

# The Use of Weekly Quizzes in EFL Classroom

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## Abstract

The research aims to describe and find out the way of lecturer used weekly quizzes in EFL classroom. This research used qualitative methods. The population in this study was the lecturer and the 3rd year students of English Education Study Program in Universitas Negeri Makassar. The instrument of the research was observation. The sample for this research consists of 1 lecturer of English Education Department at State University of Makassar. The result of the research found that the use of weekly quizzes in EFL classroom it can be a tool to determine and measure students' understanding of the material that has been taught previously.

Keywords: *Weekly Quizzes, Perception, EFL Classroom*

## 1. 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 the attendance of students 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 can be beneficial in a number of 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 has been taught in the class EFL. Generally, depends 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 use of quizzes each week has been both beneficial and significant to learners' performance. Based on the researcher experiences, the researcher finds out some lecturers who 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 that has been taught. The reason for a researcher to analyze this problem is that after observing it, the researcher has discovered that most students spend less time studying even they know will have a weekly quizzes tomorrow. So, when the quizzes come, the students who depend on students excel in class to answer the quizzes and it often happens every week. Those weekly quizzes are very important to study because this will be considered as a good teaching method for students. In general,

several researchers have analyzed that the use of weekly quizzes is very good for student learning development, especially increased results from student exams. However, on the other hand, weekly quizzes will be a place of fear for students for each week in certain lessons, because they have a high level of anxiety that can be tense and frightened that is threatened for students to miss class on the basis of the quizzes. Therefore, it is also important for researcher to know the students' perceptions about the use of weekly quizzes in class.

Based on the discussion above, the researcher is interested in examining the lecturer using of weekly quizzes in EFL classroom and the reasons of lecture for using quizzes in EFL classroom. Then, this research also will analyze student's perception of using weekly quizzes in EFL classroom. Recognizing students' perceptions is necessary because it plays an important role for teachers or lecturers to evaluate their teaching method after knowing students' perceptions (Atmowardoyo, 2021). As stated by (Chen, 2003), students' perception is crucial for evaluating teaching effectiveness. Since the lecturer already knows students' perception, the lecturer can evaluate their teaching, reorganize how the lecturer teaches in class, which students more liked and not liked to deliver the material. Therefore, students' perception is very important for teachers and lecturers. Student's perception is not only of assessment but also for teaching development goals. Based on the explanation above, this researcher tried to answer, "How does the lecturer use weekly quizzes in EFL classroom?"

## **2. Literature Review**

### **2.1. Weekly Quizzes**

The teaching and learning process in Indonesia 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.

### **2.2. 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.

### **2. 3. 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.

### **2. 4. 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).

### **2. 5. 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.

## **2. 6. 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.

## **3. Research Methodology**

This research design is a qualitative descriptive research. The researcher used qualitative (interviews/ observation list) to answer the research question. his research design was used to facilitate the researcher to answer the research problems accurately

and efficiently. Moreover, this study aimed to identify the way of lecturer by using weekly quizzes in EFL classroom. The samples of the research were the lecturer that used weekly quizzes of the English education study program at the State University of Makassar.

The instrument of this research was classroom observation. Classroom observation is the most important procedure in ensuring that the curriculum is effectively implemented to its target beneficiaries, who are the learners, the center of the teaching-learning engagement. It is a way of magnifying lecturers' strengths worthy of emulation by their colleagues for more enjoyable delivery of the lesson and possible replication.

After collecting data, the researcher analyzing the data from classroom observation. In analyzing data, the researcher listed some common items that the researcher noticed. They were the lecturer using weekly quizzes in EFL class and students. For the result, the researcher described the data.

## **4. Findings and Discussions**

### **4. 1. Findings**

Based on the results of the observation, conducted for three times (1st on Wednesday, November 10, 2021); (2nd on Thursday, November 11, 2021); and (3rd on Friday, November 19, 2021) in three classes of English education the lecturer used oral quizzes. The description of the observation is in the following:

Table 1 The Use of Weekly Quizzes in EFL Classroom

No.	Meeting	Weekly Quizzes	Activities
1.	Wednesday, November 10, 2021 (English Education class A)	Oral Quizzes	<ul style="list-style-type: none"> <li>• The lecturer used Google Meet learning media during meetings.</li> <li>• The lecturer gave quizzes every week and the given questions were related to last week's material.</li> <li>• The lecturer used quizzes orally.</li> <li>• The given questions were answered right away.</li> <li>• The lecturer used 20-30 minutes to do quizzes.</li> <li>• The lecturer provided several questions for students.</li> <li>• The lecturer selected and appointed three students to answer each questions.</li> <li>• The weekly quizzes learning method was very suitable for students because it looked like many students were active and competing to answer the questions the lecturer gave.</li> <li>• It can be seen that when students answered questions with different answers, it means that they understood the previous materials.</li> </ul>
2.	Thursday, November 11, 2021 (English Education class C)	Oral Quizzes	<ul style="list-style-type: none"> <li>• The lecturer gave quizzes every week before entering the next material.</li> <li>• The lecturer provided several questions.</li> <li>• The lecturer selected students to answer and then let anyone who wanted to answer.</li> <li>• The lecturer gave quizzes to different students every day.</li> <li>• The lecturer used orally quizzes.</li> <li>• The lecturer wrote questions in the chat column when students who wanted to answer struggling with a bad network.</li> <li>• The time used for quizzes was about 15-25 minutes.</li> <li>• Weekly quizzes were needed by students to see and measure students' understanding of the material that had been taught previously.</li> </ul>
3.	Friday, November 19, 2021 (English Education class B)	Oral Quizzes	<ul style="list-style-type: none"> <li>• The lecturer used quizzes that were shown at the beginning before entering the next material.</li> <li>• The lecturer used oral quizzes.</li> <li>• The lecturer gave quizzes randomly and the questions can be the same or different.</li> <li>• The lecturer provided an opportunity to answer for all of the students.</li> <li>• This was for the lecturer who wanted to know,</li> </ul>

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			<p>regarding students' understanding of the material that had been taught.</p> <ul style="list-style-type: none"> <li>• Giving quizzes every week showed students' activity in class.</li> <li>• Quizzes were able to improve students' memory, to answer questions when the final arrives.</li> <li>• The time used for quizzes was about 15-25 minutes.</li> </ul>
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From the table above, weekly quizzes to be one of the learning methods in the classroom that can help to improve the students' learning process, regarding memory. The lecturer gave that quizzes at different times and even in different ways. In this observation, the researcher found that by giving weekly quizzes online using one of the learning media, as Google Meet. Therefore, giving oral quizzes through online was also very much helpful for the students.

The three classes got quizzes at the beginning of the lesson before entering the next material. At the time of giving quizzes, the lecturer invited two or three people to explain the material that had been taught at the previous meeting. After that, the lecturer chose three people and gave different questions related to what they have learned in the previous material, last week. In giving these quizzes, the lecturer also gave one minute for students to speak in intending to avoid cheating when answering the quizzes.

Every student who answered always had a different answer. It can be seen that students were challenged to answer the questions because they had different answers and sometimes gave examples related to their daily lives. Besides, the adrenaline feelings,

students were also enthusiastic and were not afraid to answer questions, although some students only answered questions briefly. However, when the lecturer felt less satisfied with their answers or there were slight errors in the answers, the lecturers always added and said thanks to the students for answering the questions.

The researcher also found in this observation was that there was a student who found the network was not good and there came a time when they were choosing to answer one given question by the lecturer, but it sounded vague. So the lecturer changed the quizzes in writing. The lecturer wrote the quiz because it was not clear for the students, thus students can see these questions in the chat column on the learning media. The result was that students still answered it with great pleasure. However, the researcher also found that there was a fear of students in answering the quizzes. We can see this when the lecturer asked "Who can explain the material in last week?" repeatedly, students were sometimes just silent. Therefore, the brave students who answered before raised their hands and wanted to answer the question a second time.

## 4. 2. Discussions

The lecturer had his own way of applying the methods of teaching in class. Based on the findings, the researcher found that the lecturer used oral quizzes. Previously, the lecturer asked the researcher, "How do you define weekly quizzes? The researcher then answered that weekly quizzes were a powerful method to find out or measure students' understanding of the materials that have been previously taught, then the lecturer said again exactly and nodded in agreement". That definition was related to Johannesen (1995), quizzes have value in encouraging understanding, that learning has been improved by giving quizzes. In the activities of the teaching process in the classroom by applying quizzes every week, it was seen that the lecturer and students had a good response. It can be seen when the lecturer gave a question orally and the student immediately answered it very well. Until some students who had answered those still wanted to answer the next question. However, some students seem to scare in speaking even though they wanted to answer the questions asked by the lecturer. So, there was one session where the lecturer chose several students to answer the questions and briefly one student answered it even though the answer was still lacking, then the lecturer corrected and added the answer in orally.

The data got by the researcher from this observation that the lecturer also wrote his question in the chat column if he found students whose network was not good enough to answer the question. Lecturer wrote quizzes in the chat column as affirmation to students when they did not

listen to what the lecturer said. It can be seen that there was a good interaction between lecturer and students, so that the formation of feedback activities between students and the class felt so ready to move on to the next material. It was relevant to Sporer (2001) said that besides motivating students to study more regularly, quizzes also provide feedback, where students should focus their efforts on taking quizzes or to reduce anxiety during exams. Besides, the lecturer was also able to see that the enthusiasm of students in answering questions with different answers show that students really understood the material that had been taught previously.

## 5. Conclusion

Based on the findings and discussion of the previous chapter, the researcher concludes that the lecturer used weekly quizzes in class is oral form, then he is immediately answered by several students who have volunteered and some students have been selected. This is to avoid cheating so that students cannot look for answers or ask other people.

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