Implementing Drilling Technique by Using Wondershare Quiz Creator to Improve Students' Reading Ability

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Abstract: This research was designed to improve the students' reading ability through drilling technique by using Wondershare Quiz Creator to solve the students' problems. The design of this research was classroom action research and was conducted in 1 cycle which comprised four meetings. The stages in implementing this technique were (1) explaining about the topic through *introduction page*, (2) drilling the quiz based on the topic in every meeting then confirming the result, and (3) giving the final test in the last meeting. The results show that the implementation of this technique can improve the students' reading ability. It can be identified that after the implementation of the action there was an improvement on the number of students who got the score greater than or equal to 75.

Key Words: reading ability, drilling technique, wondershare quiz creator

Abstrak: Penelitian ini didesain untuk meningkatkan kemampuan membaca siswa melalui teknik *drilling* dengan menggunakan *Wondershare Quiz Creator* untuk mengatasi masalah siswa. Desain penelitian ini adalah penelitian tindakan kelas dan dilaksanakan dalam 1 siklus yang terbagi dalam empat pertemuan. Tahapan dalam penerapan teknik ini adalah (1) memberikan penjelasan mengenai topik pembelajaran melalui *introduction page,* (2) latihan kuis berdasar topik di setiap pertemuan kemudian mengkonfirmasi hasilnya, dan (3) memberikan tes akhir di akhir pertemuan. Hasil dari penelitian ini menunjukkan bahwa penerapan teknik ini dapat meningkatkan kemampuan membaca siswa. Dapat diketahui bahwa setelah menerapkan teknik ini ada perkembangan jumlah siswa yang mendapatkan nilai lebih besar atau sama dengan 75.

Kata kunci: kemampuan bacaan, teknik *drilling*, *wondershare quiz creator*

In SMKN 4 Malang, there are many students who are weak in reading section because they seldom do the exercise in reading, they easly get bored when they get reading test. As a result, the researcher found that the scores of the students who had achieved reading test was unsatisfactory. One of them was students in Class X RPL-C (the tenth grade C class of software engineering department) who got a low score, which was under 75. The students' reading achievement of this class did not achieve the minimum standard score assigned in this school, that was, 75. From the result of the students' score of the reading test about invitation from the preliminary study, it is known that 13 students (37.14%) got scores in good category (≥ 75). The rest, 22 students (62.86%) got score that is classified "poor" category (< 75). Based on the questionnaire, almost all the students had problems in their motivation in learning because they go to school in the afternoon so they feel sleepy and they also seem to get bored in traditional way of teaching learning process.

Therefore, the researcher wanted to conduct a research to improve the students' reading ability using E-learning quiz as implementation of technology to be conducted in the classroom. An electronic medium is one way to make the students feel more joyful in their learning activity and can motivate their learning because the learning shows in different format and also everyday they utilize technology but they never get bored. It is related to Pang, et al (2003) who states that the purpose for reading is closely connected to a person's motivation in reading. It will also affect the way a book or text is read. Fortunately, SMKN 4 Malang supported the research because

this institution has spent much money in improving its E-learning operation such as building the computer laboratory, giving the students high quality computer, supporting Internet to help students in learning because this institution believes that it will help the students to learn better and also this class is very interested on everything about computer because it is appropriate with their department.

Today, with the high improvement of computer technology, computers can capture, analyze, and present data on second language students' performances during the learning process. As we know, observing and checking students' learning progress are very important activities to help students achieve their second language acquisition. When teachers attempt to assess students' learning progress, they can get the essential information from well-designed computer language learning programs and then offer feedback tailored to students' learning needs (Taylor & Gitsaki, 2003). In addition, students can have various authentic reading materials either at school or from home by connecting to the Internet. In addition, such Internet materials can be accessed 24 hours a day. Wondershare Quiz Creator (WQC) is a powerful quiz maker that enables educators, trainers, researchers and many more to create interactive flash-based quizzes, tests, surveys, and assessments effortlessly (Cnet, 2012). We can enjoy the simplicity of assessment content creation the WQC brings. Related to Cnet (2012), the main features of WQC concentrate on the following aspects. First, it is a complete and rapid quiz creator. It provides up to nine question types. Form-based editing makes mode quiz creation as easy as filling out preset forms. We can also insert multimedia files including pictures, audio files and video clips to enhance the assessment content (see Figure 1)

Second, it is a flexible publishing quiz. After we have done the activity in making the quiz, we can publish it with many options: flash quiz for uploading to QMS (Quiz Management System comes with Quiz Creator) or sharing online, stand-alone EXE file, and Word or Excel file. There are three ways to track the assessment results: tracking results with email, tracking results with LMS (Learning Management System), and tracking results with QMS. QMS will provide insightful breakdown report. The result automatically will be shown after the students do the quiz. This quiz can be done by online or off line (see Figure 2).

The researcher applied this quiz in multiple choices because it was related to the National Exami-
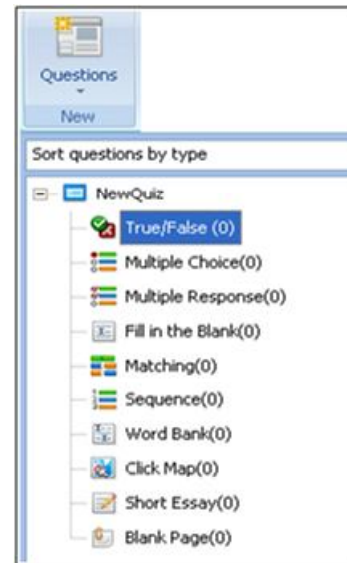

Figure 1. Types of question in WQC

Figure 2. Result page

nation and it is easy to get the result. The way to track the assessment result was taken by seeing the students' result if they have done the test. This activity would be done by off line through transferring data via flashdisk. This way was chosen because to avoid the problem of the low internet connection.

Reading is not just pronouncing words but it requires understanding (Reading a-z, 2012). Most experienced readers use a variety of strategies to understand text. Research has shown that teachers can, and should, teach these strategies to beginning readers. Still according to the website, the following strategies can help students understand any text in any subjects. Firstly, visualize; many students think visually, using shapes, spatial relationships, movement, and colors, and can benefit greatly from this strategy. That is why the researcher uses multimedia in order to cover it. Secondly, make predictions; predictions encourage active reading and keep students interested, whether or not the predictions are correct. Incorrect predictions can signal a misunderstanding that needs to be revisited.

Drilling technique is a technique of teaching in which students carry out training activities in order to have the dexterity or skill that is higher than what

is learned (Roestiyah, 1988). Nana (1991) states that drilling technique is doing the same activities repeatedly and seriously to perfecting a skill in order to become permanent.

Drill is one of the most commonly used devices for achieving permanent results in learning. Repetition of an experience fixes the impressions on the minds of the students (Anandarun, 2011). "Practice makes perfect" implies the importance of repetition in bringing certain habits up to a point where there is little chance of forgetting.

There are some cautions in implementing a drilling technique according to Anandarun (2011), they are; (a) drill is needed in order to make learning more effective so, teaching device used for the development of meaning, control over simple processes (b) drill should only be used for the purpose of making automatic responses or reactions and should be applied only to the learning of materials that lend to automatisation, (c) exercises given for drill should be interesting and pleasant, and (d) drill should be varied and graded properly.

Thus, the researcher can conclude that drilling technique is a way to teach for the teacher to provide exercises in the form of quiz to the students so that students' knowledge and understanding of the subject matter that have been studied are more implanted clearly and not quickly forgotten.

Based on the introduction, the problem can be stated as follows how can drilling by using WQC be used as a technique in improving the reading ability of X RPL-C students of SMKN 4 Malang

METHOD

The researcher used Classroom Action Research (CAR) design. He worked collaboratively with one of the English teachers of SMKN 4 Malang as a collaborator who was involved from the beginning up to the end of the process of the research activities. The researcher acted as the teacher who taught English in implementing drilling technique using WQC, whereas the collaborator acted as the observer who observed the implementation of the action in the classroom.

This design is relevant to Kemmis and McTaggart's idea (1988) cited in Burns (1999) that the approach is action research when it is collaborative. Latief (2011) said that in action research, the researcher is recommended to choose a collaborator to help in observing the implementation of the scenario to know whether the strategy is successful or not in solving the classroom problem.

This classroom action research was carried out in one cycle and it covered four stages of activities namely planning the action, implementing the action, observation and reflection (Kemmis & McTaggart's, 1998 cited in Susilo, 2008). The action was done in the form of teaching reading through drilling technique by using WQC and in the researcher's own classroom (Latief, 2011).

The study was conducted at SMKN 4 Malang and the subjects of the study were the tenth grade students of RPL-C (*Rekayasa Perangkat Lunak/* software engineering department). The researcher chose it because this class had low score in reading achievement. In this study, the attendance of the researcher was as a planner, observer, implementer and analyst of the data and reporter of the research result. Therefore, class X RPL-C was determined as the respondents in this classroom action research. There were 35 students in this class and consisted of 25 male students and 10 female students.

The technique that would be used in this research was implementing drilling technique using WQC. The stages in implementing this strategy were (1) explaining about the topic through *introduction page*, (2) drilling the quiz based on the topic in every meeting then confirming the result, and (3) giving the final test in the last meeting. There were some activities that was done in this phase, namely preparing the material, developing the learning aids that were suitable with the learning objectives, arranging the lesson plan on each meeting, preparing the monitoring instruments as well as the instrument for evaluation and constructing the reading test based on the indicators.

RESULTS

The implementation of using Wondershare Quiz Creator strategy to help students of SMKN 4 Malang to improve their reading ability in this research was conducted in one cycle because the result of this cycle achieved the points that had been set in the criteria of success. This cycle was implemented in four meetings and conducted on February 25th to March 5th 2013. The time allocation of each meeting was 2 x 45 minutes. The first to the third meetings were used to implement drilling technique by using WQC and its application, while the fourth meeting was used to administer the reading test.

The topic of each meeting was different. The first meeting was about introducing wondershare quiz creator and expressing invitation; the second meeting was about simple written invitation; and the third meeting was about reviewing both of the topics and giving the students exercises. Those topics were chosen under consideration of the syllabus. Each topic of the text was presented in the form of soft file in the introduction page of the quiz when the students open the quiz in their laptops.

To evaluate the students' participation during the teaching learning process, the researcher used observation checklist, field note and questionnaire. The reading test taken in the form of the National Examination format; they were incomplete dialogue, error recognition and reading comprehension.

The number of the students who became the subjects of this research was not 35 like when the researcher conducted preliminary study but 34 students. It happened because 1 student moved to another school.

The students' reading test was administered at the fourth meeting of the Cycle. The test was intended to know the progress of the strategy applied, to know how well the students' reading ability was. The test consisted of 20 items of multiple-choice questions. Those items are divided into three parts: incomplete dialogue (10 items), error recognition (5 items) and reading comprehension (5 items). These parts were under consideration of the National Examination format. The session of the test took 45 minutes. Fifty-five minutes were considered sufficient time to 20 items of the reading test.

The students' answers were analyzed automatically with this software when the students have done the test, so this software helped the researcher analyze the students' answer and give the information about the score of the test.

The Table 1 shows that there was an increase of the students' score between preliminary test and

Table 1. The Result of Reading Test Compare to Preliminary Test

No	Description	Preliminary test score	Reading test
1	The highest score	85	95
2	The lowest score	40	60
3	The mean score	68.86	82.5
4	Standard deviation	10.74	8.19

reading test. The mean score in preliminary test was 68.86 while the mean score in the reading test was 82.5. It means that there was an increase on the average score that increase 13.64 point greater than the previous score in the preliminary test. There was also improvement in the standard deviation from the preliminary test to Reading Test. The standard deviation of the Reading Test decreased to 2.55 point from the preliminary test.

In addition, There was also improvement in students' scores. There were 31 students (91.18%) who achieved scores in the good category (≥ 75) and 3 students (8.82%) who achieved score in the "poor" category (< 75) compared to the preliminary study showing that there were 13 students (37.14%) who got scores in good category (≥ 75) and 22 students (62.86%) who got scores classified as "poor" category (< 75). It can be analyzed that most of the students got higher scores than the previous score that they obtained in the preliminary study

From the data presented in the observation checklist, it was found that in the first meeting to the third meeting most students were involved and performed good activity in the teaching and learning process and the result of the observation checklist of this meeting could be seen in Table 2.

Table 2. The Result of Observation Checklist

Meeting	Acquired Score	Percentage	Description
1	29	72.5%	Good
2	33	82.5%	Very good
3	35	87.5	Very good

From Table 2, it can be concluded that the condition and situation in the teaching and learning process in reading class through drilling technique by using WQC was good and students always got improvement from the previous meeting to the next meeting. It could be seen in the percentages of first meeting, which was 72.5% to 82.5% in the second meeting and then 87.5% in the third meeting.

The average of the students' participation in the teaching and learning process obtained from observation checklist was 80.83%. That number met one of criteria of success set in this research.

Moreover, the percentage of the students' participation obtained from the result of the questionnaire was 91%. The student's participation of teaching learning activities was recorded using questionnaire that can be seen in Figure 3.
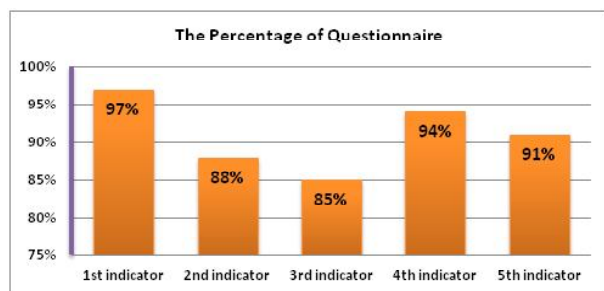
Figure 3. The Percentage of The Students' Participation in The Implementation

The first indicator, "Do you enjoy doing the implementing drilling technique by using WQC in the teaching and learning of reading", was answered positively ("yes") by 33 students (97%). The second indicator, "Do you pay attention on the teacher's explanation and understand about the topic implemented by drilling technique using WQC" was answered positively by 30 students (88%). The third indicator' "Do you understand easily the lesson through drilling technique by using WQC", was answered by 29 students (85%). The fourth indicator, "Do you involved actively in individual or group activity" was answered by 32 students (94%). The fifth indicator, "Do you feel easy to operate WQC", was answered by 31 students (91%). At last, the average percentage on the students' participation gained from the questionnaire which completed by the students was 91% and met one of the criteria of success in the research.

Meanwhile, based on the data from the field notes, it could be reported that the students were very enthusiastic in doing activities using this strategy in the teaching of reading. The students were interested in the strategy used in the classroom since it was quite new to learn how to improve the reading skill by implementing drilling technique using WQC. Then, when the teacher implemented the drilling technique using WQC to help the students to be aware of the reading section, the students were very attentive to the teacher explanation and joyful learning it. The teacher also could manage the class well with the energy, motivation and the fun ways in implementing drilling technique by using WQC to improve the students reading ability.

By considering the explanation above, it can be concluded that there are many advantages in implementing drilling technique using WQC in reading class especially for Vocational High School students in technology and information department, because

they usually always pay attention on the subject that use of technology as like as their department.

Even though this technique was good enough for students in learning the lesson, but it needed many facilities for supporting the strategy such as computer or laptop because it was conducted individually it meant, one student had to handle one monitor to do the quiz so the quiz could be done independently. Unfortunately, not many schools or students could support these facilities because they spend much money to cover them. This quiz also needed flash player to operate, so in the students' laptop or computer this software had to be installed, because if not, the quiz could not be opened. This problem ever happened in the teaching learning process when the researcher conducted this strategy. There were three students who could not open the quiz when the first time their laptop used this software, but after the teacher installed the flash player in it, the quiz automatically could be opened. So when the other researchers want to conduct this strategy, it is better for them to provide the flash player in one file of the quiz to prevent unpredictable problem.

DISCUSSION

By considering the explanation above and the result, it can be concluded that implementing drilling technique using WQC is a good way to improve the students' reading ability. It can be shown in the result that 31 of 34 students got reading achievement in good category (≥ 75). It means that, the result had achieved the percentage of the minimum standard score required in this research that was 85%.

The USA School teacher, Xenaxis (WQC's Testimonials, 2011) states that it is delighted to find a solution like Wondershare Quiz Creator that allows the teachers or trainers to add another level of interactive instruction to his teaching and the various question formats allow him to present material in a number of ways to help students understand what they are learning.

In addition, Mezquita (WQC's Testimonial, 2011), the teacher of Physiology, Faculty of Medicine, University of Barcelona, says that he has been using Quiz Creator and Quiz Creator Online with his students and it has been excellent for his work.

The research from Pont (1993) titled "Do Online Quizzes help Students prepare better for Hand-Written Tests?".The conclusion of this result is stu-

dents indicated that they generally preferred online quizzes to in-class quizzes. It means that the students prefer use interactive and modern way to traditional way in their learning.

Drill is one of the most commonly used devices for achieving permanent results in learning. Repetition of an experience fixes the impressions on the minds of the students (Anandarun, 2011)

Implementing drilling technique by using WQC in teaching learning process is one technique of learning that uses technology in the implementation. This is a software program that provides students ways to learn English through computer games, animated graphics, and problem-solving techniques which can make drills more interesting (Ravichandran, 2000).

As it was stated in the theory of the teaching and learning in implementing drilling technique by using WQC, that is technology can help students understand any texts in any subjects because of this product includes visualize, using shape, spatial relationship, movement and colors (Reading a-z, 2012).

Moreover, this software program provides students with ways to learn English through computer games, animated graphics, and problem-solving techniques which can make drills more interesting (Ravichandran, 2000).

Here they are the activities in implementing the product. In the first meeting, the teacher asked the students to do the quiz in-group of three students after the teacher explained about the topic that would be discussed and confirming the result after they have done the quiz. While in the second meeting, the teacher asked the students to do the quiz in-pair after the teacher explained about the topic that they would be discussed and confirming the result after they have done the quiz. In the third meeting, the teacher asked the students to do the quiz individually after the teacher reviewed the topic that they have been discussed in the last meeting and confirming the result after they have done the quiz. Finally, in the last meeting, the teacher asked the students to do the quiz individually as final test then the teacher wrote down the score that would show automatically after they have done the quiz and confirming the re-sult to them.

The quiz format of the reading text was divided into three sections; (1) reading comprehension section (see Figure 4), (2) error recognition section (see Figure 5), and (3) incomplete dialogue section (see the Figure 6).

Briefly stated, the academic and non academic improvement can be seen from the students' progress of the average scores of reading test after the implementation of implementing drilling technique by using WQC and the students' active participation during the teaching and learning process.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings from teaching and learning process in implementing drilling technique by using WQC, the researcher can draw some conclusions: Firstly, the implementation of drilling technique by using WQC in teaching and learning process used the EEC (Exploration-Elaboration-Confirmation) method and the stages in implementing this strategy were (1) explaining about the topic through *introduction page*, (2) drilling the quiz based on the topic in every meeting then confirming the result, and (3) giving the final test in the last meeting.

Second, the process of implementing drilling technique by using WQC helped the teacher and the students in the teaching and learning of reading class.

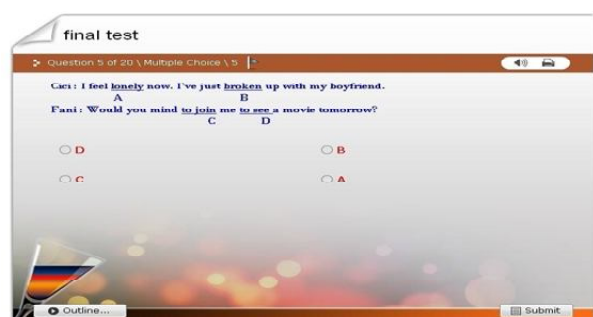**Figure 4. The Content Example of Quiz in Reading Comprehension Section**

Figure 5. The Content Example of Quiz in Error Recognition Section

Figure 6. The Content Example of Quiz in Incomplete Dialogue Section

This was proved by the results of the observation checklist, field note, questionnaire and 31 of 34 students (91.18%) achieved score in 'good' category in final test.

Finally, the finding shows that the implementation of drilling technique by using WQC has successfully improved the students ability in reading text especially Invitation.

Suggestions

Based on the findings of this study, the English teachers, especially Vocational High School English teachers, whose students have similar department and classroom problems, characteristics and situations with SMKN 4 Malang are suggested to implement drilling technique by using WQC as an alternative technique to teach reading class at SMK level.

In addition, the results of the research are intended to be useful as an input to conduct further research dealing with other reading technique or the same technique. The application of drilling tech-nique by using WQC still needed to be developed and modified in order to come to the most effective and efficient and can be applied in all level of school, but with a different research design.

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