

Students' Perception of using Weekly Quizzes in EFL Classroom

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Abstract

The purpose of this study is to discuss and discover how students feel about using weekly quizzes in an EFL classroom. This research used mixed methods (QUAL-Quan). The population of in this study was the 3rd year students of the English Education Study Program at Universitas Negeri Makassar. Cluster random sampling was used to choose the 45 students for this study. The research used observation, interview, and a questionnaire as instruments. As a result, the students' perceptions of the utilization of weekly quizzes reflect this research. The result of the research showed that the students showed that students' perception of using weekly quizzes in EFL classroom in a positive category. According to the results of the research, it can be concluded that the use of weekly quizzes in EFL classroom can be a tool to determine and measure students' understanding of the material that has been taught previously.

Keywords: *Weekly Quizzes, Perception, EFL Classroom.*

INTRODUCTION

Indonesia has many talented students in learning English, but their learning process is inadequate. This is because of constraints in the teaching and learning process of English at schools, such as lecturers' abilities are often inadequate to fulfill student demands, teaching and learning systems are often monotonous, and lecturers who only provide theory without practicing it directly with students (Susanti, 2002) thus, reducing student interest in learning English. According to Bartram (2010), students were uninterested in tasks including copying from the board/book, working with partners, groups, and textbooks, answering questions, listening to explanations, repeating, and practicing language exercises. Because learning English as a foreign language differs from learning English as a first or second language, learning activity is also a key in achieving learning success (Rinta Ningrum, 2016).

However, the interest of the students' in improving learning is not new, then lecturers need action that can create new media in the classroom as an increased lecturer's professional ability and to enhance student learning skillfully. As a lecturer of student academic achievement, it is a major concern to explore how academic achievement can be increased at all levels. The drop in

students' performance is a big question and for the higher quality of education, it is important to know how lecturers can improve students' performance.

Therefore, to improve the learning results of a student, a lecturer must pay more attention to the student needs, and then create a skilled form of learning. It is a fairly successful form of study, but not all lecturers use weekly quizzes. It is generally assumed that quizzes are useful tools for improving learning and consolidating what has been taught. Weekly quizzes provide strong incentive by making the language learning process accessible and relevant. Furthermore, several researches show that weekly quizzes might improve student attendance in class. According to Wilder (2001), quizzes and student attendance in the classroom have a good relationship, and (Zarei, 2008) stated that quizzes can be beneficial in a variety of ways, including providing motivation for students to attend classes. Weekly quizzes are clearly a current technique for increasing learning and complementing what the students have been taught in the EFL lesson. Weekly quizzes provide good roles that are appropriate for students because feedback happens independently after students have answered each question that contains material, according to Brothen and Wambach (2001). According to Geist and Soehren (1997), using quizzes several times a week has been effective and significant to learners' performance.

Weekly quizzes are an effective process of learning in class, that weekly quizzes give many factors for students to improving their knowledge, especially in language. Weekly quizzes are a good learning method in the class. In general, weekly quizzes are an easy way for students who can indirectly recall the material that been taught and strengthen students' memory for the material. However, after being observed, each student has a unique response or perception regarding the weekly quizzes learning method. The researchers found one problem if many students did not really care about weekly quizzes until finally one day the lecturer gave weekly quizzes in class and then one student cheated by looking at the book to answer the quizzes.

The researchers argue weekly quizzes learning method can be used by teachers and lecturers as a fun learning method and does not make students feel afraid to answer questions. In addition, these weekly quizzes can also help students when they want to answer the exam later, because the weekly quizzes are a piece of questions or questions that will be present when the semester exam arrives. The fact, weekly quizzes can increase students' courage. That's mean, things that can happen, it will motivate students by encouraging themselves to answer quizzes based on pieces of memory and involve experiences based on the quiz's material given. In this study, the researchers involved perceptions of students to know all the causes of problems in using weekly quizzes in the classroom. Therefore, the weekly quizzes as a teaching method are closely related to students' perceptions.

The researchers are interested in analyzing students' perceptions of using weekly quizzes in EFL classrooms, based on the discussion above. Recognizing students' perceptions is crucial because it allows teachers or lecturers to evaluate their teaching methods after learning about students' perceptions. Students' perceptions are critical for measuring instructional efficiency, according to (Chen, 2003). Because the lecturer already knows the students' perceptions, the lecturer may assess their teaching, reorganize how they teach in class, and determine which students preferred and disliked how the lecturer delivered the information. As a result, teachers and lecturers must consider students' perspectives. The perception of students is important not only for assessment but also for teaching progress. Based on the observation and explanation

above, the researchers highly motivated to conduct research the title “Students’ Perception of using Weekly Quizzes in EFL Classroom”

LITERATURE REVIEW

Overview of Weekly Quizzes

The classroom learning method has a positive impact on each student, particularly Indonesian students who are studying English as a second language. The results of the weekly quizzes are clearly beneficial in terms of increasing learning quality and reinforcing what has been taught in class. Weekly quizzes, according to Tuckman (1998), push students to spend more time working effectively outside of class, particularly for procrastinators. According to Brown (2004), the weekly quizzes are a test that allows students to retain knowledge in the form of diagnosis. Weekly quizzes provide quick feedback, allowing students to be aware of their grasp of the information for each topic as well as their overall level of understanding. These weekly exams provide information into each learner's most effective approach for measuring the students' strengths and weaknesses in a variety of ways. According to certain research, its effects are quite useful and have a favorable effect on learners, hence it is regarded to be a teaching process that is strongly linked to learning and students. Because the weekly quizzes' technological impacts are a tool that can help any lecturer improve their learning process and success.

At this moment, there are several researchers found that the positive effects of weekly quizzes can be seen on students’ performance learning in class. Thus, the research considers that quizzes are very influential for academic performance and that teaching and learning process in class. Weekly quizzes have become very important tool and can be beneficial in learning process. Using weekly quizzes have strong motivational powers because they make the students understand a blend meaningful of language learning process. According to Johnson and Kiviniemi (2009), the teacher should use weekly quizzes to examine the students' ability to prepare for the exam. Then, as Zarei (2008) points out, getting good results on quizzes motivates students, which has a cyclical impact in that students prepare more for quizzes because the test is a good source of motivation in and of itself. Another reason frequent testing is good to students' learning is that it covers a limited amount of content.

Definition of Perception

Perception is the process of individuals evaluating anything obtained via the senses and preceded by attention in order for individuals to recognize and live about something previously viewed. Perception can also be said as a series of processes used by individuals to understand information from various stimuli received. Perception is one of the most important psychological aspects in human social life. In psychology, perception is a process used to remember or identify something, Drever (1986; 338). Meanwhile, according to the Big Indonesian Dictionary (2012) perception is a response (acceptance) obtained through the senses. Perception, according to Thoha (2010; 141-142), is the cognitive process through which each people comprehend information about the environment through his senses, such as sight, hearing, appreciation, feeling, and smell. This refers to the senses that initiate the perceiving process. Therefore, perception is the process of organizing and interpreting the sensory received and giving meaning,

or in short it can also be referred to as a person's process of certain objects, Kuswana (2011; 220). Perception gives humans knowledge from the exchange of data that they have on what they feel through the five senses both through sight, hearing, appreciation, feeling, and smell to give meaning and opinion to their environment. Some research has given definitions of perception, although it has the same meaning. Robins and Judge (2013) described that although individuals look at the same object, they may perceive it differently. From those definitions, perception is concluded as a series of processes from observations based on the senses.

Types of Perception

According to Maramis (2005), there are two types of perception, which are as follows:

1. External

Perception External is the perception that occurs because of stimuli that come from outside of the individual other than yourself.

2. Internal (Self-perception)

Self-perception is the perception that occurs because of the stimulation that comes from within the individual. Indirectly, self-perception is an encouragement to yourself.

Moreover, according to Irwanto (2002), the types of perceptions that are the result of interaction between humans and the object are two and perceptions are positive and negative perceptions, all of which are understood as follows:

a. Positive Perception

Positive perception describes all information (known or unknown) in a positive light. To put it another way, positive perception is appraising an object that includes oneself and has a positive meaning. Furthermore, someone with a good impression will accept and support the perceived object.

b. Negative Perception

Negative perception is a type of perception in which information (known or unknown) is interpreted negatively or as unsuitable for the item being experienced. In other words, negative perception is when someone evaluates an object that involves them and has a bad meaning. Furthermore, someone with a negative perspective will reject the perceived object.

Factors of Perception Effective

According to Kilis (2013) stated that although individuals look at the same object but everyone has a different perception. Perception is a process of the arising of awareness from objects that are influenced by internal factors and external factors of individuals. There are some factors working in forming and sometimes reserve the perception. Perception is also determined by the perceiver, target and situations. The perceiver refers to individual personal characteristics such as attitudes, personalities, motives, interests, past experiences, and expectations. The characteristics of the target also affect what we perceive, so the target influenced by some factors of motion, sounds, size, background and proximity. Moreover, the situation at the time, when we look an object and that influence our attention, as can location, light, heat and the other, the factors of situations are time, work setting and social setting. In vice versa, the characteristics of the target being observed also affect what the individual feels. Perception, according to Adeyemo (2011), is the way one thinks about something and imagines what it is like, as well as the ability to comprehend the true nature of a subject, particularly as it influences our environment.

Perception can thus be referring to the way people judge others with whom they are in contact. It is a person's attitude toward an idea or item that determines what he or she thinks, feels, and wants to do with that idea or object. As a result, students' perceptions of elements such as teaching technique, teacher usage of instructional material, instructors' communication skills, motivation, learning environment, and students' study habits may all have an impact on their attitude toward learning. A teacher who scores well on these indices in the eyes of his or her students is more likely to gain their trust, respect, and admiration of his/her self-students. This will surely influence their attitude to the study of the subject.

Process of Perception

Walgito (2010) states process of perception are accepted by sensory organs and the human mind in psychologically. And according to Baron and Byrne state there are three aspects that can build a perception:

1. Cognitive component (perceptual) is a component concerned with one's knowledge, opinions, and beliefs about an object.
2. Affective component (emotional) is a component related to positive pleasure or negative pleasure in an object.
3. Components conative (behavior), is a component related to the tendency of a person to act on an object (Kuswana, 2011; 57).

The process of forming this perception is different for each person. However, there are things that influence before the individual finally gives an interpretation of something. According to Rakhmat (2008; 52-58), there are 3 factors that can affect a person's perception;

a. Attention

Attention occurs when we concentrate on one of the senses to the exclusion of the other senses. Attention has external factors in attracting attention and internal factors in paying attention.

b. Functional factors

Functional factors occur based on individual needs, like experiences from the past, and other things that can be defined as personal needs factors.

c. Structural factors

Structural factors happened because of the nature of the stimulus from the physical and the neural effects that are an individual's system and can occur unconsciously or consciously.

Testing learners' language skills and capabilities is an important part of language teaching. Testing has become a key part of teaching since it provides important information or ideas about students' development and achievement in the learning process, as well as remedies and suggestions for difficulties, learning styles, and anxiety phases.

METHOD

Research Design

According to Creswell (2010), research design is a crucial component of a study since it is a plan and technique for conducting research that includes everything from general assumptions to specific data collecting and analysis methods. This research will use a mixed methods research (QUAL - quant methods), which is a research step combine qualitative and quantitative.

According to Creswell & Creswell (2017) states that merging between the two forms of research would provide a different point of view. This research design is a mixed method, will be assumed with philosophical as well as investigative methods. In partial, the method involves philosophical assumptions that guide the direction of collecting and analyzing data, qualitative and quantitative data mixture in one study or set of studies. The main thing is that the use of a quantitative and qualitative approach in combination will provide a better understanding of research problems.

Research Variable and Operational Definition

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.

Data Resources

According to Cohen, et.al, (2007, p. 101), the greater the sample from the size of the population is getting better, but there is a limit minimum that must be taken by researchers 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 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 researchers decide to choose three classes as sample. The reason behind it is because the researchers intend to get the data or the information from the students who get these weekly quizzes in class that are assumed have a good cooperation and thoughtful so that the research will run well.

Research Instruments

According to Nunnally (1968), a research instrument is a tool that is used to collect data in order to produce dependable, consistent, or stable data in order to measure what it does measure, and Arikunto (2006) stated that a research instrument is a tool that is used to collect data and to produce good results. Classroom observation, interview, and questionnaire are the instruments used by the researchers to collect data for this study. According to Heller (1969), typical research instruments, such as mailed questionnaires and interviews, are appropriate for producing reliable, valid, and relevant information. The instrument questionnaire is research consisting of a series of questions and other instructions. The questionnaire used here serves to know the student's perception by using weekly quizzes in EFL classroom. This relevant with Halim (2020), that state this study aims to determine the motivation and perceptions of students on the quizzes. The researchers get this information from students as respondents. In this questionnaire contains a sample consisting of some question will be filled out by students to assess their perception of using weekly quizzes in EFL classroom.

Technique of Collecting Data

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

Questionnaire

In this research, the researchers use a questionnaire to get data from students as a sample of this research. First, the researchers show the questionnaire that the students were going to fill out, then tell them how to complete the questionnaire, after the students understand how to fill it, and the researchers distribute this questionnaire to the students. At the end technique of collecting data, the researchers collect the questionnaire (Google form) that has been filled in and then will calculate the score from the questionnaire to find out students' perception of use weekly quizzes in EFL classroom.

Technique of Data Analysis

In analyzing data, the researchers use range score 1 – 5 to determine the student's perception of using weekly quizzes in EFL classroom. Students can score each statement according to their own perception about their teacher's teaching performance in teaching and learning process. The questionnaires scale adopts five-point liker's scale: (1) means "strongly disagree"; (2) means "disagree"; (3) means "undecided", (4) means "agree", or score (5) means "strongly agree" as follow:

Table 1. Likert Scale

Statement	Score	
	Positive (+)	Negative (-)
1. Strongly agree (SA)	5	1
2. Agree (A)	4	2
3. Undecided (U)	3	3
4. Disagree (D)	2	4
5. Strongly disagree (SD)	1	5

(Gay, 2012)

FINDING AND DISCUSSION

In this study, 45 students from the State University of Makassar were chosen as participants. Students' perceptions of the use of weekly quizzes in EFL classrooms are positive, according to data analysis from the questionnaire. The following is the result of the mean score in the questionnaire, which was calculated:

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{4081}{45}$$

$$= 90.68$$

The questionnaire produced a total score of 4081, with a total sample size of 45. It demonstrates that the average score of students' perceptions of the usage of weekly quizzes in EFL classes is 90.68, putting it in the positive category. The following table shows the results of the questionnaire analysis:

Table 2. Mean Score of Students' Perception

Total Score	Total Sample	Mean Score	Classification
4081	45	90.68	Positive

Regarding the results of student perceptions, it shows that there are two explanations that state positive and moderate. However, from 45 students, mostly 23 students chose positive for 30 questioners, it was the score (51%) or get 4081. The result of the mean score was supported by frequency and the percentage of the questionnaire, which showed in the diagram below.

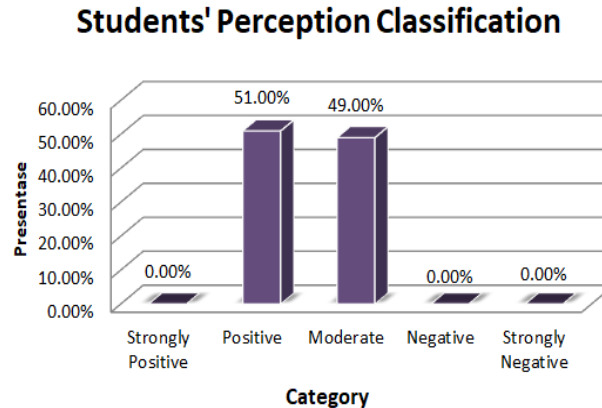


Diagram 1. Students' Perception Classification

Perception is tied to the environment, according to Robbins (2013), as a process in which humans are ordered by their sense perceptions so that they can give meaning to themselves. He believes that perception can be divided into two categories: positive and negative. Positive perception describes all information and knowledge (known or unknown) in a positive light. Negative perception is a perception that describes information (known/unknown) unfavorably or does not match the observed item, whereas positive perception is a view that accepts and supports the object perceived. If a person has a negative perception, he would resist and reject every perceived effort.

According to the research findings, students rated the use of weekly quizzes in EFL classrooms as a positive category. The questionnaire received a total score of 4081, with a total sample size of 45. It reveals that the mean score of students' perceptions in EFL classrooms utilizing weekly quizzes is 90.68, which is classified as positive.

CONCLUSION

The students had positive perception about using weekly quizzes as a teaching method in class. It was proven by the result of the students' rating mean score, which were 90.68. It was supported by the percentage of the questionnaire, which showed that most students choose positively from the five categories.

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