



THE USE OF QUIZ METHOD TO INCREASE STUDENTS' LEARNING OUTCOMES OF DISCUSSION TEXT

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Abstract

This study is a collaborative classroom action research conducted with an English teacher to determine the effectiveness of the quiz method in improving students' learning outcomes on discussion text. The research was conducted at SMA Negeri 1 Palembang from February to April 2023, during the 2022/2023 academic year. The research subjects were 36 students from class X.3 at SMA Negeri 1 Palembang. The study employed observation, pre-test, and post-test for data collection. The data analysis technique involved comparing student learning outcomes before and after action in Cycle I and Cycle II. The study results suggest that the quiz method can enhance students' learning outcomes. This is evidenced by the increase in learning outcomes observed in both cycle 1 and cycle 2. In cycle 1, the average pre-test score of 60.5 increased by 35.37% to an average of 81.9. Similarly, in cycle 2, the average pre-test score of 71.9 increased by 20.03% to an average of 86.3.

Keywords:

Collaborative Classroom Action Research, Quiz, Learning Outcomes

INTRODUCTION

Learning is the process that educators and students engage in to build knowledge through the use of models, methodologies, and learning media. This process can increase students' motivation, interest, and curiosity about learning. Functionally, learning is characterized as behavioral changes brought about by experience, while mechanically, it is characterized as organismal changes brought about by experience (De Houwer et al., 2013). The researcher in this study teaches English subjects at SMA Negeri 1 Palembang for Practical Field Experience during PPG Prajabatan Tahun 2022. The researcher discovered that half of the students in her class received low scores in English. Upon further investigation, half of the students in the class reported that English is a challenging subject. In line with (Riyanti, 2019), in junior and high school, many Indonesian students believe that English is a difficult subject. Therefore, the researcher aimed to teach English in a way that students can learn easily. To increase students' learning outcomes, it is necessary for the researcher to discover an effective teaching method.

Teaching methods are a range of techniques designed to help students achieve learning outcomes. Activities represent different ways of implementing these methods. A method is the approach used to achieve established learning goals. Defining the methods used by teachers in the learning process is crucial for the success or failure of the learning process (Ilyas & Syahid, 2018). The methods of instruction employed have a significant impact on the development of student learning. It is expected that students will actively participate in teaching and learning activities. Based on the research entitled "Effective Teaching Methods in Higher Education: Requirements

and Barriers" by (Bidabadi et al., 2016) It has been stated that good teaching practices require students to question their own biases and motivate themselves to learn by placing themselves in situations where they see themselves as creators of answers, drivers of answers, and responsible for change. Therefore, this teaching method helps students master the subject content. The researcher in this study used the Quiz Method as their teaching method.

A quiz is a game or competition in which students answer questions. The use of quiz media in collaborative learning is emphasized to further motivate students to learn and improve learning outcomes (Jiemsak & Jiemsak, R, 2020). The quiz utilized in this study employed a game-like teaching approach. The students were divided into groups and presented with questions by the teacher. Each group was given an opportunity to respond.

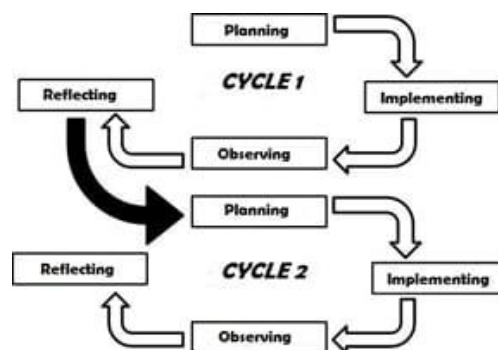
According to (Razak, 2016) Internal factors that influence learning outcomes include intelligence, physiology, attitudes, interests, abilities, and motivations. External factors, such as the home, school, and community environments, also play a role. To make learning more engaging, the researcher implemented a quiz method in the classroom. This method was used to increase students' motivation to learn English and improve their learning outcomes. According to (Wiwin et al., 2013), The student learning outcomes encompass knowledge-based perspectives that focus on inner skills and abilities, problem analysis, problem implementation and solutions, as well as task planning and assignment. These outcomes support student learning activities.

The students in this study learned about Discussion Text, which is a type of text that presents a discussion of a topic. The topic can be approached from different angles and the structure of a discussion text typically includes four parts: issue, supporting points, contrasting points, and conclusions/recommendations. This classroom action research aims to improve students' learning outcomes of discussion text through the use of a unique quiz method developed by the researcher. The study found that this new quiz method can enhance students' learning outcomes in the teaching and learning process.

METHOD

Classroom Action Research is a research method that can be easily integrated into teaching and learning processes. It poses real problems that teachers must observe and act upon to improve and enrich classroom learning activities in a professional manner. This study utilized Collaborative Classroom Action Research. Collaborative action research has the potential to launch and strengthen teacher research skills as a natural extension of classroom practice (Septiani, 2018). Classroom Action Research is a simple and effective method for improving teachers' teaching skills. Collaborative Classroom Action Research involves participants systematically examining their teaching practices using research methods to improve learning outcomes for students, teachers, and other stakeholders. For this study, the researcher collaborated with one English teacher at SMA Negeri 1 Palembang. The researcher took notes on classroom events, performed actions, observed, and reflected (Purohman, 2018).

There were two cycles the researcher applied in this Classroom Action Research: Cycle 1 and Cycle 2.



(Picture of CAR Procedure Kurt Lewin Model)

This study was conducted at SMA Negeri 1 Palembang from February to April 2023 during the 2022/2023 academic year. The study focused on 36 students of X.3 at SMA Negeri 1 Palembang. Data collection involved observation, pre-test, and post-test. The data analysis technique used in this study involved comparing students' learning outcomes before and after the action in Cycle I and Cycle II.

The study involved a pre-test and post-test on Discussion Text using Gform. The researcher validated the 10 questions with an English teacher from SMA Negeri 1 Palembang before administering them to the students.

The success of the teaching quiz method was measured by the average post-test score, which showed an increase in students' learning outcomes.

Students' learning outcomes are calculated using the following formula:

$$\text{Score} = \frac{\Sigma \text{ number of correct answers}}{\Sigma \text{ total number of questions}} \times 100$$

FINDINGS AND DISCUSSION

Findings

The collaborative research conducted at SMA Negeri 1 Palembang during PPL II with an English teacher aimed to improve students' skills and comprehension of discussion text material in order to enhance their learning outcomes. The research was successful. The study was conducted in class X.3 and included educational modules, pre-test, post-test, and learning media and assessments.

Table 1. Learning Outcomes of Cycle 1

Assessment	Highest Score	Lowest Score	Average
Pre-Test	90	40	60.5
Post-Test	100	70	81.9

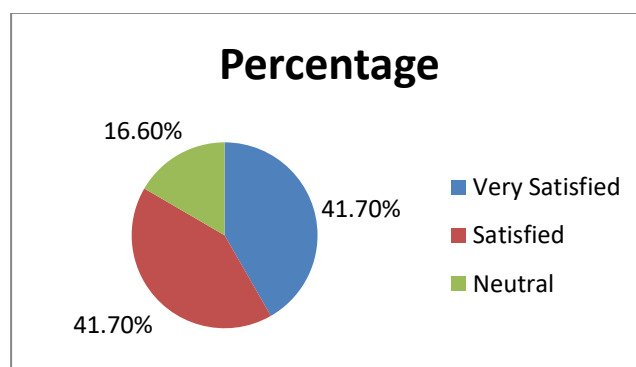
Based on the table from cycle 1, it can be concluded that the students' learning outcomes improved, with an average score of 81.9, which is above 80. During this cycle, the researcher implemented the quiz method, which involved dividing students into groups of six and having them work together to learn the Discussion Text material. The researcher then administered a quiz to each group to assess their understanding. This method was a crucial aspect of the study. The researcher presented a quiz consisting of five questions to be answered by teams. The questions were created by the researcher and displayed via a projector for all groups to see. Each group had an equal opportunity to answer the questions, and the quickest group was selected by the researcher after identifying themselves with their group name. If the group provides an incorrect answer, another group will be given the opportunity. During cycle 1, the quiz generated more excitement among the students than usual, and they appeared to enjoy it. The post-test results also indicated a 35.37% increase in students' learning outcomes, from an average of 60.5 to 81.9. Cycle one was successful. However, upon reflection, the researcher noticed that it was sometimes difficult to determine which groups were mentioned first due to the noise level. As a result, the researcher continued the study into cycle two and made changes to the quiz method used in the classroom.

Table 2. Learning Outcomes of Cycle 2

Assessment	Highest Score	Lowest Score	Average
Pre-Test	100	50	71.9
Post-Test	100	70	86.3

Based on the table from cycle 2, it can be concluded that the students' learning outcomes improved, with an average score of 86.3, which is above 80. After reflecting on cycle 1, the researcher modified the quiz method by dividing the students into groups of 6 and giving each group a quiz to assess their understanding. This quiz method is a crucial aspect of the study, with 5 questions given for each quiz. The quiz was conducted in a team format, but with a unique twist. The questions were created solely by the researcher and displayed via projector for all groups to view. Each group had an equal opportunity to answer the questions by discussing and recording their responses on paper. This approach differed from cycle 1, which aimed to reduce noise and ensure fairness. All groups were given the opportunity to answer questions by writing them down on paper with ample time. The questions displayed on the projector were not visible again, so students had to answer them carefully. These changes made the quiz more focused and equitable. As a result, students' learning outcomes after the quiz increased significantly by 20.03%, from an average of 71.9 to an average of 86.3. The use of the quiz method has been shown to enhance students' understanding of the material in an engaging manner, resulting in improved learning outcomes. This approach allows students to learn effectively while enjoying the process. For additional information, please refer to the diagram below:

Diagram 1. Students satisfaction of learning process



At the end of Cycle 2's Post-Test, the researcher asked the following question on Gform: 'How satisfied are you with today's learning process?' Students were given the option to choose from five scales: 1 = very unsatisfied, 2 = unsatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied. Diagram 1 shows that 15 students, or 41.70%, chose 'very satisfied.' 41.70% of the students, or 15 students, were satisfied with the learning process using the quiz method, while 16.60% of students, or 6 students, were neutral. It can be inferred that students enjoyed the learning process using the quiz method. The majority of students were satisfied with the learning process using this method.

Chart 1. Average of Cycle 1 and Cycle 2

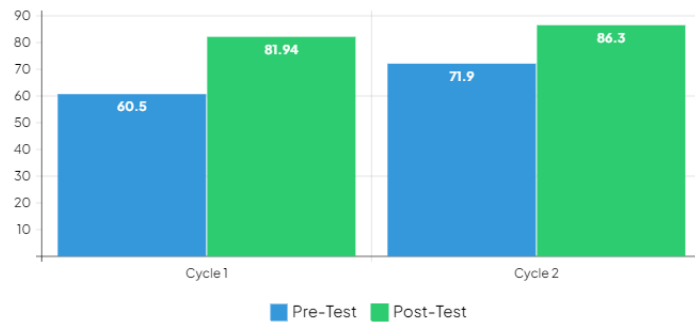


Chart 1 shows a comparison of students' learning outcomes from the pre-test to post-test in cycle 1 and cycle 2. In cycle 1, the average score increased by 35.37%, from 60.5 in the pre-test to 81.9. In cycle 2, the average score increased by 20.03%, from 71.9 in the pre-test to 86.3. These results indicate that the quiz method successfully improved students' learning outcomes.

Discussion

Education is crucial for every individual. It comprises formal and non-formal education. In the process of education, teachers play a vital role. They are the foundation of education as they expand students' knowledge. Education involves teaching and learning activities, and the success or failure of these activities depends on both teachers and students (Syazali, 2015). The statement indicates that the success of the education process depends on the teachers and students involved in the teaching and learning process. Competent teachers can have a significant impact on student learning (Beteille & Evans, D. K, 2021). The statement highlights the importance of teacher competence in providing a positive impact on student learning. To create a conducive learning environment and facilitate effective learning, a teacher is responsible for organizing, guiding, and implementing appropriate teaching methods to ensure that students learn effectively. Teaching methods are a crucial component of learning and must be carefully selected by teachers to create an enjoyable learning environment that leads to the achievement of predetermined learning objectives.

The process of teaching and learning involves students' ability to understand and apply knowledge, concepts, and processes. To ensure effective classroom teaching, teachers require thorough preparation, supportive facilities, interactive materials, and appropriate teaching methods. The statement by Hooks (2013) suggests that when one desires change, certain factors such as enthusiasm, love, knowledge sharing, and collaborative learning must be considered as the driving force behind progressive social change. Regarding the use of methods, it is known that the method used by teachers has a significant impact on students' learning development. Therefore, it is crucial to determine the appropriate learning method to ensure its success (Ilyas & Syahid, 2018). Teachers need to consider factors related to the selection of the appropriate learning method as it will have a significant impact on students' understanding of the learning process.

The quiz method is an interactive learning activity that combines teaching and playing (Untari, 2015). Therefore, it is important to determine effective learning methods to improve student learning outcomes. Quizzes can also provide feedback on learning outcomes (Riskawati, 2017). In the classroom, quizzes can serve as a summative test to assess student learning outcomes (Sari et al., 2018). One way to encourage students' enthusiasm for learning is through the use of

appropriate interactive methods, such as combining teaching and playing. This can be achieved through the use of quizzes, which provide feedback on students' learning outcomes.

After applying the Quiz method with two learning cycles, this study found that student learning outcomes improved. Research by (Destiara, 2020) and (Nguyen & Mcdaniel, M.A, 2015) also supports the effectiveness of quizzes in helping students understand and apply concepts in new contexts. (Putri, 2020) study further confirms that the Quiz Team Learning Method can improve student achievement in Civics learning. Research conducted by (Kusumawardani, 2018) found that the Quiz Team strategy had a significant effect on the mathematics learning outcomes of fifth-grade students at MIN 10 in Bandar Lampung during the 2017/2018 academic year. Similarly, (Pratiwi et al., 2015) also found that team quizzes help increase student activity and achievement in class. Although the quiz method used by the researcher differs from the team quiz due to time constraints in the classroom, it ultimately helped improve students' learning outcomes.

CONCLUSION

The researcher discovered that half of the students in her class received low scores in English. Upon further investigation, half of the students in the class reported that English is a challenging subject. According to (Riyanti, 2019) research, many Indonesian junior and high school students perceive English as a challenging subject. In light of this, the researcher aimed to develop an effective teaching method that would facilitate students' learning. The use of this method is expected to enhance students' learning outcomes. To achieve this goal, the quiz method was employed. After implementing the Quiz method in both Cycle 1 and Cycle 2, the study revealed a significant improvement in students' learning outcomes. Therefore, the Quiz method is a valuable tool for teachers to utilize during the learning process. It is important to note that the quiz method used in this study differs from other quiz methods. Teachers can enhance the quality of their teaching and learning process by learning the steps of this particular quiz method. Further research is necessary to examine the relative effectiveness of this method in different subjects.

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