

Chapter Four

Findings and Discussion

This chapter describes the findings of the research that have done by the researcher. The findings were obtained by conducting in-depth interview. The findings were gathered from three participants. This chapter also provides findings that relate with the research questions. In addition, the findings are elaborated with expert's opinions as elaborated in the literature review. There are two findings that will be explained in this chapter. The first is the students' perception on problems when doing the quiz. The second is the students' perception on strategies to face students' problems. These question will be answered by the researcher based on the students' experience when doing the quiz and expert's opinions were explained chapter two.

The Problems when Doing the Quiz

Based on the interview that have been done by the researcher toward the participants, there are many problems when answering the questions from the quiz. The problems are found among the participants from first semester until the seventh semester. The problems also become obstacles for participants to get achievement. There are five participants' problems when doing the quiz. The problems are such as no understanding on the material in the quiz, lack of time allocation, slow internet access, the participant do not understand about the application of quizzes, and participant has high anxiety when doing the quiz.

Students did not understand about the material in the quiz. There are two participants (P1 and P3) who mentioned that they do not understand the material that has been given by the teacher when doing the quiz. There are several factors that cause the participants to not understand about the material in the quiz; for instance, the participant does not study at home and the participant does not prepare good preparation, such as learning the night prior to attending the quiz and not making notes on the schedule of the quiz, so that she forgot the quiz. Based on the interview, the participant three gave her argument as follows.

“The problem is like what, like if we do not understand yet about the material” (P3. 19)

In the next question in the interview, the participant three gave a reason about the thing that makes the participant does not understand the material that has been given by the lecturer. The reason is explained by the participant three in the interview is the participant three does not come to the class. She does not catch up the lesson. It is explained in the interview result below.

“When I do not understand the material in the quiz, I ask my friend and sometime I do not come to the class.” (P3. 20)

Thus, if the participant three does not come to the class, the participant three will not catch up with the new knowledge or lesson from the lecturer. Moreover, the participant three cannot finish the quiz well, because the P3 does not know the material that will be addressed in the quiz. Therefore, the participant

must come regularly to the class if she wants to get a good achievement or score in the quiz.

In addition, according to the interview with participant one (P1), the participant one did not understand the material in the quiz because the participant one is lazy. The P1 explained that lazy to join it because the percentage of quiz for the final mark is low. She thinks the score from the quiz would significantly influence the final score, so that P1 would study seriously for the quiz if percentage of the quiz is high. This is explained in the statement by P1:

“... but I am lazy, so I prefer study or conduct task that has high percentage.” (P1. 28)

“...because score of quiz has low percentage for final score.” (P1. 27)

The low percentage makes the participant one too lazy to study and it makes the participant one to be lazy to learn and it makes the participant one does not understand the materials in the quiz. The participant one thinks that the quiz is not important. Therefore, the teacher must be able to change the students' mindset regarding the quiz.

Other perception comes from participant three, she does not understand the material in the quiz, because the P3 is not well prepared doing the quiz. For example, as stated by the participant three in the interview, she studies in the night before having the quiz but not making a note if there would be a quiz. Finally, the participant three forgets if there is a quiz tomorrow. The P3 told to the interviewer in the interview:

“Why I do not learn, for example tomorrow there is a quiz, in the night, I start to learn and it is only for while.” (P3.17)

“Sometimes, I also forget, if there is a quiz.” (P3. 18)

Therefore, preparation is needed much when doing the quiz. It must be taken so that the students get good score in the quiz. Therefore, all of things must be prepared well, so that the result is good.

Thus, there are several problems that make the students do not understand about the material in the quiz, such as participant does not study at home and the participant does not prepare good preparation, and participants do not make a notes on the schedule of the quiz.

In conclusion, this finding is supported by Kayser (2015). Kayser said that, “ the students that iniatially responded with frustation started to make comment that missing a problem shows them what they need to study more”. From that, we can see that the student do not study before doing the quiz. Moreover, this finding related with Kayser’s opinion. Students do not understand the material in the quiz because the students do not learn at home before doing the quiz.

Lack of time allocation for the quiz. Time limitation is always used by teachers in having quiz to tell the students how long they could work on the quiz. There is one participant that said lack of time allocation makes the students could not focus to do the quiz well, because the students always think about the time. The participant one is afraid, if the time is over, she could not finish working on the quiz yet. P1 revealed in the interview:

“The second, the problem is time.” (P1. 25)

Moreover, in the interview the participant one explained that the lack of time allocation becomes her problem in doing quiz, because the participant one could not finish the quiz at the specified time. Sometimes, the participant one does not understand the material in the quiz and then the participant one must finish the quiz with time that has be given by teacher. Then, the time allocation is too short. Usually, the allocated time is insufficient to answer the provided questions. It means that the time is too short and the questions are too difficult. In the statement, P1 explained:

“... usually regarding time limitation, we are not certain in conducting the quiz all the time or up to us, so there is time limitation when doing it, moreover if there is a lesson that we forget or not understand.” (P1. 19)

In this discussion, there are two experts that agrees with the participants' statement, namely lack of time allocation for the quiz. First, Hillman (2012) stated that the problem in doing the quizzes, namely concerning small things in doing quizzes, such as time, wrong answer, and bad score. Second, Thirey (2011) said that the timing can influence the students' effectiveness in doing the quiz. Therefore, lack of time allocation becomes one of the students' problem when doing the quiz.

Slow internet access. Internet access can also become problems in quizzes. If the student gets a quiz that is held online, the student must have good internet connection in order to, finish the quiz well. Here, the participant one

encountered problems regarding the internet access too slow to log in to the website or to access an application for the quiz that has been given by the lecturer.

The participant one explained in the interview that:

“... if online, for example the challenge is internet network, if the internet network is slow or bad and then unfortunately the time ends. It is my challenge.” (P1. 20)

In an online quiz, the problem is encountered is bad internet access. The participant one should join a quiz with time that has been arranged by the teacher. The time is too a little. Then, bad or slow internet access would become a problem for the participant, if internet access is always bad, the participant one could not finish the quiz well. Then, it will make students' score to be low.

Therefore, according to the participants' statement in the interview about slow internet access becomes problem in doing the quiz. It is also argued by Hillman (2012). Hillman (2012) saying that the problem when doing the quiz are concerns about minor detail and computer and software challenges. Thus, it has been clear that the students' problem about slow internet access has been discussed by expert.

Student is confused of how to use the application of quiz. In the university, there were some students who were confused or could not use the computer. It would make the teacher difficult to conduct the online quiz to the students. In this section, there is one participant who gets a problem about the technology. The participant two is confused to use application that has been

introduced by teacher toward students, so that if there is an online quiz, he is always confused. The participant two is confused because he does not get used to access the application to join the quiz. P2 stated his opinion in the statement:

“... if by the computer like edmodo, for example i do not understand use the application of quiz.” (P2. 21)

The participant two explained that he feels confused on how to use the application. It becomes one of the problems in having the online quiz. Hillman (2012) also said that computer and software challenges become problems in doing the quiz. P2 gave the statement in the interview:

“... so i am confuse how the way to use it.” (P2. 22)

As a suggestion, before the teacher gives an online quiz using an application, the teacher must explain it to the students well, so that the students understand in using the application and they can finish the quiz well.

For this problem, there is one expert that ever said about the problems when doing the quiz, namely concern about minor detail, computer and software challenges (Hillman, 2012). In the interview, the participant said that the participant confuse how the way to use the application of quiz. in here the participant does not understand well about the application of quiz. So, it is related with the Hillman's opinion above. The participant has challenges toward computer and software.

Students have high anxiety when doing the quiz. There is one participant that gets a problem about high anxiety in doing the quiz. The high anxiety is because of pronunciation and grammar. The participant two always thinks about the pronunciation if he joins the speaking quiz. The participant two is not confident with himself, if he speaks English with lecture. Then, the participant two feels afraid, if he speaks English. He is afraid, if his pronunciation is bad or wrong. P2 told it in the interview:

“I am afraid, if my pronunciation is wrong.” (P2. 17)

In addition, the participant two is also afraid, if he joins writing quiz. The participant two is afraid if his grammar choice is wrong and it is not appropriate with the language structure. P2 explained in the interview that in the writing quiz, the grammar must be true and the sentences must be related. This is explained in his statement in the interview:

“.... the grammar must be true.” (P2. 19)

“.... then the sentence must be related.” (P2. 20)

Moreover, the other participant gets another problems. The problem is regarding the nervous feeling. The participant has the negative thinking about the quiz. It makes the participant become nervous when doing the quiz. It makes the participant become not focused in doing the quiz. There are two participants who revealed one of the problems when they have a quiz is the nervous feeling. Participant one and participant three said:

“...more nervous, maybe when there is material that is not known, so sometimes confused if we do not understand or forget the material that has been learned.” (P1. 21)

“...if we have not been ready, we are nervous.” (P3. 11)

Therefore, there are several reasons why nervousness becomes the problem of participant one and participant three when doing the quiz. The participant three said that she is not ready to do the quiz or the participant does not prepare well at home when she will has the quiz. Participant one explained that she is confused about material, so that she has worry regarding the quiz, for example what are the type of question in the quiz and can finish the quiz well. Hence, the participant one will be more nervous to join the quiz.

Thus, the participant one and participant three are not confident with themelve when doing the quiz. Then, anxiety experienced by the participants when doing the quiz makes the participant one and participant three afraid to speak English and write in English. Therefore, the researcher gives a suggestion to the reader as a student. When doing the quiz, the reader must be optimistic and confident with her/himself. Then, there is one expert that agree with this finding. Hillman (2012), concern about theirselves when doing the quiz. It means that the students or paticipant are not confindent with their answer and the students feel nervous when doing the quiz.

Strategies to Overcome the Students' Problems When Doing the Quiz

There are many problems that are faced by participants when doing the quiz, but there are also strategies to face the problems. Here, through the interview the researcher has found the information about the strategies to face the problems. The information is based on the participants' experience. The researcher will explain the strategies to face the problems as follows:

Learning the material that has been given by the lecturer. One of the strategies that is conducted by the participants is namely learning or studying. Then, all of the participants also give opinions that learning can help them to finish the quiz well. P1, P2, and P3 mentioned in their statements that learning or reviewing the material before doing the quiz can help them to get high score or achievement. Their statements in interview are namely:

“I study maybe one day before doing the quiz or join the class.” (P1. 29)

“Before the class starts, the students prepare themselves by learning the material that has been explained, so that the students understand more.”
(P2. 8)

“Must review the material.” (P3. 20)

In addition, the participant two adds the information about the written quiz or essay. P2 said that:

“Learn how to write well.” (P2. 27)

It means that the participants two must look for information about how to write well if the participant two is about to gets a written quiz, the participant two can learn the grammar or to make a good paragraph.

Thus, this strategy to face the students' problem in the finding one, namely students did not understand about the material in the quiz. The participant must learning the material, if the participant does not understand about the material. This strategy is supported by Norton (2013). Norton said that the students will feel more prepared for their test, if they get feedback from the teacher. Therefore, getting feedback from teacher can influence students to learn the material or have good preparation to do the quiz. Usually, the students get a feedback from the essay question. By essay questions in quiz, the students must do more preparation than the students get multiple choice or matching questions. Crooks (1988) said that "students are more thorough in their preparation for essay questions than in their preparation for objective examinations containing multiple-choice or matching questions". Therefore, this finding to strategies to face the students' problem have two experts who are agree with this finding.

Predicting the questions of the quiz. A quiz is conducted after the teacher explains all the lessons. Hence, the students can predict the questions that will been given by the teacher. The types of questions are multiple choice, essay, and true or false. Like, the types of questions is ever conducted by the all of the participants. There are two participants ever get types of questions, such as multiple choice. The participant one and participant two said that:

“Usually, the first is multiple choice.” (P1. 12)

“And then, there is multiple choice.” (P3. 13)

Then, there are two participants said that they ever get essay as types of question.

The P1 and P3 stated in the interview:

“Usually quiz only forms like question, why, what are, or mention like that.” (P1. 8)

“And then, the second is short answer.” (P1. 13)

“Essay.” (P3. 12)

In addition, there is the participant that gets long answer or making a paragraph as a type of questions. The participant two explained in the statement:

“There is also by written.” (P2. 10)

“If written, the teacher gives quiz and the students are asked write what the answer, the form is maybe paragraph or essay.” (P2. 12)

In addition, the participant two also gets type of questions, such as speaking. The speaking is like the teacher ask the questions directly to the students. In the statement the participant two said that:

“There are several kind such as quiz by speaking, when in speaking, the teacher asks a question directly to the students, such as what is the definition of...? what are the example of...? what are the useful of...?”
(P2. 9)

Therefore, there are many types of questions, so the participants should be able to dominate all of the types of questions. If the students or reader could not dominate all the types of question, the students can do this strategy to face the quiz. In addition, the students can do this strategy to finish the quiz well and get good score. There is one participant said that predicting the questions becomes one of the strategies that she conducted to finish quiz well. The P1 said that:

“...And predict the questions such as what will appear in the quiz.” (P1. 30)

In addition, the participant one adds an information about understanding the lecturer. It means that the participant one must understand what types of question that usually the lecturer used. In the statement, the P1 explained:

“And understand the lecturer, it means that the lecturer make the quiz in paper-based quiz or online quiz, so it can become our preparation alternative.” (P1. 31)

Thus, predicting the question of quiz can make the participant one more prepare to doing the quiz. The participant one known her weaknesses in types of questions in the quiz. Therefore, the participant one must more know the teacher that will give the quiz. After that, the participant one conducts good preparation to the quiz.

This strategy can be conducted by reader to face the students' problem in the finding one. In the finding one, the researcher explain that students did not understand about the material based on the several reasons. One of the reason are

the participant does not prepare good preparation to doing the quiz. So, in this case, the participant or the reader can predict the types of questions that will be given by the lecturer and learn more about the types of questions at home. Thus, the participant or the reader must do the good preparation when doing the quiz so that the participant understands about the material in the quiz.

Students go to the good internet access area. In online quiz, usually the students need good internet access, so that they can finish the online quiz well. In this section, the researcher will discuss about strategy to face the students' problem in online quiz, such as slow internet access. The participant one has been explained in the interview that strategy to face the problem about slow internet access is the students must go to the good internet access area, for example: go to the wifi area, prepare hotspot from smartphone or modem. The P1 explained in the interview:

“When doing the online quiz, usually I go to the place that provide good internet access and then I also prepare other internet access, such as modem or smartphone.” (P1. 32)

There are several classes in English Education Department of UMY use e-learning. Then, the lecturer makes the online quiz and the students finish the quiz in outside class or wherever they want. Sometime, several students prefer to finish the quiz in their home. In their home, internet access is too bad, so they do not finish the quiz well and on time. In addition, the strategy of the problem is the students prepare modem or hotspot from their mobile phone or smartphone.

Therefore, this strategy to face the students' problem in the finding three, namely slow internet access. By the strategy, the students or reader can conduct the online quiz well and get good score without get problem in internet access.

Asking friends about the application of the quiz. Before having a quiz that uses the computer, the participants who do not know how to use the computer could asks to their friends. Asking with friend is a good strategy because it makes the participants more comfortable than asking to the lecturer. It happens, because the participants have known their friends since a long time. The two participants mentioned that one of the strategies to face the students' problems in quiz is asking to their friends. P2 and P3 said in the statement:

“If the problem in computer, I ask to my friend that can use computer well.” (P2. 28)

“Ask to the friend.” (P3. 21)

Thus, participant two and participant three ask their friend to know more about the computer and the application of the quiz. It will make the participants easy to understand about the computer or application of the online quiz.

Therefore, this strategy to face the students' problem that in the finding four, namely students is confused of how to use the application of quiz. By asking to the friend, the participant or the reader can know to use the application of quiz.

Speaking practice. According to participant two in the interview, he must do English speaking practices more frequently prior to doing the speaking quiz.

Participant two gives his opinion that speaking practice can help him to do the quiz well. P2 stated:

“...if quiz in speaking, i do the speaking practice.” (P2. 25)

Thus, speaking practice can make the participant one becomes fluent in speaking English. Then, it will make the participant one successful when doing the speaking quiz at the university or school.

For this strategy, the participant conducted speaking practice to face the students' problem that in the finding five, namely students have high anxiety when doing the quiz. The researcher has been explained in the findings and discussion that high anxiety is the students' problem in pronunciation, grammar and fell nervous when doing the quiz. Thus, the participant must speaking practice more to face the students' problem in the pronunciation. Then, the participant will not feel nervous when doing the speaking quiz, if the participant always practice to speaking English.

For this students' problem, Wright (2011) is agree with result in this study. Wright (2011) added that, “ricite information aloud. These two channels for language, speaking and hearing, help to embed the information in your memory”. Automatically, if the students ricite the information aloud, the student say a word and it calls “speaking”. By the students recite or read the material can help to remember the material, the students can also do speaking practice. Thus, it will make the students practice to speak English to face the speaking quiz. Then, if the

students have usually speak English, the students will be confident when doing the quiz.

Reading more the material often that has been given by the lecturer.

When doing the writing quiz, participant two chooses to read more the material that has been given by the teacher. It is done by the participant two, because reading can make the participant understand and remember more about the material. P2 stated:

“...for written, i must read more again.” (P2. 26)

In addition, the participant two also reads and learn about how to write the paragraph well. In the writing quiz, the participant two must make a paragraph well and must be careful about the paragraph. P2 explained about the writing quiz in the interview:

“Learn how to write well.” (P2. 27)

Therefore, one of the strategies to face the students' problem in doing the quiz is reading more the material that has been given by the lecturer and learning to write the paragraph well. This strategy to face the students' problem that in the finding five, namely students have high anxiety when doing the quiz. Like statement above that has been explained in the strategy three. High anxiety is students' problem in pronunciation, grammar and feel nervous. There is one participant that get a problem in written quiz and the participant is lack of grammar. Thus, strategy to face the written quiz, namely reading more about the material and learn about the grammar. Usually in the written quiz, the students

must have good grammar to get a good score, because in the written quiz, the teacher sees the students' grammar to know students' ability in grammar.

Thus, there is one article that supports this finding. Wright (2011) said that read and review using SQ3R. SQ3R is a way to remember the material, create question based on each of the chapter heading, read through the chapter, and recite the question. Then, Wright (2011) added that reciting information aloud can help to embed the information in memory. Therefore, read the material aloud can help the students understand and easy to remember the material that has been given by the lecturer.

In conclusion, there are five students' problems and there are six strategies to face the students' problem when doing the quiz. The five students' problem are students did not understand about the material in the quiz and then strategies to face the problems are learning the material that has been given by the lecturer and predicting the questions of the quiz. The second students' problem is lack of time allocation for the quiz and the strategy is the students must practice to write quickly and learning about the material frequently. The third students' problem is slow internet access and the strategy is students go to the wifi area or prepare modem and smartphone to get a good access internet. The fourth students' problem is students is confused of how to use the application of quiz and the strategy is asking friends about the application of the quiz. And the fifth students' problem is students have anxiety when doing the quiz and the strategies are speaking practice and reading more the material often that has been given by the lecturer.

In addition, all of the students' problem and strategies to face the students' problem when doing the quiz have been related with the opinion's expert. Then, the experts have discussed it in their journal, book, and article. Moreover, there is one students' problem that is seldom discussed by the expert, namely students did not understand about the material in the quiz, and then there are two strategies that the expert seldom discusses it. Thus, in this study the researcher cannot find journal article or opinion's expert that support the researcher's finding. The strategies are asking friends about the application of the quiz and students go to the good internet access area.