



## LECTURERS' PERCEPTION ON THE USE OF WEEKLY QUIZZES IN EFL CLASSROOM

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### Abstract

*This research aims to describe and determine the lecturer's reasons for using weekly quizzes in the EFL classroom. This research used a qualitative research design. The instrument of the research was an interview. To get the sample, the researcher used random cluster sampling. There was one lecturer in English Education Study Program at Universitas Negeri Makassar. The result of the research showed that there are several reasons for the lecturer to use weekly quizzes, including to (a) increase students learning motivation, (b) make students feel challenged, (c) encourage students to be creative in answering questions and interact with each other, (d) avoid cheating in class, (e) know the extent of students understanding of the material that has been taught, (f) help the lecturer assess teaching in class and students activity, and (g) start the discussion in class. According to the research results, it can be concluded that the use of weekly quizzes in the EFL classroom can be a tool to determine and measure students' understanding of the material that had been taught previously.*

**Keywords:** Weekly quizzes, lecturer, perception, EFL classroom.

### Abstrak

*Penelitian ini bertujuan untuk mendeskripsikan dan mengetahui alasan dosen menggunakan kuis mingguan di kelas EFL. Penelitian ini menggunakan desain penelitian kualitatif. Instrumen penelitian ini adalah wawancara. Untuk mendapatkan sampel, peneliti menggunakan cluster random sampling. Ada satu dosen Program Studi Pendidikan Bahasa Inggris di Universitas Negeri Makassar. Hasil penelitian menunjukkan bahwa ada beberapa alasan dosen menggunakan kuis mingguan diantaranya untuk (a) meningkatkan motivasi belajar mahasiswa, (b) membuat mahasiswa merasa tertantang, (c) mendorong mahasiswa untuk kreatif dalam menjawab pertanyaan dan berinteraksi satu sama lain. lainnya, (d) menghindari kecurangan di kelas, (e) mengetahui sejauh mana pemahaman siswa terhadap materi yang telah diajarkan, (f) membantu dosen menilai pengajaran di kelas dan aktivitas siswa, dan (g) memulai diskusi di kelas. Berdasarkan hasil penelitian dapat disimpulkan bahwa penggunaan kuis mingguan di kelas EFL dapat menjadi alat untuk mengetahui dan mengukur pemahaman siswa terhadap materi yang telah diajarkan sebelumnya.*

**Kata Kunci:** Kuis mingguan, dosen, persepsi, kelas EFL.

## INTRODUCTION

Using weekly quizzes has powerful motivation because it makes the language learning process understandable and meaningful. Additionally, many studies indicate that weekly quizzes can increase students' attendance in class. According to

Wilder (2001), there is a positive relationship between quizzes and students' attendance in the classroom and (Zarei, 2008) said that quizzes could be beneficial in several ways, such as they supply motivation for students to attend classes. Evidently, the frequent use of weekly quizzes is a current

tool for improving learning and supporting what the students have been taught in the EFL class. Generally, depending on Brothen and Wambach (2001), weekly quizzes provide good roles that are appropriate for students because feedback occurs separately after students have answered each question that contains information. Geist and Soehren (1997) state that frequent quizzes each week have been beneficial and significant to learners' performance. <sup>3</sup> Based on the researcher's experiences, the researcher found that some lecturers use weekly quizzes. These weekly quizzes learning method is one of the forms of learning applications for students so we can know the extent of students' understanding of the material taught. A researcher analyzed this problem because after observing it, the researcher has discovered that most students spend less time studying even though they know they will have a weekly quiz tomorrow. So when the quizzes come, the students who depend on students excel in class to answer the quizzes, which often happens every week. Those weekly quizzes are critical to study because this will be considered a suitable teaching method for students. In general, several researchers have analyzed that weekly quizzes are perfect for student learning development and significantly increase results from student exams. However, on the other hand, weekly quizzes will be a place of fear for students for each week in specific lessons because they have a high level of anxiety, can be tense and frightened is threatened for students to miss class based on the quizzes. Therefore, it is also essential for researchers to know the students' perceptions about using weekly quizzes in class.

Based on the discussion above, the researcher is interested in examining the lecturer's use of weekly quizzes in the EFL classroom and why the lecturer uses quizzes in the EFL classroom. Then, this research also will analyze students' perceptions of using weekly quizzes in the EFL classroom.

Recognizing students' perceptions is necessary because teachers or lecturers need to evaluate their teaching method after knowing students' perceptions. As stated by (Chen, 2003), students' perception is crucial for evaluating teaching effectiveness. Since the lecturer already knows students' perceptions, the lecturer can evaluate their teaching and reorganize how the lecturer teaches in class, which students more liked and disliked delivering the material. Therefore, students' perception is crucial for teachers and lecturers. Students' perception is not only for assessment but also for teaching development goals. Based on the observation and explanation above, the researcher was highly motivated to research the title "LECTURER'S PERCEPTION ON THE USE OF WEEKLY QUIZZES IN EFL CLASSROOM."

## **THEORETICAL BASIS**

### **Weekly Quizzes**

Indonesia's teaching and learning process has made significant progress with a new form of teaching skills increasing the students learning results, one of which is a form of the weekly quizzes. The following part will define some aspects of weekly quizzes.

### **Overview of Weekly Quizzes**

The learning process in the class gives a good effect on each student, especially with the Indonesian student who makes English a foreign language. It is evident that the performance of the weekly quizzes is particularly useful for improving the quality of learning and supporting what has been taught in class. According to Tuckman (1998) stated that weekly quizzes force students to spend more time working productively outside of class especially for procrastinators. Brown (2004) stated that the weekly quizzes are a test that recalls information to students in the form of diagnosis. The method of weekly quizzes provides immediate feedback it allows students to be aware of their materials understanding for

each topic and their general level of understanding. This weekly quizzes give insight in a different way to each learner's most effective direction to measure the strengths and weaknesses of the students. Some studies have found that its effects are very beneficial and have a positive effect on learners, so autonomously it is thought to be a teaching process that is heavily bound with learning and students. Because the technical effects of the weekly quizzes are a tool capable of improving the learning process and success for every lecturer.

### **Types of Weekly Quizzes**

In this method, the lecturer prepares quizzes by himself/herself or other quizzes created by the other educators with the material in last week. The lecturer made this quizzes in power point and shares with the students. Then the lecturer gives duration to start a live quizzes and the students must be complete the test. In this researcher, the researcher found some ways of presenting weekly quizzes in class, which is often used orally and in writing. The types of questions available in Quizzes are multiple choice, fill in the blanks, and open-ended.

### **The Advantages of Weekly Quizzes**

Every student has an interest, an advantage when students have an interest in the learning that has been designed by each lecturer. In other words, a lecturer has succeeded in comply what students need and can attract their attention, so it is an advantage for both of them (feedback). Some of the uses of weekly quizzes include: evidence and research. There are many advantages found in research about weekly quizzes. First, according to Bailey (1996), that weekly quizzes or called wash back that are only expect effective power where learners inspired to do well on the test. Where students very confident can be successful and consider that they had enough means to be successful, if the test or evaluations will less valuable for the learners, and then there would be little reason for test preparation. Next, opinion by Roediger and Karpicke

(2006), when the students always follow the quizzes regularly in class, they can remember the course information better than those who were not given quizzes regularly. Quizzes develop students' retention power and make them ready for high stakes assessments (Johnson & Kiviniemi, 2009).

### **Disadvantages of Weekly Quizzes**

Quizzes are one of the most effective tools of formative assessment for coursework learning. Quizzes affect students learning and grades. This effect of quizzes on English language learning, in Applied Linguistics, is called a wash back effect. In addition, that assists the lecturer to know the result of students learning. Many researchers have tried different tools of formative assessment to get a positive wash back effect. There are many different tools of formative assessment which are applied by lecturers during coursework for language learning like class participation, assignments, and quizzes. However, quizzes as a tool of formative assessment, also carry a wash back effect on coursework learning progress as well as on final grades. It enhances the classroom learning process, language practice, memorization, feedback, and also influences the students' final summative grades. On the other side, some researchers oppose the quizzes' wash back effect. They believe that frequent testing might have a negative impact on anxious students. The effect, students depend on other students and make it a habit, and it is difficult to answer the final exam. This must be considered for every lecturer to develop students learning.

### **Process of Weekly Quizzes**

In the process of working these weekly quizzes is different for each lecturer. Sometimes take advantage of attendance so that all students are motivated to take the quizzes. According to (Dustin, 1971; Standlee & Popham, 1960) frequent testing makes students come to class with preparation. Martin & Srikameswaran (1974), frequent of quizzes motivates students to do extra work in the class,

it makes the long-term of students memories retention of the materials. As a simple, nature of frequent quizzes facilitates and reinforces the learning of materials in a systematic way, because it stored as information in small chunks systematically (Fulkerson & Martin, 1981). Furthermore, frequent testing leads to numerous little dialogues between the lecturer and students, which aids learners in remembering the subject for a longer time (Selakovich, 1962; Farhady, Jafarpur, & Birjandi, 1994). As a result, these materials are processed more thoroughly and meticulously, allowing for more efficient learning (Standlee & Popham, 1960). According to (Fitch Drucker & Norton, 1951) stated that students who were evaluated on a weekly basis were more interested in class discussions and participation.

## RESEARCH METHOD

According to Creswell (2010) research design is an important element of a research; because design is a plan and the procedure for research that span the decision from broad assumption to detailed method of data collection and analysis. This research will use a qualitative method.

This research has a single variable is weekly quizzes. Weekly quizzes are learning practices where a lecturer can use them to find out the extent of students' knowledge or understanding of the material that has been taught. Then, several instruments are used, which of them is perception, is defined as the process to get the information by the senses. It strongly tied perception to experience about objects, events, or relationships that are got by the senses to get information or messages.

According to Cohen (2007), the greater the sample from the size of the population is getting better, but there is a limit minimum that must be taken by researcher is as many as 45 samples. In this research, the sampling technique used is cluster random sampling. Cluster random sampling is the sampling method where many groups within a population are used as

a sample. The samples of the research are the lecturer that use weekly quizzes and the students from the fifth semester of the English education study program at the State University of Makassar and there are 5 classes. In this research, the researcher decides to choose three class as sample. The reason behind it is because the researcher intends to get the data or the information from the lecturer that use weekly quizzes as a teaching method of learning in class and students who get these weekly quizzes in class that are assumed have a good cooperation and thoughtful so that the research will run well.

According to Nunnally (1968), research instrument is a collecting tool to result dependable data, consistent, or stable data in measuring what it does measure and Arikunto (2006) said that research instrument is a tool which is used to collect data and to get good results. In this research, the instrument that the researcher will use to obtain the data for this research is classroom observation, interview and questionnaire. According to Heller (1969), the use of standard research instruments, particularly the mailed questionnaire and the interview, it's appropriate for produce reliable information which is valid and relevant. The instrument of this research is Interview.

According to Best (1981), interview also constitutes an oral questionnaire. As stated by Bogdan and Biklen (1982), an interview is a purposeful conversation, usually between two people or more that is directed by one in order to get information. According to Arikunto (2006), also defines that an interview is a dialogue done by interviewer, to get information as much as possible from an interviewee. Then continued by Creswell (2012) interview is typically a face-to-face conversation between a researcher and a participant involving a transfer of information to the interviewer. The researcher used this interview instrument to collect data to find out how lecturer used the weekly quizzes in

EFL classroom and to find out the lecturer reasons for using weekly quizzes for students EFL classroom.

In this research, data from interviews will be analyzed descriptively. Moreover, the data collection technique used in this research is as follows:

In this research, the researcher interviewed the lecturer from the English Education Department who used weekly quizzes in EFL classroom to find out the way of lecturer use weekly quizzes in EFL classroom and what was the lecturer reasons for used weekly quizzes in EFL classroom next the researcher will prepare some questions to use in the interview and analyzed the answers from an interviewee. The researcher took data from direct interviews, but if it was not possible the researcher decided to conduct interviews by telephone or zoom meeting.

After collecting data, the researcher analyzing with the following:

The next step was to find out the way of lecturer used weekly quizzes in EFL classroom the lecturer reasons for using weekly quizzes. The interview was obtained from the lecturer who gave answers objectively. The data from the interviews was analyzed as follows:

- a. The researcher collected raw data.
- b. The researcher transcribed the recordings data.
- c. The researcher made conclusion of the result of the interview data.

## DISCUSSION

In this interview, there were some reasons for the lecturer using weekly quizzes in EFL classrooms. They are to (1) increase students' learning motivation, (2) make students feel challenged, (3) encourage students to be creative in answering questions and interact with each other, (4) avoid cheating in quizzes, (5) know the extent of students' understanding of the material that has been taught, (6) help the lecturer assess teaching method and

student's activity, and (7) start the discussions in class. The descriptions of these reasons are as follows:

a. Increasing students' learning motivation.

In the classroom, the lecturer made students motivated and they can feel challenged to answer quizzes every week. Students feel challenging so that students are interested in learning because want to answer the quizzes given by lecturer. The description can be seen in the extracts below:

Extract 1 (24/11/2021):

*(".... Iya, saya kira betul itu yaa, kuiz ini dapat meningkatkan motivasi belajar siswa. Jadi, mahasiswa juga siap dan dia menjadi tantangan bagi mereka bahwa kita harus siap ini, karena biasa diberikan kuis... yang kedua untuk memberikan tantangan bagi mahasiswa untuk dia lebih giat belajar...")* (".... Yes, I think that's right, this quiz can increase students' learning motivation. So, students are also ready and it becomes a challenge for them that we must be ready for this, because we are usually given quizzes...which second, to provide a challenge for students to study harder...")

b. It made students feel challenged in class.

The weekly quizzes are used as a good and not monotonous learning method in the classroom, such as only by lecturing, but also make students feel challenged to answer the quizzes given so that the class becomes active with the start of the small discussion. The description can be seen in the extracts below:

Extract 2 (24/11/2021):

*(".... Saya menggunakan kuiz disetiap minggunya ini baru Lima tahun terakhir. Awal-awal dulu itu hanya menjelaskan begitu saja. Tetapi saya fikir akhir-akhir ini kalau tidak diberikan seperti itu eee apa namanya siswa tidak tertantang juga dalam proses pembelajaran di kelas jika hanya terus berceramah terus. Dan yah,*

*itu kemarin ada siswa yang menganggap itu tantangan...”) (“... I use quizzes every week. It's only been the last five years. At first it was just an explanation. But I think lately if it's not given like that, what is it called, students are not challenged in the learning process in class if just keep on lecturing. And well, yesterday there were students who thought it was a challenge...”)*

- c. Encourage students to be creative in answering questions and interact with each other in the classroom.

After explaining the material, the lecturer gives 1-2 examples related to the material and students cannot take the previous examples that have been mentioned by the lecturer and other friends, in order to be creative and look for different answers. The description can be seen in the extracts below:

Extract 3 (24/11/2021):

*(“...Ketika saya selesai menjelaskan saya akan memberikan kuis dan tidak boleh mengambil dari contoh yang telah saya berikan. Agar siswa dapat berkreasi dalam menjawab pertanyaan... Jadi nanti kita bisa saling bertanya dan berinteraksi antara lain... Saya kira ini sudah tepat yah, kemudian yang kedua juga kuis itu kan bagian aktivitas dalam proses pembelajaran, interaksinya mahasiswa, cara memberikan jawaban mahasiswa, ooh ini bisa, dan itu mejadi bagian dalam penilaian nanti saat evaluasi...”) (“...When I finish explaining I will give quizzes and may not take from the examples I have given. So that students can be creative in answering questions... So later we can ask each other and interact among others... I think this is correct, then what secondly, the quiz is part of the activity in the learning process, student interactions, how to give students answers, ooh this can be, and it will be part of the assessment later during the evaluation...”)*

- d. Avoid students cheating in class.

The lecturer was being easy to know and see students who want to cheat when answering the quizzes. In addition, it can be seen which students understand and do not understand the material that has been taught. The description can be seen in the extracts below:

Extract 4 (24/11/2021):

*(“...Nah itu yah, alasan saya menggunakan kuis secara lisan itu dikarenakan menghindari juga terjadinya kecurangan, bahwa yang lisan itu bisa langsung saya bisa tahu bahwa ini yang mengerti atau tidak. Kalau yang tertulis itu biasanya yah agak sulit karena mungkin saja prosesnya agak lama dan mungkin dia bisa menyontek atau apa, kalau secara lisan akan kelihatan, mereka akan menyontek pada siapa dan diberikan jawaban oleh siapa semua akan kelihatan...”) (“...Well, that's it, the reason I use oral quizzes is because it also avoids cheating, that verbal ones can directly tell me whether they understand or not. If it's written, it's usually a bit difficult because maybe the process is a bit long and maybe he can cheat or something, if verbally it will be seen, who will they cheat on and given an answer by whom it will all appear...”)*

- e. Help lecturer check students' understanding of the concepts given.

It means whether students understand what is being explained. Knowing and making it easier for lecturer to see students who understand and do not understand the material given. Using oral quizzes, you can see which students understand and can answer the questions given either in Indonesian or in English. The description can be seen in the extracts below:

Extract 5 (24/11/2021):

“...Eee begini untuk penggunaan kuis saya kelas itu sudah lama sebenarnya, karena memang konsep itu sengaja saya gunakan untuk lebih mudah memahami; yang pertama mahasiswa bisa memahami konsep yang saya berikan, apakah dia paham atau tidak... Kuis itu untuk lebih mengetahui bahwa apa yang saya pernah ajarkan kepada mahasiswa itu dia paham atau tidak, dia mengerti atau tidak, dia mampu menjelaskan atau tidak... Jadi, ukurannya kepada saya, saya sebagai dosen harus tahu apakah ini mahasiswa paham yang saya jelaskan atau tidak melalui kuis itu saya bisa ukur ooh dia paham... Saya memberi pertanyaan dan siswa pun langsung menjawabnya baik menggunakan bahasa Inggris ataupun Bahasa Indonesia bisa. Karena prinsip pembelajaran saya biasanya dijelaskan dulu dalam bahasa Indonesia kemudian bahasa Inggris supaya dia pahami itu konsepnya jangan sampai dia tidak paham sehingga terjadi miss understanding namanya...” (“...Eee, this class has been around for a long time for me, actually, because I purposely used the concept to make it easier to understand; first, the student could understand the concept I gave, whether he understood it or not... Quiz is for more know that what I have taught to students he understands or not, he understands or not, he is able to explain or not ... So, as a measure to me, I as a lecturer must know whether this student understands what I explained or not through the quiz I can measure ooh he understands ... I asked questions and students immediately answered them either using English or Indonesian can. Because my learning principles are usually explained first in Indonesian and then in English so that he understands the concept so he doesn't understand it so that there is a miss understanding his name...”)

f. Quizzes as an assessment or a tool to measure.

The lecturer can easily find out which students are active and understand the material that has been taught. The way of lecturer provides material in class and the students' activity when answering the quiz given. In addition, it becomes an assessment for lecturers by looking at students' activities in class, not only based on mid test and final test. The description can be seen in the extracts below:

Extract 6 (24/11/2021):

“...Artinya suatu pertanyaan yang saya berikan pada mahasiswa, baik itu sebelumnya, sementara proses berlangsung, atau sesudah itu. Dan itu untuk lebih memahami untuk kepada saya, apakah apa yang saya ajarkan kepada mereka itu dia paham atau tidak, itu satu yah... Jadi, ukurannya kepada saya, saya sebagai dosen harus tahu apakah ini mahasiswa paham yang saya jelaskan atau tidak melalui kuis itu saya bisa ukur ooh dia paham....”) (“... Memberikan kuis itu maksudnya memberikan 5% didalam catatan saya dan sudah saya jelaskan dalam kontrak perkuliahan sebelumnya. Jada ada kuis, tugas, mid, final yang memiliki skor yang berbeda. Jadi kalau kita hanya berfokus kepada mid dan final nanti akan ada kasus seperti tadi itu dia sakit tapi terlihat pada beberapa pertemuan ini mahasiswa kuisnya bagus dan tugasnya juga bagus semua”. Maka perlu ditanya karena kitakan menginginkan setiap mahasiswa memiliki nilai yang baik”. Jadi seorang guru itu harus tahu kenapa mahasiswanya karena setiap mahasiswa memiliki karakter yang berbeda. Misalnya ooh ini tidak ada luar biasanya hahaha”). (“...It means a question that I give to students, either before, during the process, or after. And that is to understand better for me, whether what I teach them he understands or not, that's one thing, right? ... So, the size for me, I as a lecturer must know whether this student understands what I explain or not through the quiz I can measure ooh he understands

....) (...Giving a quiz means giving 5% in my notes and already I explained in the previous lecture contract. So, there are quizzes, assignments, mids, finals that have different scores. So, if we only focus on the mid and final later there will be cases like that, he was sick but it looks like in some of these meetings the quiz students are good and all assignments are also good. "So, it is necessary to ask because we want every student to have good grades." So, a teacher must know why his students are because every student has different characters. For example, ooh this is nothing extraordinary hahaha".)

- g. The quizzes as a reflection for students and as a brainstorming point for starting discussions in class.

That quizzes can also help students remember the material that has been taught by making quizzes a starting point for discussion in class. The description can be seen in the extracts below:

Extract 7 (24/11/2021):

(“...Jadi saya berikan kuis itu sebagai bentuk saya bisa mengetahui apakah mahasiswa itu paham apa yang saya jelaskan atau tidak, dan bisa juga bentuk kuis itu artinya pertanyaan yang saya ajukan untuk sebagai awal Brainstorming apakah mahasiswa sudah siap untuk kita memulai pembelajaran atau belum...”)  
 (“...So I gave the quiz as a form that I could find out whether the student understood what I was explaining or not, and it could also be in the form of a quiz which means the questions I ask for the beginning of brainstorming whether students are ready for us to start learning or not...”)

Based on the lecturer’s interviews, the researcher found the lecturer’s reasons for using weekly quizzes in class. Using weekly quizzes, the lecturer was able to measure the ability of his students. Lecturer had been using quizzes for the past five years, using these quizzes as a form to find

out how far students understand the material that had been taught previously. It was supported in Allen Philips (1979), that a test is commonly defined as a tool or instrument of measurement that is used to get data or information about students understanding. In addition, it was also able to use it as a starting point for brainstorming in class. The quizzes were given to all students who wanted to answer questions and not only intended for specific students. The informant also said that quizzes were not made specific, but being continued to be given every week at the beginning of learning about the previous meeting.

Quizzes were used as a students’ evaluation to see student activity in the classroom, so that it can be seen which students who understood and did not understand regards the material that had been given. According to Terry (2008), a test is a method to determine a student’s ability to complete certain tasks or show mastery of a skill or knowledge of content. The researcher concluded that the used of given quizzes every week was suitable for students. In addition, lecturer also always increased students’ motivation to answer because students should not have same answers so that students feel indebted to answer these questions. The most important thing was that the lecturer never said wrong for every given answer by his students or never discouraged the students.

Therefore, this idea can be supported by the lecturer in giving quizzes in class every week. From the results of interviews and observations in the classroom that students felt challenged to answer the given questions because the lecturer monitored the students and went around them when giving quizzes. This would be different when the lecturer gave a quiz and just sat in front. It possibly happened when the lecturer gave offline or written quizzes. But, the most supported part was when the lecturer gave a quiz orally and the students answered it



directly to avoid cheating, because students did not have time to ask friends and cheat.

### **CLOSING**

There are several reasons of the lecturer using weekly quizzes in EFL classroom. That is to (1) increase students' learning motivation, (2) make students feel challenged, (3) encourage students to be creative in answering questions and interact with each other, (4) avoid cheating in class, (5) know the extent of students' understanding of the material that has been taught, (6) help the lecturer assess teaching method and students activity, and (7) start the discussions in class.

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