

**TEACHING AND LEARNING READING COMPREHENSION  
BY USING SURVEY HEART APPLICATION  
AT THE FIRST SEMESTER OF EIGHT GRADE  
OF MTs MADINAH KARYATANI EAST LAMPUNG  
IN ACADEMIC YEAR 2022/2023**



**A THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Bachelor Degree**

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**2023**

## ABSTRACT

### TEACHING AND LEARNING READING COMPREHENSION BY USING SURVEY HEART APPLICATION AT THE FIRST SEMESTER OF EIGHT GRADE OF MTs MADINAH KARAYATNI EAST LAMPUNG IN ACADEMIC YEAR 2022/2023

Reading is a process which done by the reader to get information and knowledge from printed words or written symbol such as newspapers, magazines, novels, and other media including internet websites. This research was about teaching and learning reading comprehension by using survey heart application at the first semester of eight grade of MTs Madinah Karyatani East Lampung in academic year 2022/2023. The objectives of the research were to know the process of teaching and learning reading comprehension by using survey heart application, to know the teachers problem in teaching reading comprehension by using survey heart application, to know the students problem in learning reading comprehension by using survey heart application.

This research was conducted using descriptive qualitative research. The researcher selected the people or participants who know the phenomenon of the problems. The researcher chose the English teacher and the students of the eight grade of MTs Madinah Karyatani East Lampung as the participants of the research. There are two classes which consist of 54 students. The researcher used purposive sampling technique to determine the sample. The researcher chose class VIII B as the sample because class VIII B had the lowest score. The data was gained by doing observation, interviewing the teacher, and giving questionnaire to the students. The researcher used three major phases of the data analysis, they were: data reduction, data display, and conclusion drawing verification.

After analyzing the data, there were three points of the result. The first were some points in process of teaching reading comprehension by using survey heart application that were skipped by the teacher. It could be seen from process in online class through survey heart application the teacher did not engage in communication well, and in the offline class the teacher did not give time students who have question about the materials. The second, the problems faced by the teacher were the teacher had difficulty in prepare the reading comprehension material, had difficulty in modify the exercise, had difficulty in engage time in the class and controlling the students, and had difficulty in give meaningful feedback. Third, the problems by the students were students had lack of vocabulary, had problem in concentration in reading the text, had problem in understanding the meaning of words and sentences, and the students less of respond through online class by using survey heart application.

**Keywords:** *Reading Comprehension, Teaching and Learning, Descriptive Qualitative Research, Survey Heart Application*

## DECLARATION

I hereby stated that thesis entitled “Teaching and Learning Reading Comprehension by Using Survey Heart Application at the First Semester of Eight Grade of MTs Madinah Karyatani East Lampung in Academic Year 2022/2023” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those properly acknowledge in the text.

Bandar Lampung, 2023

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## MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“Allah will raise in ranks those who believed from among you and those who are given knowledge. And Allah is All-Aware of what you do”. (QS. Al-Mujadalah 58:11)

## **DEDICATION**

From the deepest of my heart, I would like to dedicate this thesis to:

1. My beloved parents, Mr. Yudi Harto and Ms. Enti Tristiani, S.E always pray and accompany me in very situation. Thank you so much for love.
2. My beloved brother, Katon Hayom Rumbaka and also my beloved family, my grandmothers Ms. Munarsih and grandfathers Alm. Sutejo)
3. My beloved Lecturers and Almamater, UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

Sheilla Yolalessie Visyamanda was born in Labuhan Maringgai, East Lampung on May 28<sup>th</sup>, 2000. In her daily life, she is called Sheilla. She is the first child of two children of Mr. Yudi Harto and Ms. Enti Tristiani. She has one beloved little brother; his name is Katon Hayom Rumbaka. She lives in Karyatani, Labuhan Maringgai, and East Lampung.

In academic background, she graduated from kindergarten at R.A Madinah, Karyatani in 2006. Then, she continued her study at SDN Karyatani and graduated in 2012. Next, she entered MTs Madinah Karyatani and graduated in 2015. Then, she continued to SMA N 1 Pasir Sakti and graduated in 2018. The last, she continued her study to UIN Raden Intan Lampung for studying in English Department of Tarbiyah and Teacher Training Faculty through SPAN-PTKIN.



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*Bismillahirrahmaanirrahiim,*

Praise to Allah for blessing me with his mercy and guidance to finish this thesis, shalawat and Salam is to our prophet Muhammad SAW. Peace is upon him, with His family and followers. This thesis entitled "Teaching and Learning Reading Comprehension by Using Survey Heart Application at the First Semester of Eight Grade of MTs Madinah Karyatani East Lampung in Academic Year 2022/2023" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. This thesis would never come into existence without any support, pray, help and valuable things from several people and institution.

1. Prof. Dr. Hj. Nirva Diana, M.Pd the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
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Nevertheless, this thesis is still far from perfect. Hence, it is expected constructive criticisms and suggestions. Any corrections, comments, criticisms for the betterment of this will be greatly appreciated.

Bandar Lampung, 2023

The researcher



Sheilla Yolalessie Visyamanda

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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

As a first step in understanding the title of this research it is necessary to explain some key terms that are part of the title of this research. This is done to avoid misunderstandings. This research is **“Teaching and Learning Reading Comprehension by Using Survey Heart Application at the First Semester of Eight Grade of Mts Madinah Karyatani East Lampung in Academic Year 2022/2023”**. The following is an explanation of some of the terms in the title section.

Teaching and learning is a program that enables students to seek, manage, monitor and discover learning experiences that are challenging and relevant to real life. Teachers need a broad understanding to teach. In teaching the teacher must ensure that students are well controlled and understand what is conveyed by the teacher. That way, students will be easy to understand things. Teachers will start learning about technology now. Therefore students and their learning will be able to continue with the development of technology. In this study, the researcher focuses on online and offline learning by using the flipped classroom approach.

Reading comprehension is the student's ability to read the text, the ability to understand each word and sentence and its meaning, and then organize it with what students know in their own language. There are many ways to learn English, one of which is through reading comprehension. Many students are still wrong in reading every word in English. Reading comprehension can improve the ability to read the text and understand the meaning of the text. In this research, the text discussed is descriptive text.

Survey Heart app is a tool that can be used for various online activities. It can be used to teach virtual lessons, create engaging quizzes, and provide objective assessments for all students. This can reduce the possibility of students cheating on each other. To access this application, there are two ways, namely through the website and application. In this study, researchers discussed through application

access, because through application access increases the use of students and teachers.

The researcher was chosen to find out the problems faced by teachers in teaching reading comprehension and the problems faced by students during the education program in learning to read by using Survey Heart application. This research is to find out how the teaching and learning process is carried out in learning reading comprehension by using the Survey Heart application and combining it with the flipped classroom method. That is, activities are carried out online and offline. It is intended that there is a positive interaction between students and teachers in the classroom and outside the classroom in the process of teaching and learning reading comprehension.

## **B. Background of the Problem**

English is one of the subjects taught in schools both formally and informally. The function of language itself is very important in everyday life, namely as a means of communication. In other words, English is the language that will be the ruler in this era. This is because English is an international language in the world. Therefore, English is classified as one of the important subjects in the education system in Indonesia. In Indonesia, English is a foreign language that is not used in everyday life. However, Indonesians learn English when they study or in regular schools or during a specific time. In addition, English is a compulsory subject at the junior high school level. English has several different skill parts such as speaking, listening, writing and reading. All of these skills are interrelated with each other. However, in this study, the researcher focuses on teaching and learning students' reading comprehension.

According to Tarigan, reading is a process carried out and used by the reader to obtain the message to be conveyed by the author through the medium of words that the author wants to convey to the reader. That is, reading is an activity to obtain meaning from printed words or symbols and how this ability is used to recognize, understand and interpret words. Readers obtain information or knowledge from newspapers, television, newspapers, magazines, and other media including internet sites. By reading books, students can improve their comprehension and understanding of the text. In addition, students

also gain a lot of information and broader knowledge from what they read. Reading comprehension is the ability to understand what is read. With this ability to understand the text, students are expected to be able to develop meaning from the text they read. The act of reading is as important as any other skill. Reading comprehension is very important for students to be able to learn and understand the text they read. The benefits of reading comprehension include being able to understand, analyze, and respond to specific texts and communications, as well as increasing focus in reading.

There are many types of text, including narrative text, descriptive text, story text, procedure text, and argumentative text. However, in this study, researchers will discuss descriptive text types. This text is very useful for human life. Descriptive text is a text used to provide detailed information (explanation) about something. In descriptive text, we consider how we convey information about something, such as places, objects, people, animals, or pets to people we know. Descriptive text can be demonstrated by reading texts and even pictures or videos.

The development of the internet and technology has changed all teacher activities, which is the technical knowledge of teachers regarding the use of information technology is needed in education. Istanto argued that the utilization of technology can increase teacher performance. However, lately many teachers are still lagging behind technological advances. According to Prawiradilaga, Yuberti state the application of educational technology aims to make learning more effective, efficient, faster and more meaningful for students. It means one of them is by utilizing a digital technology system in a pandemic like this. Online learning can allow teachers and students to access learning information flexibly and without time and place limits.

Teaching and learning are activities between teachers and students during the classroom process. In other words, the teacher imparts knowledge to students that they must understand. Of course, there are many methods in teaching reading, but here the researcher focuses on the use of media. The Survey Heart application is a new app. This app is easy to use for all circles including junior high school students. Teaching and learning are activities between teachers and students during the learning process in the classroom. In other words,



teachers impart knowledge to students that they have to understand. Of course, there are many methods in teaching reading, but here the researcher focuses on the use of media. Survey Heart application is a new application. This application is easy to use for all groups including junior high school students.<sup>1</sup> The application is already available on the website and application. In this research, teachers are used by accessing the application. To be easily used by students and teachers. This problem arises because the Covid-19 outbreak changed the education system in schools to online. Many students are having problems learning online, due to the lack of resources available to them. Such as laptops, mobile phones, and internet network difficulties. Not only students have problems, teachers also have difficulties in teaching their students, namely whether students can understand what the teacher gives well or not. Other difficulties faced by students are lack of vocabulary and difficulty concentrating in reading. Many factors affect students' concentration difficulties, including a crowded environment and laziness in reading.

However, now the Covid-19 outbreak has ended and schools have started working again as usual. However, English teachers still use the survey heart app to teach reading comprehension until now, but combined with the use of the flipped classroom method. Then, in this study, researchers used the survey heart applications Musallam, Hamdan, and McKnight said that the flipped classroom is ultimately a student-centered learning approach where students receive pre-class materials in digital form and spend time in the classroom in real time working together. This is where teachers share materials online through the Heart Survey app and students are asked to study them in advance, just like studying at home.

Therefore, teachers must use applications that are easily accessible to students and easy to understand. In addition, using this application can make it easier for teachers to distribute materials and activities and assess students objectively. Both in the form of descriptions and multiple choice questions, the material is presented in documents, images, videos and other templates to make it more

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<sup>1</sup>Piya Wahyuni, Aisiah, "Efektivitas Pengungan Aplikasi Survey Heart Sebagai Media Penilaian Hasil Belajar Sejarah Pesta Didik Di SMAN 1 VII Koto Sungai Sarik" (2021)

interesting. Therefore, in this study, the researcher explains the process and some of the problems that arise from students and teachers to improve students' reading skills through the use of the survey heart application.

### **C. Focus and Sub-Focus of the Problem**

Based on the above background, this research focused on the teaching and learning of reading comprehension. Currently, the sub-focus of this research focuses on the process and problems of teaching and learning reading comprehension using the Survey Heart application. The researcher focused on the specific type of descriptive text because the material used in the study in the first semester of the eighth grade of MTs Madinah Karyatani East Lampung in the academic year 2022/2023.

### **D. Formulation of the Problems**

1. How is the process of teaching and learning reading comprehension using Survey Heart application and a flipped classroom method?
2. What problems do teachers face in teaching reading comprehension using the Survey Heart application?
3. What problems do students have in learning reading comprehension using the Survey Heart application?

### **E. Objective of the Research**

1. To describe the teaching and learning process of students reading comprehension using a heart assessment tool and combine it with a flipped classroom method.
2. Identifying and explaining teachers' problems in teaching reading comprehension using the Survey Heart application.
3. Identifying and defining students' reading comprehension problems using the Survey Heart application.

### **F. Significant of the Research**

1. Theoretically
  - a. The results of the research can be used as an input to teaching methods in English learning especially in reading teaching.

- b. The results of the research can be used as a reference for those who want to do research in teaching and learning English.
2. Practically
    - a. The results of the research are useful for students and teachers to reduce problems in teaching and learning to read.
    - b. Another teacher may adopt this approach to teaching reading.
    - c. For other researchers, it provides them with basic information about teaching and learning through the use of heart assessment tools and flipped classroom methods.

## G. Relevance Studies

There are many past researchers who are involved in this research. First, a review of Reci Adya Fiscarina<sup>2</sup>, he learned about, "Teaching and Learning Reading Comprehension by Using Sensory Image". The results of the study show that there are many problems faced by teachers and students during the teaching and learning of reading comprehension using Sensory Pictures.

The second research is the article "Teaching and Learning to Read Through Herringbone" by Joni Iskandar.<sup>3</sup> He was shown about the problems of students finding problems of teachers through Herringbone, and showed how the teaching and learning process through Herringbone.

Third, analysis from Nukmatus Syahris<sup>4</sup>. His research is on "Education during the Covid-19 pandemic: What should teachers do to save the nation's education crisis?" This shows many difficulties in teaching during this disease. The previous form of teaching was face to face, but suddenly now will use social media. He found many

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<sup>2</sup>Reci Dhya Fiscarina, A Thesis: "Teaching and Learning Reading Comprehension Using Sensory Pictures" (Bandar Lampung, June), p.1

<sup>3</sup>Joni Iskandar, A Thesis: "Teaching and Learning Reading Comprehension From Herringbone to the First Semester of Eleventh Grade Students of People 1 Pesisir Barat in the Academic Year of 2016/2017" (Bandar Lampung, February), p.1

<sup>4</sup>Nukmatus Syahria, "Teaching in the time of Covid-19: What should teachers do to save the nation's education crisis?" 2020.

strategies in teaching and one of them is to use tools that can be used to share presentations with others.

Fourth, this research is titled "Students' Problems in Reading Comprehension". This research shows that there are many difficulties that students face in learning reading comprehension, including lack of concentration and understanding of the reading process. The reasons for this are twofold, namely internal and external factors. What are the internal factors affecting the family environment and the school environment, while the external factors affect the students themselves, such as lack of language comprehension and strategy in reading long sentences.

Fifth, this browser is named "Effectiveness Penguang Aplikasi Survey Heart Sebagai Media Penilaian Hasil Belajar Sejarah Pesta Didik Di SMAN 1 VII Koto Sungai Sarik" written by Piya Wahyuni Junita, Aisiah.<sup>5</sup>This research shows that it is useful to learn to use this research tool for learning and researching media.

Sixth, this research is titled "The Classroom Turned into a Program" by Shane Cronin and Darragh Coakley.<sup>6</sup> This research shows that what turns the classroom into classroom behavior is.

Then, from the previous research above, the researcher did something about the teaching and learning of the students. To make it different from the previous research, the researcher used a heart instrument. So, the researcher named this research as "Teaching and Learning of Students' Reading Comprehension Using Research Heart Instrument".

## H. Research Method

### 1. Research Design

This research uses qualitative research to explain because the researcher explains several things in the form of words or details related to teaching and student learning. According to Mantra and

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<sup>5</sup>Piya Wahyuni, Aisiah, "Efektivitas Penguang Aplikasi Survey Obi Sebagai Media Penilaian Hasil Belajar Sejarah Pesta Didik Di SMAN 1 VII Koto Sungai Sarik" (2021)

<sup>6</sup>Shane Cronin, "Darragh, A Classroom Turned into an Event", Cork, 2018. p. 27.

Moleong, qualitative method is a research method that produces descriptive data in the form of words or expressions from people and behaviors that can be observed. This means that the data obtained through this research process can be presented from various perspectives of people, groups, individuals, or groups who are the source of information, and organized into research data.

In order to give a detailed description or explain the research about the teaching and learning of students reading comprehension, the researcher used a qualitative descriptive research design. According to Sujana and Ibrahim descriptive analysis is an analysis that seeks to explain the symptoms, events that are happening at this time. In other words, the researcher will focus on the analysis of the current problem to clarify.

The researcher in this study evaluates the teaching and learning of reading comprehension using the Survey Heart application were evaluated in the first semester of the eighth grade of MTs Madinah Karyatani in the academic year 2022/2023.

## **2. Research Subject**

The researcher selected the people or participants who know the phenomenon of the problem. The researcher used purposeful sampling technique to choose the participants. Arikunto said, that purposeful sampling techniques is sampling technique which is done because limited time and finding.<sup>7</sup> According to Marguerite et.al, purposeful sampling technique is a common procedure used in qualitative research that identifies key information or person who have specific knowledge about the topic being studied. Thus, in this research, the researcher chose the subject according to the need and purpose of the research. The researcher chose the English teacher and the students of eighth grades in the first semester of MTs Madinah Karyatani for the academic year 2022/2023 as the participant of this research. The researcher concerned the class with more difficulty in learning reading comprehension. There are two classes which are

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<sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), p.127.

consisting of 51 students. The table of class distribution of eight grade students is displayed below:

**Table 1.1**  
**Population of the Research**

No	Class	Classification		Total	Average Score
		Male	Female		
1.	8A	8	17	25	83,2
2.	8B	12	14	26	72,2

Source: MTs Madinah Karyatani, East Lampung

It can be seen, that the students at eight grades had various score. The class that low score was 8B. So the researcher chooses class 8B as a sample of this research because class 8B had the lowest score. It was possible to found difficulties in understanding reading comprehension. Thus, it appropriates with purposive sampling technique had been explained.

### 3. Research Procedure

- a. Identifying research problems
- b. Examining books
- c. Defines the purpose for the analysis
- d. Collecting data (observations, interviews and questionnaires)
- e. Analyze and interpret data
- f. Reporting and research.<sup>8</sup>

### 4. Instruments of the Research

Applications are tools used for data collection and analysis. According to Gulo, a research instrument is a written guide to interviews or observations, or a list of questions, prepared to obtain information.<sup>9</sup> It means that the instrument is called an observational tool or an interview guide or a questionnaire or a guidebook, depending on the method used. In this study, the researcher uses important tools because the researcher collected the research data

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<sup>8</sup>John W. Cresswell, *Research Findings: Design, Quantitative and Mixed Methods*, (University of Nebraska-Lincoln 2009), 7

<sup>9</sup>Thalha Alhamid dan Budur Anufia, *Resume: Instrumen Pencumbunan Data*,

through observation and gave a lot of questions and interviews and interviews.

### 1) Observation

Observation is a process and data collection used to collect research data through observation and understanding.<sup>10</sup>The observations used during the research describe the teaching and learning process of reading comprehension using research tools and combining it with the flipped classroom approach.

**Table 1.2**  
**Observation guideline**

<b>Aspects</b>	<b>Indicators</b>
Teacher (Online)	The teachers create some explanations by video, animation, image, or slides in the survey heart application. The teachers provide information by the chat group or whatsapp group that there will be new material or assignment in the survey heart application.
	The teachers send to application. The teacher engage in communication with the students while online class.
Students (Online)	The students get notification by chat group or whatsapp group that there is new material in the survey heart application.
	The students accessing, understanding and write down in their notebook the information of the materials in the survey heart application
	Students understanding related to the explanations video, image, animation or slides with their own pace.
Teacher (In Class)	The teacher brainstorm
	The teachers lead the class and give some explanations.
	The teacher discuss about material.

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<sup>10</sup>Bungin, Burhan. *Penelitian Kualitatif: Edisi Kedua* (Jakarta: Kencana Prenada Media Group 2007), p.118

	The teacher ensure that's students receive practical and appropriate guidance.
	The teacher asks to reread the material and assignment that have been given in the survey heart application in front of the class one by one.
	The teachers give time to students who have question about the material.
	The teachers give feedback to the students.
Studnets (In Clas)	The students reread the material and assignment that have been given by the survey heart application.
	Students read the result of assignment in front of the class
	Students ask about the material and collaborate while in the class.

## 2) Interviews

The interview was conducted as one of the methods and data collection for the researcher who wants to know the problems of the teacher and the students. The purpose of this interview is to confirm the results of the observation to obtain other relevant data for this research. In essence, an interview is a process of obtaining information between the interviewer and the informants or interviewees.<sup>11</sup>In this study, the researcher interviews a teacher and the students about the problems in teaching and learning reading comprehension by using survey heart application and combines it with a flipped classroom approach. The interview guide can be described as follows:

**Table 1.3**  
**Interview guideline for teacher and students**

Aspects	Indicators	No Item	Total Item
Teachers Problem	Difficulty in making sure the student read the text	1	1

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<sup>11</sup>Bungin, 2007, Loc. List p. 111



	correctly or not.		
	Lack of teacher knowledge in teaching reading.	2	1
	Difficulty in giving exercise.	3	1
	Difficulty in giving complex explanation.	4	
	Difficulty in giving feedback to the students	5	1
	Student's difficulties in understanding long sentence	6	1
	Students difficulties in using strategy	7	1
	Concentrating in comprehend the meaning of the text.	8	1
Students Problem	Student's problems in the use of survey heart application.	3	3
	Student's problems in learning reading comprehension by using flipped classroom method.	3	3

### 3) Questionnaire

A survey or questionnaire is one of the tools or instruments used in data collection and descriptive analysis research.<sup>12</sup>In this study, the researcher used research tools to get more accurate data through observations and interviews. The researcher was given questions so that the students could know what aspects can affect the students' reading comprehension and learning process. In a learning process like reading text, there are many problems students face. The questionnaire was given to the students to collect data and learning, mainly through the use of cardiac assessment tools and the flipped classroom method.

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<sup>12</sup>Marguerite Lodico, *Methods in Educational Research*, USA: Wiley Imprint, 2010, p.122

**Table 1.4**  
**Questionnaire guideline**

<b>Aspects</b>	<b>Indicators</b>	<b>No Item</b>	<b>Total Item</b>
Process teaching and learning by using Flipped classroom technique	Process in teaching and learning reading comprehension by using flipped classroom technique.	1	1
	The activeness of students in using the flipped classroom technique.	2	1
	Student interest in using the flipped classroom technique in learning.	3	1
Teacher problems	Difficulty in giving feedback to the students.	4	1
	The teacher does not give complex explanation to the students.	5	1
	Lack of teacher knowledge in teaching reading.	6	1
	Difficulty in making sure the student read the text correctly or not.	7	1
Student Problems	Student's difficulties in understanding long sentence.	8	1
	Difficulty in using strategy.	9	1
	Difficulty in concentrating in comprehends the meaning of the text.	10	1

## **5. Data Source**

Data is information that can be analyzed, usually in the form of facts or figures. This research requires accurate data from reliable sources. A data source refers to the source from which the property is derived. Data sources can be divided into two types, namely primary data and secondary data. Primary data is data obtained by the researcher for one purpose, while secondary data is data obtained by the researcher from other sources for other purposes. Primary data for the collection of research sources were collected through observations, interviews and teacher questionnaires from subject teachers. Although secondary data is obtained from other sources, such as books, newspapers, internet, and other sources that can support primary data.

## **6. Data Collecting Method**

A data collection method is the method by which a researcher collects data through one or more methods. Qualitative research often uses observational methods, questionnaires and interviews. In this study, the method of data collection is to use the observation method by interviewing subject teachers and providing some questions and questions for students. The researcher collects data to determine the problems and processes of teaching and learning by teachers and students of reading comprehension. In collecting data the researcher must be aware of the following steps:

1. The researcher already has an understanding of the teaching and learning of reading comprehension by using the heart assessment tool that will be used in this research.
2. The researcher observes the teacher, by conducting interviews and giving questions.
3. The researcher identified the data obtained in the form of problems and the instructional design in the students' reading comprehension.
4. The researcher analyzed the data using qualitative methods to understand the research.

## **7. Trustworthiness of the Data**

In order to ensure the reliability of the data in this research, the researcher used the triangulation method. Dr. Umar Sidiq, M.Ag

and Dr. Moh. Mifatchul Choiri, MA state triangulation method is to test the reliability of the data done by looking at the data in the same source in different ways.<sup>13</sup>It means, get data from interviews and check through observations, or questions. Dr. Umar Sidiq, M.Ag and Dr. Moh. Mifatchul Choiri, MA divided triangulation into three types which are as follows:

**a. Source Triangulation**

Source triangulation is used to test the validity of data by checking data obtained from multiple sources.

**b. Triangulation Technique**

The method of triangulation is to test the validity of the data which is done by checking the data in the same place with different methods. For example, get data through interviews and after analyzing issues through observations or questions.

**c. Triangulation of Time**

Time also affects data reliability. Collect data in the interview process in the morning when the source is still fresh, not many problems, will provide more useful data to be reliable.

**8. Data Analysis**

Miles and Huberman state data analysis is divided into three parts, including data condensation, data display, and drawing conclusions. Its description is as follows:

**a. Data Condensation**

Data condensation is an activity that leads researcher to summarize, focusing, choose and focus on the data that had been taken from participant. According to Miles et al. data condensation refers to the process of selecting, focusing, simplifying, abstracting the data into the written text (observation notes, interview transcript, and documents). Moreover, the researcher uses data condensation by sifting through, categorizing, and making abstractions from field's notes, interview, questionnaire and observation to identify the similar phrase in this research.

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<sup>13</sup>Dr. Umar Sidiq, M. Ag, Dr. Moh. Miftachul Choiri, MA, Pertama. (Ponorogo: CV. Nata Karya, 2019), 94-96.

### b. Data Display

Data presentation is some information that is structured and used to provide conclusions and actions. In qualitative research, data can be presented in the form of short descriptions, charts, and relationships between essays, process diagrams, and the like. Playing with the data makes it easier to understand what is happening and it is easier to plan further work based on what is understood. Data visualization describes the process of collecting structured information that informs conclusions and actions (Miles and Huberman and Pambudi). Based on the presentation of the data, the researcher showed the explanation related to the teaching and learning of reading comprehension by using the heart test tool.

### c. Concluding or Verification

Conclusions and qualitative research findings are unprecedented. Conclusions in this qualitative research answer all the problems that have been created since the beginning of the research, but maybe not. Because, this research is temporary, develops only when the researchers are in the field immediately.

In this study, the research researcher and his research is based on sources and theories as it is known so far and this qualitative research is based on sources and theories. Then, the researcher comes to a conclusion after analyzing and analyzing the data based on the sources and assumptions and also adds some assumptions.

## I. Systematics of the Discussion

**1. Chapter I:** This chapter was an introductory chapter that presented several important points, including title affirmation, background of the problem, focus and sub-focus of the research, problem formulation, research objectives, research significance, relevant research, research methods, and systematic discussion.

**2. Chapter Two:** This chapter was presented the theory in the form of an expert that used in this research. The theory in this chapter consists of the notion of teaching and learning, the concept of reading comprehension, problems in teaching and learning, and the process of teaching and learning, as well as objectives, types and reading models, process of teaching and learning reading comprehension by using survey heart application

3. **Chapter III:** In this chapter, the research material is presented which consists of a detailed description of the material, facts and data presentation.
4. **Chapter IV:** Data analysis and findings have been presented.
5. **Chapter V:** Do not draw conclusions and recommendations. Conclusions explain the solutions to the problems in the previous chapter. In terms of suggestions, students, English teachers, and future researchers are advised.



## CHAPTER II

### LITERATURE REVIEW

#### A. Concepts of Teaching and Learning English

##### 1. Concepts of Teaching English as a Foreign Language

English is a foreign language in Indonesia. It is also an international language. Most students in Indonesia receive English lessons only when they are in school. Teaching English as a Foreign Language (TEFL) refers to teaching students their first language other than English<sup>14</sup>. It means, teaching English as a foreign language is common in countries whose native language is not English. And the teacher who teaches can be an English person or a non-native English speaker.

TEFL can also refer to a method for teaching people whose first language is not English, but who want to learn it for work or choose to learn it for fun. These students can be adults or children<sup>15</sup>. Different groups can learn TEFL, from children to adults. TEFL can be found in schools and workshops. TEFL is useful for learning English as an everyday or common language or for the world of work.

Teaching is enhanced by new understandings of how people learn, and our work as educators should be guided by the most current understanding of the learning process.<sup>16</sup> It means that the teacher's teaching method must always have an interesting way so that the students don't get bored. And also the teacher must know the latest ways of teaching students. As we are now in the situation of the Covid-19 epidemic, teachers will have to collect their brains will have to find ways to learn even though they are not face to face.

And teaching also has an idea in it. As Dewey is the one who expresses the idea of education, that is, education is learning as selling is buying<sup>17</sup>. It means, teachers give their students' knowledge and their students grasp, digest and understand what they get from the

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<sup>14</sup>Handbook "Teaching English as a Foreign Language" (Suraya: UIN Sunan Ampel, 2013), Hal. 9.

<sup>15</sup>Ibid p.9

<sup>16</sup>Jay Mctighe and Elliot Seif, Teaching Understanding Values Education for 21st Century Students, p.15.

<sup>17</sup>Isola Rajagopalan, Theory of Teaching. International Journal of Education. Vol. 7, No. 2, 2019, p. 5.



teachers' explanations. In teaching, the teacher must be a good example to his students. According to Gege, teaching is a form of social influence to change the behavior of others<sup>18</sup>. Because, the teacher is the idea when the parents of the students. Therefore, teachers must have good character so that students can imitate good things.

One way to teach is by developing relationships and motivating learners<sup>19</sup>. Teachers should not pretend that they are the possessors of all knowledge, which requires students to understand, must be competent in all areas of knowledge. On the other hand, teachers should guide students with a sense of growth and a soft hand. Because it is good practice for teachers to have an idea of what they have taught so far. This will make it easier for students to understand and increase their willingness to learn useful for the future.

Based on various explanations, it can be concluded that teaching should not be boring, and students need a little entertainment so that they do not get bored easily during the learning process. Learning English as a foreign language is not only for children, adults can learn it as long as there is a strong desire.

## **2. Concept of Learning**

Learning is one of the activities that can increase and expand knowledge. Learning can be done in class only. Learning can be done anywhere, at home or in historical places, such as museums, heroes' parks and more. So, learning is not limited to the room, where there are blackboards, chairs, and tables. Although these activities still build character and add to the experience and knowledge of students. Although these activities still build character and add to the experience and knowledge of students. According to Woodworth, he says that any activity can be called learning to the extent that it develops the person (in any aspect, good or bad) and makes them change their behavior and experiences are different from what they would have been.

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<sup>18</sup>Ibid, p. 9.

<sup>19</sup>Handbook "Teaching English as a Foreign Language" (Suraya: UIN Sunan Ampel, 2013), Hal. 27.

Meanwhile, Aborse et al state learning is a process that leads to change, which happens because of experience and increases the ability to improve performance and learning in the future. It means that learning should not be about learning. Learning how to behave is also very important to improve your future self-esteem. In other words, learning is a process through ignorance.

With some of these definitions, it can be a learning curve which is a process to gain knowledge and experience from different sources. Therefore, learning will have an impact on students, students are able to support themselves, can open their minds to see the whole world, and can improve their behavior in the environment.

## **B. Concept of Reading**

Reading is one of the four important language skills. Like a foreign language, reading has a great impact on everyday life. Because people use reading to deal with things every day. For example, when we walk, we don't know exactly where to read the signs. Therefore, reading and understanding the text is important. According to Tarigan, Jaenal argues that reading is a process that is carried and used by readers to get the information that the writer sends through the spoken or written method. On the other hand, it is a person who uses intelligence to get important information or signs from the reading.

Meanwhile, Gates' state reading is a complex system of advanced mental processes that can and should accept all kinds of reasoning, analysis, judgment, thinking, reasoning and problem solving.<sup>20</sup> Meaning, reading is a process of understanding, processing meaning and applying it in everyday life. From many definitions, it can be concluded that reading is the need to understand the meaning of the whole reading. Increases communication skills.

From some of these explanations and ideas, the researcher can conclude that the literature must develop, in the sense that it can develop the meaning and increase the content and also the meaning in the text and pour it based on the complex concept. away.

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<sup>20</sup>Wesley A. Hoover and Philip B. Gough, The Simple View of Reading, An Interdisciplinary Journal. Vol. 2, 1990, p. 127.



and phrases are obtained from songs, poems, books news and others.

- 2) Great reading, this style explains that reading is just for fun and increases reading ability. For example, readers read texts from newspapers, magazines, newspapers, and anything else they just want to understand fully.
- 3) Reading aloud, for this type of reading, readers must read it clearly. For example, when you read poems, poems, dialogues, and any other text.
- 4) Silent Reading, when reading the reader does not use his voice or read it silently but so that the reader can concentrate well and can understand the meaning of the text.

Therefore, the researcher can conclude from many types of reading above, that each person has his own type of reading. In reading, readers must always concentrate in order to understand the reading.

### **3. Purpose of Reading**

Everyone has their own reading goals, some of them read for entertainment and information, but the general purpose of reading according to Harmer is divided into three, namely:

#### 1) Reading for Information

This work provides an explanation and acceptance of the reading situation, which contains information. On the other hand, this work emphasizes understanding the themes in each text.

#### 2) Reading for Pleasure

Reading activities can also improve mood. People who have the goal of reading for pleasure often look for a comfortable and quiet place to enjoy reading. It means that reading can make you happy.

#### 3) Reading for Meaning

This reading activity aims to teach recognition and interpretation of the relationships between text types. It means, by reading the text, the readers can get information, pleasure, and entertainment<sup>24</sup>.

### **C. Concept of Teaching Reading**

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<sup>24</sup>Jeremy Harmer, English Language Teaching Practice, Op.Cit, p.56

In language teaching, it seems that there are different teaching methods. First, teach someone who wants to learn a language. Second, teach someone who can use the language to teach. Of course, teachers have ways or ideas of teaching.

According to Harmer, there are several main reasons to teach a language, including:

1. Reading is not an inexhaustible skill.
2. Students need to engage in what they read, it means that students need to be able to understand and explain the results of what they read.
3. Students must know the content and be able to respond.
4. In reading, prediction is key.
5. Match work and reading. It means, by reading a lot of newspapers, magazines, newspapers, and information will make it easier for students to answer tasks.
6. A good teacher will use intelligence effectively<sup>25</sup>.

It means that reading is an active skill. Reading will increase accuracy and information. There are two language teaching skills for learners. The first is for novice students, the second is for those who can speak the language. So, what the teacher must do is to encourage students to respond positively to the content of the text. And a good teacher will give assignments to the students according to the given subject.

### 1. The Method of Reading

There are three types of teaching methods, they are:

- 1) Stimulates students' curiosity
  - a. Students answer questions about the topic
  - b. Student predicts what they will read
- 2) Do important strategic work
  - a. Students explore the topic individually
  - b. Students explore the topic together
- 3) Describes the work

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<sup>25</sup> Jeremy Harmer. *How to Teach English* (Kuala Lumpur, Longman, 2003), p.70

- a. Check individually
    - b. Browse by category
  - 4) Supporting the project
    - a. Teacher presents background information
    - b. The teacher gave the main language
    - c. The teacher explained cultural references
2. During the Lecture
- 1) Reading
    - a. Continue reading in silence
    - b. Quiet reading and concise writing
    - c. Silent reading in sentences
    - d. Oral reading
  - 2) Checking for understanding
    - a. Students answer this question
    - b. Students take notes, students take turns
  - 3) Facilitating understanding
    - a. The teacher makes it easy
    - b. Teacher leads
    - c. The teacher gave an explanation
    - d. The teacher translated
3. The Post
- a. Students try to summarize the text
  - b. Students compare multiple texts
  - c. Students match the symbols or pictures
  - d. The student system is similar to the text
  - e. Learning to read
  - f. Practicing other language skills.<sup>26</sup>

Based on the above criteria, it can be concluded that reading has three levels in teaching and learning. First, before reading, the teacher can do this. Second, when a book is being read, it is the teacher who interacts with the students, the teacher asks questions and the students

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<sup>26</sup>David Peaty, A Taxonomy of Strategies for Teaching EFL Reading. Available at [http://www.ritsumeai.ac.jp/acd/re/k-rsc/lcs/kiyou/8-1/RitsIILCS\\_8.1pp.183-193Peaty.pdf](http://www.ritsumeai.ac.jp/acd/re/k-rsc/lcs/kiyou/8-1/RitsIILCS_8.1pp.183-193Peaty.pdf) on November 30 2021.

respond well and the students read the text, then answer the questions related to text. The third is after reading, in this activity students will collect and compare several texts that have been read. This can teach students reading skills.

#### **D. Concept of Reading Comprehension**

There are four skills in English to be good, they are writing, speaking, reading and listening. In learning English as a foreign language, reading is one of the most important skills for everyday use. According to Springer, Harris, & Dole, they said that reading will be an important bridge for students who want to be able to interact.<sup>27</sup> It means, one of the skills that can develop the integrity of a student is reading. Because, students can explore a lot of information and expand their knowledge. According to Tarchi, reading comprehension is the process of reading to build comprehension<sup>28</sup>. This means, in the reading comprehension statement, students are expected to be able to understand the content and meaning of the text they read.

Reading comprehension, in simple terms, means understanding what you read, however, the complexity of being able to understand involves a complex and detailed process.<sup>29</sup> It means, reading comprehension is one way to develop students' abilities through the reading process. What they read, that is what they should read. Reading comprehension is the process of reading and understanding the meaning of a text. However, reading is not always good. Reading skills must be developed and perfected over time.

#### **E. Concept of Teaching Reading by Using Survey Heart Application**

The reading course using the heart rate monitor is a course based on macromedia flash format. Macromedia flash was developed by macromedia Software Company for the purpose of creating interactive

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<sup>27</sup> Ratna Sari Dewi, Dr. Reading Interest and Reading Comprehension A Study Related to Syarif Hidayatullah State Islamic University, (Jakarta: Development Talent and Excellent, 2020), Vol. 12, No. 1, p. 241.

<sup>28</sup> Ibid, p. 242

<sup>29</sup> Jerilou J. Moore, Ph.D, et al. Ease and Complexity of Reading Comprehension, International Journal of Bussines and Social Sciences. Vol.7, No. 6, June 2016, p. 20.

and beautiful web applications.<sup>30</sup>It means macromedia flash is a tool used to design and build presentation, publishing or other applications that require access to user interaction. Basically, this application is used to support internet services. But this software can also be used for teaching and learning activities. This app is easy to share and post in the right way.

Since the COVID-19 pandemic, there have been many complaints from teachers and students about teaching and learning problems. Online learning is replacing the original face-to-face learning. The government has decided to implement home learning and working from home to reduce the spread of the COVID-19 virus<sup>31</sup>. Because, the situation that forces the entire educational system to change to an online system. So, one way teachers share content is using online learning tools.

The teaching and learning process can still go on even if it is only in the application. However, as time goes by, things become more sophisticated. There is one tool for student learning that makes it easier for teachers and students to implement teaching and learning through the use of research tools. But, now the epidemic of Covid-19 is over and schools have started working again as before English teachers are still using online learning for the teaching and learning process until now. Teachers still use research-based tools for teaching reading comprehension to this day, but it is integrated using a flipped classroom approach. Then, in this research the researcher used the research tool and combined it with the flipped classroom method of teaching and learning.

Survey Heart application launch in April 2019<sup>32</sup>. Quiz app is an android app designed to be a quiz or learning app with fun features.

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<sup>30</sup>Eprints, "Bab II Kajian Teori", (Online), Available at [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj30\\_CWkeX0AhWe8XMBHRfhAUkQFnoECC4QAO&url=https%3A%2F%2Ffacm.2FBAB2%2520-%252008205244001.pdf&usg=AOvVaw18stDWqPWkr8UQRVZ39t1i/](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj30_CWkeX0AhWe8XMBHRfhAUkQFnoECC4QAO&url=https%3A%2F%2Ffacm.2FBAB2%2520-%252008205244001.pdf&usg=AOvVaw18stDWqPWkr8UQRVZ39t1i/) (Retrieved on December 15, 2021)

<sup>31</sup>Adinda Amalia and Nurul Sa'adah, The Impact of COVID-19 on Teaching and Learning, *Psychology Journal*, Vol. 13. No. 2, p. 216.

<sup>32</sup>Shelda Audita, "7 Andorid Applications Untuk Membuat Survei di HP", (<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&u>



The Survey Heart application has advantages compared to other tools, for example, when the teacher gives quizzes or test questions, it can be an unnecessary question because to reduce the time of cheating, it will be easy for students to see their marks quickly and it will be easy for the Teacher to return grades.<sup>33</sup> In addition, this application can also be reached in different areas because the internet connection is not high and it is cheap. This makes it easier for students to learn online.

In this application there are plans to carry out teaching and learning activities such as quizzes, and share reading material and provide objective assessment. And share the subject to provide graded feedback for the school activities of the students in any way. There are two ways to get a Survey Heart application, namely through the website and also through the app. In this study, the researcher will use an application, because all teachers and students can easily access it. But, now the epidemic of Covid-19 is over and schools have started working again as before English teachers are still using online learning for the teaching and learning process until now. Teachers still use research-based tools for teaching reading comprehension to this day, but it is integrated using a flipped classroom approach.

## **F. Advantages and Disadvantages of Survey Heart Application**

### **1. Advantages of Survey Heart Application**

According to Agustina et al. that easy-to-use applications and fast results in the learning process make the application worth using as a learning medium. According to Agustina et al. that the easy-to-use application and fast results in the learning process make the application feasible to use as a learning medium, so that students have a strong interest and motivation to improve learning outcomes. Learners have a strong interest and motivation to improve learning outcomes. That's some of the advantages of the survey heart application, namely:

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[act=8&ved=2ahUKewjbmu2L-OjvAhXh4nMBHWLjDXwQFnoECAMQAw&url=https%3A%2F.%2F.%2Fline.2Farticle%2FmwpBVz&usq=AOvVaw1yiFi5SG6L77mtO0qu2Co,](https://www.researchgate.net/publication/354888888) accessed on 06 September 2021).

<sup>33</sup>Piya Wahyuni Junita, Aisiah. Efektifitas Penggunaan Aplikasi Survey Heart Sebagai Media Belajar Sejarah Pesta Didik di SMAN 1 VII Koto Sungai Sarik, Kronologi. Volume 3, Number 4, 2021. p. 261.

1. Make it easier for teachers to provide assignments and materials.
2. Make it easier for teachers to give assessments.
3. Simplify teacher work in terms of time.
4. Make it easier for students to do the exercise.
5. Make it easier for students to get their score quickly.<sup>34</sup>

It can be concluded that the advantages of the Survey Heart Application are that it can facilitate teachers and students in teaching and learning activities, and provide objective assessments. The Survey Heart application can help students deepen their reading skills. In this strategy can develop their experience to think more about the text through the phone screen.

## **2. Disadvantages of Survey Heart Application**

Talked about some disadvantages of Survey Heart Application, those are:

1. Weak network between regions makes teachers and students sometimes have miscommunication.
2. Teachers have difficulty controlling students' responses.
3. Students have difficulties to follow the directions.

Based on the explanation above, the researcher concludes that teachers must manage time well and control the class well, such as giving them time to prepare themselves, and also build a community of feelings and teach students to work cooperatively and give those regular opportunities to learn in structured cooperative activities to solve problems. This makes it easier for students to follow the teacher's directions.

## **G. Process of Teaching Reading by Using Flipped Classroom Technique**

Due to the COVID-19 pandemic, teachers will have to rack their brains to be able to teach students even though they are learning online. But, now the epidemic of Covid-19 has ended and schools have started working again as before English teachers are still using online learning for the teaching and learning process until now.

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<sup>34</sup> *Ibid*

Teachers still use research-based tools for teaching reading comprehension to this day, but it is integrated using a flipped classroom approach. Then, in this research the researcher used the research tool and combined it with the flipped classroom method of teaching and learning. The flipped classroom learning method is one of the learner-centered learning methods to increase the effectiveness of learning. Although it is done online, when schools hold offline learning, the Flipped Classroom System is the right way for teachers to use. At Johnson State Flipped Classroom is a learning method by reducing the amount of direct instruction but increasing one-on-one interaction. That is, this plan uses technology to support additional learning for students that can be accessed through digital applications or systems. Meanwhile, class time will be spent with students interacting with their peers, practicing art and receiving feedback on their progress.

In this study, the teacher builds students' abilities. The point here is that the teacher develops students' understanding through digital tools that can be used for educational activities. There are two methods:

1. Re-Use

Search online and use materials prepared by other teachers. There is a great deal of open source scholarship available online.<sup>35</sup>It means, teachers look at material from the Internet for teaching during the class process.

2. Create

There are an infinite number of tools you can use when creating digital content for your classroom.<sup>36</sup>It means the teacher uses the tool for teaching and learning process. Teachers will need tools that are easy to learn and use. And after that, the teachers prepare a quick lesson.

In this research, the researcher will use the method of creating. And will use the tool for the teaching and learning process. According to Sherin, his state video is "strong information" and can be used to make some information more effective than text, chalk and speech and

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<sup>35</sup>Shane Cronin, Darragh, *Flipped Classroom in Practice*, Cork, 2018. p. 27.

<sup>36</sup>*Ibid*

can support the application of other teaching methods. It means the teaching and learning process using the flip method can be combined using Survey Heart application.

Based on the above concepts, the researcher used the method of teaching and learning reading comprehension by using the Survey Heart application and combined it with the flipped classroom method as follows:

**a. Online ( Teacher )**

1. The teacher should create an explanatory video, diagram, image or slide from the chest examination tool.
2. The teacher gives information through a chat or WhatsApp that there will be new things or events in the Survey Heart application.
3. The teacher sends to this application some things or activities.
4. The teacher interacts with the students while doing things online.

**b. Online ( students )**

1. The students receive notifications from the group chat or WhatsApp, that there are new things or events in the Survey Heart application.
2. Access and accept the information of the Survey Heart application in the students.
3. The students' understanding relates to explanatory videos, presentations, images or slides, and understanding the material in their own way.

**c. In class ( Teachers )**

1. The teacher reflects on the matter.
2. The teacher leads the class and gives some details to the students,
3. The teacher reviews the exercise again.
4. The teacher ensures that students receive meaningful and appropriate instruction.
5. The teacher asks the students to read the tasks given in the application in front of the class in groups.

6. The teacher gives students time if there are questions about the material.
7. The teacher gives feedback to the students about the work and performance.

**d. In class ( Students )**

1. The students reviewed assignments and materials provided through the app or online classes.
2. Students read the activity in front of the class.
3. Students ask about the material and work together during the class.

## **H. Problems in Teaching and Learning Reading Comprehension**

### **1. Problems in Teaching Reading Comprehension**

Many problems arise between teachers and students. One of them is a common problem in the teaching process. According to Linane, there are three obstacles that are faced when teaching reading comprehension.

1. It is difficult for the teacher to check whether the students have read well or not. Are the students reading the text? In this problem, it comes from the problem of students. There are students who like to read and there are students who do not like to read. Here, the role of the teacher is important to give instruction to the students to promote the students' desire to read.
2. The teacher does not give complex explanations to the students. Did the students understand what they read? Often, the teacher tries to test the students' understanding by asking some questions related to the material. If students do not understand or do not understand what is given, the teacher must help students to answer. The teacher helps organize the words and the students follow them by skimming.
3. Lack of teacher knowledge in teaching reading. Where do students struggle with reading? There are students who cannot identify the main idea from the text. Although students will be able to understand what they read. This is one of the most common problems, the teacher does not understand the language and reading material, so it is difficult for students to understand the

main idea of the text. An escape route that a teacher can take is to exercise after school.<sup>37</sup>

## **2. Problems In Learning Reading Comprehension**

In learning reading comprehension, there are often some problems. The difficulty is the complicated state of Richard and Wahab. This can happen with errors during the teaching and learning process. Also, students who are still in Junior High School still have deficits in reading comprehension. It is often seen when a teacher tests students to read in front of the class. According to Rahim, there are two factors that affect students' reading comprehension difficulties, namely external factors and internal factors. Internal factors can be caused by the family environment and school. That means there is no encouragement from the internal team to encourage students to read. External facilities include:

### **1. Difficulty in understanding long sentences**

This is a common problem that some students face, i.e. the difficulty of reading long sentences with complex structure. This is supported by the opinion of Barfield which shows that more than 12 percent of students have problems understanding long sentences that are unread articles and 20 percent in academic texts. That means that students who have difficulty reading long sentences will also have difficulty understanding the main ideas of the text.

### **2. Difficulty in using strategy**

According to Duarte, the student who is not familiar with reading strategies such as skimming and scanning will be frustrated and frustrated because they do not have the necessary tools to succeed in the reading comprehension test. That means, students who have difficulty using strategies have difficulty understanding text. There is a characteristic of a student who does not have a reading system. First, the students read word by word in the text. Second, the students focus too much on the details and their results often miss the main idea of the text. Third, they focus too much on the meaning of money. The

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<sup>37</sup>MJ. Linane, "6 Reading Comprehension Problems", (Online), Available at <http://www.coolcatteacher.com/6-reading-comprehension-problems/> (Accessed on December, 15th 2021)

last one is that students who do not develop good reading habits may find it difficult to cope with comprehension tests.

### 3. Difficulty in Concentration

This is a common problem when studying reading comprehension. Many distractions during reading such as loud music or other things make students not understand the text they are reading. Because the understanding of the text comes from reading and paying attention.<sup>38</sup>

From the explanation above, it can be concluded that the most common and general problems that arise in the teaching of reading comprehension is that it is difficult to read long sentences, not to understand the process of reading, and it is -difficult to concentrate.reading books. This can be influenced by many internal and external factors. The internal factors are the family and the school environment, while the external factors are the students themselves.

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<sup>38</sup>Dasrul Hidayati, A Tesis, "Students' Difficulties in Reading Comprehension at First Grade" (Banda Aceh, January 2018), p. 13.

## CHAPTER V CONCLUSION AND SUGGESTIONS

After collecting data and analyzing the results of the study, the researcher draws some conclusions and suggestions in teaching and learning reading comprehension using the survey heart application.

### A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. The teaching and learning process using the survey heart application is still less effective and less than optimal. This happens because there are still some steps that are missed by teachers and students during the teaching and learning process of reading comprehension using the survey heart application.
2. Problems faced by teachers in learning reading comprehension using the heart survey application combined with the flipped classroom technique:
  - a. Teachers had difficulties to create interesting materials in the survey heart application.
  - b. Teachers do not give detailed explanations when they are in the classroom.
  - c. Teachers have difficulty in designing or modifying questions and practice questions in the Survey Heart application.
  - d. Teachers have difficulty in managing time and controlling students in online and offline learning.
  - e. Teachers do not have good communication with students in giving instructions during online classes.
  - f. Teachers have difficulty in providing meaningful feedback or reflection for students in the teaching and learning process of reading comprehension.
3. The problems faced by students in learning reading comprehension by using survey heart application combined with flipped classroom technique are:
  - a. Students do not master vocabulary well.
  - b. Students have difficulty in reading the text.



- c. Lack of response during online class using chat group and survey heart application.
- d. Students have difficulty in following the teacher's directions.
- e. Students are less active in the classroom.
- f. Students do not concentrate when the teacher gives an explanation.

## **B. Suggestions**

Taking into account the results of the study, the researcher would like to make the following suggestions:

### **1. For English Teachers**

- a. Teachers should prepare materials well before teaching and look for other teaching materials from various sources such as the internet, magazines, and other sources that are in accordance with student conditions. So that it can make it easier for students to understand the material and read the text. In addition, she should follow the procedure of teaching reading using the app well by modifying her lesson plan and adjusting it to the students' condition.
- b. The teacher should modify the exercises and questions to the students in teaching reading comprehension so that the students can understand the lesson more easily.
- c. Always give homework to students to practice reading at home to improve their reading speed and vocabulary.
- d. Teachers should give feedback and reflect to students.
- e. Teachers should manage time as well as possible when providing materials in the chat group and survey heart application.
- f. The teacher should provide instructions with Indonesian translation to ensure students' understanding.

### **2. For Students**

- a. Students should be more concentrated in learning and pay attention to the teacher when learning in the survey heart application.
- b. Students should look up vocabulary after finding difficult words in the reading text.

- c. The students should learn more in grammar and how to read each word and understand the meaning of the reading text. So, students should make meaning from a full sentence not from word by word.
  - d. The students should build the habit of reading by reading interesting books or stories so that they like and are interested in reading English.
  - e. The students should read the text carefully. Thus, students should focus and not cheat with other friends during the teaching and learning process.
3. For Other Researchers
- Future researchers can conduct research on teaching reading comprehension with other strategies that make students more enjoy and effective in learning reading comprehension to improve their reading comprehension.

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## APPENDICES

### Appendix 1

#### Preliminary Research Interview

**Interviewer** : Sheilla Yolalessie Visyamanda

**Interviewee** : Wiwit Puji Lestari, S.Pd.

**Day/date** : Monday, January 3th 2022

#### Questions for Teacher:

1. Berapa lama ibu mengajar mata pelajaran bahasa inggris?
2. berapa jumlah murid yang ibu ajar?
3. Bagaimana kemampuan bahasa inggris siswa/i khususnya dalam pemahaman membaca text bahasa inggris?
4. Apakah menurut anda pemilihan media yang tepat dalam pembelajaran bahasa inggris itu penting?
5. Media apa yang anda gunakan dalam mengajar reading comprehension kepada siswa/i secara online?
6. Kemudian, teknik atau metode apa yang ibu gunakan saat pembelajaran offline?
7. Apa alasan anda menggunakan media aplikasi dan teknik ini?
8. Bagaimana dengan hasil siswa/i setelah diajar menggunakan aplikasi ini?
9. Menurut pandangan dan opini anda, kira-kira apakah ada yang membuat siswa/i sulit untuk memahami pelajaran bahasa inggris khususnya reading comprehension dengan baik?
10. mengapa tidak menggunakan media atau teknik lain ketika ibu sudah tahu bahwa kemampuan bahasa inggris siswa/i masih rendah walaupun sudah diajarkan dengan media yang biasa ibu gunakan?

#### Answers:

1. Saya mengajar sejak tahun 2016.
2. Jumlah murid keseluruhan yang saya ajar adalah 54 siswa.
3. Cukup baik, namun dikelas 8B memiliki nilai lebih kecil dibandingkan kelas 8A pada mata pelajaran bahasa inggris.
4. Penting. Karena itu dapat mempengaruhi kesuksesan dalam proses belajar mengajar.

5. Saya menggunakan media aplikasi surveyheart selama pembelajaran online.
6. Saya menggunakan teknik atau teknik flipped classroom selama pembelajaran offline.
7. Karena menurut saya media inilah yang mudah dipahami dan diakses oleh siswa dan guru. Alasan saya menggunakan teknik ini karena keterbatasan jam ajar kami disekolah. Karena dengan penggunaan teknik flipped classroom ini dapat meminimalisir kegiatan tatap muka, karena sudah membagikan materi melalui aplikasi secara online. Jadi, kegiatan di kelas hanya menjelaskan dan praktik. Tapi, sekarang ini guru sudah banyak yang melek teknologi, jadi sampai sekarang saya masih menerapkan cara belajar mengajar seperti ini. Saya share materi melalui aplikasi survey heart sehari sebelum jam pelajaran, kemudian ketika dikelas saya menjelaskan ulang dan berdiskusi.
8. Pada umumnya nilai mereka masih terbilang rendah.
9. Siswa saya pada umumnya kesulitan dalam memahami arti dari teks yang mereka baca dan karena kesulitan itulah mereka malas dan kurang berkonsentrasi dalam membaca teks bahasa inggris.
10. Saya masih berkeyakinan bahwa media ini sebenarnya sangat bagus untuk siswa, dan mengenai kenapa masih belum maksimal hasilnya itu akan menjadi bahan evaluasi saya kedepannya sebagai guru mata pelajaran bahasa inggris.

## **Appendix 2**

### **Reading Score at the Eight Grade of MTs Madinah Karyatani In Academic Year 2022/2023**

#### **Class: VIII A**

<b>No.</b>	<b>Name</b>	<b>Score</b>
	Bintang Aditia	85
	Derbiyansyah	80
	M. Zaki Abi Yusuf	85
	Abid Ismail	75
	Ilham Tio Cahya	85
	Hifdhon Salam	85
	Kaysan Al-Fatir	85

	Nabila Fadhilatul Khoiriyah	75
	Hanifah Nasyawa Putri Jayanata	85
	Alifya Fika Karimah	85
	Cinta Eltanin	85
	Zahra Nur Laila	85
	Annisa Aulia Rohmatu Syifa	80
	Lita Citra Dewi	85
	Elvina Dwi Triana	85
	Devi Artika Bela	85
	Ika Mutiara Pratiwi	85
	Zahwa Aghfia Firdaus	80
	Isabela Diniyah Putri	80
	Helda Aulia Sari	85
	Putri Anggun Lestari	85
	Safira Arum Dani	85
	Risalah Khoirunisa	85
	Adella Aulia Zahra	80
	M. Emir Aziz	85
	<b>Nilai Rata-rata</b>	<b>83,2</b>

Karyatani, 2022  
Guru Mata Pelajaran

**Wiwit Puji Lestari, S.Pd.**

### Appendix 3

#### Reading Score at the Eight Grade of MTs Madinah Karyatani In Academic Year 2022/2023

**Class: VIII B**

No.	Name	Score
	AHMAD ANWAR ROZIKIN	70
	AHMAD CHOIRUN NAJA	78
	AHMAD RIFA'I	64
	AHMAD SOFIYULLOH	66



	ANGGA KURNIA PRATAMA	78
	ANGGRAINI GARING	72
	ANISA HIDAYATI	70
	ARKA MUHAMMAD KHOSIN	78
	BAGAS DIO PRATAMA	66
	DELLA SAPUTRI	74
	DESI ARYANKA	70
	EMA MAELANI	68
	ESA MUJAHIDIN AZIZ	76
	GALANG ADI PRATAMA	74
	GALEH PREHORO	74
	ISNA NURUL FADILLAH	72
	KEYLA RAHMA ANDHANI	80
	KEYSA AMALIA PUTRI	66
	MEGA AULIA	68
	NAZAR DAMAR SAPUTRA	66
	NURUL ISTIKOMAH	78
	RIVAN TRIKIAN	66
	SITI ROSIMAH	78
	TIA NINGSIH	72
	VINA AYU WULANDARI	76
	WIDYA RATNA SARI	77
	<b>Nilai Rata-rata</b>	72,2

Karyatani, 2022  
Guru Mata Pelajaran

**Wiwit Puji Lestari, S.Pd.**

#### Appendix 4

#### Observation Checklist

Aspects	Indicators	Yes	No	Note
Teacher (Online)	The teachers create some explanations by video, animation, image, or slides in the survey heart application.			Teacher created some image in the survey heart application.
	The teachers provide information by the chat group or whatsapp group that there will be new material or assignment in the survey heart application.			The teacher provides information by using chat group.
	The teachers send the material to the application.			Teacher sends the material to the survey heart application.
	The teacher engage in communication with the students while online class.			Teacher did not engage in communication with the students while online class because teacher only give information in chat group and

				share some picture in survey heart application.
Students (Online)	The students get notification by chat group or whatsapp group that there is new material in the survey heart application.			The students get the notification through chats group.
	The students accessing and understanding the information in the survey heart application			The students accessing and understanding the direction in the survey heart application.
	Students understanding related to the explanations video, image, animation or slides with their own pace.			Students understanding related to the images with their own pace.
Teacher (In Class)	The teacher brainstorm			Teacher gives brainstorm to the students.
	The teachers lead the class and give some explanations.			Teacher lead the class and give some explanation in English, but there some students did not understand with her

				explanation.
	The teacher discuss about material.			The teacher discuss about the material, but she too fast in explained.
	The teacher ensure that's students receive practical and appropriate guidance.			Teacher did not ensure because difficult in managing class and the students read too slowly.
	The teacher asks to reread the material and assignment that have been given in the survey heart application in front of the class one by one.			The teacher asks to reread the material and assignment in front of the class.
	The teachers give time to students who have question about the material.			Teacher did not give time to the students who have question about their difficulties because the time was almost ended.
	The teachers give feedback to the students.			Teacher did not give feedback to the students because the

				time was almost ended.
Students' (In Class)	The students reread the material and assignment that have been given by the survey heart application.			Students reread the material and assignment, but they were read so slowly.
	Students read the result of assignment in front of the class			Students read the result of assignment in front of the class. But they were read still incorrect.
	Students ask about the material and collaborate while in the class.			Students did not asks about the material and collaborate in the class because teacher difficult in managing time during teaching and learning process.

## Appendix 5

### Teacher Interviews Report

Interviewer : The Researcher  
 Respondent : Wiwit Puji Lestari, S.Pd.  
 Date : November, 23<sup>th</sup> 2022  
 Place : MTs Madinah Karyatani

**1. Question** : Based on your opinion, what are the most of problems that you find in the students' in comprehend English?

**Answer** : For me, learning English is important because it supports the future of our students in facing the international world. In my opinion, the ability of our students is still very far below the average, only a few percent of students may have a little mastery. The problem is, they do not know vocabulary, from their lack of vocabulary it becomes difficult to read, let alone read long English texts. Then also, they still lack concentration in learning English, therefore I try new things by using this heart survey application media to attract them to learn English.

**2. Question** : What are the problems that you find in understanding or prepare the reading material that will be taught to the students?

**Answer** : At first I had difficulty preparing the material that I would teach through this application, my difficulties were in making interesting animations, pictures or videos. When in class my difficulty is controlling one by one student who is a little difficult to guide, it takes a lot of patience for that.

**3. Question** : How you establish exercise and assessment to students?

**Answer** : Actually I prefer daily tests during class meetings. However, sometimes the time is over, so I send assignments in the survey heart application in the form of multiple choice or essay. Because it makes easier for me to give an assessment according to their respective abilities and they like it because the features are interesting through their gadgets. Actually, it was not too difficult for me to give assessments to students, because first, when I gave assignments online or multiple-choice quizzes on the heart survey

application, the student's errors and grades were immediately indicated. However, when giving an assessment in an essay assignment, I have to provide a proper standard assessment for students. Why? Because so that they are not lazy to learn reading comprehension again and again.

**4. Question** : How do you provide detailed explanations to the students so that they can easily understand what you convey?

**Answer** : I provided short and concise explanations so that students can easily understand the material. I used English in explaining so that they can also follow the way of read English. I provide vocabulary and the meaning so that they will easily understand my explanation. My goal is to increase their vocabulary, even though there are some students who still don't understand.

**5. Question** : What are the obstacles that you find in giving feedback for the students?

**Answer** : My difficulty in giving feedback to students is time. Sometimes we in a new class will conclude or review the material when the time is up. When I give feedback in English, not everyone understands it and I have to translate it into Indonesian so they understand the material we have studied.

**6. Question** : How do you modify the text to attract students' interest in learning reading comprehension especially in read long sentences?

**Answer** : First of all I gave a reading text to students through the survey heart application. I gave instructions to study it first in their respective homes. Then, when meeting in class I give the vocabulary according to the words in the reading text including the meaning as well. And I teach them how to read it. However, there are still those who still misread the text.

**7. Question** : In your opinion, what are the problems in teaching reading comprehension by using survey application?

**Answer** : My difficulty is at the beginning of using this application, I am still confused about how to send pictures, create animations, make video slides etc. Then, I started or provided information when there was an assignment in the heart survey application by whatsapp group chats, and that was the problem sometimes there were students who didn't open their cellphones and they didn't know that I was distributing materials or assignments. Then, they are less of respond to the application and whatsapp group. Therefore, I combine it with the flipped classroom technique, to make it easier for students and teachers in teaching and learning activities.

**8. Question** : Based on your opinion, what are the students' problems in learning reading comprehension?

**Answer** : According to my understanding, since I teach English, the main difficulty of students is not being able to read English words or texts correctly. In terms of vocabulary, even though they only know the basics, they still read it wrong. For example, when they read the word "tree" which means only a "pohon" they read it still "tree" which should be read "tri:". If they find it difficult to read word for word, they will also have difficulty reading long English texts. Therefore, they are difficult to comprehend the English text.

## **Appendix 6**

### **Student's Interview Report**

#### **Respondent 1:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya, kami merasa nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: menambah wawasan saya dalam penggunaan aplikasi baru dan kita sebagai siswa merasa lebih maju dengan menggunakan aplikasi untuk kegiatan sekolah



- Apa saja kekurangan aplikasi ini bagi anda?  
Answer: kekurangannya aplikasi ini, awalnya saya sangat kebingungan menggunakan aplikasi ini karena, fitur dan bahasa, tapi setelah itu saya bisa menggunakan aplikasi ini dengan baik.
- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?  
Answer: saya kesulitan dalam kosakata, dan membaca apalagi mengartikan kalimat. Maka dari itu saya kurang menyukai bahasa inggris.
- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?  
Answer: terkadang saya lupa kalau ada tugas yang telah disampaikan terlebih dahulu melalui aplikasi survey heart, dan karna jam belajar masih dipersingkat sehingga saya tidak bisa tanya jawab dengan guru.
- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat kalian ambil dalam pembelajaran reading comprehension dikelas maupun online class?  
Answer: ketika online class saya merasa lebih nyaman menggunakan aplikasi karna menambah wawasan dan lebih simple, ketika offline class memang singkat namun masih tetap mendapat penjelasan dan materi tambahan dari guru.

**Respondent 2:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?  
Answer: ya saya nyaman menggunakan aplikasi ini.
- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?  
Answer: mempersingkat kegiatan tatap muka disekolah, karena sedang pandemi
- Apa saja kekurangan aplikasi ini bagi anda?  
Answer: terkadang saya tidak mendapatkan notifikasinya, sehingga sering kali saya terlambat membuka tugas.
- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?  
Answer: saya kesulitan dalam bahasa dan pemahaman kalimat.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: waktu dikelas jadi semakin singkat, sehingga saya tidak bisa bertanya banyak kepada guru.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat kalian ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: efektifitivenya hanya satu menurut saya waktu menjadi lebih singkat, dan kegiatan menjadi lebih simple dan menarik ketika online class dengan menggunakan whatsapp group dan survey heart application.

### **Respondent 3:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: saya sangat menyukai aplikasi ini dalam belajar reading comprehension.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya kegiatan belajar menjadi lebih sedikit berbeda dan modern dengan menggunakan aplikasi.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer : karena saya kurang nyaman dalam menggunakan aplikasi ini, dikarenakan sulit memahami materi dan menjawab exercise.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: saya sangat menyukai bahasa inggris, sehingga dalam memahami reading comprehension bagi saya tidak terlalu sulit.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kesulitan saya, yaitu karna jam ajar dikelas singkat karena pandemic sehingga saya belum sempat mengajukan pertanyaan namun kelas sudah harus berakhir.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: keefektivan ketika online class adalah lebih simple dalam menggunakan chatgroup dan lebih menarik ketika pembelajaran menggunakan aplikasi karena terlihat lebih modern.

**Respondent 4:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: saya kurang menyukai aplikasi ini untuk kegiatan belajar bahasa inggris.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya bagi saya, membuat saya lebih aktif mencari referensi bacaan di media sosial.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: belajar melalui buku saja sulit bagi saya, apalagi melalui screen handphone.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: kosakata, kalimat, arti kata, semua menurut saya sangat sulit dalam bahasa inggris kak, karena saya kurang suka dengan bahasa inggris.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: menurut saya tidak ada kesulitan dengan flipped classroom method, karena jam ajarnya semakin sedikit sehingga saya tidak kesulitan jika ada pertanyaan dari guru saya.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: online maupun offlinenya sangat efektive digunakan ketika pandemic kak, karena bisa mengurangi aktifitas kami didalam kelas.

**Respondent 5:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: yaa, saya nyaman nyaman saja kak.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya, kami jadi lebih modern kak jadi lebih tahu aplikasi untuk pembelajaran.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya menurut saya, kadang tidak ada notifikasinya kak, atau mungkin karena jaringannya susah.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: saya kesulitan ketika memahami kalimat panjang kak, kadang kalimat panjang setelah diartikan ke bahasa Indonesia ternyata artinya pendek.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kesulitannya adalah jam ajar yang singkat.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: keefektivan online maupun offline adalah kami bisa belajar dimana saja, bisa belajar dengan suasana baru tidak melulu dikelas.

#### **Respondent 6:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: tidak nyaman.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: menambah wawasan saya dalam menggunakan aplikasi baru untuk pembelajaran.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya adalah jaringan kak.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: saya kesulitan dalam bahasa kak.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kesulitan ketika masih harus berdiskusi, tiba tiba waktunya habis kak.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: keefektivannya ketika online class menjadi lebih simple, ketika kegiatan dikelas tinggal melanjutkan materi atau kuis yang sudah dishare melalui aplikasi.

**Respondent 7:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya saya sangat nyaman dan suka aplikasi ini.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya saya jadi lebih semangat belajar karena menggunakan metode modern.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya sangat umum terjadi, ketika daerah saya kesulitan jaringan.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer : kesulitan saya dalam memahami kalimat lalu mengartikannya ke bahasa Indonesia.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kesulitannya, ketika saya masih kegiatan tanya jawab dengan teman sekelas maupun guru, ternyata waktunya sudah selesai.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: kegiatan belajar menjadi lebih mudah bisa diakses dimanapun ketika online class. dan ketika offline class kami bisa mempersingkat waktu karena adanya pandemic covid-19.

**Respondent 8:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: sedikit tidak nyaman.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?  
Answer: aplikasi ini bermanfaat bagi kita agar lebih mengetahui kegunaan media sosial baru.
- Apa saja kekurangan aplikasi ini bagi anda?  
Answer: kekurangannya ada pada jaringan.
- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?  
Answer: bahasa, kosakata, dan penjelasan dari guru kak.
- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?  
Answer: karena, singkatnya waktu belajar selama dikelas, jadi saya kurang paham dengan penjelasan guru.
- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?  
Answer: ketika online saya bisa belajar dimana saja, karena menggunakan handphone. Ketika dikelas efektifnya kegiatan kami bisa lebih dipersingkat karena sedang pandemic.

**Respondent 9:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?  
Answer: saya nyaman.
- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?  
Answer: manfaatnya saya jadi lebih aktif dalam belajar reading comprehension.
- Apa saja kekurangan aplikasi ini bagi anda?  
Answer: kekurangannya terkadang masalah jaringan kak.
- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?  
Answer: saya tidak terlalu kesulitan dalam belajar reading comprehension, karena saya tertarik dengan bahasa inggris.
- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kami siswa dikelas kesulitan waktu, dan penjelasan dari guru yang terkesan terburu-buru.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: lebih fleksible dalam waktu ketika online, dan offline pun kita masih bisa tetap belajar dengan baik.

**Respondent 10:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya, saya nyaman menggunakan aplikasi survey heart ini untuk kegiatan belajar mengajar reading comprehension.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya adalah kami bisa menambah wawasan mengenai bahasa dan penggunaan aplikasi baru untuk pendidikan.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya dalam akses kak, kadang susah jaringan.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: kosakata dan bahasanya.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kurangnya waktu dan kurang penjelasan dari guru.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: sebenarnya kurang efektive kak, tapi kami lebih bisa mengurangi kegiatan tatap muka selama pandemic.

**Respondent 11:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: saya merasa tidak nyaman jika menggunakan aplikasi, karena saya kesulitan menggunakannya.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya karena kita bisa belajar dari rumah. Karena, dapat mengurangi kegiatan tatap muka oleh banyak orang.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya kadang saya tidak mendapatkan notifikasi tugas ataupun materi dari survey heart application kak.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: saya sangat kesulitan dalam berbahasa inggris apalagi reading comprehension, karena kosakata yang saya tahu sangat sedikit.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: sedikit tidak efektif dalam kegiatan belajar, karena singkatnya waktu kak.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: efektivnya, kita bisa mengurangi mobilitas bertemu dengan banyak orang kak, karena pandemic.

### **Respondent 12:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: sangat nyaman sekali.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: kita bisa belajar dari rumah, dan dimanapun kami berada.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya mungkin dari sinyal, tapi itu tidak terlalu mengganggu bagi saya.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: kosakata saya lumayan baik, namun ketika membaca teks yang sedikit panjang saya mulai kebingungan.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?



Answer: kurangnya waktu untuk bertanya kepada guru tentang materi yang belum jelas kak.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: kita bisa mengurangi kegiatan dengan banyak orang karena pandemic.\

**Respondent 13:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya, kami merasa nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: mempersingkat kegiatan tatap muka disekolah, karena sedang pandemi

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya dalam akses kak, kadang susah jaringan.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: kesulitan saya dalam memahami kalimat lalu mengartikannya ke bahasa Indonesia.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: waktu dikelas jadi semakin singkat, sehingga saya tidak bisa bertanya banyak kepada guru.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: keefektivan ketika online class adalah lebih simple dalam mengguakan chatgroup dan lebih menarik ketika pembelajaran menggunakan aplikasi karena terlihat lebih modern.

**Respondent 14:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: sedikit tidak nyaman kak.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?  
Answer: manfaatnya bagi saya bisa diakses dimana saja, dan menambah wawasan mengenai kegunaan aplikasi media sosial.
- Apa saja kekurangan aplikasi ini bagi anda?  
Answer: kekuragannya mungkin dari sinyal.
- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?  
Answer: guru yang menjelaskan materi dikelas kurang jelas kak, sehingga saya jadi lebih sulit memahaminya.
- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?  
Answer: waktu yang terlalu singkat.
- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?  
Answer: lebih simple dan bisa diakses dimana saja serta dapat mengurangi kegiatan tatap muka selama pandemic.

**Respondent 15:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?  
Answer: saya nyaman.
- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?  
Answer: aplikasi ini bermanfaat sekali ketika digunakan saat pandemic seperti ini kak, karna kami bisa belajar dari rumah.
- Apa saja kekurangan aplikasi ini bagi anda?  
Answer: kekurangannya ya bisa dari jaringan dan handphone saya kadang lambat dalam respon.
- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?  
Answer: saya paham dengan bahasa inggris dan reading comprehension, namun kadang ada kosakata yang tidak saya tahu.
- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?  
Answer: waktunya singkat kak, karena mungkin sedang pandemic.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: online dan offline efektifnya kita dapat belajar dari rumah namun masih ada implementasi juga ketika dikelas kak, sehingga saya masih dengan mudah memahami materi.

**Respondent 16:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: saya kurang menyukai aplikasi ini untuk kegiatan belajar bahasa inggris.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: aplikasi ini bermanfaat bagi kita agar lebih mengetahui kegunaan media sosial baru.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya menurut saya, kadang tidak ada notifikasinya kak, atau mungkin karena jaringannya susah.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: saya sangat kesulitan dalam berbahasa inggris apalagi reading comprehension, karena kosakata yang saya tahu sangat sedikit.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kesulitannya, ketika saya masih kegiatan tanya jawab dengan teman sekelas maupun guru, ternyata waktunya sudah selesai.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: keefektivannya ketika online class menjadi lebih simple, ketika kegiatan dikelas tinggal melanjutkan materi atau kuis yang sudah dishare melalui aplikasi.

**Respondent 17:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: saya tidak terlalu enjoy dengan aplikasi ini, karena menurut saya kurang effective.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya kita jadi bisa mengaksesnya dimanapun.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya pastinya jaringan kak.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: tidak terlalu menyulitkan bagi saya, tapi makna dari kalimat panjang yang sedikit membingungkan kak. Karena, terkadang maknanya selalu berbeda dengan kalimat dalam bahasa inggris kak.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kesulitannya guru kami sedikit terburu-buru dalam menyampaikan materi karena dikejar waktu yang singkat.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: efektivitanya kami bisa mengurangi kegiatan tatap muka kak, karena sedang pandemic.

### **Respondent 18:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya saya nyaman.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatya, menambah wawasan tentang aplikasi yang dapat kita gunakan untuk kegiatan belajar mengajar.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya jaringan.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: saya kesulitan dalam memaknai setiap kalimat. Kadang kalimatnya panjang, artinya ternyata pendek. Kadang kalimatnya

panjang, maknanya berbeda dengan kalimatnya. dan kata-katanya terbalik kak.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kesulitannya yaitu waktunya sangat singkat.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: efektivnya dapat mengurangi kegiatan tatap muka secara langsung.

### **Respondent 19:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya, saya nyaman menggunakan aplikasi survey heart ini untuk kegiatan belajar mengajar reading comprehension.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya adalah kami bisa menambah wawasan mengenai bahasa dan penggunaan aplikasi baru untuk pendidikan.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya dalam akses kak, kadang susah jaringan.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: kosakata dan bahasanya.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kurangnya waktu dan kurang penjelasan dari guru.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: sebenarnya kurang efektif kak, tapi kami lebih bisa mengurangi kegiatan tatap muka selama pandemic.

### **Respondent 20:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya saya nyaman dan suka aplikasi ini.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya adalah kami bisa menambah wawasan mengenai bahasa dan penggunaan aplikasi baru untuk pendidikan.

Answer: kekurangannya sangat umum terjadi, ketika daerah saya keuslitan jaringan.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer : kesulitan saya dalam memahami kalimat lalu mengartikannya ke bahasa Indonesia.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: kesulitannya, ketika saya masih kegiaitan tanya jawab dengan teman sekelas maupun guru, ternyata waktunya sudah selesai.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: kegiatan belajar menjadi lebih mudah bisa diakses dimanapun ketika online class. dan ketika offline class kami bisa mempersingkat waktu karena adanya pandemic.

### **Respondent 21:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: tidak nyaman, karena saya jadi sulit memahami materi.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya bagi saya dapat belajar dari rumah.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya karena jaringan lambat.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: kosakata dan materinya.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: guru menjelaskan materinya kurang detail.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: online class jadi lebih simple dan dapat diakses dimanapu. Offline class kita masih bisa mempresentasikan tugas dikelas.

**Respondent 22:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: saya merasa tidak nyaman jika menggunakan aplikasi, karena saya kesulitan menggunakannya.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya karena kita bisa belajar dari rumah. Karena, dapat mengurangi kegiatan tatap muka oleh banyak orang.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya kadang saya tidak mendapatkan notifikasi tugas ataupun materi dari survey heart application kak.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: saya sangat kesulitan dalam berbahasa inggris apalagi reading comprehension, karena kosakata yang saya tahu sangat sedikit.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: sedikit tidak efektif dalam kegiatan belajar, karena singkatnya waktu kak.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: efektifnya, kita bisa mengurangi mobilitas bertemu dengan banyak orang kak, karena pandemic.

**Respondent 23:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: saya nyaman nyaman saja kak.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya kami jadi lebih tahu ternyata ada aplikasi pendidikan yang bisa digunakan oleh siswa SMP seperti kami.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya menurut saya hanya pada jaringan yang terkadang masih lambat.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: kesulitan saya dalam memahami kalimat lalu mengartikannya ke bahasa Indonesia.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: waktunya singkat kak, karena mungkin sedang pandemic.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: efektivitanya kami bisa mengurangi kegiatan tatap muka kak, karena sedang pandemic.

#### **Respondent 24:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya saya nyaman dan suka aplikasi ini.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya bagi saya bisa diakses dimana saja, dan menambah wawasan mengenai kegunaan aplikasi media sosial.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kekurangannya dalam akses kak, kadang susah jaringan.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: kosakata dan materinya.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: waktu yang terlalu singkat.



- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: lebih simple dan bisa diakses dimana saja serta dapat mengurangi kegiatan tatap muka selama pandemic.

**Respondent 25:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: ya saya nyaman tapi ada juga yang membuat tidak nyaman kak.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya lebih simple ketika kita mengerjakan exercise.

- Apa saja kekurangan aplikasi ini bagi anda?

Answer: kesulitan dalam jaringan.

- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?

Answer: saya kesulitan dalam membaca teks panjang dan sulit berkontrasi ketika dikelas.

- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?

Answer: sulit berkonsentrasi karena singkatnya jam ajar.

- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?

Answer: dapat mengurangi mobilitas bertemu dengan banyak orang, dapat belajar dari rumah.

**Respondent 26:**

- Apakah anda nyaman saat menggunakan aplikasi ini untuk belajar reading comprehension?

Answer: saya sedikit kurang mengerti aplikasi ini, kadang saya masih suka bingung.

- Apa saja manfaat dari penggunaan aplikasi survey heart ini bagi pembelajaran anda?

Answer: manfaatnya, kita bisa belajar dimana saja menggunakan aplikasi ini.

- Apa saja kekurangan aplikasi ini bagi anda?  
Answer: menurut saya hanya masalah sinyal kak.
- Apa saja yang membuat anda merasa kesulitan dalam memahami reading comprehension?  
Answer: saya sulit membaca teks bahasa inggris dengan lancar.
- Dalam penggunaan metode flipped classroom, apa saja kesulitan yang anda hadapi?  
Answer: saya sulit membaca teks bahasa inggris dengan lancar, ketika menggunakan metode flipped classroom ini saya merasa kurang cukup waktu.
- Dengan metode flipped classroom ini, menurut anda keefektivan apa yang dapat anda ambil dalam pembelajaran reading comprehension dikelas maupun online class?  
Answer: ketika online class kita bisa belajar dari rumah dan menjadi lebih simple, karena demi mengurangi kegiatan bertatap muka dengan orang banyak, namun kita tetap bisa bertatap muka dikelas dengan metode flipped classroom karena terbatasnya waktu.

## **Appendix 7**

### **Questionnaire Transcript for Students Eight Grade at MTs Madinah Karyatani East Lampung**

Respondent :  
 Hari/Tanggal :  
 Tempat : MTs Madinah Karyatani Lampung Timur

### PETUNJUK PENGISIAN

- I.** Bacalah pertanyaan-pertanyaan yang terdapat dibawah ini dan berikan respon yang sesuai dengan cara anda menanggapi pelajaran reading comprehension dikelas. Kuesioner ini disusun untuk mengetahui bagaimana cara anda belajar bahasa inggris khususnya reading comprehension, kuesioner ini tidak berpengaruh terhadap nilai bahasa inggris, jadi jangan ragu untuk menjawab setiap pertanyaan dibawah ini.
- II.** Saya mengharapkan kiranya anda berkenan dalam memberikan jawaban atas pertanyaan dibawah ini secara jujur dan benar dengan cara memberi tanda checklist pada salah satu kata YA atau TIDAK .

NO	QUESTION	ANSWER	
		YA	TIDAK
1.	Apakah teknik flipped classroom ini membantu kegiatan pembelajaran reading comprehension anda?  Does flipped classroom technique help you in learning reading comprehension?		
2.	Apakah anda dapat aktif selama pembelajaran membaca pemahaman dengan menggunakan teknik flipped classroom?  Do you being able to being active during learning reading comprehension by using flipped classroom technique?		
3.	Apakah anda tertarik dengan teknik yang digunakan oleh guru bahasa Inggris?  Do you can attract and interest with the technique that use by the English teacher?		

4.	<p>Apakah guru anda kesulitan memberikan ulasan balik atau jawaban jika ada pertanyaan dari siswanya?</p> <p>Does your teacher have difficulty giving feedback or answers to questions from students?</p>		
5.	<p>Apakah guru anda memberikan penjelasan yang detail mengenai materi yang telah diberikan?</p> <p>Does your teacher give a detailed explanation of the material that has been given?</p>		
6.	<p>Apakah Anda memiliki kesulitan tentang pengetahuan Anda dalam belajar reading comprehension?</p> <p>Do you have any trouble about your knowledge in learning reading comprehension?</p>		
7.	<p>Apakah anda mengalami kesulitan dalam memahami penjelasan dari guru bahasa inggris?</p> <p>Do you have any problems understanding the explanation by your English teacher?</p>		
8.	<p>Apakah anda memiliki kesulitan ketika membaca text yang cukup panjang?</p> <p>Do you have difficulty reading long texts?</p>		



											ty in understanding English text.
	AHMAD CHOIRUN NAJA	Yes	No	No	Yes	Yes	Yes	No	Yes	It is quite difficult.	It's not too difficult to understand the meaning of the word, but I had difficulty understanding the text.
	AHMAD RIFA'I	Yes	No	No	Yes	Yes	Yes	No	Yes	This application is quite good.	No, I feel good.
	AHMAD SOFIYULLOH	No	Yes	Yes	Yes	Yes	Yes	No	Yes	It is easy for me.	I understand.
	ANGGA KURNIA PRATA	Yes	Yes	No	No	Yes	Yes	Yes	Yes	This strategy is interesting.	Yes, a little difficult but I still

	MA										underst and the meanin g of each word in English .
	ANGG RAINI GARIN G	No	Yes	Yes	No	Yes	Yes	No	Yes	This applicat ion is interesti ng, but made me confuse d.	I had difficul ty underst anding the meanin g of the word.
	ANISA HIDAY ATI	Yes	No	Yes	Yes	Yes	Yes	Yes	No	I think learn by this applicat ion was fun.	I am having a hard time, becaus e I do not focus.
	ARKA MUHAMMAD KHOSI N	No	Yes	Yes	No	Yes	Yes	Yes	No	I underst and.	Yes. I had difficul t when the teacher explain s using English .
	BAGAS	N	N	Y	Y	Y	Y	Y	N	It is	I had

	DIO PRATAMA	o	o	es	es	es	es	es	o	quite confused.	difficulty to understand the meaning of the text.
	DELLA SAPUTRI	Yes	No	Yes	No	Yes	Yes	Yes	No	I felt confused.	I had a hard time following the teacher instructions too fast.
	DESI ARYANKA	Yes	Yes	No	Yes	Yes	No	No	Yes	It is difficult.	I had a lot of difficulty, one of them when I read the text; I do not know what the mean of the text.
	EMA MAELANI	No	Yes	Yes	Yes	Yes	Yes	No	No	I do not understand.	I had difficulty to



											underst and how to read the text well.
	ESA MUJAH IDIN AZIZ	Y es	Y es	Y es	Y es	N o	Y es	Y es	I felt enjoyed .	I had a lot of difficul ty, it hard to underst and.	
	GALA NG ADI PRATA MA	N o	Y es	Y es	N o	Y es	Y es	Y es	My opinion , I felt confuse with this strategy , because English is difficult .	I felt difficul t when I had to read and translat e the meanin g of words.	
	GALEH PREHO RO	Y es	N o	N o	Y es	N o	N o	Y es	N o	My opinion this applicat ion is interesti ng.	It hard to underst and.
	ISNA NURUL FADIL	N o	Y es	Y es	N o	N o	Y es	Y es	Y es	I felt enjoyed .	Too difficul t to

	LAH										understand.
	KEYLA RAHMA ANDHANI	Yes	Yes	No	No	No	No	Yes	Yes	No	All good. Yes, I felt difficult when I am asking to explain or translate the meaning of text.
	KEYSA AMALI PUTRI	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	In my opinion, I felt dizzy because English so difficult. There many difficult.
9.	MEGA AULIA	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	It is fun and enjoyed. It hard to understand. Because I am confused what the teacher means.

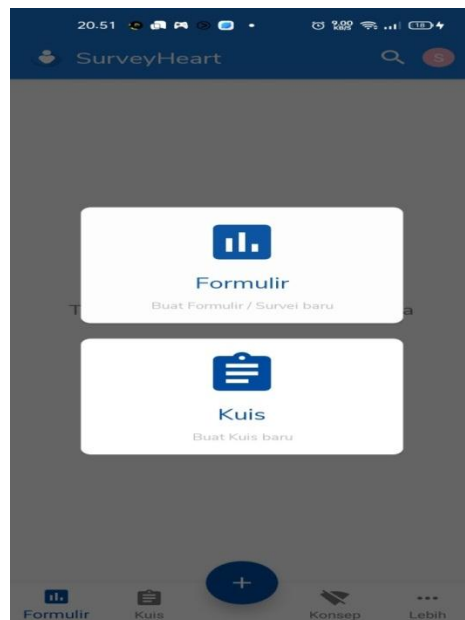
	NAZAR DAMAR SAPUTRA	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	It is interesting.	I had difficulty when I read the text.
	NURUL ISTIKO MAH	Yes	No	Yes	No	Yes	Yes	Yes	Yes	For me, this strategy was a bit difficult to understand, but I enjoyed whit the application.	It so difficult when I read the text.
	RIVAN TRIKIAN	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	When teacher gives material by using survey heart application I felt confused, but now I had	Yes. I really confuse d what the text means.

										enjoyed	
	SITI ROSIM AH	Y es	Y es	Y es	Y es	Y es	Y es	Y es	Y es	This applicat ion so interesti ng.	It so hard to underst and in English text.
	TIA NINGSI H	Y es	Y es	N o	Y es	N o	Y es	Y es	Y es	It is good.	I do not have many vocabu lary, then I difficul t in underst anding the meanin g every word.
	VINA AYU WULA NDARI	Y es	Y es	Y es	N o	Y es	Y es	Y es	Y es	Quite good.	It all good, I do not have many difficul ty in underst anding the meanin g of the word.
	WIDYA	Y	N	Y	N	Y	N	Y	Y	This	I felt

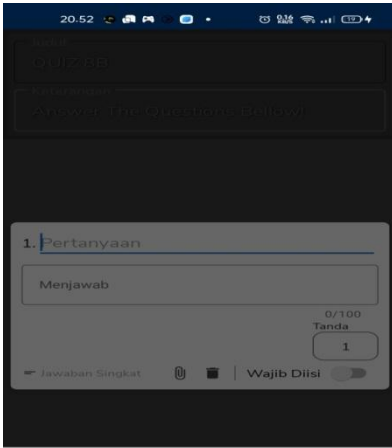
	RATNA SARI	es	o	es	o	es	o	es	es	applicat ion made me confuse d.	enjoye d in underst anding of the text and the meanin g of the word.
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## Appendix 9

### Documentation of Screen shoots the Use of Survey Heart Application



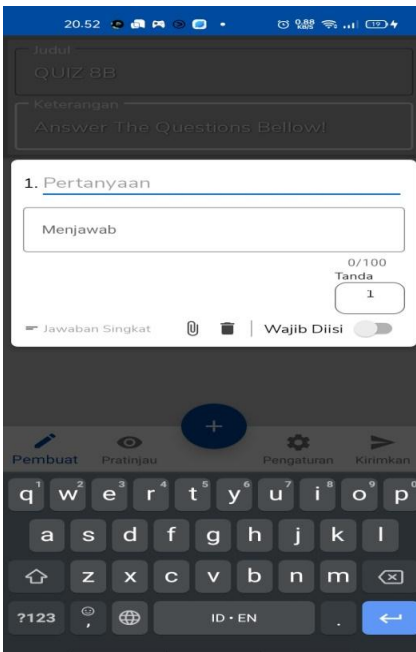
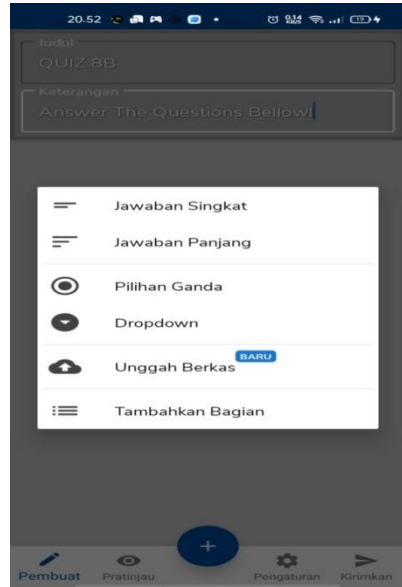




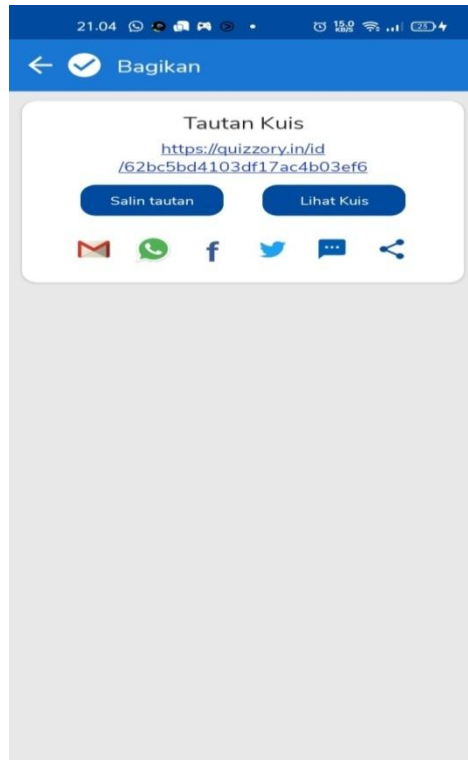
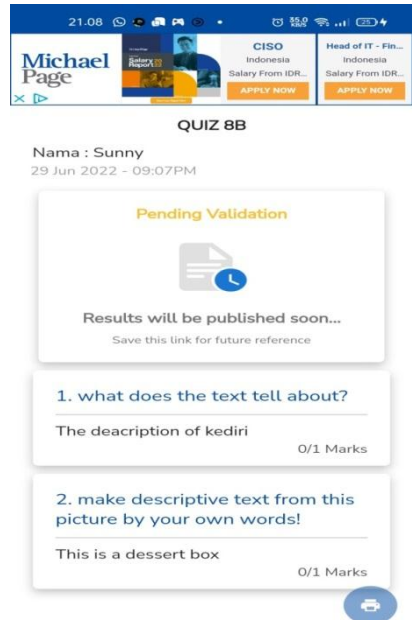
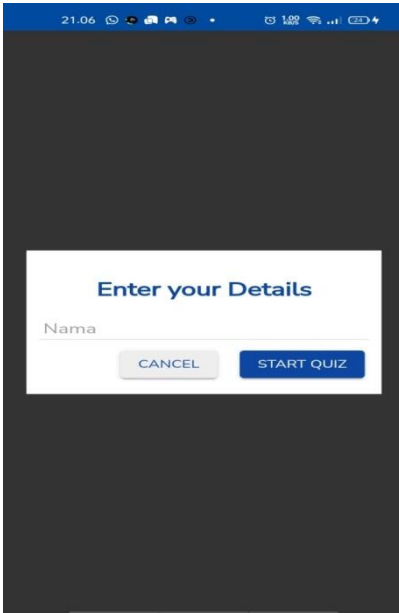
Gambar

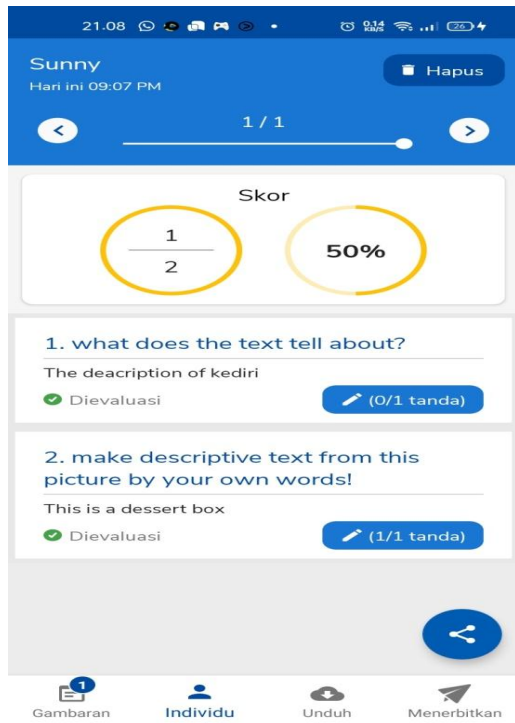
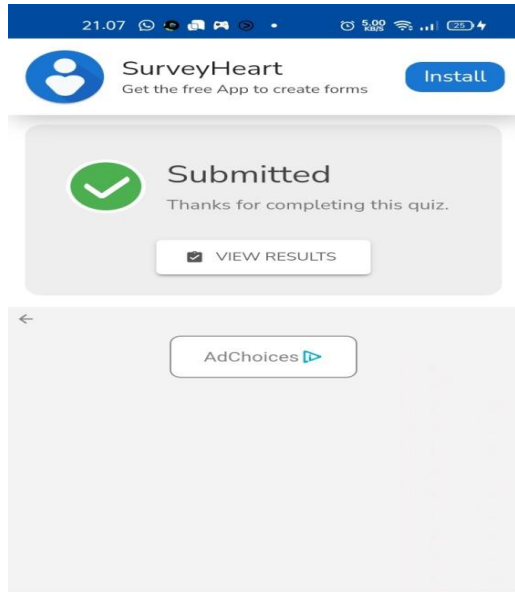
Video

Situs Web









**Appendix 10**

**Documentation of Photograph**



**The Headmaster introduces the researcher in the class**



**First meeting, the teacher read the text and  
Asks the text that given through survey heart application**



**The students did the exercise given by the teacher**



**Students read the assignment in front of the class**



**The teacher gives explanation the material, and made some group of discussion**



**The researcher give questionnaire to the students**



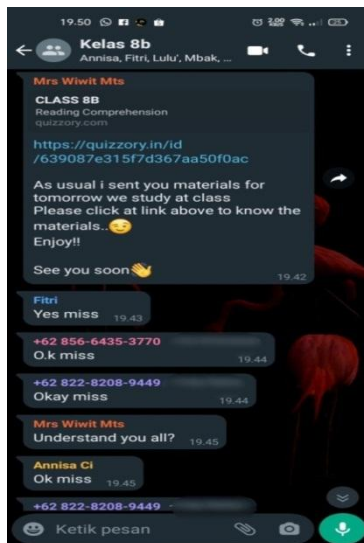
**The researcher interviewed the English teacher**



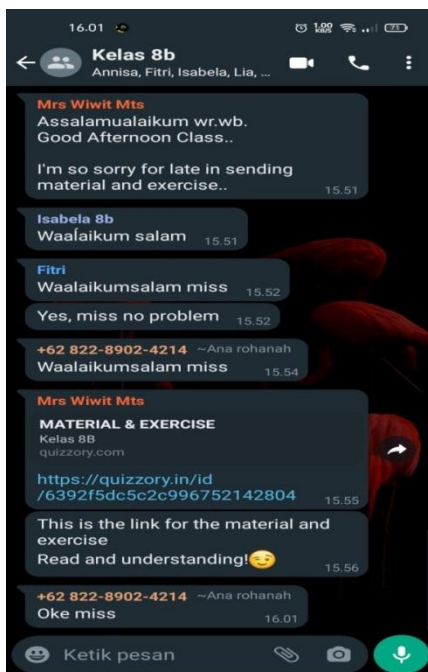
**The researcher met the headmaster and got permission to do research**

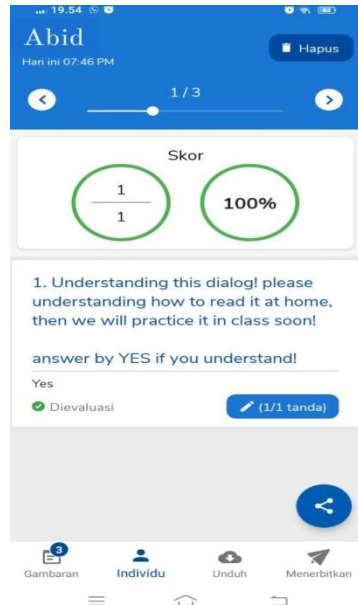
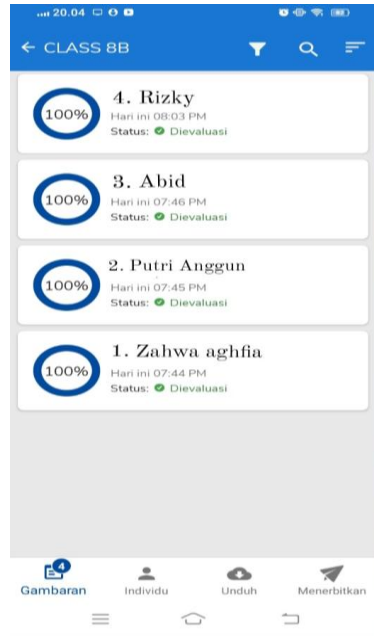
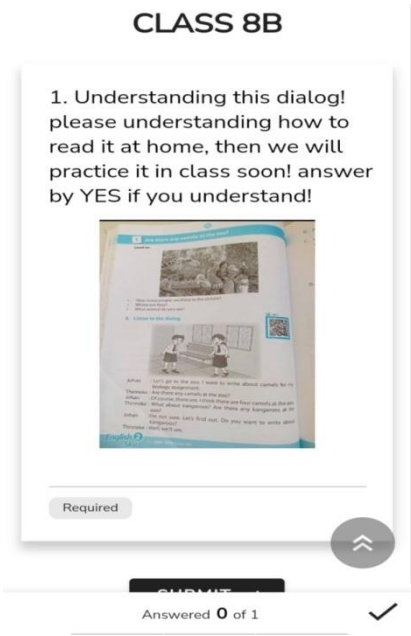
## Appendix 11

### Documentation in Chat Group and Survey Heart Application



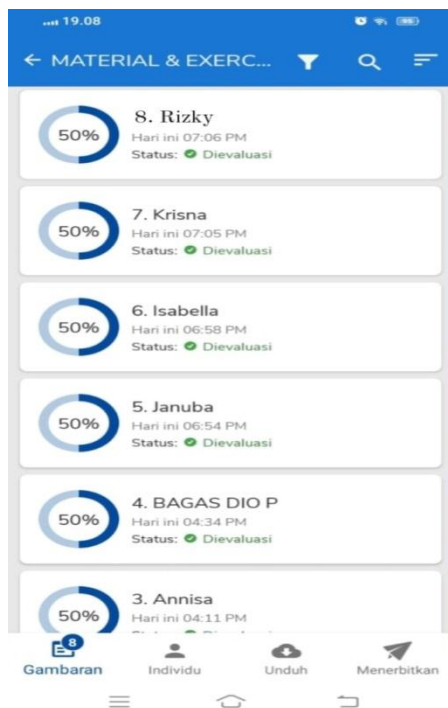
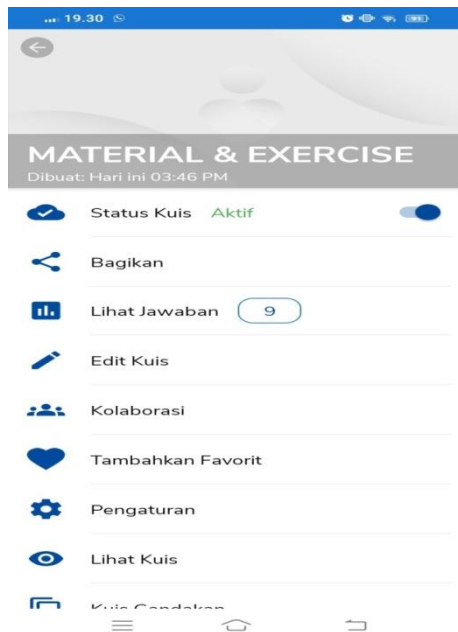
Teacher shares link materials to understand





**Teacher sent the material and the reports of students answer in the survey heart application**





## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : MTs Madinah Karyatani  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/Ganjil  
**Materi Pokok** : Bahasa Inggris  
**Alokasi waktu** : 2x25 menit

### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Membandingkan fungsisosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi	3.7.1 Mengidentifikasi teks dengan menggaris bawahi kata sifat yang ada dalam teks 3.7.2 Membandingkan 2 teks deskriptif berbeda tentang

dan meminta informasi terkait dengan deskripsi orang, <b>binatang</b> dan benda, sangat pendek dan sederhana sesuai dengan konteks penggunaannya.	deskripsi binatang dengan cara melengkapi tabel.
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis.	4.7.1.1 Menemukan informasi tertentu terkait fungsi sosial berdasarkan gambar. 4.7.1.2 Merangkum menggunakan bahasa sendiri teks deskripsi yang sudah disajikan.
4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, <b>binatang</b> dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	4.7.2.1 Menyusun kalimat rumpang teks deskriptif menjadi paragraf yang benar. 4.7.2.3 Menulis teks deskriptif pendek dan sederhana tentang binatang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.

### C. Tujuan Pembelajaran

Melalui model flipped classroom, Peserta didik diharapkan mampu:

#### 1. Pertemuan Pertama

- 3.7.1 Mengidentifikasi teks deskriptif dengan menggaris bawahi kata sifat secara berkelompok dengan Tepat.
- 3.7.2 Membandingkan 2 teks deskriptif berbeda tentang deskripsi binatang dengan cara melengkapi tabel secara berkelompok dengan benar.

## 2. Pertemuan Kedua

4.7.1.1 Menemukan informasi tertentu terkait fungsi sosial berdasarkan gambar secara berkelompok dengan benar.

4.7.1.2 Merangkum menggunakan bahasa sendiri teks deskripsi yang sudah disajikan secara berkelompok dengan benar.

### D. Metode Pembelajaran

1. Model Pembelajaran : Flipped Classroom
2. Metode : Tanya jawab, diskusi, penugasan

### E. Kegiatan Pembelajaran Pertemuan Pertama

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Media
	Daring		
<b>Kegiatan Pendahuluan</b>			
Orientasi	<ul style="list-style-type: none"> <li>● Peserta didik memberi salam, berdoa, dan menyiapkan diri, buku catatan dan alat tulis untuk mengikuti proses pembelajaran.</li> <li>● Guru mengecek kehadiran peserta didik.</li> </ul>	10 menit	<b>WAG dan survey heart application</b>
Apersepsi dan pemberian motivasi	<ul style="list-style-type: none"> <li>● Peserta didik diberikan videomotivasi</li> <li>● Peserta didik menyimak penjelasan guru tentang tujuan dan gambaran</li> </ul>		<b>survey heart application</b>

	kegiatan pembelajaran hari ini.		
<b>Kegiatan Inti</b>			
<i>Stimulation</i> (pemberian rangsangan)	<ul style="list-style-type: none"> <li>● Peserta didik mengamati gambarbinatang yang diberikan guru.</li> <li>● Peserta didik menyebutkan ciri-ciri daribinatang yang diamati digambar yang diberikan guru.</li> </ul>	40 menit	<b>Buku English on Sky 2</b>
<i>Statement</i> (identifikasi masalah)	<ul style="list-style-type: none"> <li>● Peserta didik membaca teks deskripsiterkait binatang yang ditampilkan.</li> </ul>		<b>Buku English on Sky 2</b>
<i>Data Collection</i> (pengumpulan data)	<ul style="list-style-type: none"> <li>● Peserta didik menjawab pertanyaan mengenai teks yangditampilkan</li> <li>● Peserta didik mencari kosa kata sifat yang sulit dari teks yang ditampilkan.</li> <li>● Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang diidentifikasi bersama-sama.</li> </ul>		<b>In class</b>

<i>Data Processing (pengolahan data)</i>	<ul style="list-style-type: none"> <li>● Peserta didik berdiskusi mengumpulkan informasi mengenai kata sifat dan kalimat yang berkaitan dengan deskriptif teks.</li> <li>● Peserta didik mendeskripsikan binatang yang ditampilkan.</li> </ul>		
<i>Verification (pembuktian)</i>	<ul style="list-style-type: none"> <li>● Peserta didik mengerjakan LKPD 1</li> <li>● Peserta didik dan guru membahas hasil LKPD 1</li> <li>● Peserta didik mengerjakan LKPD 2</li> <li>● Peserta didik dan guru membahas hasil LKPD 2</li> </ul>		
<i>Generalization (kesimpulan)</i>	<ul style="list-style-type: none"> <li>● Peserta didik dengan bimbingan guru menyimpulkan materi pembelajaran hari pertama.</li> <li>● Peserta didik mengerjakan evaluasi dan mengumpulkannya melalui Whatsapp</li> </ul>		
<i>Penutup</i>			

	<ul style="list-style-type: none"> <li>● Peserta didik mendapat umpan balik</li> <li>● Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai</li> <li>● Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas</li> <li>● Peserta didik mendapat informasi rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>● Doa dan salam penutup</li> </ul>	10 menit	<b>In Class</b>
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### Pertemuan Kedu

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Media
	Daring		
<b>Kegiatan Pendahuluan</b>			
Orientasi	<ul style="list-style-type: none"> <li>● Peserta didik memberi salam, berdoa, dan menyiapkan diri, buku catatan dan alat tulis, untuk mengikuti proses pembelajaran.</li> </ul>	10 menit	<b>WAG dan survey heart application</b>
	<ul style="list-style-type: none"> <li>● Guru mengecek kehadiran peserta didik melalui Whatsapp grup.</li> </ul>		

Apersepsi dan pemberian motivasi	<ul style="list-style-type: none"> <li>● Peserta didik menyimak pembahasan guru terkait manfaat dan tujuan kegiatan pembelajaran yang akan dipelajari.</li> </ul>		<b>Survey heart application</b>
<b>Kegiatan Inti</b>			
<i>Stimulation</i> (pemberian rangsangan)	<ul style="list-style-type: none"> <li>● Guru memberikan pertanyaan mengenai materi sebelumnya.</li> </ul>	40 menit	<b>In class</b>
<i>Statement</i> (identifikasi masalah)	<ul style="list-style-type: none"> <li>● Peserta didik membaca teks deskriptif yang ditampilkan mengenai hewan.</li> <li>● Peserta didik menemukan informasi tertentu terkait fungsi sosial dari gambar.</li> </ul>		
<i>Data Collection</i> (pengumpulan data)	<ul style="list-style-type: none"> <li>● Peserta didik mengumpulkan kosakata yang belum diketahui untuk mendeskripsikan gambar.</li> </ul>		
<i>Data Processing</i> (pengolahan data)	<ul style="list-style-type: none"> <li>● Peserta didik berdiskusi menemukan informasi terkait fungsi sosial dari gambar.</li> </ul>		



	<ul style="list-style-type: none"> <li>● Peserta didik mengerjakan LKPD 3</li> <li>● Peserta didik dan guru membahas hasil LKPD 3</li> <li>● Peserta didik mengerjakan LKPD 4</li> <li>● Peserta didik dan guru membahas hasil LKPD 4</li> </ul>	
<i>Generalization</i> (kesimpulan)	<ul style="list-style-type: none"> <li>● Peserta didik dengan bimbingan guru menyimpulkan materi pembelajaran pertemuan kedua.</li> <li>● Peserta didik mengerjakan <b>evaluasi</b> dan mengumpulkannya melalui <i>Whatsapp</i></li> </ul>	
<b>Penutup</b>		
	<ul style="list-style-type: none"> <li>● Peserta didik mendapat umpan balik</li> </ul>	10 menit

## F. Alat dan Media Pembelajaran

Alat/Bahan :  
Buku English on Sky 2

## G. Sumber Belajar

- Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat dan sikap yang sesuai.
- Buku English on Sky 2
- [Google](#)

## H. Penilaian Pembelajaran

❖ Penilaian sikap melalui pengamatan:

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah	Skor	Kode
		BS	JJ	TJ	DS	Skor	Sikap	Nilai
1	...	...		...	...	...	...	...
2								

Keterangan:

- BS: Bekerjasama
- JJ: Jujur
- TJ: Tanggung Jawab
- DS: Disiplin

Catatan :

3. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

4. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$
5. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68,75$
6. Kode nilai / predikat:
  - 75,01 – 100,00 = Sangat Baik (SB)
  - 50,01 – 75,00 = Baik (B)
  - 25,01 – 50,00 = Cukup (C)
  - 00,00 – 25,00 = Kurang (K)

❖ Penilaian Pengetahuan melalui pengisian tabel

**Skor = 1 soal bernilai 10 poin**

**Total Skor: Jumlah Benar X 20 = 100**

❖ Penilaian Keterampilan melalui unjuk kerja dengan menulis teks deskriptif

ASPEK	KRITERIA	SKOR
Kesesuaian dengan tema	Sangat sesuai	25
	Sesuai	15
	Tidak sesuai	5
Penulisan kosa kata	Penulisan benar	25
	Terdapat kesalahan dalam penulisan	15
	Penulisan tidak benar	5
Grammar	Benar	25
	Terdapat kesalahan	15
	Tidak benar	5
Kreativitas	Menambahkan unsur gambar dan kata-kata	25

	Tidak menambahkan unsur gambar dan hanya kata-kata	15
	Tidak menambahkan gambar dan kata-kata	5

### **I. Pengayaan**

Bagi peserta didik yang mempunyai nilai diatas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks deskriptif tentang binatang yang ada dilingkungan sekitar.

Karyatani, 2023

Mengetahui  
Kepala Sekolah

Guru Bidang Studi

**M. Rojuddin, S.Pd.I**

**Wiwit Puji Lestari, S.Pd**



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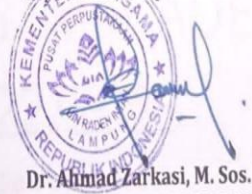
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