roughly the same as saying someone’s act based on their own willingness.

2. Motivation

In this study, motivation means the desire to achieve the goal. According to Harmer (2001) something which can motivate the students can occur from the intrinsic and extrinsic aspects of motivation. Intrinsic motivation could be affected by the individual him/herself, and extrinsic motivation can occur from the environment, situation, and atmosphere.

3. Engagement

In this study, the meaning to be engaged is to be self-motivated to learn. According to Abas (2015), to be engaged in learning means a situation where the instructor encourages learners to take an active role in their own learning by giving the practical tasks that will promote information processing and
understanding of concepts. To be engaged in learning also means to be actively involved in all learning activities through interacting with instructor, peers, web, and learning material.

4. Digital Learning Facilitation

The definition of digital learning facilitation is defined by Stockley (2006) as a delivery program of learning, training, or education which is integrated into electronic tool such as computer or other facilities in order to give training, education, or learning material. According to DeGennaro (2008), digital learning means relating today’s learner with their everyday electronic tools as the media to learn inside the classroom. For example making use of the tablet, laptop, smartphone, etc.

5. EFL (English as a Foreign Language)

Chusanachoti (2009) defines the term EFL in this research is a term used when the students learn English in a non-English speaking country such as in Thailand, China, Indonesia, Myanmar, and Japan.

6. Socrative App

EdSurge, a review website about Socrative App defines that it is a cloud-based student response system developed in 2010 by Boston-based graduate school students. It allows teachers to create simple quizzes that students can take quickly on laptops – or, more often, via classroom tablet computers or their own smartphones. That makes these devices a more robust replacement for special purpose.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some reviews about the theories related to the issues in this study. There are two parts in this chapter. They are theoretical description and theoretical framework.

A. Theoretical Description

In this section, the researcher provides several theories related to this research. Moreover, the researcher also provides the literary review related to the theories to support the research.

1. Definition of Learning in Digital Era

The concept of learning in this era has considered to be influenced by technological development. According to Prensky (2005b) students in the digital era are more likely to engage with technology and bored by lectures in class. They need to focus on using the new tools, finding information, making meaning, and creating. In addition, according to Brown (2006), the students in digital era are more engaged with the world differently than the earlier generation. They tend to satisfy their curiosity by their own in their own ways, digitally, and largely through opportunities both online and offline based on constructivist learning.

Nowadays, students are more likely to use internet as the facilitation in learning. According to Naidu (2006), learning in digital era refers to the use of information and technology in learning process. This changing students’ way of
learning is related to the evolution on how students adapt in perceiving the new media i.e. internet. There are three stages which learning has adapted and evolved with internet development, it is showed in figure below.

Figure 2.1: How learning has evolved with Internet development

Web 1.0 is when the internet started to role in daily life and affected the way of learning. According to Maria, Sagayaraj, and Anthony (2014), internet becomes popular and had 10 millions users in the early 90s. Soon after the availability of web browsers such as Mosaic and Netscape, people around the world then become addicted to consumption of information in ways such as never before. Maria, Sagayaraj, and Anthony (2014) state the main problem of web 1.0 is the creation of the content and sharing with others, the users are able to get connected and linked to anything.

Kurilovas (2014) then added the development of social media such as blogs, Friendster, Facebook and Twitter. When the two interactions happened, it indicates the evolution in Web 2.0 where social learning became one of the norms
online. Besides, Maria, Sagayaraj, and Anthony (2014) state that Web 2.0 is transition from web sites. It is entirely learner centric reality. Therefore teaching and learning process become less separated.

Meanwhile, according to Kurilovas (2014), in this digital era, Web 3.0 provides users with “smarter web” with the use of semantics and artificial intelligence. This allows its users to know what content to retrieve and how they want to see it. It automatically delivers content relevant to the user. Maria, Sagayaraj, and Anthony (2014) also state that the e-learning 3.0 have the capabilities of e-learning 1.0, 2.0. In this case, the Web 3.0 is able to provide information for the users, authoring the contents, interacion capabilities and 3D virtual learning environment.

Nowadays, the facilitations also become more sophisticated through the evolution in learning with internet development. Wood (2001) investigated that “the students are more likely able to learn effectively through an online media application rather than using a conventional learning media such as textbooks” (as cited by Yip & Kwan, 2006, p. 234). Additionally, According to Abas (2015), based on the fact that the students have accessed internet and have a personal device (laptop, smartphone, tablet), it is imperative for the educators to consider that the online tools and resources that students frequently access as the facilitation to teach.

Prensky (2005a), through his journal “Engage me or enrage me” also notes that the value of students’ engagement depends on the capability of the educators to provide meaningful and relevant learning process. Hence, the educators in this
digital era need to adapt and learn how to create meaningful learning experience to engage students in learning process with technology. This theory is also supported by DeGennaro (2008) where the students in this digital era have developed in how they learned and perceived. According to DeGennaro (2008), if educators are to successfully motivate students to learn, they need to craft learning designs that unite youth technology practices with effective learning practices.

2. The Digital Learning Facilitation

In this digital era, using a digital technology as learning facilitation can be very suitable idea to be done. Prensky (2005b) notes that today’s technology has offered students with highly effective tools which can be used to learn on their own. In relation to this, it is believed that the new learning strategies need to be introduced. Hence, Abas (2015) states that the teachers need to consider the digital learning facilitation as to make a successful learning activity inside the classroom.

Digital facilitation is the device which allows the users to connect with the internet (computer, smartphone, tablet). Ito, et al. (2008) define the digital learning facilitation as to differentiate between the conventional learning facilitation such as book, television, and radio. Prensky (2008) states that the digital learning facilitation itself is a set of strategies to support a particular activities. It is different from facility that refers to the dynamic nature of strategies and/or activities implemented. According to DeGennaro (2008), this is the right time to use the advance of technology information to engage the students in
learning. This can become a good strategy to be implemented since the advance of technology is developed rapidly.

Furthermore, Prensky (2005b) notes that the technology development will become over one trillion times more powerful for young generations to be exposed. Consequently, the teachers are expected to prepare their students not only for the world they will face but also for a future in working world. From this perspective, according to Ito, et al. (2008), the pedagogical approach in teaching are found to be meaningful when both content and strategies are digitally presented. Thus, it is very important for the students to be facilitated in learning digitally.

There are a lot of online application which can be used to support the digital learning activity in classroom for example Poll Everywhere, Go Soapbox, and Socrative App. From many online applications provided, only Socrative App which can provide the user with free access. Correspondingly, according to Coca and Slisko (2013), Socrative App have the advantages as listed bellow:

a. Socrative App does not need any additional software, it only needs the usual today’s digital facilitation resources with connection to Internet (computer, smartphone, and tablet).

b. The teacher can easily design tests, which can be opinion or knowledge tests.

c. Students can use it anytime, anywhere, from any source, at any pace.

3. Socrative App as a Digital Learning Facilitation

Coca and Slisko (2013) define Socrative App as a smart student response system which allows all students to answer several questions very fast and the teacher knows the answer immediately. This App allows the teachers to make
quizzes in the form of multiple choices, true/false, and also short answers as it is shown in figure 2.2. In each of the question, there will be an explanation box where the teacher can give direct feedback related to the answer. One special addition in this application is the ability to share the questions to other teacher. Like it is shown in figure 2.2, the button is called by SOC number, when this button is activated, the teacher can give the questions to other teachers.

According to *Socrative App*’s booklet, there are three types on how the teacher can deliver the quiz, namely “Student Paced – Immediate Feedback”, “Student Paced – Navigation”, and “Teacher Paced”. As it is shown in figure 2.3, student paced – immediate feedback allows the students receive immediate
explanation or feedback after answering each question. The teacher can also monitor their progress with live result table. Student paced – student navigation allowed the students to navigate the questions for themselves. They can navigate whether to answer, skip, or review any questions at any time unlike the other types. Meanwhile, in the teacher paced, the teacher becomes the main operator who can manage the flow of each question (see figure 2.3). The teacher can send the class different questions and get the result directly to the students in class.

**Figure 2.3: The types of quiz to start**

The total result from the students can also be seen and monitored during the activity as it is showed in figure 2.4. The teacher can see students’ answers and the average in percentage. The result itself will constantly refresh as students navigate through the quiz. In the figure 2.4, the boxes which are highlighted green
indicate that the students choose the correct answer. Meanwhile, the red boxes indicate that the students choose the wrong answers. After the students answer all the questions, the teacher can get the report of students’ result in the excel format of whole class and PDF as the individuals. The result itself can be downloaded, send via e-mail, or saved in Google Drive.

According to Coca and Slisko (2013), students who experienced using Socrative App inside the classroom have helped them to be involved in the class, understand what to think about the related topic, work at group, and perceive more knowledge. This can be done since the Socrative App demands the students to get focussed on the tasks inside the application. This theory is supported by Wash
(2014) who states that students can increase their participation inside the class, help provide instant feedback on what students know, facilitate positive interactions in the classroom, and increase their engagement in class. Furthermore, Coca and Slisko (2013) state that Socrative App is a very useful tool because it facilitates the teacher in knowing all the students’ learning process in real time. Wash (2014) also states that rather than viewing this technology as a “disruptive innovation”, the teacher can find innovative ways to engage their students using the varied instructional technology devices.

4. Students in Today’s World

Talking about how students learn in today’s world, in a sense, is the same as talking about the factors which corresponds to their motivation, interest, and engagement in learning. The motivation can occur from inside and outside of the students themselves. Meanwhile, the interest has also become the factors to influence the learning process inside the classroom.

a. Students’ Motivation in Learning

Students’ motivation which occurs from their conscious is known as intrinsic motivation. Meanwhile, the motivation which occurs from the environment is known as extrinsic motivation. Harmer (2001) states that the intrinsic motivation can be affected by the state of someone’s mind. Meaning to say, the students might be motivated because of the enjoyment of the learning process or the desire to be better. Meanwhile, the extrinsic motivation can occur from the environment, situation, and atmosphere which can affect the students in learning. Harmer (2001), stated that the need to pass the exam, hope of financial
reward, and the possibility of future travel are the factors behind the extrinsic motivation.

b. Students’ Interest in Learning

Students can also become motivated in some particular learning activity inside the class to make them pay attention. It will happen if the learning process inside the classroom make them feel interested. According to Eggen and Kauchak (2010), there are two natures of students’ interest, personal and situational interest. Personal interest is a person’s ongoing affinity, attraction, or liking for a domain, subject area, topic, or activity. However, situational interest is a person’s current enjoyment, pleasure, or satisfaction generated by the immediate context.

Furthermore, according to Cropanzano, et al. (2005), interest is roughly the same as saying the willingness to do some activity. It has become the important aspect to what students want to do. Likewise, Ulrich (1991) notes that interest is an important motivator for the use of learning strategies that facilitate meaningful learning experience. Krapp, Hiddi, and Renninger (1992) have identified three conceptualizations of interest which play an important role in contemporary discussions on motivational. There are interest as a dispositional characteristic of the person, interest as a characteristic of the learning environment, and interest as a psychological state.

c. Students’ Engagement in Learning

Schlechty (2011) notes that when the students are engaged, they show the commitment, as well as attentive and persistent. Meaning to say that to be engaged is to be fully involved directly in the learning activity. According to Abas
students’ engagement can be achieved through active learning. It will result in meaningful learning experience when the students are involved in learning activity. Gibbs (2014) also reported that students who engaged with their studies also engaged with their activities.

According to Abas (2015), there are 4 major elements that will contribute the engagement to foster the learning.

1) Teacher Engagement
Passion in guiding, facilitating and helping students achieve learning outcomes in learning space (online and offline).

2) Students Engagement
The students continuously motivated to learn with the teacher, friends, learning resources, and learning tasks.

3) Cognitive Engagement
Cognitive engagement can be achieved by opportunities for relevant and meaningful learning through active, authentic, or experimental learning activities.

4) Social Engagement
The students will be engaged in a friendly atmosphere that promotes respect and order supporting a positive meaningful discourse among friends and teacher.

According to Ruey (2010), student’s engagement is important because students who can engage in the learning process will do well. Trowler (2010) added that when students are engaged, they take ownership of their own learning.
More importantly, Beer, Clark, and Jones (2010) believe that students’ engagement have become synonymous with the measurement of teaching and learning process. Schlechty (2011) has also stated that if the students are engaged, they must believe that the learning activity can be meaningful for them.

Furthermore, according to Schlechty (2011), to witness the engagement among the students, they must reveal three characteristics.

1) The students are attracted to their work.
2) The students persist in their work despite challenges and obstacles.
3) The students show the satisfaction in accomplishing their work.

B. Theoretical Framework

In this section, the researcher would like to relate the theories described in the theoretical review which can be used to answer the research problem. The researcher tries to find the answer to the research question. This research is conducted in order to see how far digital learning facilitation i.e. Socrative App engage the students in learning English inside the classroom.

Since the development in the digital learning has made the students to be aware in learning with the new facility, the teachers are expected to become more adapted in facilitating the students with they actually want in order to grasp the interest. Abas (2015) states that the teachers have to get to know the digital learning facilitation in order to teach the students because they more likely to engage with the world differently than the earlier generation did. They tend to satisfy their curiosity based on their own ways.
The researcher uses the theory about how students learning which is related to the digital era in order to see whether the students can really engage with the adoption of online application *Socrative App*. Moreover, the researcher employs the theory from Abas (2015) to perceive the definition of learning in digital era. This theory is supported by DeGennaro (2008) and which can help the researcher to define how students learn with the digital development. The researcher also implements the theory about the digital learning facilitation from Prensky (2008). This theory is supported by Abas (2015) and DeGennaro (2008). The theory about using *Socrative App* is also provided by Coca and Slisko (2013) and Wash (2014).

In addition, the factors affecting the students in learning with *Socrative App* are coming from the motivation, interest, and engagement during the learning teaching process. The researcher uses theory from Harmer (2001) who defines about motivation in learning which supported by Krapp, Hiddi, and Renninger (1992) who define about interest in students learning. The theory about engagement is taken from Schlechty (2011) and Abas (2015). These theories provide the definition, elements, and characteristics of engagement.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher presents information about the method used in this research, research setting, research participants, research instrument and data gathering technique, data analysis technique, and research procedure.

A. Research Method

This research was done under the classroom action research. This method was chosen since the nature of this method was seeing the problem contextually and finding a solution for the problem. According to Wallace (1998), “classroom action research is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be” (as cited in Burns, 1999, p. 30).

According to Burns (1994), classroom action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners and laymen. Based on the study, the researcher found a problem related to the students’ engagement. They were likely to get bored in the process of learning English inside the class since the teacher was only used conventional media such as textbook.

After seeing the main core of the problem, the researcher tried to find the answer related to the problem and implemented the suitable solution. The
researcher tried to engage the students in learning English using the advance of
digital learning facilitation as the solution. The solution will be tested whether it
solved the problem or not. To be specific, the researcher used the application
called *Socrative App* as the solution to the problem.

Based on the Kemmis and McTaggart (1988) aspect in action research,
this research consists of four essential ‘moments’ those are planning, action,
observation, and reflection as follow in figure 3.1.

![Figure 3.1: model of Classroom Action Research by Kemmis and McTaggart (1988)](image-url)
B. Research Setting

The research was conducted in Budi Utama Junior High School. The researcher saw that this was a finest school in the area since the students are facilitated enough in terms of supporting the learning process. We can find internet connection or Wi-Fi inside the building and almost in every classroom. This school also provides a language lab and library where the students can access the internet by computer. Furthermore, all of the students are given smartphone with them for easier information access.

In addition, the research was done in two cycles. The first cycle was conducted on March, 30th 2017 to apply the solution. The second cycle was conducted on April, 4th 2017 and this was used to know the students’ engagement whether the technique was successfully applied.

C. Research Participants

The participants were 23 students of 8th grade class A in Budi Utama Junior High School. By having an entire research from one class, the researcher can get the relevant and sufficient data. This class was chosen since the everyday observation was done by the research. It was shown that these students had less engagement in following the class activity.

D. Instrument and Data Gathering Technique

According to Creswell (2012) action research uses data collection based on either quantitative or qualitative methods or both. However, it differs in that
action research addresses a specific, practical issue and seeks to obtain solutions to a problem. Hence, in order to get the exact measurement of the data, the researcher used quantitative as the data collection technique. This was chosen since the researcher wanted to see how far the solution which has given could solve the problem. Furthermore, there were two data gathering techniques which the researcher used, which were observation sheet, and questionnaire. Furthermore, as it was mentioned before that the researcher implemented Kemmis’ model of classroom action research, the researcher implemented the model in order to gather the data.

1. Observation

The observation was used as the main information for data gathering. This was used since the observation was the core of action research. Phellas, Bloch, and Seale (2011) note that structured observation, like the use of self-completion questionnaires, is suitable for projects where the researcher has quite specific questions or hypotheses to investigate. Since the researcher has a specific question whether the technique will be successfully engaging the students in learning English, then observation is used in this research.

2. Questionnaire

According to Burns A. (2003), there are three kinds of response items used in questionnaires namely closed items, scale items, and open-ended items. Closed items are involving the respondents to select from fixed alternatives, such as; yes or no questions. Meanwhile, scale items are related to the degree of agreement or disagreement. The last, open-ended item that is more flexible because it is done by
respondents’ free will of answering the questions. The aim of this questionnaire is to explore the respondents’ perception, belief or opinion and to provide an opportunity for unforeseen responses.

In this study, the researcher used scale items questionnaire in order to gather the data. Also, the open-ended questionnaire was done before implementing the action solution in order to see whether the solution could really be implemented in this school or not. Moreover, there were 19 questions provided in the form of scale items questionnaire about the effect of adopting a digital learning facilitation *Socrative App*.

**E. Data Analysis Technique**

The analysis is done after gathering the data from the observation and questionnaire. At first, the data from the observation checklist and questionnaire were analyzed by summarizing. Then, the researcher analyzed the data gathered from the questionnaire related to the implementation of *Socrative App* in the English classroom. There were several options around the answer from the scale questionnaire. Every statement which was provided had some agreements from “strongly agree”, “agree”, “Neutral”, “disagree”, and “strongly disagree”. Furthermore, the agreement was provided with five different measurement levels to see the respondents’ position based on the statement given. The level of measurement in the scale questionnaire is presented as follows:
The respondents are expected to choose their own level of agreement in order to let the researcher know what their choices were. Since the data from the questionnaire was in the form of scale items, the researcher processed the data by calculating it. The result from the questionnaire will be provided in the form of percentage. The result itself was taken from the number of students who chose the option \(n\), divided by the total students in the class \(\sum N\), then multiplied by 100%. The formulation could be seen as follows:

\[
\text{Percentage} = \frac{n}{\sum N} \times 100\%
\]

Where:

- \(n\) : The students who chose the option
- \(\sum N\) : The total number of the students in class

After calculating the data, the researcher tried to compare and contrast all data which have been gathered with the related theory. Conclusion would also be drawn to see whether the digital learning facilitation could engage the students in learning English or not.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the results and discussion from the study in order to answer the formulated problem. The steps under the classroom action research were described in this chapter. Also, the discussion after adopting Socrative App in learning English were presented along this chapter.

A. The Adoption of Socrative App to Engage Students in Learning

In this part, the researcher explained the process before conducting the cycles in Budi Utama Junior High School. There were three steps conducted before employing two cycles namely preliminary study, solution to overcome the problem, and implementing the action solution.

In the application, the researcher provided 10 questions for the students to enrich their vocabulary and knowledge. The questions provided were in the form of true or false; thus the students had to choose the correct information related to the context given in the statements. Those questions were intended not only to enrich their vocabulary, but also provide them with the common knowledge related to the animal life in the form of present tense. This idea was chosen since this learning material was aimed to make the students automatically memorize the vocabulary. It allowed them to no longer write almost every vocabulary and memorize it.
1. Preliminary Study

The preliminary study was conducted when the researcher registered in pre–service practice program in Budi Utama Junior High School. The period itself was begun from February until Mei 2017. The researcher taught in grade VII and VIII. The researcher found the significant problem in most of the classes which were VII A, B and VIII A, B, C. The problem itself mostly occurred when the researcher taught in class VIII A.

The finding from the daily observation during a month showed that the students had a trouble to engage in learning English. According to Cropanzano, et al. (2005), the students will do what make them interested. In this case, the students often put their head on their table whenever they felt bored. The other students were also talking other things beside the learning material when the teacher was explaining. Looking outside for more than a minutes and ignoring the teacher’s explanation also became the indicators that students showed in order to express their boredom.

2. Solution to Overcome the Problems

After finding the major problem, the researcher tried to find the solution which could be best applied to solve the problem. Hence, the researcher decided to use the advance of digital learning facilitation. Before the researcher decided to use the digital learning facilitation in teaching and learning process, the researcher tried to ask the students on how far they knew their own gadget.

In this part, the open-ended questionnaire was given to the students in order to see whether the solution could be done to solve the problem based on
their own concern. After seeing the problem and finding the best solution by asking the students in open-ended questionnaire, the researcher decided to use the *Socratic App* as the facilitation to delivering the material. This was chosen in order to make the students saw that the technology could be used as an innovative ways to learn. Also, *Socratic App* could make the students aware to the technology around them.

Furthermore, there were some types on how the researcher delivered the questions in *Socratic App* namely “student paced – immediate feedback”, student paced – student navigation”, and “teacher paced”. In this case, the researcher used student paced – immediate feedback. This was chosen as it allowed the researcher to give the feedback related to the correct answer. By using this type, the students could get the direct feedback after the students gave their answer which they did not know before.

### 3. Implementing the Solution

Since the researcher used classroom action research, the action of this research would be implemented in the form of cycles. There were four steps in each cycle to be done namely planning, action, observation, and reflection. Lesson plan was made in order to prepare before doing the action. Soon after the planning, the researcher did the action and observation at the same time. This kind of process was done in order to make the research become more effective.

Next, the researcher evaluated the result of the stages by taking note and comparing the data from outside observer. The observer came from the same pre-service program in the school. The result which was taken from the action and
observation were aimed to make the correction and improvement in the next cycle. The aim of implementing the two cycles was to witness the changes in students’ engagement when *Socrative App* was employed in the class activity.

4. **Cycle 1**

The first cycle was conducted on Thursday, March 30, 2017. According to Kemmis and McTaggart (1988), there were four steps in classroom action research namely planning, action, observation, and reflection. Hence, the researcher tried to divide those steps in the cycles.

a. **Planning**

Since lesson plan had to be made in order to prepare in teaching and learning process, the researcher had to make sure about the topic which wanted to be discussed. The materials which had to be prepared were about simple present tense. After collecting the information and materials, the researcher tried to find the suitable relation in delivering the knowledge. Since the materials contained vocabulary as a compulsory to be taught, the researcher tried to make vocabulary in the form of true false questions.

In addition, correlating the material with their everyday life was one idea that the researcher used in order to deliver the material. In this case, the researcher used the common knowledge vocabulary related to animal life. At first, the researcher made 20 questions and tried it to some partners who were joining the same pre-service program in Budi Utama. All of them thought that 20 questions were too much. They also said that the statements were also too serious for the students. They thought that it might make the students bored in continuing the
tasks after the first 10 questions. Then, the researcher tried to make it only 10 questions. It was to imitate the boredom among the students. The amount of the questions could also maintain the curiosity in doing the task. Furthermore, the questions had also been corrected and become less serious.

b. Action

In this first cycle, the researcher began the teaching and learning process by preparing the media which would be used. The researcher tried to make sure the internet connection and computers inside the classroom. The computer server was also checked before the class began. This was done to make sure that the learning teaching process was done smoothly without any troubles in the tools.

After the researcher checked and prepared the media, the researcher greeted the students and introduced the observer to the students. The researcher also explained why there was an observer in the class. At the same moment, the students gave a positive response. The next activity was checking the student’s attendance. After making sure that all of the students attended in the classroom, the researcher began the lesson by giving an explanation about the activities and related material. Subsequently, the researcher asked the students to open online application Socrative App using their gadget (computer). In this case, Socrative App was used not only to construct their understanding about the tenses, but also enrich their capacity in vocabulary.

c. Observation

This step was done together when the researcher implemented the action. The researcher was getting help from a partner who joined the same pre-service
program in Budi Utama Junior High School as the outside observer. The observer came from the eighth semester of the English Language Education Study Program of Sanata Dharma University. The observation sheet was provided for the observer. It was aimed to observe the students while doing the activities inside the classroom. The direct observation was also be done by the researcher in order to witness the changing on the students during the activities.

When Socrative App was used, the students directly showed enthusiasm in answering the questions. It could be seen that the students did the task seriously. However, there were only some small of the students showed their lack of interest. They often talked to other students and sometimes ignoring the task, but there were no students who laid their head on the table, moved around, or even played with something in front of them. They preferred to sit on their own chair and busy with the task. It was shown when the researcher moved around to check the students closely. They keep themselves busy by choosing and clicking the answer.

Based on the direct observation of cycles one, the researcher could see that the students engaged in the learning activity. They also showed their motivation by giving good attention, enthusiasm, and interest in doing the task inside the classroom. It could be seen when some students enthusiastically shout “hooray” and “yes” to express their success in choosing the answer. Furthermore, their enthusiasms were shown when the researcher displayed the total score and all the correct answers through the projector. Almost all of the students come in front of the class to witness their and their friends’ score. The smile of every student was carved that day.
The researcher could also find that the majority of the students could maintain their behavior while doing the task. They have shown the cooperation with the teacher and the activity using Socrative App. Even though the students were showing their enthusiasm in doing the task, the researcher still found some students who showed less engagement than the other students by shouting to other students and disturbing the learning activity inside the classroom. They were shouting about a particular camp preparation which was not related with the learning activities.

d. Reflection

Reflection was important for the researcher since the improvement aspect still needed for the second cycle. Based on the first cycle which had been done, it showed that not all the students could actively join the learning activity. It could be seen for the questions could not successfully entertain the students. The questions provided in Socrative App were still too serious for them in the first cycle. They considered the atmosphere in the classroom was not really enjoyable because of the questions. Some of the examples of cycle one’s questions were provided below:

- Nocturnal means an animal which often fall sleep at night. E.g. bats, koala, owl.
- Dolphins and whales are breathing using gill.
- Snake cannot stretch their body, so they have to find the perfect prey like their own body size.
- Wheels are only made from rubber.
Outstandingly, the quantity of questions provided in the cycle could make the students curious to do more. The direct observation exposed that the students asked another 10 questions to be given. Thus, the researcher tried to make the questions become friendlier for the cycle two. In addition, funny pictures would be added to every number in cycle two. It was done in order to make the atmosphere become enjoyable to learn.

5. Cycle 2

The cycle was done on Tuesday, April 4, 2017. This cycle had similar steps like in the cycle one.

a. Planning

In this cycle, the researcher made the lesson plan before conducting the research. The material was about present tense, the same as the previous cycle. After collecting the suitable information and materials to teach, the researcher decided to use vocabulary to teach in the class. Again, correlating the material with the everyday life was one idea that the researcher used. In this case, the researcher chose the fun fact about animal life to become a theme in delivering the material.

After reflecting on the cycle one, the researcher decided to make 10 questions to maintain the curiosity among the students. The researcher also made the correction in the sentences. It became less serious than the previous cycle. After make the correction, the researcher asked some opinion from the pre-service program related to the correction in the sentences. All of them agreed that the
questions in the second cycle were better than the first cycle. They thought that the questions became enjoyable for the students.

b. Action

The second cycle had the same procedure like the previous cycle. In this cycle, all the preparations were done before the lesson was started. It allowed the teaching and learning process began on time. Before started, the researcher asked the students to join pray together. Thereafter, the researcher asked and reminded the students about the previous meeting. The students seemed having enough understanding of the previous material by giving positive answered.

After giving a short review about the previous material, the researcher asked the students to open online application Socrative App by typing www.socrative.com in their browser. Then, the students were given approximately 35 minutes to do the task in that application. The task was about the true/false questions. There were 10 questions provided in the task, some examples of the questions were provided bellow:

- Just like bats, the dolphin, orca, and beluga are kind of animals that use sounds as their visualization in water. Amazing right?
- Do you know Orcas or killer whale? They are not only hunting seals, but also hunting white sharks as their prey.
- Where do penguins and polar bears live? Penguins and polar bears are living in the same place.
- Do you like to sleep a lot? Well, do you know that koala spends most of their life by sleeping?
- Have you ever seen a wolf going around alone? I think wolves live in a pack / group.

Soon after the students finished doing the task, the researcher discussed the result and discussing the questions related to the materials. It was done by giving the explanation about the present tense to the students. The questions were become the examples of the sentence in present tense. The researcher also explained the present tense’s pattern to the students.

c. Observation

When the second cycle was conducted, the observation was done at the same time with the action. Similar to the first cycle, the researcher also asked for help from the observer in terms of gathering the data. The researcher also conducted a direct observation in order to witness the changing among the students. Based on the direct observation, the students were showing interest at the beginning of the lesson. It could be seen from the questions that they keep asking to the researcher. They asked the researcher to once again did the same lesson like previous. They wanted to open Socrative App immediately and did the task.

After the teaching and learning activity began, the students were showing good attention to the task. They did the task seriously and keeping busy with it. When the researcher moved around to make sure every student did the task, none of the students were opening another application on their browser. There were no students found playing around and talking to other students. They were busy
choosing and clicking the right answer. Many of the students also expressed their enthusiasm by shouting after clicking the right answer.

Furthermore, the researcher could see that the students were gaining new information. This could be proven when the researcher moved around to check the students with their task. Some of the students said that they did not know the fact behind each of the questions before. For instance, one of the students said that she did not know that the orcas or killer whale hunts a shark as their prey. She claimed that this was a new knowledge for her.

d. Reflection

After the researcher made some improvement in the questions, the students could enjoy and feel enthusiasm in doing the tasks. It was proven by their active participation inside the classroom. They tried to ask either to the researcher or other friends about some questions they did not understand. They could enjoy the lesson when Socrative App was adopted in learning activity. For instance, the students showed off to some of their friends about their correct answers. They were also shouting when the researcher showed the result of their task in the projector.

The students showed good effort working on the tasks. They gave good persistence in joining the class activity when the researcher adopted Socrative App inside the classroom. They keep busy in clicking the answers; some of the students could not even stop to shout when choosing the right answers. They even asked the researcher to use it again for the every meeting in the future.
In addition, the students made a good progress and worked with the task seriously. It could be seen from the average of the correct answers. The amount of the correct answers among the students could reach up to 70.4%. This achievement was higher compared to the first cycle which could only reach 60.8%. Hence, the researcher saw that all of the students could engage to learn in the classroom.

Furthermore, the activity inside the classroom also gave the support in learning process. After the students did their task, the researcher discussed all of the questions in the Socrative App. The researcher gave the explanation about the tenses in each question. The researcher tried to break the sentence and explained about the pattern in each of it. It showed that Socrative App could become the powerful teaching learning facilitation. It could solve students’ problem related to their engagement in learning English. It was exposed since Socrative App could grasp the students’ attention and made them interested in learning process.

B. Discussion

The analysis based on the findings of implementing the online application Socrative App in teaching and learning process was provided in this part. The data presented was taken from the students’ scale questionnaire to witness the changes in students’ engagement. The result from open-ended questionnaire was also provided in this part. In addition, figures were also presented in order to make the data become easier to read.
1. Students’ commitment to get involved inside the classroom

We could see the interaction between the students and their gadget in open-ended questionnaire. Based on the data from the question do you know about internet? 100% of the students answered yes. This could be the indication for the students that they were engaged with the digital era. This was a sign that the internet has become their daily life activity and successfully engaged the students.

When the researcher did the direct observation, the students could maintain their focus to do their task. They did not leave their chair and disturbing other students. This was supported by the result of the scale questionnaire in figure 4.1. In the statement I can focus in learning the material with this application, the students answered 57% agree, and 17% students answered strongly agree. Moreover, in the statement I feel more engaged to learn through this application showed that 57% of the students answered agree, and 35% students answered strongly agree.

From the data, it could be seen that the majority of the students could pay attention during the teaching and learning process. This was consistent with Abas (2015) that the value of students’ engagement depends on the ability of the educators to provide meaningful and relevant learning process. By using this digital learning facilitation, the teacher could make the students to pay attention and maintain their focus. In this case, the teacher successfully provided the meaningful and relevant learning experience.
In addition, from the statement, *I can understand the lesson easily using Socrative App*, show that 48% students answered agree, and 26% students answered strongly agree. In the statement *I feel more actively engage in learning when using Socrative App* showed that 43% students answered agree, and 26% students answered strongly agree. This was consistent with Wash (2014) who states that students could increase their participation inside the class, help provide instant feedback on what students know, facilitate positive interactions in the classroom, and increase engagement in class. Furthermore, Abas (2015) states that student engagement could be achieved through active learning. This was presented as the results of meaningful learning experience when the students were...
involved. Since the students were involved inside the learning process, they become fully participated in the classroom. Hence, the meaningful learning activity would occur among the students.

Furthermore, the students also showed their pleasure after finishing their task. For instance, after the students clicked the correct answer, the researcher noticed that they shouted “yes” to express their satisfaction. According to Schlechty (2011), the students would take visible delight in accomplishing their work as the sign of their engagement. The satisfaction among the students were also shown when the researcher showed the result of their task in the projector. Almost all of them moved from their chair and came in front of the class to see their scores. All of them were amazed by their achievement, some even exposed their satisfaction by shouting to other friends.

2. The Students’ Enjoyment in Joining the Class

After conducting the observation, the researcher could see that the students were showing positive influence when the researcher used this application. This was seen through the enjoyment which the students shown during learning process. When the researcher asked about students’ feeling from open-ended questionnaire, 70% of the students would be happy to use online application to learn, 17% neutral; 9% said that they were passionate to learn, and 4% decided that it would entertain them. In this data, the majority of the students considered that learning with online application can be the idea to engage the students inside the classroom.
Meanwhile, in Figure 4.2 presentation based on the scale questionnaire showed that the majority of the students could enjoy the activities inside the classroom. The data result from the statement *the teaching learning process today was very fun*, 39% answered strongly agree and 43% answered agree. While through the statement *I enjoy the learning process through Socrative App with much comfortable*, 61% students answered agree, 26% answered strongly agree. The data showed that the learning process happened when the students could enjoy the activities inside the classroom. The students showed their cooperation by keep their mind focus on the task. They did not shouting to each other like they always did in the class. It is consistent with Harmer (2001), who states about the intrinsic motivation because of the enjoyment occurred in the learning process or the desire to be better.

![Figure 4.2: Students’ enjoyment in joining the class](image-url)
In addition, based on the data, the researcher found that the students were having a great willingness to follow the learning process since they had more fun. It was shown from the statement, *the activity using Socrative App makes me feel happier*, 48% students answered strongly agree, and 35% students answered agree. Furthermore, in the statement of *learning vocabulary using Socrative App is more interesting and fun* showed that 48% of the students answered agree and 35% students answered strongly agree. From the data, the teacher could properly place the technology as an innovative ways rather than disruptive innovation. This was consistent with Wash (2014) who seeing the technology as an innovative ways to engage their students using the varied instructional technology devices.

By seeing the data from figure 4.2, the researcher could say that the students were attracted to the activity inside the classroom. It could be seen that the enjoyment could bring the attraction among the students. According to Schlechty (2011), the attraction could become the first indication that the students were engaged to the learning activity. They showed their attraction by keep paying attention to the task when the researcher moved around to observe.

3. Students’ interest during the learning process

The students’ interest could be seen from the result provided in the both data from open-ended questionnaire and scale questionnaire. Through the open-ended questionnaire, the researcher asked about their enjoyment in learning with English textbook. The result from the question *can English textbook make you interested in learning inside the classroom?* Showed that 43% of the students said maybe, 48% said no, and only 9% of the students said yes. Based on the data, it
showed that the English textbook can no longer be a fully effective way to capture students’ interest in learning.

In addition, from the scale questionnaire in figure 4.3, it showed that the majority of the students felt interested in the learning process using *Socrative App*. This happened since the researcher provided the suitable and familiar tools for the students to learn inside the class. According to DeGennaro (2008), the students in digital era were more likely to engage with the digital facilitation to learn inside the classroom rather than using the conventional media such as textbook. Moreover, from the statement, *I feel interested to learn English Language with Socrative App* showed that 43% of the students answered strongly agree and 39% students answered agree. When the researcher gave the statement, *learning using this application makes me enthusiastic*, 43% of the students answered strongly agree and 43% students answered agree. Ulrich (1991), notes that interest is an important motivator for the use of learning strategies that facilitate deep processing. By seeing the result of the data, it could be seen that the majority of the students were interested in the learning process which could be an important motivator to maintain the students’ interest in learning English.
Furthermore, in the statement *Socratic App do not make me bored in learning English* showed that 52% students answered strongly agree and 39% students answered agree. Abas (2015) notes that today’s students are bored by lectures in class and prefer to go online to keep themselves “entertained”. By using *Socratic App*, the teacher could arrange the learning activity which not only minimilize students’ boredom but also make more meaningful activities related to the topic being lectured.

While through the statement *I do not feel any boredom during the lesson while using Socratic App*, 26% students answered strongly agree and 48%
students answered agree. By the presented data, it could be seen that the students could decrease boredom and maintain their interest during learning inside the classroom. Since the students could get interested in their gadget, the researcher made a use of it as the facilitation to grasp the students’ interest in learning inside the class. Eggen and Kauchak (2010) state that the situational interest is a person’s current enjoyment, pleasure, or satisfaction generated by immediate context. Hence, the researcher concluded that Socrative App could grasp the students' interest. This condition made the boredom among students in learning inside the classroom could be reduced.

The data showed from the questionnaire was also relevant with the data from the observation. The researcher could see that the students were actively participated in the classroom by showing good behavior. They did not lay their head down on the table and show the expression of bad mood. None of them was found to make a loud noise by banging the desk. Compared to the conventional learning, the students become busier with the activity inside the classroom when Socrative App was used. They persisted to the task by trying to complete it. According to Schlechty (2011), to determine that the students were engaged, they would show the persistence in their task despite challenges and obstacles. The persistence among the students was proven when the researcher noticed that the students keep themselves busy by clicking the answer. They did not interrupt the other students and stayed focus to do the task.
4. Other findings

The researcher also found the other facts when conducted the research. In this case, the adoption of Socrative App also provided the students in terms of knowledge. As it could be seen in the figure 4.4, from the statement *the adoption of this application and materials can increase my vocabulary* showed that 48% students answered agree, and 43% students answered strongly agree. Moreover, from the statement *I can get the new knowledge with fun way* showed that 52% students answered strongly agree, and 43% answered agree. According to Coca and Slisko (2013), students who experienced using Socrative App inside the classroom have helped them to absorb the knowledge better. As it could be seen from the data, the majority of the students were having the same experience in receiving the new knowledge. They became mindful of the knowledge since Socrative App was used for learning activity inside the classroom.

Likewise, in the figure 4.4, from the statement *learn using Socrative App could be more suitable to understand English language* 48% students answered agree, and 22% students answered strongly agree. In addition, from the statement *I learn lot of new vocabularies through Socrative App* showed that 26% students answered strongly agree, 35% students answered agree. It showed that the majority of the students could improve their vocabulary and knowledge. In relation to this, Wood (2001) investigates that the students are able to learn effectively trough online media application rather than using a conventional learning such as textbooks. The students could learn and improve their knowledge about English language by using Socrative App. In this case, the knowledge also
being transferred in entertained ways. The students did not have to write in the paper and memorize per single word. They will automatically learn the words.

The researcher also found out that the digital learning facilitation i.e. Socrative App was relevant in teaching and learning process. Like it was shown in the figure 4.5, from the statement the application is relevant and suitable with the learning activity showed that 13% students answered strongly agree 57% students answered agreed. From this data, it could be seen that Socrative App could become the good adoption for the students in learning. It was relevant with Abas

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students can learn a lot of new vocabulary</td>
<td>4%</td>
<td>4%</td>
<td>30%</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>Socrative App could be suitable to understand English</td>
<td>0%</td>
<td>9%</td>
<td>22%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>The students get the new knowledge in fun way</td>
<td>0%</td>
<td>4%</td>
<td>43%</td>
<td>52%</td>
<td>0%</td>
</tr>
<tr>
<td>The students' vocabulary increase</td>
<td>0%</td>
<td>0%</td>
<td>48%</td>
<td>43%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Figure 4.4: Students’ expanded knowledge**
(2015) who states that teacher has to adapt and learn how to provide meaningful learning experience as to be effective in engaging the students in learning process.

In this case, the researcher could see that *Socrative App* could make the learning activity become more interesting. Compared to the teaching and learning activity using a conventional facility such as textbook, the students prefer to choose when the digital facilitation was being used. It was shown from the statement, *activity inside the classroom is more interesting when Socrative App was used* showed that 22% students answered strongly agree, 35% students answered agree, and only 4% students answered disagree. This showed that the majority of the students considered that the learning activity could make them feel
fascinated when *Socratic App* was applied. This made the atmosphere inside the class become conducive. Conducive atmosphere then become the indication of external motivation that could motivate the students in learning. It was consistent with Harmer (2001) who stated that the external motivation can occur from the environment, situation, and atmosphere which can affect the students in learning.

Additionally, through statement *the teacher gave clear explanation about the task* showed that 43% students answered agree, and 35% students answered strongly agree. It showed that as a teacher, the researcher could give suitable instruction during the learning process. Not only giving the instruction, at the same time, the researcher could also monitor the students’ activities. This was consistent with Coca and Slisko (2013) who state that *Socratic App* is a very useful tool because teacher knows the learning of all the students in real time.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There are two parts presented in this chapter. The first is conclusion of the research which explains about the whole content of the research. The second part is some recommendations from the researcher based on the research result.

A. Conclusions

The researcher drew the conclusion after adopting digital learning facilitations Socrative App in order to see the students’ engagement in learning English. 23 students from 8th grade class A in Budi Utama Junior High School had become the participant where the researcher conducted the research.

Based on the research findings and discussion, the researcher can conclude that Socrative App could engage the students in learning English inside the classroom. Specifically, Socrative App really becomes the solution to the problem based on the engagement to get involve inside the classroom. In addition, they are also showing the enjoyment when the students joining the learning activities and interest during the learning process. There are four major points as to conclude the changes along these lines:

1. Students’ engagement

When the researcher used Socrative App as the media to teach, the new digital learning facilitation could be seen as innovative ways rather than disturbed tools. There will be no longer needs to keep reminding the students to pay
attention to the teacher. The students focus on the things which have to be done. No one was talking beyond the topic during the learning process. They work on the task seriously and not interrupt others. Even if the students try to interrupt, it is because they have questions related to the topic. No one is seen to imagine playing drum with their table and make some noise.

2. Students’ enjoyment

Enjoyment is important as it can become the indication that the intrinsic motivation presents. As long as the learning activities considered enjoyable, it can successfully facilitate the meaningful learning experience for the students in junior high school. They can learn with pleasure since the Socrative App is employed in the class. The boredom then decreased gradually along with the increasing of the enjoyment and great activity.

Moreover, students will learn better if the atmosphere of the classroom is conducive. In this case, this can indicate that the learning process inside the classrooms is having extrinsic motivation. The conduciveness atmosphere then stimulates the students to trigger their motivation and become passionately eager to learn. The meaningful learning experience will be created along with the enjoyable and conducive learning activity.

3. Students’ interest

The students are also interested in learning with Socrative App. They have willingness to do what they like to do without any compulsion. As a matter of fact, this application can successfully provide the students in learning with something they want and it will automatically make them feel interested in
learning the material. Boredom among the students gradually reduced along with the meaningful activity. *Socrative App* also able to grasp and maintain the students’ interest. The students showed their enthusiasm by paying attention to the learning activity.

The researcher also finds the other findings related to the research. *Socrative App* can successfully bring the students the new knowledge to improve their understanding in vocabulary and relating it in their everyday life. This is proven when the researcher conducts the direct observation during teaching and learning process. The researcher also asks unofficially to the entire class related to the activities at that time. They can easily understand the materials which they have to be mastered. The students are not having difficulties to retain vocabulary since they did not have to read and memorize word per word which consider as bored. In general, the students are feeling engaged in the classroom when the researcher uses digital learning facilitation *Socrative App* because it provides the students with enjoyment, interest, and engagement itself in learning.

**B. Recommendations**

Based on the research findings and discussion, the adoption of digital learning facilitation *Socrative App* is suitable in terms of engaging students to learn English inside the classroom. Hence, the researcher would like to give several recommendations to the English teacher and the future researchers who are willing to conduct the same method in teaching and learning activity.
1. For the English Teachers

In this digital era where sophisticated technology has role every aspects including educational field, students are easily to get bored with the conventional learning activities. The teachers formerly are expected to find another interesting media to engage students in learning. Hence, this is the right time to provide the students with the integration of technology and internet. In this case, the researcher suggests the teachers to make a use of the digital learning facilitation Socrative App in order to deliver the materials. Moreover, this activity should be done more often in order to prepare and make the students familiar with digital facilitation in global world.

2. For Future Researchers

It is important to know if the kind of questions provided will help the students to relate the main topic which are being discussed with knowledge surround. Since we are facing the development of technology, the future researchers who are interested in studying about this topic might consider about the other digital learning facilitation which probably considered as more effective ways to engage the students in learning.
REFERENCES


Appendix 1

Research Permission Letter
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 018 /Pnlt/Kajur/ JPBS / III / 2017
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Bapak Kepala Sekolah
SMP Budi Utama Yogyakarta
Di
Jl. Wijayakusuma 121 B
Sleman

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Antonius Agus Wijaya
No. Mhs : 131214055
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : Delapan (8)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Budi Utama Yogyakarta
Waktu : Maret 2017 - Selesai
Topik / Judul : The Role of Digital Learning Facilitation: Socrative to Engage Students' Interest towards Learning English Language

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 9 Januari 2017
u.t. Dekan
Ketua Jurusan Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NPP: P. 1665

Tembusan Yth:
1. Ketua Jurusan Pendidikan Bahasa dan Seni
2. Dekan FKIP
3. Kepala SMP Budi Utama Yogyakarta
4.
Appendix 2
Lesson Plan
Rencana Pelaksanaan Pembelajaran (RPP)

BAHASA INGGRIS

Nama Sekolah : SMP Budi Utama
Kelas/Semester : VII / 2
Hari, tanggal : Kamis, 30 Maret 2017
Alokasi Waktu : 4 x 40 menit (2 kali pertemuan)
Topik Pembelajaran : Present Tense

1. Standar Kompetensi
Mengungkapkan makna dalam kalimat pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. Kompetensi Dasar
Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar bentuk kata kerja dalam kalimat yang berhubungan dengan waktu (saat kejadian). Dalam bahasa Inggris terdapat tenses present tense, namun yang digunakan tenses Simple Present Tense.

3. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa mampu:

a. Membedakan pengunaan kata kerja yang diawali dengan subject I, You, We, They, He, She, It dengan tepat.

b. Membedakan kalimat dengan pola simple present tense sesuai dengan pengunaanya.

c. Membedakan kata kerja dalam bentuk simple present tense sesuai dengan konten.
4. **Indikator Pencapaian Kompetensi**
   
a. Menulis kalimat pendek dan sederhana dalam bentuk present tense.

b. Mengidentifikasi bentuk simple present tense dalam teks.

c. Menyebutkan kata kerja bentuk simple present tense.

5. **Metode Pembelajaran/Teknik:**
   
   CLT (Communicative Language Teaching)

6. **Media Pembelajaran**
   
a. Papan tulis, spidol
   
b. Projector
   
c. Computer (laptop, tablet, smartphone)
   
d. Koneksi internet

7. **Langkah – langkah pembelajaran**

<table>
<thead>
<tr>
<th>Pertemuan pertama</th>
<th>Aktivitas Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>• Guru mengucapkan salam kepada siswa.</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru menanyakan siswa yang tidak hadir dalam pelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menanyakan kepada siswa tentang percakapan menggunakan present tense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menanyakan apakah siswa pernah bercakap-cakapan dengan native.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menanyakan apakah siswa mengetahui penggunaan dari present tense.</td>
<td></td>
</tr>
<tr>
<td>Aktivitas Pembelajaran</td>
<td>Waktu</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Opening</td>
<td>5 menit</td>
<td></td>
</tr>
<tr>
<td>- Guru mengucapkan salam kepada siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru menanyakan siswa yang tidak hadir dalam pelajaran.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru mereview kembali tentang pembelajaran pada pertemuan terakhir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan secara singkat dan jelas tentang present tense.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Guru meminta siswa untuk menghidupkan computer atau gadget yang akan digunakan untuk membuka Socrative.
- Guru meminta siswa membuka browser yang tersedia dalam komputer.
- Guru meminta siswa untuk mengakses Socrative for students.
- Guru meminta siswa untuk mengerjakan soal – soal fun fact about animal life yang terdapat di Socrative.

<table>
<thead>
<tr>
<th>Core Activity</th>
<th>35 menit</th>
</tr>
</thead>
</table>

- Guru membahas soal bersama dengan siswa yang telah siswa kerjakan per butir soal sebagai contoh dalam penggunaan present tense.
- Guru menerangkan kembali tentang present tense kepada siswa.

<table>
<thead>
<tr>
<th>Closing</th>
<th>5 menit</th>
</tr>
</thead>
</table>

- Siswa diminta membagikan apa saja yang telah dipelajari hari ini.
- Siswa dipersilahkan untuk bertanya kepada Guru mengenai materi yang belum dipahami.
- Salam
8. Penilaian
   a. Indikator dan Bentuk

<table>
<thead>
<tr>
<th>INDIKATOR PENCAPAIAN KOMPETENSI</th>
<th>TEKNIK PENILAIAN</th>
<th>BENTUK INSTRUMEN</th>
<th>INSTRUMEN/ SOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disediakan pernyataan benar dan salah, siswa mampu membedakan dan memilih antara pernyataan yang benar dan pernyataan yang salah.</td>
<td>Tes tulis</td>
<td>True/False</td>
<td>Decide whether the statements are true or false</td>
</tr>
</tbody>
</table>

b. Pedoman penilaian

Total jawaban benar \times 10
Common knowledge vocabulary Quiz

Score: __________

1. The electric bicycle does not need pedals to ride.
   A. True       B. False

2. Wheels are only made from rubber.
   A. True       B. False

3. Nocturnal means an animal which often fall sleep at night. E.g. bats, koala, owl.
   A. True       B. False

4. A whale needs to accompany their eggs until they're hatch.
   A. True       B. False

5. Dolphins hunt their victims in groups.
   A. True       B. False

6. Dolphins and whales are breathing using gill.
   A. True       B. False

7. The shrimps have their feces in their head.
   A. True       B. False

8. Snake cannot stretch their body, so they have to find the perfect prey like their own body size.
   A. True       B. False

9. Tortoise cannot live no longer than 100 years.
   A. True       B. False

10. B.J. Habibie is the first president of Indonesia.
    A. True       B. False
Fun fact about animal life

Score: __________

1. Do you know Orcas or killer whale? They are not only hunting seals, but also hunting white sharks as their prey.
   A. True  B. False

2. Just like bats, the dolphin, orca, and beluga are kind of animals that used sounds as their visualization in water. Amazing right?
   A. True  B. False

3. How much do you think the elephant seals can grow? I think they can only grow as big as our body.
   A. True  B. False

4. Male lion is a territorial animal, which is why they have to defend their place forever.
   A. True  B. False

5. Have you ever seen a wolf going around alone? I think wolves live in a pack / group.
   A. True  B. False

6. Where do penguin and bear live? Penguins and polar bears are living in the same place.
   A. True  B. False

7. Chicken or egg first? The chicken came first than eggs.
   A. True  B. False

8. I'm curious about the elephants' trunk; it is only a part for breathing I guess.
   A. True  B. False

9. Do you like to sleep a lot? Well, do you know that koala spends most of their life by sleeping?
   A. True  B. False

10. Just like dogs, crocodiles open their mouth to adjust their temperature.
    A. True  B. False
Appendix 3

Observation Sheets’ Result
OBSERVATION SHEET  
CYCLE 1

School : SMP Budi Utama Yogyakarta  
Class : VIII A  
Mata pelajaran : B. Inggris  
Observer : Subekti Arum Krismawati  
Date : March, 30th 2017

PETUNJUK:
1. Observe the activities inside the classroom related to teaching and learning process!
2. Please give check (✓) in the column YES or No based on the conditions you observed!

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are having good attention during the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students show good engagement in classroom</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students show their interest by following the activities</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students are enthusiastic to do the task</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students enjoying the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students look at outside the window</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students show good motivation in the classroom</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Some students are bothering the other students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students are actively participate in the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students are busy playing with things such as book</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students are working on the task seriously</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students ask to the teacher if they faced difficulties</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students try to find help from other students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Students look happy during the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The lesson is boring</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Students are bored when following the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Students is talking with their friend while doing the task</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Students look confused</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Students are laying down their head</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Students are not enthusiast when doing the task</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>The teacher give feedback to the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The activity makes the students pay attention to the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The students have made improvement in vocabulary</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The students improve their knowledge</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>The statements in the questions are appropriate with the students level</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>The students are showing effort to finish their work</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>The students are cooperatively working with their friends</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
OBSERVATION SHEET  
CYCLE 2

School : SMP Budi Utama Yogyakarta  
Class : VIII A  
Mata pelajaran : B. Inggris  
Observer : Subekti Arum Krismawati  
Date : April, 4th 2017  

PETUNJUK:  
1. Observe the activities inside the classroom related to teaching and learning process!  
2. Please give check (✓) in the column YES or No based on the conditions you observed!

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
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<td>2</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Students show their interest by following the activities</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students are enthusiastic to do the task</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students enjoying the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students look at outside the window</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students show good motivation in the classroom</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Some students are bothering the other students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students are actively participate in the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students are busy playing with things such as book</td>
<td>✓</td>
<td></td>
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<tr>
<td>11</td>
<td>Students are working on the task seriously</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students ask to the teacher if they faced difficulties</td>
<td>✓</td>
<td></td>
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<td>---</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Students try to find help from other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Students look happy during the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The lesson is boring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Students are bored when following the activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Students is talking with their friend while doing the task</td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>Students look confused</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>Students are laying down their head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Students are not enthusiast when doing the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>The teacher give feedback to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The activity makes the students pay attention to the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The students have made improvement in vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The students improve their knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>The statements in the questions are appropriate with the students level</td>
<td></td>
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</tr>
<tr>
<td>26</td>
<td>The students are showing effort to finish their work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>The students are cooperatively working with their friends</td>
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</tbody>
</table>
Appendix 4

Questionnaire
KUISIONER

Nama : ______________________________

Jenis kelamin : ______________________________


Berdasarkan pengalaman anda, jawablah pertanyaan berikut ini dengan memberi tanda (✓) pada kolom yang tersedia.

Keterangan:
STS : Sangat Tidak Setuju
TS : Tidak Setuju
S : Setuju
SS : Sangat Setuju

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Pilihan Jawaban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pembelajaran yang dilakukan hari ini sangat menyenangkan.</td>
<td>STS</td>
</tr>
<tr>
<td>2</td>
<td>Saya menikmati proses pembelajaran dengan lebih nyaman melalui socrative.</td>
<td>STS</td>
</tr>
<tr>
<td>3</td>
<td>Kegiatan menggunakan socrative membuat saya jauh lebih merasa senang.</td>
<td>STS</td>
</tr>
<tr>
<td>4</td>
<td>Belajar vocabulary melalui socrative lebih menarik dan menyenangkan.</td>
<td>STS</td>
</tr>
<tr>
<td>5</td>
<td>Saya merasa tertarik untuk belajar bahasa inggris dengan adanya media belajar socrative ini.</td>
<td>STS</td>
</tr>
<tr>
<td>6</td>
<td>Pembelajaran yang diberikan dengan menggunakan</td>
<td>STS</td>
</tr>
<tr>
<td>No.</td>
<td>Uraian</td>
<td></td>
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<tr>
<td>-----</td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>Socrative tidak membuat saya bosan dalam belajar bahasa inggris.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saya merasa tidak cepat bosan selama pelajaran menggunakan socrative.</td>
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</tr>
<tr>
<td>9</td>
<td>Aplikasi dan material yang diterapkan mampu memperkaya kosakata bahasa inggris.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Saya mampu mendapatkan pengetahuan baru dengan cara yang menyenangkan.</td>
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</tr>
<tr>
<td>11</td>
<td>Belajar menggunakan socrative lebih sesuai untuk memahami bahasa inggris.</td>
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<tr>
<td>12</td>
<td>Saya belajar banyak vocabulary baru melalui socrative.</td>
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</tr>
<tr>
<td>13</td>
<td>Dengan media aplikasi ini, saya dapat memfokuskan materi yang dipelajari.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Saya merasa lebih tertarik untuk belajar melalui aplikasi ini.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Belajar menggunakan socrative membuat saya lebih mudah memahami pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Saya merasa lebih terlibat aktif dalam belajar ketika menggunakan socrative.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Aktivitas di kelas jauh lebih menarik.</td>
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</tr>
<tr>
<td>18</td>
<td>Aplikasi yang diterapkan relevan dan sesuai dengan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Guru memberikan penjelasan yang cukup tentang tugas yang dikerjakan.</td>
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</tbody>
</table>
### RAW DATA OF QUESTIONNAIRE

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>∑ Response</th>
<th>(n people of 23 respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>∑</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>The teaching learning process today was very fun.</td>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>I enjoy the learning process with much comfortable</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>through <em>Socrative</em>.</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>The activity using <em>Socrative</em> makes me feel happier.</td>
<td>11</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Learning vocabulary using <em>Socrative</em> is more interesting and fun.</td>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>I feel interested to learn English Language with <em>Socrative</em>.</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>Learning using this application makes me enthusiastic.</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>7</td>
<td><em>Socrative</em> do not make me bored in learning English.</td>
<td>12</td>
<td>52</td>
</tr>
<tr>
<td>8</td>
<td>I do not feel any boredom during the lesson while using <em>Socrative</em>.</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>9</td>
<td>The adoption of this application and materials can</td>
<td>10</td>
<td>43</td>
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</tr>
<tr>
<td>10</td>
<td>I can get the new knowledge with fun way.</td>
<td>12</td>
<td>52</td>
</tr>
<tr>
<td>11</td>
<td>Learn using <em>Socrative</em> could be more suitable to understand English language.</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>I learn lot of new vocabularies through <em>Socrative</em>.</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>13</td>
<td>I can focus in learning the material with this application.</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>I feel more engage to learn through this application.</td>
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<td>35</td>
</tr>
<tr>
<td>15</td>
<td>I can more easily to understand the lesson using <em>Socrative</em>.</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>16</td>
<td>I feel more actively engage in learning when using <em>Socrative</em>.</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>17</td>
<td>Activity inside the classroom is more interesting.</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>18</td>
<td>The application is relevant and suitable with the learning activity.</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>Teacher gave clear explanation about the task.</td>
<td>8</td>
<td>35</td>
</tr>
</tbody>
</table>