THE EFFECT OF QUIZ ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT ON GRADE 8 SMP NEGERI 2 BERINGIN

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Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan kuis terhadap peningkatan prestasi siswa dalam menulis teks deskripsi pada siswa kelas delapan. Penelitian ini dilakukan di SMP Negeri 2 Beringin, Jalan Dusun II Kebun Sayur I, Sidodadi Ramunia, Kecamatan Beringin, Kabupaten Deli Serdang. Populasi penelitian ini adalah siswa kelas VII tahun ajaran 2022/2023. Penelitian ini menggunakan penelitian kuantitatif eksprimental. Sumber data dalam hal ini penelitian ini adalah siswa kelas VII SMP Negeri 2 Beringin. Total sampel untuk penelitian ini adalah 40 siswa, yaitu 20 siswa (VII-1) di kelas eksperimen dan 20 siswa (VII-2) di kelas kontrol. Setiap kelas diberikan pre-test dan post-test. Pengumpulan data dilakukan melalui tes deskriptif tertulis. Hasil ditunjukkan oleh t-test lebih tinggi dari t-table pada tingkat signifikasi = 0,05. T-test (2,12) > t-table (2,02). Artinya pemberian kuis berpengaruh terhadap pencapaian siswa dalam penulisan teks deskriptif.
Kata kunci: Kuis, Pencapaian siswa, Menulis, Teks Deskriptif

Abstract
The aim of this research is to find out the effect of using quiz to increase students' achievement in writing descriptive text at eight grade students. This research conducted at SMP Negeri 2 Beringin, Jalan Dusun II Kebun Sayur I, Sidodadi Ramunia, Kecamatan Beringin, Kabupaten Deli Serdang. The population of this research was the eight grade students of the academic year 2022/2023. The researcher used experimental quantitative research. The sources data in this research is the eighth grade students at SMP Negeri 2 Beringin. The total sample for this research is 40 students, which are 20 students (VIII-1) in experimental class and 20 students (VIII-2) in control class. Each group was given a pre-test and post-test. The collecting data was done through writing descriptive test. The result showed by t-test (t-observation) was also higher that t-table at the level of significant α = 0,05. T-observation (2.12) > t-table (2.02). It means give quiz gave significantly affect into students writing skill in descriptive text.
Keywords: Quiz, Students' Achievement, Writing, Descriptive Text

INTRODUCTION

In Indonesia, English instruction and learning have envolved over time. English is given a spesific treatment as a foreign language because it is one of the subjects that must be assessed on the national final examination. In delivering English subjects, the teachers are limited by the curriculum. English teaching and learning in Indonesia have undergone complicated curricular developments (Zein et al., 2020). The use of quizzes as a form of assessment is part of the learning process, but the teacher creates the quizzes and the students participate in the objective activity. Additionally, it implies, in a limited way, that effectively created tests can inspire pupils to learn and do well. One of the methods that English teacher to guage their pupils' comprehension of or familiarity with previously learned material is the quiz. As a sort of formative evaluation, quizzes have the goal of challenging the students since they gauge their level of learning or understanding. The benefits of daily quizzes that significantly increase mastery or retention of the content covered in class, assist students in reviewing what they have learned and promote active learning.

Quizzes are good for increasing students' confidence (Yeo & O'Donoghue, 2022), encouraging participation and supporting criticism. If a quiz is used early in the term, it can also help the unit assessor identify any difficult material. Another advantage of using quizzes to assess student learning is that the grading and feedback process is automated, which is advantageous for both students and the people marking the quizzes. Common quiz questions let teachers know how well the class understands a concept. Students can learn what they know and don't know by taking quizzes. This aids teachers in

determining where kids need assistance. Students will get a better notion of how well they comprehend the content after the quiz. This should encourage you to learn more. Their findings also assist individuals in more efficiently allocating their study time by allowing them to concentrate on material that requires improvement. Because they require students to look up information and consider it before learning and remembering it, quizzes and tests aid in learning.

According Durga & Rao (2018) Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. One of the four skills in language learning is writing. The other three are listening, speaking, and reading. It is a set of symbols that, through a variety of processes, depict the sounds, syllables, or words of a language (capitalization, spelling, punctuation, word form, and function). All kids must possess strong writing abilities in order to succeed in school and in the workplace. Writing well is a skill that students must master in order to succeed both academically and professionally. All kids must possess strong writing abilities in order to succeed in school and in the workplace. Students who can write well must have a broad vocabulary. Descriptive text is text intended to give an explanation to the reader with image and meaning with sensory details. The original words and structure of a written or printed work are called the text. In other words, it consists of words that are either said or written with the intention of communicating a message. It signifies that a piece of writing is produced by combining words in order to convey a meaning or a message (Raes et al., 2020).

Student achievement is a term that refers to a measure of a student's overall academic performance and learning over a period of time. Teachers determine student achievement. There are specific goals and parameters by which student performance can be measured. This can be class tests, extracurricular activities, general behavior, etc. Measuring achievement is very important because it represents a student's overall progress, from academics to sports to public behavior. It also helps students develop a keener sense of their surroundings and become more kind, helpful and generous. It has four key success factors. Class management, instruction to learn, parent and guardian involvement, and the belief that all students can learn and grow. For example, if a student in extracurricular activities such as drawing, sports, art, etc., that student achieves well. A student's level of achievement is also assessed if the student performs well on class tests and exams and is an active participant in class. It also includes giving kids real-time situations so their peers can access their qualities. Frequent parent-teacher meetings are often helpful in encouraging children's progress.

Based on curriculum Merdeka Belajar, every school must do quiz in their learning process to know students' achievement. In SMP Negeri 2 Beringin especially in eight grade already do quiz in learning process. But, the problem in this school is the implementation of quizzes does not have a regular schedule. So, it is difficult for teachers to know progress their students' achievement. The purpose imply quiz in learning English is help teacher to measure how the students' achievement in one material in one subject. Therefore to overcome the problems, writer proposes to use quiz in regular schedule to help teacher to measure how the students' achievement in one material. Quis as a media to test students in eight grade at SMP Negeri 2 Beringin about descriptive text to know the students' achievement about this material. In this research, the researcher want help the teachers to measure their students' achievement in one material and want help students to know their knowledge about one material.

METHOD

The method in this research used experimental quantitavive research. The framework or strategy for a study that serves as a direction for data collection and analysis is called a research design. It is a process that is followed in order to complete a study. The plan for gathering, measuring, and analyzing data is called the research design. Actually, a study map is typically created to direct the investigation (Persson, 2019). The research objective of this study is to see how quizzes can increase the students' achievement and help teachers know the progress their students are making in eighth grade at SMP Negeri 2 Beringin. Divides the sample into an experimental class and a control class in order to manipulate the dependent variable experimentally. In both the control and experimental classes, the students will be taught through quizzes and without using quizzes to measure their achievement to do a pre-test and post-test in both groups.

RESULT AND DISCUSSION

   This research used experimental quantitative research. The data were the scores and the data were taken from the result of the writing test. The writer choosed two classes they were experimental classs and control class. It was 20 students as experimental class and 20 students as control class. The data obtain after conducting the pre-test and post-test in experimental and control class. Firstly, the writer gave pre-test to the experimental and control class after that the writer checked the students writing test. When the writer finished checked the students writing test in pre-test, the writer gave the students treatment in experimental the writer teach descriptive text and give some quizes test about descriptive text and in control class the writer teach descriptive text to the students and not give some quizes test but ask students orally. After that, the writer gave post-test to the students to both of classes that is experimental class and control class.

Students' Writing Descriptive Text Score of the Pre-Test

Experimental Class

   The researcher presented the data of the pre-test in the Experimental Class collected by the researcher before do quizes. The data was obtained from test orally. The researcher shows the students' writing descriptive text scores in the Pre-Test of Experimental Class is as follows:

Table 1. The Scores of Pre-test of the Students in Experimental Class

No	Students Initial	Assessment of Descriptive Text					Total Score
		Content	Organization	Vocabulary	Language use	Mechanism	
1.	AS	21	14	14	15	3	67
2.	AIS	17	9	9	10	3	48
3.	AA	17	10	10	10	3	50
4.	AM	17	8	10	10	2	47
5.	AN	17	11	8	7	2	45
6.	DA	16	7	7	8	2	40
7.	EGF	16	7	7	8	3	41
8.	FS	17	8	10	9	3	47
9.	FRS	17	8	8	8	2	43
10.	GF	17	12	9	10	2	50
11.	IR	17	9	9	8	3	46
12.	KH	16	6	8	9	2	41
13.	KZT	17	7	7	11	2	44
14.	NA	17	7	8	8	2	42
15.	NP	17	9	9	10	2	47
16.	OC	22	14	15	18	3	72
17.	PP	16	9	8	9	3	45
18.	SCS	16	8	8	8	2	42

19.	SA	22	17	14	14	3	70
20.	WA	22	10	15	15	3	65
Total							992
Mean							49,6

The data above showed the result of pre-test in experimental class which was calculed by the write. The total score in pre-test was 992. It was scored before giving them a treatment. The lowest score for pre-test was 40 and the highest was 72. The mean score was 49,6.

Control Class

The researcher presented the data of the pre-test in the Control Class. The data was obtained from writing test orally. The researcher shows the students' writing descriptive text scores in the Pre-Test of Experimental Class is as follows:

Table 2. The Scores of Pre-test of the Students in Control Class

No	Students Initial	Content	Organization	Vocabulary	Language Use	Mechanism	Total Score
		Assessment of Descriptive Text					
1.	AI	17	9	9	5	2	42
2.	AP	13	9	8	10	3	43
3.	AS	15	9	9	10	2	45
4.	AR	13	8	7	8	2	38
5.	BP	14	8	8	7	2	39
6.	DPS	13	7	7	8	3	38
7.	GF	15	7	8	6	3	39
8.	FP	16	9	10	8	3	46
9.	FS	13	9	9	10	2	43
10.	GFJ	14	9	11	11	2	47
11.	IB	13	11	9	10	3	46
12.	KP	13	9	10	9	3	44
13.	K0S	15	11	9	8	2	45
14.	NIP	13	7	8	8	2	38
15.	NS	15	9	9	10	2	45
16.	OPS	20	14	15	16	3	68
17.	POP	16	9	7	5	3	40
18.	SR	13	8	8	8	2	39
19.	SPM	16	15	14	14	2	61
20.	WP	16	10	12	13	3	54
Total							900
Mean							45

The data above showed the result of pre-test in control class which was calculated by the writer. The lowest score was 38 and the highest score was 68. The total score in post test was 900 and the mean score was 45.

Students' Writing Descriptive Text Score of Quizes in Experimental Class

Table 3. The Scores of Quiz-1 of the Students in Experimental Class

No	Students Initial	Assessment of Descriptive Text					Total Score
		Content	Organization	Vocabulary	Language use	Mechanism	
1.	AS	19	14	16	15	3	67
2.	AIS	13	10	9	11	3	46
3.	AA	14	12	12	11	3	52
4.	AM	13	9	10	11	2	45
5.	AN	14	10	9	10	2	45
6.	DA	17	7	9	8	3	44
7.	EGF	18	9	9	10	3	49
8.	FS	14	11	12	13	3	53
9.	FRS	13	10	11	19	4	57
10.	GF	14	8	12	15	3	52
11.	IR	13	11	10	9	3	46
12.	KH	16	10	10	11	2	49
13.	KZT	15	11	7	9	2	44
14.	NA	15	11	9	10	2	47
15.	NP	18	11	12	13	3	57
16.	OC	24	16	17	19	3	79
17.	PP	18	10	9	11	4	52
18.	SCS	16	10	14	10	2	52
19.	SA	20	16	15	15	3	69
20.	WA	20	15	16	19	3	73
Total							1078
Mean							53,9

The data above showed the result of first quiz in experimental class which calculated by the writer. The lowest score was 45 and the highest score was 79. The total of score was 1078 and the mean of score was 53,9.

Table 4. The Scores of Quiz-2 of the Students in Experimental Class

No	Students Initial	Assessment of Descriptive Text					Total Score
		Content	Organization	Vocabulary	Language use	Mechanism	
1.	AS	22	15	16	15	3	71
2.	AIS	15	13	10	12	3	53
3.	AA	17	14	13	11	3	58
4.	AM	20	14	17	17	2	70
5.	AN	15	12	10	11	2	50
6.	DA	10	8	11	9	3	41
7.	EGF	15	10	11	12	3	51
8.	FS	17	14	13	15	3	62

9.	FRS	17	16	17	18	4	72
10.	GF	16	10	13	15	3	57
11.	IR	12	11	10	9	3	45
12.	KH	17	15	11	12	2	57
13.	KZT	18	17	8	11	2	56
14.	NA	10	14	10	17	2	53
15.	NP	15	16	13	15	3	62
16.	OC	26	13	18	19	4	80
17.	PP	17	13	11	13	3	57
18.	SCS	15	12	16	14	2	59
19.	SA	21	18	15	16	3	73
20.	WA	20	16	17	19	3	75
Total							1202
Mean							60,1

The data above showed the result of second quiz in experimental class which calculated by the writer. The lowest score was 41 and the highest score was 80. The total of score was 1.202 and the mean of score was 60,1.

Table 5. The Scores of Quiz-3 of the Students in Experimental Class

No	Students Initial	Assessment of Descriptive Text					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanism	
1.	AS	22	16	19	16	3	76
2.	AIS	19	16	17	19	3	74
3.	AA	22	17	16	19	3	77
4.	AM	23	15	18	18	3	77
5.	AN	19	15	15	16	2	67
6.	DA	18	17	19	15	4	73
7.	EGF	19	17	18	17	3	74
8.	FS	18	15	16	18	3	70
9.	FRS	27	18	19	19	4	87
10.	GF	22	17	15	19	3	76
11.	IR	22	17	19	16	3	77
12.	KH	19	17	18	17	2	73
13.	KZT	20	17	15	17	4	73
14.	NA	19	15	17	17	2	70
15.	NP	19	16	19	15	3	72
16.	OC	27	19	16	19	5	86
17.	PP	20	15	19	14	3	71
18.	SCS	20	17	18	15	2	72
19.	SA	24	17	16	17	3	77
20.	WA	25	19	17	19	3	83
Total							1505
Mean							75,25

The data above showed the result of third quiz in experimental class which calculated by the writer. The lowest score was 67 and the highest score was 86. The total of score was 1.505 and the mean of score was 75,25.

Students' Writing Decriptive Text Score of the Post-Test
Experimental Class

The researcher presented the data of the post-test in the Experimental Class after being done quizes. The data was obtained from writing test about descriptive text. The researcher shows the students' writing scores in the Post-Test of Experimental Class is as follows:

Table 6. The Scores of Post-test of the Students in Experimental Class

No	Students Initial	Assessment of Descriptive Text					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanism	
1.	AS	26	20	17	19	4	86
2.	AIS	26	16	18	19	3	82
3.	AA	27	16	17	20	3	83
4.	AM	26	16	19	18	3	82
5.	AN	26	15	16	22	3	82
6.	DA	22	16	15	21	3	77
7.	EGF	27	17	19	20	4	87
8.	FS	27	19	17	21	3	87
9.	FRS	28	17	19	21	5	90
10.	GF	27	18	17	20	3	85
11.	IR	27	17	19	19	4	86
12.	KH	27	19	18	20	3	87
13.	KZT	27	18	17	21	3	86
14.	NA	26	17	19	20	3	85
15.	NP	26	19	17	19	4	85
16.	OC	27	18	17	19	5	86
17.	PP	26	17	16	19	3	81
18.	SCS	26	18	19	17	3	83
19.	SA	26	19	20	18	4	87
20.	WA	22	19	18	18	3	80
Total							1687
Mean							84,35

The data above showed the result of post-test in experimental class after do quiz which was calculated by the writer. The lowest score was 77 and the highest score was 90. The total score in post test was 1687 and the mean score was 84,35.

Control Class

The post-test score of the Control Class also showed up by the data below:

Table 7. The Scores of Post-test of the Students in Control Class

No	Students Initial	Content	Organization	Vocabulary	Language Use	Mechanism	Total Score
		Assessment of Descriptive Text					
1.	AI	19	11	10	8	3	51
2.	AP	14	11	10	11	3	49
3.	AS	13	12	10	11	2	48
4.	AR	15	11	13	10	3	52
5.	BP	13	11	10	11	2	47
6.	DPS	14	8	10	10	3	45
7.	GF	13	10	9	10	2	44
8.	FP	15	11	17	10	3	56
9.	FS	15	12	11	13	2	53
10.	GFJ	16	11	14	13	2	56
11.	IB	15	13	10	16	3	57
12.	KP	18	12	14	10	3	57
13.	K0S	21	12	10	8	2	53
14.	NIP	18	10	10	8	2	48
15.	NS	20	10	11	12	2	55
16.	OPS	20	15	15	17	3	70
17.	POP	18	15	15	16	3	67
18.	SR	20	18	19	12	2	71
19.	SPM	20	18	15	16	3	72
20.	WP	16	19	18	16	3	72
Total							1123
Mean							56,15

The data above showed the result of post-test in control class which was calculated by the writer. The lowest score was 41 and the highest score was 72. The total score in post test was 1123 and the mean score was 56,15.

Table 8. The Score of Pre-test, Post-test, Calculation of Deviation, Mean of Experimental Class.

No	Students' Initial	Pre-test(X1)	Post-test (X2)	Deviation (d) X2-X1 (X)	X^2
1.	AS	67	86	19	361
2.	AIS	48	82	34	1156
3.	AA	50	83	33	1089
4.	AM	47	82	35	1225
5.	AN	45	82	37	1369
6.	DA	40	77	37	1369

7.	EGF	41	87	46	2116
8.	FS	47	87	40	1600
9.	FRS	43	90	47	2209
10.	GF	50	85	35	1225
11.	IR	46	86	40	1600
12.	KH	41	87	46	2116
13.	KZT	44	86	42	1764
14.	NA	42	85	43	1849
15.	NP	47	85	38	1444
16.	OC	72	86	14	196
17.	PP	45	81	36	1296
18.	SCS	42	83	41	1681
19.	SA	70	87	17	289
20.	WA	65	80	15	225
Total		992	1687	695	26179
Mean		49,6	84,35		

From the data above, the average of experimental class was calculated as the following:

$$Mx = \frac{\sum X}{N}$$

$Mx = \frac{695}{20} = 34,75$

The variance of experimental class was calculated as follow:

$$dx^2 = (\sum X^2) - \frac{(\sum X)^2}{N}$$

$$= 26179 - \frac{(695)^2}{20}$$

$$= 26179 - \frac{483,02}{20}$$

$$= 26179 - 24,15$$

$$= 26.154,8$$

Table 9. The Score of Pre-test, Post-test, Calculation of Deviation, Mean of Control Class.

No	Students' Initial	Pre-test(Y1)	Post-test (Y2)	Deviation (d) Y 2-Y1 (Y)	Y^2
1.	AI	42	51	9	81
2.	AP	39	49	10	100
3.	AS	40	48	8	64
4.	AR	34	52	18	324
5.	BP	32	47	15	225
6.	DPS	30	45	15	225
7.	GF	32	44	12	144
8.	FP	41	56	15	225
9.	FS	40	53	13	169
10.	GFJ	43	56	13	169
11.	IB	43	57	14	196
12.	KP	39	57	18	324
13.	K0S	40	53	13	169
14.	NIP	33	48	15	225
15.	NS	40	55	15	225

16.	OPS	68	70	2	4
17.	POP	34	67	33	1089
18.	SR	33	71	38	1444
19.	SPM	62	72	10	100
20.	WP	50	72	22	484
	Total	815	1123	308	5986
	Mean	40,75	56,15		

From the data above, the average of control class was calculated as the following:

$$My = \frac{\sum Y}{N}$$
$$My = \frac{308}{20} = 15,4$$

The variance of control class was calculated as follow:

$$dy^2 = (\sum Y^2) - \frac{(\sum Y)^2}{N}$$
$$= 5986 - \frac{(308)^2}{20}$$
$$= 5986 - \frac{9486}{20}$$
$$= 5986 - 474.3$$
$$= 5.511,7$$

Data Analysis

The writer chose t-test formula to find out whether give quizes affects the students' writing especially in generic structure that is identification and description, the data was callulated by applying t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{(Nx + Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:
t = the effect
Mx = mean of experimental group
My = mean of control group
dx = standard deviation of experimental group's scores
dy = standard deviation of control group's scores
Nx = total number sample of experimental group
Ny = total number sample of control group
Mx = 34,75
dx^2 = 26.154,85
My = 15,4
dy^2 = 5.511,7
N_X = 20
N_y = 20

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{(Nx + Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{34,75 - 15,4}{\sqrt{\left(\frac{26.154,85 + 5511,7}{(20 + 20) - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{19,35}{\sqrt{\left(\frac{31.666,55}{(40)-2}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{19,35}{\sqrt{\left(\frac{31.666,55}{38}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{19,35}{\sqrt{(833,33)(0.1)}}$$

$$t = \frac{19,35}{\sqrt{83,33}}$$

$$t = \frac{19,35}{9,12}$$

$$t = 2,12$$

From the result shows that t-observed (2,12) is higher than t-table (2,02) where the coefficient of t-table for real level α = 0,05 with df = (20 + 20) – 2 = 38. tobservation (2,12) > ttable (2,02). It means the Ha hypothesis accepts there was a significant effect of using quiz on sudents' achivement in writing descriptive text.

CONCLUSION

After doing the reseacrh and analyzed the data, the writer concluded that applying quiz on students writing skill in descriptive text is significantly affected thes students writing skill. The conclusion can be described. the use of quiz as a form of assessment is part of the learning process. The benefit of daily quizzes that significantly increase mastery or retention of the content covered in class, assist students in reviewing what they have learned and promote active learning.

The mean score of the experimental class that used quiz in the learning process is higher than the control class that used the conventional method. The hypothesis is proved that value t-observation is higher than t-table, they are 2,12>2,02. This indicates that the alternative hypothesis (Ha) is accepted and the null hyphothesis (Ho) is rejected. So, it can be concluded that give quiz gave affect into students writing descriptive text.

SUGGESTION

At the end of this chapter, the researcher would like to propose some suggestion that hopefully would be useful. The first, to the teacher can used give quiz to teach the students in learning process especially in writing skill, because this technique can help teacher to know their students understand about their material. The second to the students, students can know their ability in writing especially writing descriptive text. And the last for other researcher, this research can be a reference and information about the implementation of the quiz.

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