

ENHANCING TENTH GRADERS' SPEAKING ABILITY THROUGH QUIZ-QUIZ TRADE AT SMA PGRI 1 PALEMBANG

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ABSTRACT: This study focuses on the application of the Quiz-Quiz Trade Technique to assist tenth-grade students in improving their speaking ability. The Quiz-Quiz Trade Technique is a cooperative learning strategy that provides opportunities for students to engage in speaking practice. The objective of this study was to determine the substantial enhancement in speaking abilities by using the Quiz-Quiz Trade Technique among tenth graders at SMA PGRI 1 Palembang, as well as to examine the difference in speaking skills between students taught with this technique and those who were not. This study employed a quasi-experimental design. The population consisted of tenth-grade students at SMA PGRI 1 Palembang during the academic year 2024-2025. Purposive sampling was used to select 70 students, divided into two groups: the experimental group and the control group, each comprising 35 students. Data were gathered through speaking tests conducted twice. The data analysis utilized a paired-sample t-test and an independent sample t-test. The paired-sample t-test results indicated a significant improvement in the speaking ability of the tenth graders using the Quiz-Quiz Trade technique. The results of the study showed a significant improvement in the speaking skills of students in the experimental group compared to the control group. The Independent Sample T-Test results revealed a significant difference in speaking skills between the students who received instruction using the Quiz-Quiz Trade Technique and those who did not.

Keywords: *Quiz-Quiz Trade technique, speaking skills, cooperative learning, classroom interaction*

DAMPAK TEKNIK QUIZ-QUIZ TRADE TERHADAP KEMAMPUAN BERBICARA SISWA KELAS X DI SMA PGRI 1 PALEMBANG

ABSTRAK: Penelitian ini membahas tentang penggunaan teknik Quiz-Quiz Trade untuk membantu siswa kelas sepuluh meningkatkan keterampilan berbicara mereka. Teknik Quiz-Quiz Trade merupakan metode pembelajaran kooperatif yang memungkinkan siswa untuk berlatih berbicara. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan signifikan dalam kemampuan berbicara dengan menggunakan Teknik Quiz-Quiz Trade pada siswa kelas sepuluh di SMA PGRI 1 Palembang, serta melihat perbedaan kemampuan berbicara antara siswa yang diajar dengan Teknik Quiz-Quiz Trade dan yang tidak. Penelitian ini menggunakan metode kuasi-eksperimen. Populasi penelitian adalah siswa kelas sepuluh SMA PGRI 1 Palembang pada tahun akademik 2024-2025. Teknik purposive sampling digunakan untuk memilih sampel sebanyak 70 siswa yang dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol, masing-masing terdiri dari 35 siswa. Data dikumpulkan melalui tes berbicara yang dilakukan dua kali. Analisis data menggunakan uji t berpasangan dan uji t bebas. Hasil uji t berpasangan menunjukkan adanya peningkatan signifikan dalam kemampuan berbicara siswa kelas sepuluh yang menggunakan Teknik Quiz-Quiz Trade. Hasil penelitian menunjukkan peningkatan yang signifikan pada kemampuan berbicara siswa di kelompok eksperimen

dibandingkan dengan kelompok kontrol. Hasil uji t bebas menunjukkan adanya perbedaan signifikan dalam kemampuan berbicara antara siswa yang diajar menggunakan Teknik Quiz-Quiz Trade dan yang tidak.

Kata Kunci: *teknik Quiz-Quiz Trade, keterampilan berbicara, pembelajaran kooperatif, interaksi kelas*

INTRODUCTION

English has become essential worldwide as a means to improving life opportunities. As a global language, English plays a crucial role across various aspects of daily life (Winaldo & Oktaviani, 2022). The function of English in education has evolved significantly over time. In the 21st century, English teaching emphasizes the integration of technology, critical thinking, and digital literacy skills. Utilizing online tools enriches learning by providing authentic experiences that enhance various facets of English language development (Mahanipuna, 2023).

Fundamental competencies in English are the basis for effective communication and language mastery. Among the four language skills, speaking is especially important since it facilitates verbal interaction. Given English's widespread use globally, students must cultivate strong communication abilities to succeed in their fields. Therefore, classrooms serve as ideal environments to foster strong speaking skills (Rao, 2019). Prior studies have highlighted that speaking is a productive skill that can be directly observed, allowing students to share information, express their ideas, and convey emotions (Brown, 2001, as cited in Crisianita & Mandasari, 2022).

Speaking is a critical component of language, enabling oral communication between speakers and listeners (Aziz & Kashinathan, 2021). However, mastering speaking is challenging for many students. Of the four language skills, speaking is considered the most difficult because it requires courage and readiness to communicate effectively (Brown, 2004, as cited in Gani et al., 2015). Many students struggle with speaking due to various factors, including limited opportunities to practice outside the classroom (Aziz & Kashinathan, 2021). Nonetheless, among the four skills, speaking is regarded as a fundamental ability to be thoroughly mastered in learning a new language (Nunan, 1991, as cited in Gani et al., 2015). Difficulties in developing speaking skills include linguistic challenges such as limited vocabulary, grammar, pronunciation, comprehension, and fluency, as well as psychological barriers like shyness, anxiety, lack of confidence, low motivation, and situational problems related to ineffective teaching methods and classroom environments (Wilantari et al., 2023).

Moreover, effective learning techniques are essential in the classroom, especially for speaking classes, to ensure teaching is productive. Good learning strategies not only improve students' understanding of the material but also significantly enhance their speaking abilities. One technique that could be applied to improve students' oral communication is the Quiz-Quiz-Trade method.

SMA PGRI 1 Palembang was selected as the research site after interviews with the English teacher and classroom observations revealed that students faced difficulties in speaking English. They often felt confused and nervous, struggled with fluency and accuracy, and frequently made errors in spelling and sentence structure. Additionally, students lacked confidence and had insufficient vocabulary to express themselves effectively in English.

The Quiz-Quiz Trade technique is a small cooperative game introduced by Kagan (2009), as cited in Mufa & Nurdawati (2023), where students work in pairs and ask each other questions using cards provided by the teacher. This technique promotes interaction and collaboration among students by encouraging information exchange, knowledge sharing, and peer teaching, helping learners grasp the material more thoroughly (Soetjipto, 2010, as cited in Habidi et al., 2017). Several previous studies have used this technique.

For example, research by Purwaningrum et al. (2017) demonstrated that using the Quiz-Quiz Trade model effectively enhanced social competence and academic performance among fourth graders. Another study by Mufa & Nurdawati (2023) showed that this technique significantly improved vocabulary acquisition in the classroom. However, the Quiz-Quiz Trade also has some drawbacks, such as students feeling shy or hesitant, timing challenges, and limited variety in pairings, which may reduce active participation (Habidi et al., 2017).

Although the Quiz-Quiz Trade technique has proven effective in improving students' vocabulary mastery and social competence (Purwaningrum et al., 2017; Mufa & Nurdawati, 2023), its impact on speaking skills in the context of English as a foreign language (EFL) instruction has yet to be thoroughly explored. Most previous studies have tended to focus on general academic outcomes or non-language skills; thus, the effectiveness of this technique in facilitating verbal interaction and speaking fluency at the high school level still requires further empirical evidence. Given that tenth-grade students often face psychological and linguistic barriers in oral communication, this study aims to fill this gap by testing the impact of implementing the Quiz-Quiz Trade technique.

Therefore, considering the explanations provided, the writer decided on a study titled "Enhancing Tenth Graders' Speaking Ability through Quiz-Quiz Trade at SMA PGRI 1 Palembang."

METHODOLOGY

1. Design

This study applied an experimental method to investigate cause-and-effect relationships, as experimental research directly manipulates variables to observe outcomes (Fraenkel et al., 2023). A quasi-experimental design was used, where participants were assigned to groups without randomization (Creswell, 2023). The study was conducted over eight sessions, each lasting 90 minutes. In the experimental group, the Quiz-Quiz Trade technique was implemented through the following steps: (1) the teacher distributed question cards to the students; (2) students found partners to ask and answer questions; and (3) students exchanged cards and then found new partners to repeat the process. This activity was designed to maximize verbal interaction and language repetition within a structured environment. In contrast, the control group received direct instruction using conventional textbook-based methods without interactive components. Both groups took a pre-test to assess initial proficiency and a post-test to measure progress following the intervention.

2. Population and Sample

The population is the larger group to whom the results are generalized (Fraenkel et al., 2023). Creswell (2023) defines the target population as individuals with specific, identifiable characteristics. This study's population included all tenth-grade students of SMA PGRI 1 Palembang in the 2024/2025 academic year. A purposive sampling technique was chosen, which is a non-random method focusing on particular criteria rather than size (Khan, 2020). From eight available classes, two classes with similar characteristics and the same teacher were selected. Class E.7 served as the experimental group and Class E.8 as the control group.

3. Techniques for Collecting Data

To assess students' speaking abilities, the writer conducted oral tests twice: a pre-test and a post-test. Both groups took the pre-test before treatment to evaluate prior skills. After applying the Quiz-Quiz Trade technique, a posttest measured improvement. In the test, students were asked to deliver a monologue retelling a story, which was then evaluated based on five main criteria: fluency, which measures the ability to speak continuously; accuracy, which assesses grammatical correctness; vocabulary, regarding the appropriateness of word choice; pronunciation, concerning the clarity of sound articulation; and comprehension, in responding to questions appropriately. All of these assessment criteria refer to an analytical rubric adapted from Brown (2019, pp. 184–185). The instrument's content validity was ensured by aligning test items with the Merdeka curriculum implemented at the school, where the assessment criteria were aligned with the learning objectives (*capaian pembelajaran*), and involving two validators: a university lecturer and the school teacher. Reliability was checked using Pearson product-moment correlation between the two raters' scores. A reliability coefficient above 0.60 indicated the test was reliable (Brown, 2019, p. 29). The results of this study show that the reliability coefficients for the experimental group were 0.71 for the pretest and 0.76 for the posttest, while those for the control group were 0.65 for the pretest and 0.75 for the posttest. With a p-value of 0.000 across all tests, it can be concluded that the ratings from both raters were highly consistent and reliable for use in this study.

FINDINGS AND DISCUSSION

Findings

1. Descriptive Statistic

The descriptive analysis showed the pre-test and post-test results of students from the experimental and control groups, as well as normality and homogeneity tests.

In the experimental group, the pre-test results showed an average score of 28.91 with a standard deviation of 6.727; the highest score was 40, and the lowest score was 20. After the post-test was conducted on the same group, the highest score was 80, the lowest score was 30, and the average score was 49.94 with a standard deviation of 15.189.

Meanwhile, in the control group, the pre-test results recorded a highest score of 40, a lowest score of 20, and an average score of 27.77 with a standard deviation of 5.897. In the post-test, the control group's scores ranged from 24 to 64, with an average of 40.17 and a standard deviation of 12.503. A summary of the pre-test and post-test results for both groups is presented in Table 10.

Table 1. The descriptive analysis for the experimental group and the control group

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test of Experimental Group	35	20	40	28.91	6.727
Post-test of Experimental Group	35	30	80	49.94	15.189
Pre-test of Control Group	35	20	40	27.77	5.897
Post-test of Control Group	35	24	64	40.17	12.503

2. The Analysis of Frequency

The pre-test results of the experimental group showed that 4 students (11.43%) were at the deficient level, 13 students (37.14%) were at the very deficient level, and 18 students (51.43%) were at the insufficient level. The post-test results showed that 1 student (2.86%) scored well, 5 students (14.29%) scored above average, 3 students (8.5%) scored average, 9 students (25.7%) scored below average, 8 students (22.86%) scored deficient, and 9 students (25.7%) scored very deficient.

Table 2. The score distribution for the experimental group

Scores	Categories	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
100	Excellent	-	-	-	-
90-99	Very Good	-	-	-	-
80-89	Good	-	-	1	2.86%
70-79	Above Average	-	-	5	14.29%
60-69	Average	-	-	3	8.5%
50-59	Below Average	-	-	9	25.7%
40-49	Deficient	4	11.43%	8	22.86%
30-39	Very Deficient	13	37.14%	9	25.7%
20-29	Unsufficient	18	51.43%	-	-
10-19	Very insufficient	-	-	-	-
	Total	35	100%	35	100%

Additionally, Figure 1 below shows the experimental group's students' speaking ability.

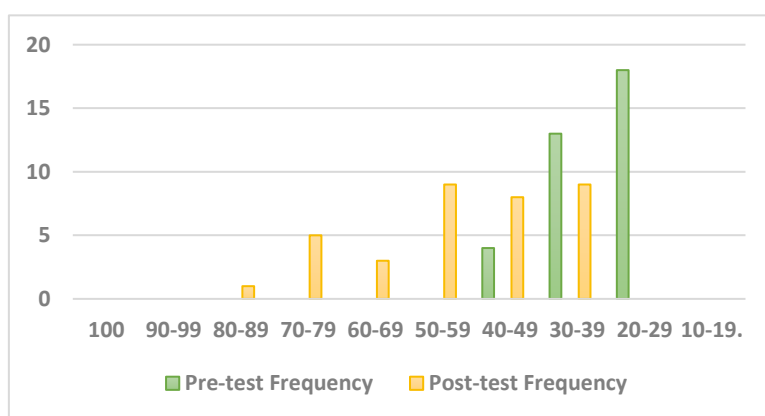


Figure 1. The frequency analysis of students' speaking ability

In the control group, the pre-test results showed that 1 student (2.86%) was at the deficient level, 14 students (40%) were very deficient, and 20 students (57.14%) were insufficient. The post-test results showed that 2 students (5.71%) scored average, 7 students (20%) scored below average, 7 students (20%) were deficient, 13 students (37.14%) were very deficient, and 6 students (17.14%) were insufficient.

Table 3. The score distribution for the control group

Scores	Categories	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
100	Excellent	-	-	-	-
90-99	Very Good	-	-	-	-
80-89	Good	-	-	-	-
70-79	Above Average	-	-	-	-
60-69	Average	-	-	2	5.71%
50-59	Below Average	-	-	7	20.00%
40-49	Deficient	1	2.86%	7	20.00%
30-39	Very Deficient	14	40.00%	13	37.14%
20-29	Unsufficient	20	57.14%	6	17.14%
10-19	Very insufficient	-	-	-	-
	Total	35	100%	35	100%

Furthermore, Figure 2 below shows the control group's students' speaking ability.

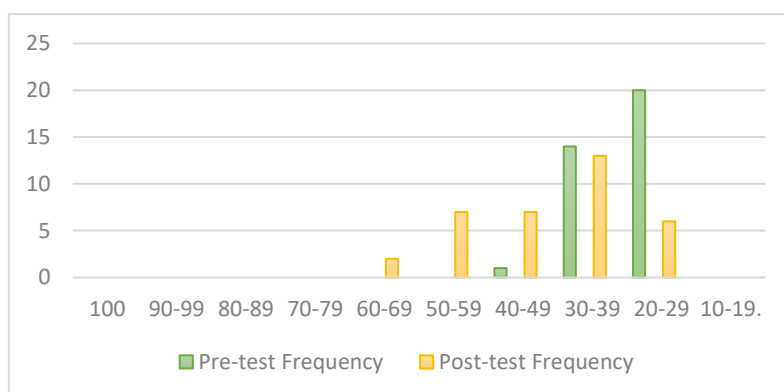


Figure 2. The frequency analysis of students' speaking ability

3. Normality Test

A normality test was conducted to determine whether the test result data from the experimental and control groups were normally distributed, considering the specific sample size. Table 4 presents the normality test results.

Table 4. The normality test

Groups	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pre-Test Experimental Group	0.136	35	0.100
Post-Test Experimental Group	0.132	35	0.130
Pre-Test Control Group	0.135	35	0.108
Post-Test Control Group	0.134	35	0.114

The Kolmogorov-Smirnov significance values for the pre-test were 0.100 for the experimental group and 0.108 for the control group, while for the post-test, they were 0.130 and 0.114, respectively. All values were greater than 0.05, indicating that the data were normally distributed. Additionally, a Q-Q plot was used to visually assess the normality of the data.

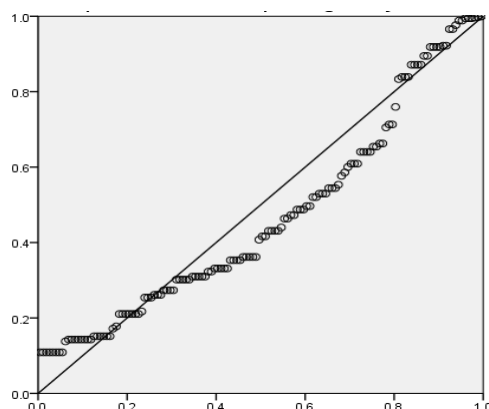


Figure 3. The Normal Q-Q Plot

From the figure above, the data were normally distributed. The data point was close to the diagonal line.

4. Homogeneity Test

The writer performed a homogeneity test on the post-test results of the experimental and control groups to determine whether the variances of the data were similar. The variances were considered different if the significance value was less than 0.05.

Table 5. The Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.438	1	68	0.235

The significance value of the homogeneity test in Table 5 was 0.235, which was greater than 0.05, indicating that the data variances were considered homogeneous.

5. Paired Sample T-Test

The paired sample t-test was used to compare the average scores of the sample groups before and after the treatment in order to see if there was a significant difference between the pretest and post-test results in the experimental and control groups.

Table 6: The paired sample t-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-Test and Pre-Test Experimental	21.029	15.601	2.637	15.670	26.388	7.974	34	.000
	Post-Test Control - Pre- Test Control	12.400	13.265	2.242	7.843	16.957	5.530	34	.000

The t-obtained value (7.974) was higher than the t-table value (2.03), and the significance value of 0.000 was less than 0.05, so H_0 was rejected. This indicated that the

Quiz-Quiz-Trade technique was effective in improving students' speaking ability, with the average pre-test score being 28.91 and the post-test score being 49.94.

6. Independent Sample T-Test

To determine the difference in means between the two groups, an independent sample t-test was used. The post-test data from the experimental and control groups were compared after the treatment using this test.

Table 7. The independent sample t-test

Groups	F	Sig	t	df	Sig. (2-tailed)
Post-test (experimental and control group)	1.438	0.23	2.93	68	0.00

The t-test results showed a significance of 0.23, which was greater than 0.05, indicating that both groups were homogeneous. However, the two-tailed significance value was 0.00, which was less than 0.05, with a t-statistic of 2.93 greater than the t-table value of 1.99, meaning there was a significant difference in speaking ability between students who were taught using the Quiz-Quiz-Trade technique and those who were not.

2. Discussion

The results of this study proved that the Quiz-Quiz Trade technique was highly effective in improving students' speaking ability. This finding aligns with previous studies by Purwaningrum et al. (2017) and Mufa and Nurdawati (2023), which also concluded that this technique effectively enhanced students' academic performance and vocabulary acquisition. Data showed that the experimental group's average score increased significantly from 28.91 to 49.94, which was much higher than the control group, which only reached 40.17. Statistical tests (t-tests) also confirmed that this difference was significant, with a t-calculated value of 7.974 for internal improvement and 2.93 for the comparison between groups.

This success occurred because the technique transformed the classroom atmosphere into a collaborative and enjoyable space. In this method, students were no longer just sitting silently but were actively interacting with their peers. This process was very helpful for two main reasons: first, students' anxiety decreased because they felt more relaxed speaking with friends than with the teacher; second, students gained more time to truly practice speaking. As noted in earlier research by Habidi et al. (2017), while there were some challenges, like time management, the technique remained a powerful tool to boost interpersonal skills and student involvement.

Furthermore, this method required students to help one another, where they acted as both teachers and learners for each other. This made students more confident in using their vocabulary and grammar in real conversations, rather than just memorizing theories. In short, the increase in scores was proof that when students learned in a supportive and active atmosphere, their communication skills developed naturally and more meaningfully.

CONCLUSION

Two conclusions could be made in light of the study's findings and interpretation. First, the Quiz-Quiz Trade method worked well for enhancing the speaking skills of SMA PGRI 1 Palembang tenth graders.

Second, students who were taught using the Quiz-Quiz Trade technique showed a significant improvement in speaking ability compared to those who were not.

Based on the study's findings, there were several recommendations for improving the effectiveness of the Quiz-Quiz-Trade technique in teaching speaking skills. Teachers were advised to provide a list of simple words or sentences as a guide so that students felt more confident when speaking with their peers. Additionally, teachers needed to manage time and partner rotations effectively so that all students had an equal opportunity to practice. It was also important for teachers to prepare questions that were easy to understand in advance so that students did not feel overwhelmed, as well as to create a relaxed and supportive classroom atmosphere to help reduce students' shyness or anxiety during the activity.

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