

Chapter One

Introduction

In this chapter, it explains the background of the study, the statements of the problem, the research questions, the objectives of the research, the significance of the research, and the outlines of the research.

Background

Quiz takes place in the class before the lesson is begun and explained by the teachers/lecturers or for children elementary school. Quiz also use for business presentation as an excuse to give away to those who provide the right answer. Quiz is also designed in order to test students' knowledge about a certain topic of the lesson. Quiz can be done in the forms of spoken or written test. Quiz can make a student able to measure her/his knowledge ability. Quizzes typically are given in one week of meeting before final of the semester. According to Jennifer (2011) "Quiz is course that time of the meeting just one week before the end of the semester" (p. 38). Commonly, quizzes are given at the beginning of the class. Also, according to Sawaya and Texas (2011) "the quizzes are typically given at the beginning of the class" (p. 4).

Some of students think that quiz can increase their knowledge. According to Knowles as cited in DePaolo (2014) "these quizzes, may also aid in self-evaluation of learning, as adult learning theory suggests" (p. 4). The statement said that quizzes can help students in self-evaluation of learning for. Based on

my observation in the first semester, the lecturer gave the quiz activity in the beginning of the class. Quiz was done before the lesson got started. However, now some lecturers give quiz to students and let them prepare several days it begins before. In English Education Department, quiz activity is used by some lecturers. The lecturers give the quiz in the form of essay in response to several questions. Based on my observation in the eighth semester on subject International Language Testing, the lecturer gave quiz activity in the beginning of the class, so the lecturer only gave one question; it is based on the novel that students read. The students should answer the question in an essay. As a result, this activity pushes students to increase their knowledge so that they know their ability. Therefore, students feel unprepared in taking quizzes and also feeling anxiety.

Based on the background above, the researcher is very interested in carrying out the research on exploring the problems and the strategies in taking quizzes at English Language Education Department batch 2014. The reason of choosing this title of “Exploring the Problems and the Strategies in taking Quizzes at English Language Education Department of a private university in Yogyakarta” is the researcher wants to know about students’ problems and strategies in taking quizzes in particular English Language Education Department of a private university in Yogyakarta.

The Statements of the Problem

In this part, the researcher found emergence of the phenomenon of problems and strategies in taking quiz. It is based on the researcher’s experience

during conducting education in English Language Education Department of a private university in Yogyakarta.

On the other hand, the researcher also wants to explain about problems that the researcher get in this research, such as time limit in taking quiz; time limit is an amount of time in which something must be done or completed, the students think about the time limit in answering quizzes, so they are not maximal in finishing the quiz.

Furthermore, students' anxiety in answering the question correctly; defines anxiety as subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system. For example, some students feel anxiety when finishing the quizzes.

Moreover, unprepared in taking quiz; for example, after a few weeks, the student realized that if they did not read the material or the chapter, they would not understand the teacher or lecturer and they would not do well on the quizzes.

Here, the researcher also explains about strategies in taking quiz activity done by the students; like managing the time when doing quiz; for example students should set-up their own time for answering the quizzes,

Moreover, understanding the feedback; immediate feedback can help students to know their errors, and the last, preparation; the example student should prepare before class meeting or during quiz, and then spend time in class taking quiz, exercises, or assignment.

Furthermore, preparation in taking quizzes. The students should prepare when they taking quizzes. The students should be ready and well-prepared when they are about to have quizzes in next day.

Therefore, the researcher was very interested in conducting this research, regarding “Exploring the Problems and the Strategies in taking Quiz at English Language Education Department of private university in Yogyakarta”.

The Research Questions:

There are two questions of this research:

1. What are the problems faced by students in taking quiz at English Language Education Department of private university in Yogyakarta?
2. What are students' strategies in taking quiz at English Language Education Department of private university in Yogyakarta?

The Objectives of the Research

This study aims to accomplish two objectives. They are:

1. To identify the problems encountered in taking quiz at English Language Education Department of private university in Yogyakarta.
2. To explore the strategies used in taking quiz at English Language Education Department of private university in Yogyakarta.

The Significance of the Research

The significance of this research is as follows:

Teachers. The teachers would be able to know about problems and strategies in taking quiz, so that they would be able to apply the quiz in the class.

By knowing the problems and strategies on quiz activity, it can help the preparation of students when conducting the quiz during the lesson.

Students. The students are able to understand problems and the strategies in taking quiz, so the students are helped to get a good score or pass in taking quiz. Since it might not all students pass in taking quizzes, by reading the findings of this research, students could know what to prepare before and during the quiz conducted.

Researcher. The researcher would be able to improve her knowledge in taking quiz, finding the problems faced in taking quiz, and ways how to know the strategies in taking quiz.

Other researchers. For the other researchers, they would use the finding or the result of this research to help them in making carrying out a comparative study for the next research.

The Outline of the Research

This research contains of five chapters that will deliver about “Exploring the Problems and the Strategies in Taking Quizzes at English Language Education Department of UMY”. The details of the chapters are:

Chapter one discuss about the background of this study, statement of the problem, the research question, the significance of this research, and the outline of this research. Chapter two discuss about literature review, and conceptual frameworks are also presented. Definition of quiz activity, types of quizzes, problems in taking quizzes, strategies in taking quizzes and the last conceptual framework. Chapter three discuss about methodology, research design, setting

and participants, data collection method, and the last data analysis. Chapter four discuss about the finding and discussions. This chapter explains the findings of the research question. Chapter five discuss about the conclusion of the research. This chapter consists of the conclusion and recommendation.