



## QUIZZES THAT PROMOTE MOTIVATION IN LEARNING

Merilyn Simbolon<sup>1</sup>, Nina<sup>2</sup>, Nurfitriani Ramadhani<sup>3</sup>

<sup>1) 2) 3)</sup> University of Palangka Raya

<sup>1)</sup> merlyn.simbolon@gmail.com

<sup>2)</sup> crs.ninaa@gmail.com

<sup>3)</sup> nurfitriiniramadhani@fkip.upr.ac.id

---

### ABSTRACT

*This research deals with how quizzes promote the students' motivation in learning. There are two types of motivation in learning namely intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation refers to doing something because it leads to a separable outcome. Quizzes are formative assessment to measure the ongoing teaching and learning. This research is a descriptive under qualitative research which was conducted in SMP Katolik Santa Maria Palangka Raya. It was taking all the English teachers and three classes of students chosen randomly (there would be one class to represent each grade) as participants. The questionnaires were applied to all of participant students to find out how the quizzes promote their motivation in learning and to all of the English teacher to support the findings on students' responses. It finds out that quizzes are (1) challenging, (2) checking their understanding, (3) having various types, (4) practicing the teamwork, (5) providing feedback, (6) improving their learning and (7) practicing their competition. So, quizzes simply involve the instruments of the two types of motivation; intrinsic and extrinsic motivation.*

**Keywords:** Formative Assessment, Quizzes, Motivation

### INTRODUCTION

English teaching and learning in Indonesia has been developing over the time. As a foreign language, English gets a special policy as it is one of compulsory subjects to be tested in the National Final Examination. It indirectly brings the challenge particularly for the English teachers to teach this effectively to the students. In delivering English subject, the teachers are limited by the curriculum both in Senior and Junior High School. Curriculum

according to Webster (2019) is the courses offered by an educational institution. It is set by the governments represented by the educational experts influenced by the present educational development. The current curriculum used is K-13 (Curriculum of 2013) replacing The School-Based Curriculum (Curriculum of 2006). One of obvious differences from both curriculums is that the evaluation used in K-13 covers three elements; knowledge, skills and attitude.

Assessment is the action or an instance of making judgment or assessing about something (Webster: 2019). Assessment can be divided into formative assessment (on going assessment) and summative assessment (holistic assessment). Montalvo (2012) states that using formative assessment gives teachers a better understanding of their students' language and content understanding that is not provided by standardized summative assessments, which typically can't account for the language proficiency level an English language learner (ELL) has or the quality of his or her content instruction. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. In relation to the K-13, there are some formative assessment tasks used by the English teachers and one of them can be assessed by using quizzes.

Williams and Williams (2011:2) studied about the five keys that promote the motivation to learn; teachers, students, content, method and process, and environment. Aspects of any of these five components could contribute to and hinder motivation. Specific items are effective and useful in each instructor's unique classroom situation by choosing and trying three new possibilities for enriching student motivation. The quizzes as an assessment include in the process of learning, yet they involve the teacher as the quizzes designer and the students as the target activity. These three aspects might work

together to promote the motivation to learn. In additional, it slightly means that well-designed quizzes can motivate students in learning.

The ideas above clearly show the relation of quizzes as learning assessment and students' motivation in learning English. In order to find out how they relate in line of English learning in High School, a research is conducted to both teachers and students of what and why quizzes motivate the students' learning. So, the researchers formulated single problem statement that is how quizzes promote the motivation on students' learning

This research is under the umbrella of teaching English as a foreign language which involve teachers and students in the classroom in line of the current curriculum. Quizzes as formative assessment are one of the assessments used by the English teachers to measure the students' understanding (knowledge) of learning that has taken place. This research focuses on what and how those quizzes promote the motivation on students' learning at a high school in Palangka Raya named SMP Katolik Santa Maria.

Motivation is a key to define the success or failure of any particular activity including in learning activity. Ryan and Deci (2000) differentiate motivation into two categories: intrinsic and extrinsic motivation. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation refers to doing something because it leads to a separable outcome.

Between these types of motivation, intrinsic motivation plays a significant role as a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices and in the end, it results in high-quality learning and creativity. In addition, through a research by Benabou and Tirole (2000), it sums that rewards and punishment, psychologically and sociologically, are counterproductive because they undermine 'intrinsic motivation' which shows how performance incentives offered by an informed teacher can adversely impact the students' perception of task or their abilities.

There many factors that motivate the students in learning particularly learning English as a foreign language. As mentioned above, the motivation can come both internally and externally. The process of learning itself involves challenging activities to complete the tasks and achieve the objectives of learning. According to K-13 (Curriculum of 2013), assessment becomes a part of the learning process and formative assessment is frequently used to measure the students' learning. Montalvo (2012) concludes that formative assessments contain some elements including engaging students' learning continuously and providing feedback of the learning outcomes. In addition, she mentions some types of formatives assessment in language learning such as observations of language usage, questioning, demonstrations, participation in

critical dialogues or conversations, student interviews, games, etc.

Quizzes are one form of formative assessment whose criterion is to challenge the students since they measure the students' learning or knowledge. Keyse (2015) studies about the advantages of daily quizzes which affect on highly retention or mastery of the materials taught and help the students to review of their learning. Another research that proves how quizzes work for students' learning is by Hillman (2015) who finds out that quizzes allow the students in active learning activities.

Alizadeh (2016) reveals some factors that promote students' learning. First, the motivation to learn English depends on attitude towards L2 community. Secondly, the English learning should be some sort of enjoyment so that the students keep studying the L2. Lastly, there are some external pressures for example to please parents, receive a reward or fulfill their pragmatic aim. The second and third factor as the highlights of intrinsic motivation seems to draw the relation of how quizzes are effective for promoting students' learning.

## **METHODS**

For the purposes of this research, a descriptive study would be applied with qualitative approach to describe and reveal the phenomena in the field. Gay et al (2006) states the purposes of qualitative research are broad in scope and center around promoting a deep and holistic understanding of a particular

phenomenon such as environment, process, or even a belief. The title of this research is how quizzes promote the students' motivation. The research would be reported in narration which shows the natural phenomena, in addition descriptive data will be provided to support the data interpretation.

The population of this research was all of the students and English teachers at SMP Katolik Santa Maria, Palangka Raya, Central of Kalimantan. There were 4 (four) English teachers who teach English subject and there are 170 students consisting of grade of 7<sup>th</sup> to 9<sup>th</sup>. In this research, the researchers planned to obtain the data from both teachers and students. There would be three classes of students who will become participant students. The class would be selected randomly in which one class will present each grade. All of the English teachers would become the participants as well to match the results from the students'.

This research would apply the questionnaires as the instrument of research. There were two questionnaires that would be used; questionnaire for the students and questionnaire for the English teachers. The questionnaire for the students was a close form in which the students needed to choose one of three responds; agree, not fully disagree (neutral) and disagree. The questionnaire for the English teachers was an-eleven-item of half-close form to strengthen the results of students' responses. The questionnaire of the

participant students would be calculated as the formula below:

$$\text{Percentage} = \frac{\text{The number of chosen response}}{\text{The number of the total of items}} \times 100\%$$

## FINDINGS AND DISCUSSION

The findings consist of the response results of students and English teachers through the questionnaires. There are several aspects of quizzes as formative assessment of English subject; (1) the frequent quizzes; (2) motivating to learn; (3) challenging; (4) checking the students' understanding; (5) various quizzes; (6) practicing teamwork; (7) providing feedbacks to the students; (8) improving future learning, and; (9) motivating students to perform better than their classmates (competitive value).

Three classes from each grade (students of grade 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup>) have been chosen randomly and the students' responses based on those aspects are described as follows:

### Response of 7<sup>th</sup> Grade Students

The chosen class of 7<sup>th</sup> grade is class A which consists of twenty-three of participant students. The results of the questionnaire is described in the Figure 4.1.

Among nine aspects of quizzes, the 7<sup>th</sup> grade students highly agree (around 90% – 80%) that the English quizzes are practicing their teamwork, providing the feedbacks of their learning, checking their understanding and

improving their future learning. The 78% of the students agree that quizzes are challenging, better in various forms and having the competitive value. Then, 52% and below of the students think that quizzes can motivate them to learn and frequent quizzes are better. The low percentage of the two aspects cannot be defined that the rest percentages of the students disagree because the existence of 'neutral' response as the alternative response become their choices. It can be seen that no students (0%) disagree that quizzes motivate them to learn.

#### **Response of 8<sup>th</sup> Grade Students**

The chosen class of 8<sup>th</sup> grade is class B which consists of thirty of participant students. This class has the most number of participant students in this research. There are seven superior percentages (100% - 70%) among nine aspects to be discussed. The 8<sup>th</sup> grade students completely agree (97% of them) that quizzes provide the feedbacks of their learning, improve their future learning, check their understanding and have competitive value. Around 80% - 70% of them agree that quizzes are challenging, better in various forms and practicing their teamwork. There are 60% of the students agree that quizzes can motivate them to learn, the rest 37% of them do not fully agree of that and there is only one student (3%) who disagrees. The quiz frequency has the least chosen by the students (10%), but the neutral or not fully agree response has as much 77% of

the students. There are 13% of the students who disagree that frequent English quizzes are better.

#### **Response of 9<sup>th</sup> Grade Students**

The chosen class of 9<sup>th</sup> grade is class B which consists of twenty-three of participant students. Among three classes as the research participants, the responses of 9<sup>th</sup> grade students are very assertive by looking the less variation of their responses. The disagree response only exists on four characteristics.

They (100%) highly agree that quizzes should be various and provide feedbacks of their learning. Then, 92% - 84% of them agree that quizzes challenging, checking their understanding, motivating them to learn and improving their future learning. Only 68% of them think that quizzes can practice their teamwork. The 78% of the students agree that quizzes have competitive value and 13% of them highly disagree of that. At last, each 43% of them agree and do not fully agree that frequent English quizzes motivate them to learn, and the rest 14% highly disagrees.

The discussion of research question based on the findings above are explained below:

#### **Quizzes Should be Challenging**

The result obtains that the students of 9<sup>th</sup> - 7<sup>th</sup> grade highly agree (92% - 78% of them) that quiz should be challenging and fun.

Watanabe (2019) states that students are inherently curious about the world around

them by engaging in things that challenge them so that the best way is to spur them with questions. By providing the quiz as an assessment to the students, it means the learning tries to engage them. Schlechty (2001) implies that the students who are engaged are involved in their own learning. When they become a truly engaged learner, the joy of learning inspires a persistence to accomplish the desired goals even in the face of difficulty.

In order to be challenging, the teacher needs to pay attention to the level of difficulty of the quizzes and the students' participation to the quiz. Some disadvantages of quiz as written by Kwan (2011:6) are not all students can fix the quizzes and quizzes do not allow the shy students to speak up. The teachers should make the rules and give similar opportunity to all students, so that they optimally participate in the learning.

#### **Quizzes should help the students to check their understanding of learning**

The students' response shows that they highly agree that the quizzes check their understanding by 83% - 97% of the whole participants.

As a formative assessment, quiz is used to evaluate the on-going students' learning. Bell and Cowie (2000) implies one purpose of formative assessment is to monitor educational progress and improvement. Kwan (2011:5) wrote that quizzes help the students because they review the learning, become a tool to

memorize and also pull the students' grade little by little. The formative quiz shows the teacher how far the students understand the material or content knowledge including the gap and the misunderstanding. Then, the teacher can take the action of the quiz results to improve the teaching and learning.

The English teachers of SMP Katolik Santa Maria tend to provide the quizzes to the students after the focused material to check the students' understanding. A teacher mentions that she sometimes prepares for the quizzes in written form. Other way, she asks the students to answer the questions orally related to the learning material and this way is mostly unpredictable. Kwan (2011:3) believed that the daily quiz poses the preparation time needed to come up with effective quiz-questions. In contrary, Bell and Cowie (2000:541) stated that a kind of formative assessment can be planned and unplanned. A planned formative assessment was often used at the beginning of the unit before the teaching of the unit started and could also be used to start the formative assessment process within a lesson. The unplanned formative assessments arose from the students' responses, which often could not be predicted and planned for in advance. Teachers only spend time and some preparation for planned quiz, while the unplanned quiz can be unpredictable according to the learning plot at that time.

### Quizzes should be in various types

The students' response shows that they (78% - 100%) highly agree that quizzes should be various. They simply want their English quizzes to become variety to avoid boredom particularly for certain difficult materials.

Types of quiz questions depend on the language skill to be evaluated. The focus activity on English learning in high school level is placed on the four English language skills (listening, speaking, reading and writing). Both written and spoken form, quizzes can be observations, questioning, demonstration, games, journals, interpretation, etc (Montalvo: 2012). Among three English teachers of SMP Katolik Santa Maria, they have different preferences of forms of quizzes. Teacher A likes true or false form and multiple choices, teacher B prefers essays and teacher C likes the presentation better. Aronso (2017) implies that one of the beauties of formative assessment is that it can be suited to each teacher's style, rather than being an officially mandated procedure. The best form of formative assessment does not exist this far because the form of questions are only the tools to measure the students' ongoing learning.

Following the technology invasion, the English teachers start to utilize online media to apply the quizzes to the students, so they can assess the quizzes anytime through the phones or PC. None of the English teachers have integrated the online quizzes to their teaching because of the lack of school facility and they

think that the students are not ready yet. While some research about the effectiveness of online quizzes for the students' learning, Montalvo (2012) states that the *assessment for learning* should get more focus rather than the *assessment of learning*. As long as the assessment data can inform the teachers to make best decision on their instructions and determine the strengths and weaknesses of the teaching and learning, then any forms of quizzes have worked well.

### Quiz helps the students to practice their teamworks

The students' responses towards the benefit of quizzes to practice the teamworks are various.

The 9<sup>th</sup> grade students highly agree that quizzes practice their teamwork, while there are around 70% - 65% of the 8<sup>th</sup> and 7<sup>th</sup> grade students who come to the same opinion. The teachers can provide the quizzes for individual, pair or group work. It depends on the goal of the learning itself. The English teachers of SMP Santa Maria prefer differently through the best way to provide the quizzes. Teacher A prefers individual task, teacher B likes pair task, while teacher C prefers group or team work better.

According Stelzer and Reilly (2010), in the task of taking the quizzes, teams did far better than individuals. The differences between the team individual averages and the team quiz score were consistently significant. Additionally, both the best and the worst individual

performers were advantaged by working in teams.

When it comes to teamwork, the team formation plays impact to the success. Hassaskhah and Mozaffari (2015) compared the student-selected group to teacher-assigned group. They found out that student-selected group works better in group dynamic because the group would lead to the comfortable communication and high cooperation, while teacher-assigned group would be success for the better learning outcomes.

#### **Quizzes provide the feedbacks of teaching and learning**

All the English teachers agree that the quizzes give the feedbacks for teaching and learning process and the result of students' responses shows that they (100% - 96% of them) like the most when the English teacher gives the feedbacks of the quiz.

The point of the quiz is to find out the feedback for both the teacher and students. Quiz as formative assessment according to Bell and Cowie (2000) is a learning component when the students can reflect their learning based on the feedback from their peers or teachers, and a teaching component when the teachers find out the effectiveness of the learning activities they are providing. The students tend to use the teacher's feedback to facilitate their future learning as they have found out something concrete to look at. So that, a good quiz according to the students is a

quiz with feedback from the teacher in order to sharpen look of the learning. An article by OECD (2005) entitled *Formative Assessment* concludes that teacher can provide verbal or written feedback on students' work that is timely, specific and tied to specific criteria.

The success of teaching at a particular time is linear to the students' success which can be seen through the students' participation and achievement. Kwan (2011) states the teacher uses daily quizzes to quickly and continually adjust the mode and pace of delivery, the instruction tools, or class materials, in order to promote learning. Besides evaluating the students' learning, the teachers use the quiz to evaluate their teaching for both repairing and improving.

#### **Quizzes improve students' learning**

Through the quizzes, 83% - 97% of the students believe that their learning is improved.

This result is similar to Refnita's (2017) that regular quizzes used as formative assessment gives a significant-positive effect towards the students' achievement as long as the quizzes are constructed based on the students' needs and goal of learning, and used in meaningful ways. However, all of the English teachers have different opinion about how quizzes affect the whole students' achievement. They agree that the quizzes improve the students' learning, but that does not mean the students' academic achievement is linear to their daily quizzes scores. One of teacher thinks

that the frequent quizzes do not maintain the students' motivation to perform better on the quizzes. This opinion is similar to the students' opinion that they show low participation towards the frequent quizzes.

Zarei (2010:66) suggests that the more frequent quizzes are administered, the more effective the course performance and the more positive the class attendance. Yet, most of the students think that the frequent quizzes (particularly several kinds of quizzes with high level of difficulty) make them feel bored and unmotivated. Providing too frequent testing to the students with more materials means frustrating them and hindering the learning itself. Moghaddam (2013) takes other alternative by conducting the weekly quizzes to the students which results to the better performance in the final achievement. In sum, lighter daily quizzes will improve the students' learning for daily basis, while appropriate time to conduct quizzes with certain challenges for example once a week is better to keep the students motivated.

### **Quizzes practice students' competition**

There are 78% - 90 % of the students agree that they like it better when their quiz scores perform better than their classmates'.

The quiz competition in classroom is viewed as fun and challenging assessment activity particularly for the young learners. Kwan (2011) states the grade-stratification in the quiz pushes the students to do their best on

it. The student's good score is a positive reinforcement, so that each of them will try to maintain or to improve the scores in the future. However, this risks some students who are poor in quizzes particularly if they are held individually. Kwan adds that the students who get zero in the quiz might end up concluding that attendance in the class was all for naught.

Another opinion by Hammerman (2014) states that through formative assessment such as quiz, the students will compete with themselves rather than with other students. The students will try to fix the quiz questions first rather than to think that they will perform better than the others. The rest of the students (22% of them) do not think that they are superior when their quiz scores are higher than others. Why? One of them answered that his quiz scores are dynamic, so there is no use to feel superior than others. Yet, he did not deny that he would feel amused when he got high quiz scores or got praised by the teacher.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the findings and discussion in the previous chapter, the researcher found there are some characteristics of English quizzes in order to promote students' motivation to learn:

1. Quizzes are challenging and fun because they engage the students in learning activity.
2. Quizzes in form of planned or unplanned ones aim at checking the students'

- understanding toward their learning, so that the English teachers can take the actions of the results.
3. The types of quizzes are various that are suited to the students' needs and teacher's style.
  4. Quizzes practice the teamwork among the students whether it is student-selected or teacher-assigned that high performers can help the lower ones.
  5. Quizzes work on two directions by providing feedbacks both for the students and the English teachers to improve the results of teaching and learning in the future.
  6. Quizzes improve the students' learning because they review the ongoing learning. Yet, the quiz scores do not determine the whole students' academic achievement.
  7. Quizzes practice the students' competition because they try to fix the quiz questions and to perform better than their classmates.
  8. Quizzes promote students' learning because they involve the instruments of both intrinsic and extrinsic motivation.
2. The English teachers need to pay attention more to organize their teaching instructions and to prepare quizzes for the students.
  3. The English teachers should provide various types of quizzes to keep the dynamic classroom activity.
  4. The English teachers should apply the quizzes more to teamwork formation by both student-selected and teacher-assigned because this helps and benefits the lower students more.
  5. The English teachers should provide the feedbacks of the quiz results to the students whether written or spoken feedbacks, so that the students acknowledge the area they need to improve.
  6. The English teachers need to consider the quiz frequency and the level of difficulty. Provide frequent quizzes with lighter difficulty and weekly quizzes for with challenging difficult level.
  7. The English teachers need to create a good classroom atmosphere that all the students can participate in learning activity and the teachers are ready to cover the weaknesses.

### Suggestion

The conclusion above, the researcher provides some suggestions for the future improvement.

1. The English teachers need to consider the level of difficulty of the quizzes, so that the assessment can embrace all the students' participations with the similar opportunity.

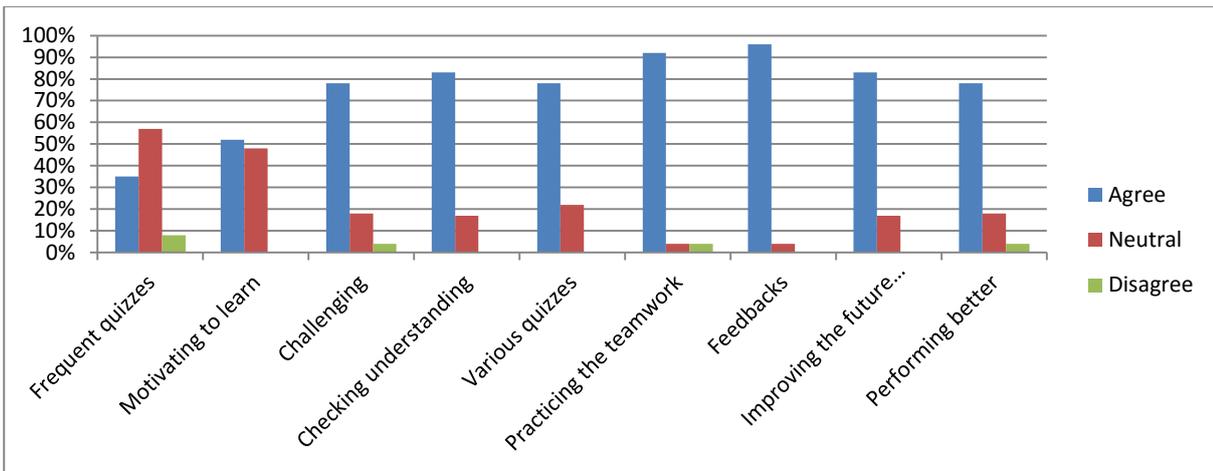
### REFERENCES

- Alizadeh, Mitra. 2016. The Impact of Motivation on English Language Learning. *International Journal of Research in English Education* Vol. 1, No. 1. Retrieved on internet on 15<sup>th</sup> April 2019 on <http://ijreeonline.com/article-1-23-en.pdf>
- Aronson, Deb. 2007. *Formative Assessment: Helping Students Grow.* Retrieved on

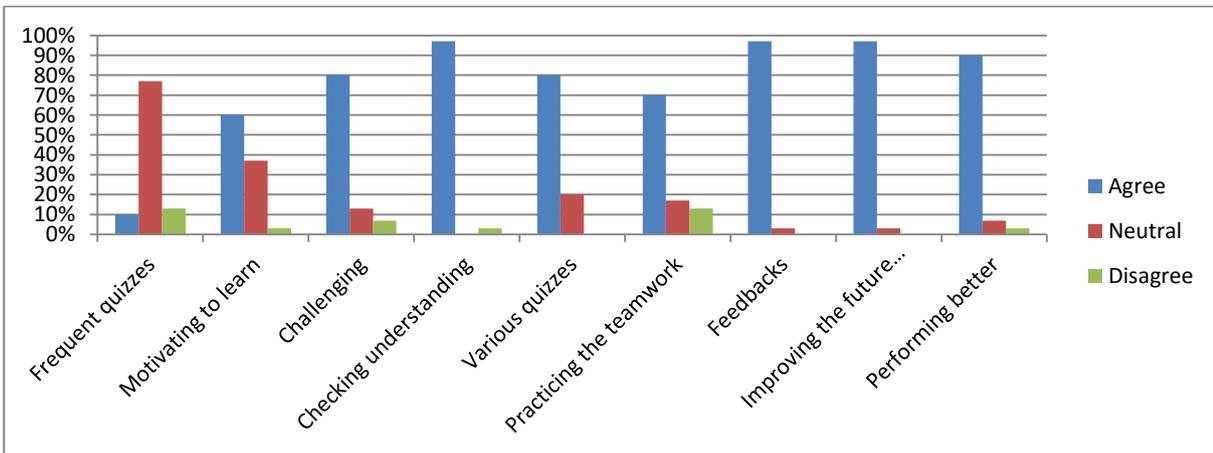
- internet on 15<sup>th</sup> April 2019 on <http://www.ncte.org/magazine/archives/126802>
- Bell, Beverley and Bronwen Cowie. 2000. *The Characteristics of Formative Assessment in Science Education*. School of Education, University of Waikato. Retrieved on internet on 15<sup>th</sup> April 2019 on <http://edtl4480.bgsu.wikispaces.net/file/view/Formative+assessment.pdf>.
- B'enabou, Roland and Jean Tirole. 2003. *Intrinsic and Extrinsic Motivation*. Princeton University. Retrieved on internet on 15<sup>th</sup> April 2019 on <https://www.princeton.edu/~rbenabou/papers/RES2003.pdf>
- Florence, Hilary. 2001. *The Advantages of Classroom Quiz Shows*. Retrieved on internet on 15<sup>th</sup> April 2019 on <https://classroom.synonym.com/advantages-classroom-quiz-shows-12041429.html>
- Gay, L.R. 2006. *Educational Research*. Pearson Prentice Hall. New Jersey, USA.
- Gholami, Valeh and Mostafa Morady Moghaddam. 2013. *The Effect of Weekly Quizzes on Students' Final Achievement Score*. Retrieved on internet on 15<sup>th</sup> April 2019 on [https://www.researchgate.net/publication/276231903\\_The\\_Effect\\_of\\_Weekly\\_Quizzes\\_on\\_Students'\\_Final\\_Achievement\\_Score](https://www.researchgate.net/publication/276231903_The_Effect_of_Weekly_Quizzes_on_Students'_Final_Achievement_Score)
- Hammerman, Elizabeth. 2014. *Formative Assessment Strategies for Enhancing Learning*. Retrieved on internet on 15<sup>th</sup> April 2019 on <https://www.scribd.com/document/274299468/27704-Hammerman-Formative-Assessment-Ch-1>
- Hassaskhah, Jaleh and Hamidah Mozaffari. 2015. *The Impact of Group Formation Method (Student-selected vs. Teacher-assigned) on Group Dynamics and Group Outcome in EFL Creative Writing*. Retrieved on internet on 15<sup>th</sup> April 2019 on <http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr0601147156>
- Hillman, Jennifer. 2012. *The Impact of Online Quizzes on Student Engagement and Learning*. Retrieved on internet on 15<sup>th</sup> April 2019 on [https://berks.psu.edu/sites/berks/files/campus/Hillman\\_TLI\\_report.pdf](https://berks.psu.edu/sites/berks/files/campus/Hillman_TLI_report.pdf)
- Kayser, Jolene A. 2015. *The Effect of Daily Quizzes on Student Learning in the Advanced Placement Chemistry Classroom*. Montana State University. Retrieved on internet on 15<sup>th</sup> April 2019 on <https://scholarworks.montana.edu/xmlui/bitstream/handle/1/9269/KayserJ0815.pdf>;
- Kwan, Felix. 2010. *Formative assessment: the one-minute paper vs. the daily quiz*. Maryville University in St. Louis. Retrieved on internet on 29<sup>th</sup> September 2013 on <http://www.aabri.com/manuscripts/10717.pdf>.
- Mahadi, Tengku Sepora Tengku. 2012. *Motivation, Its Types, and Its Impacts in Language Learning*. Universiti Sains Malaysia. Retrieved on internet on 15<sup>th</sup> April 2019 on [http://www.ijbssnet.com/journals/Vol\\_3\\_No\\_24\\_Special\\_Issue\\_December\\_2012/24.pdf](http://www.ijbssnet.com/journals/Vol_3_No_24_Special_Issue_December_2012/24.pdf).

- Montalvo-Balbed, Maria. 2012. Using Formative Assessment to Help English Language Learners. Retrieved on internet on 15<sup>th</sup> April 2019 on [https://pdo.ascd.org/lmscourses/PD130C002/media/ELL\\_CC\\_M4\\_Reading\\_Using\\_Formative01.pdf](https://pdo.ascd.org/lmscourses/PD130C002/media/ELL_CC_M4_Reading_Using_Formative01.pdf)
- OECD. 2015. Assessment for Learning Formative Assessment. Retrieved on internet on 15<sup>th</sup> April 2019 on <https://www.oecd.org/site/educeri21st/40600533.pdf>
- Refnita, Lely. 2017. The Effect of Regular Quizzes Towards Students' Achievement a Content-Based Subject. English Language Teaching and Rearch Vol. 1. Retrieved on internet on 15<sup>th</sup> April 2019 on [file:///C:/Users/User/Downloads/8719-17492-1-SM%20\(1\).pdf](file:///C:/Users/User/Downloads/8719-17492-1-SM%20(1).pdf)
- Ryan, Richard M. and Edward L. Deci. 2010. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. University of Rochester. Retrieved on internet on 15<sup>th</sup> April 2019 on [http://www.selfdeterminationtheory.org/SDT/documents/2004\\_DeciVansteenkiste\\_SDTandBasicNeedSatisfaction.pdf](http://www.selfdeterminationtheory.org/SDT/documents/2004_DeciVansteenkiste_SDTandBasicNeedSatisfaction.pdf).
- Stelzer, Leigh and Joan Coll-Reilly. 2010. Collaborative Team Testing To Support Individual Learning: Can Teamwork Motivate Learning?. Seton Hall University. Retrieved on 15<sup>th</sup> April 2019 on <https://files.eric.ed.gov/fulltext/EJ1072666.pdf>
- Schlechty, P. (2011). Schlechty center on engagement. Retrieved on 15<sup>th</sup> April 2019 on [http://s3.amazonaws.com/www.schlechtycenter.org/tools/prod/4046/original/sc\\_pdf\\_engagement.pdf?1272415798](http://s3.amazonaws.com/www.schlechtycenter.org/tools/prod/4046/original/sc_pdf_engagement.pdf?1272415798)
- Valerio, Krystle. 2012. Intrinsic motivation in the classroom. University of Wollongong. Retrieved on internet on 15<sup>th</sup> April 2019 on [kmv321@uow.edu.au](mailto:kmv321@uow.edu.au)
- Watanabe Lee. 2019. *6 Essential Question Activities That Will Get The Students Thinking.* Retrieved on internet on 15<sup>th</sup> April 2019 on <https://essential-questions/6-essential-question-activities>
- Webster. 2019. *Webster Dictionary*. Retrieved on internet on 15<sup>th</sup> April 2019 on <https://www.merriam-webster.com/>
- Williams, Kaylene C and Caroline C. Williams. 2011. Five key ingredients for improving student motivation. California State University and University of Wisconsin. Retrieved on internet on 15<sup>th</sup> April 2019 on <http://www.aabri.com/manuscripts/11834.pdf>.
- Zarei, Abbas Ali. 2016. The Effect of Assessment Type on EFL Learners' Goal-Orientation. Retrieved on internet on 15<sup>th</sup> April 2019 on [https://www.researchgate.net/publication/312470871\\_The\\_Effect\\_of\\_Assessment\\_Type\\_on\\_EFL\\_Learners'\\_Goal-Orientation](https://www.researchgate.net/publication/312470871_The_Effect_of_Assessment_Type_on_EFL_Learners'_Goal-Orientation)

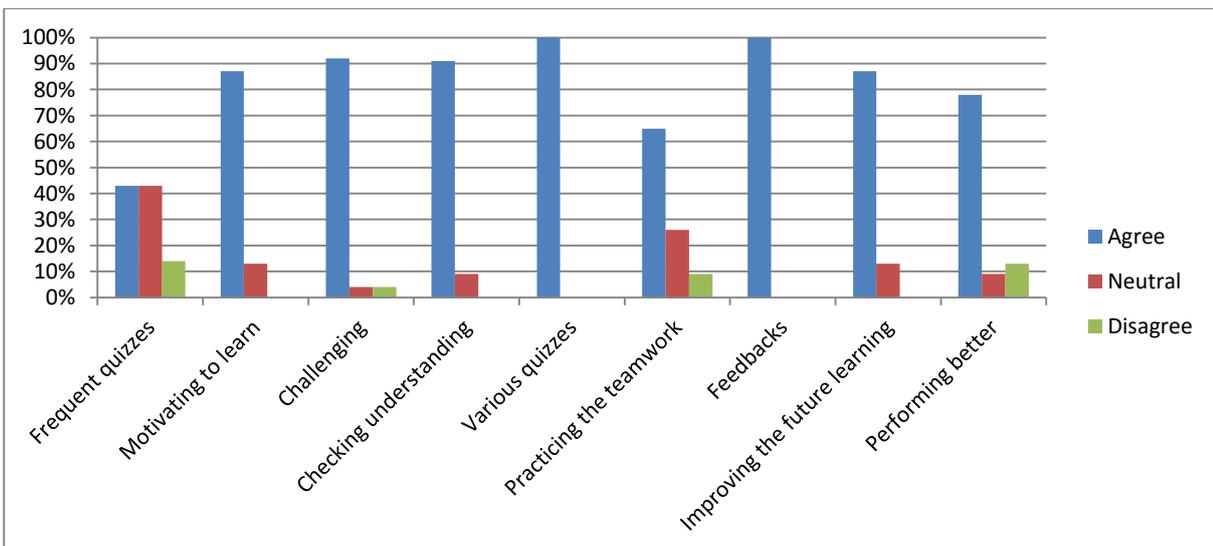
**Figure 4.1. Response of 7<sup>th</sup> Grade Students**



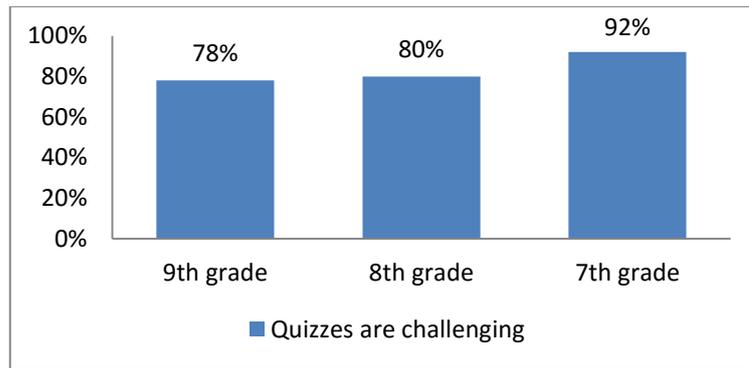
**Figure 4.2. Response of 8<sup>th</sup> Grade Students**



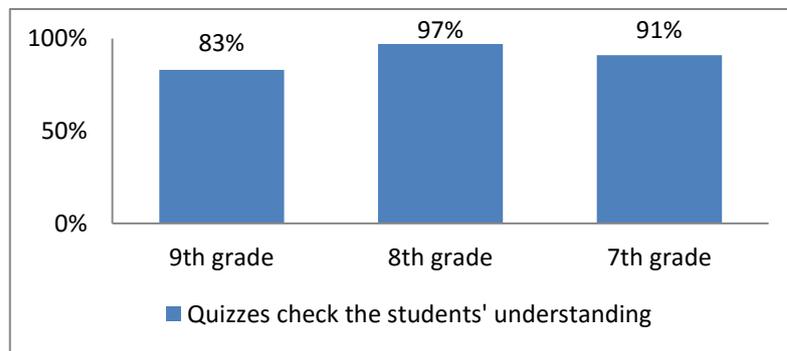
**Figure 4.3. Response of 8<sup>th</sup> Grade Students**



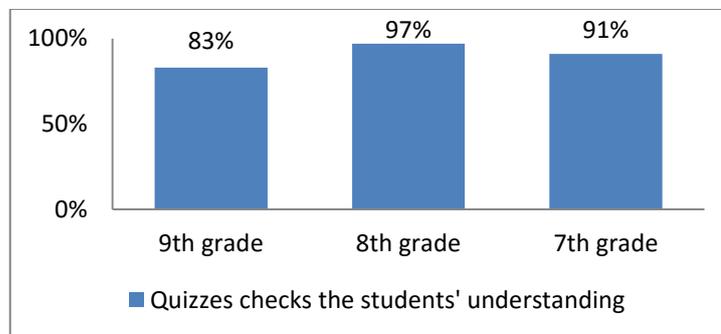
**Figure 4.4. Quizzes are challenging and fun**



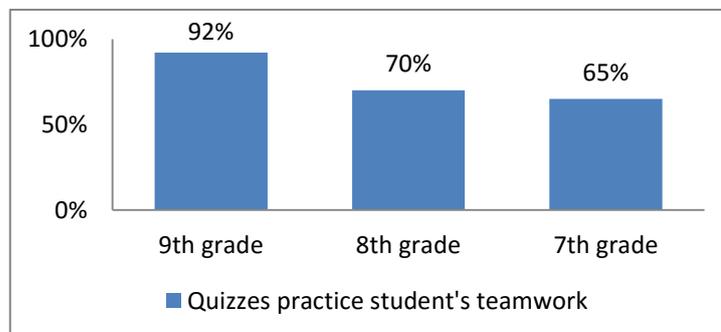
**Figure 4.5. Quizzes check students' understanding**



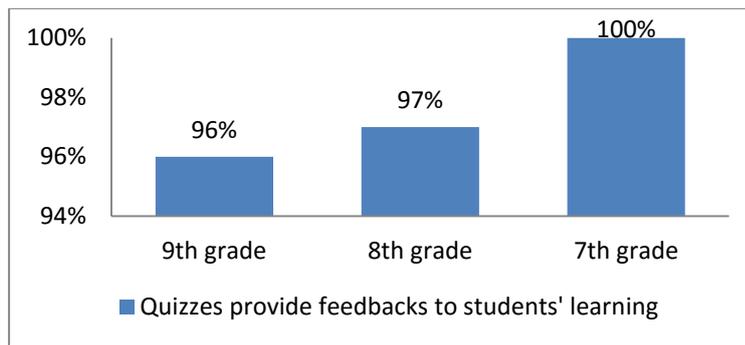
**Figure 4.6. Quizzes have various types**



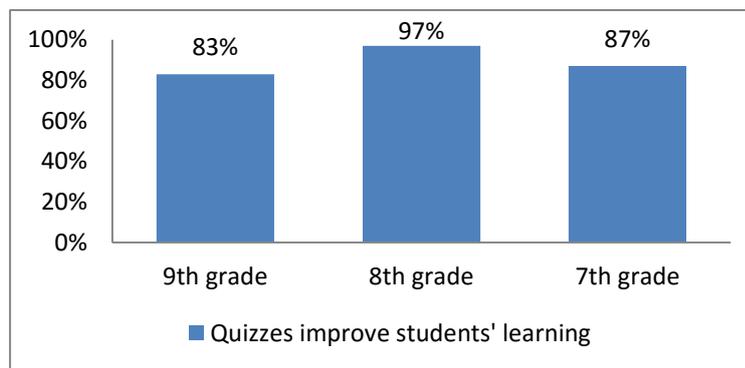
**Figure 4.7. Quizzes practice student's teamwork**



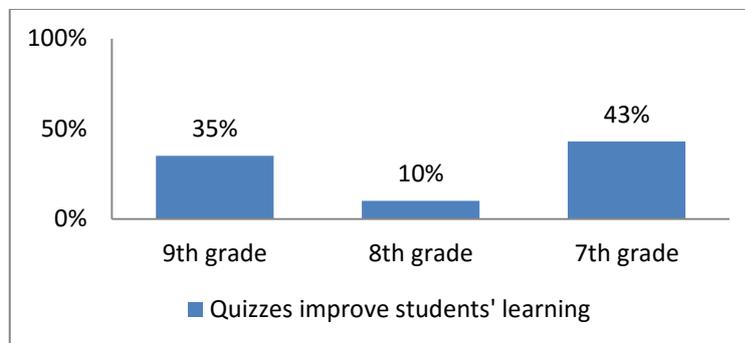
**Figure 4.8. Quizzes provide feedbacks to students' learning**



**Figure 4.9. Quizzes practices students' competition**



**Figure 4.10. Students' opinion of frequent quizzes**



**Figure 4.11. Quizzes practice students' competition**

