

**THE EFFECT OF QUIZ-QUIZ TRADE TECHNIQUE TO ENHANCE
SPEAKING ABILITY TO THE TENTH GRADERS AT SMA PGRI 1
PALEMBANG**

A Thesis by:

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

2025

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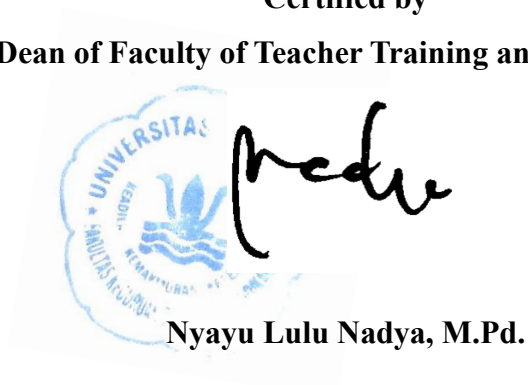
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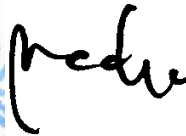

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DEDICATION AND MOTTO

This thesis, I will present to:

1. Firstly, thanks to Allah Subhana Wata'ala for always blessing me.
2. Prophet Muhammad Shallallahu Alaihi Wasallam, who had led of muslim from the darkness to brighter life.
3. My beloved parents, my father Toni Firnando and my mother Rusdianti thank you for your love, prayers, and support.
4. Thank you to my old brother and my twin brother (Arbi Antoni and Muhammad Kamil) for always being there for me
5. The honorable advisors (Dr. Hj. Gaya Tridinanti, M.Ed and Jenny elvinna Manurung, Mp.Pd) for their guidance and patience throughout the process of writing this final exam.
6. All lectures of the faculty.
7. All of my beloved classmates.

“Motto”

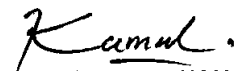
"Never chase what is not meant for you; trust that when it is destined, it will come to you, whether sooner or later."

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalain pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengeolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata dalam naskah skripsi ini terdapat unsur plagiarisme, maka saya bersedia skripsi ini dibatalkan dan gelar akademik (S-1) yang telah saya peroleh dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan (UU) Nomor 20 Tahun 2003 Pasal 25 ayat 2 dan Pasal 70 ayat (1).

Palembang, July 2025
Mahasiswa



Muhammad Kamal

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Palembang, July 20205

The Writer



Muhammad Kamal

ABSTRACT

This study focuses on the application of the Quiz-Quiz Trade Technique, a cooperative learning strategy that enables students to actively practice speaking, to assist tenth-grade students in improving their speaking skills. The aim of this study was to determine the significant enhancement in speaking ability of the tenth graders at SMA PGRI 1 Palembang through the use of the Quiz-Quiz Trade Technique, and to compare the speaking abilities between students taught with this technique and those who were not. The study employed a quasi-experimental design. The population consisted of tenth graders at SMA PGRI 1 Palembang in the 2024-2025 academic year. Purposive sampling was applied to select the sample, which included 70 students divided into two groups: the experimental group and the control group, each comprising 35 students. Data were gathered using speaking tests administered twice. The data analysis involved paired sample t-tests and independent sample t-tests. The paired sample t-test results indicated that the Quiz-Quiz Trade Technique significantly improved the speaking ability of the tenth graders at SMA PGRI 1 Palembang. The experimental group's average pretest score was 28.91, which increased to 49.94, whereas the control group's average scores went from 27.77 to 40.17. Furthermore, the independent sample t-test results revealed a significant difference in speaking ability between students instructed using the Quiz-Quiz Trade Technique and those who were not.

Key Words: *Quiz-Quiz Trade Technique, Speaking Skill*

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CHAPTER I

INTRODUCTION

In this chapter, the writer presents: (1) the background of study, (2) the limitation of problem, (3) the formulation of problem, (4) the objectives of study and (5) the significances of study.

1.1. Background of Study

English has become vital for individuals around the world to enhance life opportunities. Considering its status as a universal language, English performs a pivotal role in various sectors of daily life (Winaldo & Oktaviani, 2022). The role of English in education has undergone significant development over the centuries. In the 21st century, English education emphasizes the incorporation of technology, critical thinking and digital literacy skills. Incorporating online tools enhances learning by engaging authentic experiences in language incorporating online tools enhances learning by engaging authentic experiences in various aspects of English language development (Mahanipuna, 2023).

Core competencies in English form the foundation for successful interaction and language proficiency. Speaking holds a vital place within the four language areas, helping to facilitate effective communication. Since English is widely spoken in many parts of the world, students need to develop their communication skills to achieve success in their fields. Hence, the classroom is the perfect place to enhance excellent communication skills, especially in speaking (Rao, 2019). Some previous studies showed speaking as a productive ability observable directly. Through speaking, students can share

information and express their ideas and feelings (Brown as cited in Crisianita & Mandasari, 2022).

Speaking acts as an essential aspect of language facilitates oral communication between speakers and listeners (Aziz & Kashinathan, 2021). In fact, speaking is a skill that is not easy for students to master. Out of all language abilities, oral communication proves to be the toughest because it involves significant bravery and readiness to communicate effectively (Brown as cited in Gani, Fajrina, & Hanifa, 2015). Many students are weak in speaking due attributed to multiple reasons, including the deficiency of opportunities to practice communication outside the classroom (Aziz & Kashinathan, 2021). However, among four skills, speaking is considered the key skill that must be mastered thoroughly to learn a new language (Nunan as cited in Gani, Fajrina, & Hanifa, 2015). There are several difficulties and obstacles encountered in learning speaking skill, namely linguistic difficulties which include a lack of mastery of vocabulary, grammar, pronunciation, comprehension, fluency, psychological difficulties characterized, embarrassment, worry, insufficient self-assurance, low drive, and situational difficulties related to unsupportive teaching approaches, teaching methods, and educational settings. (Wilantari, Putra, & Suhardiana, 2023).

Moreover, in classroom learning, especially in speaking classes, the application of good learning techniques is needed so that the teaching process can take place effectively. The good learning techniques not only help students understand the material better, but also improve their speaking skills significantly. Along with the importance of the good learning techniques, a type of the

techniques that might be applied to enhance students' oral communication skill is the Quiz-Quiz Trade technique.

SMA PGRI 1 Palembang was chosen as the study sample because the writer found after having interviewed the English teacher and conducted the observation. It is found that students had difficulty in speaking English, they often felt baffled and jittery. Students struggled to speak fluently and accurately, often made spelling and sentence structure mistakes. The students also still lacked confidence and did not master adequate vocabulary to express speaking in English.

The Quiz-Quiz Trade technique is a small game that is a fun and cooperative way of learning, invented by Kagan in 2009 as cited in Mufa & Nurdiawati (2023), in this game, students work in pairs and ask each other questions using question cards provided by the teacher. The Quiz-Quiz Trade technique has the strength increasing interaction and collaboration between students, by emphasizing the exchange of information, developing knowledge and instructing others, enabling students to grasp the material thoroughly (Soetjipto as cited in Habidi, Widiati, & Soetjipto, 2017). This technique has been used by several writers.

The first previous research conducted by Purwaningrum, Soetjipto, & Untari (2017), explained the utilization of the Quiz-Quiz Trade kind of interactive learning model in the classroom proved effective in enhancing the social competence and learning performance of students in fourth grade students and had a constructive impact on learning. The second one, conducted by Mufa & Nurdiawati (2023), revealed that the employment of the Quiz-Quiz Trade

technique in class proved to be effective in developing students' vocabulary acquisition in the classroom. Next, the third study conducted by Mufa & Nurdiawati (2023), also claimed that the use of the Quiz-Quiz Trade technique in the classroom demonstrated effectiveness in enhancing vocabulary acquisition during classroom activities. However, The Quiz-Quiz Trade Technique also has some weakness, such as students feel shy and hesitant, have difficulty in timing, and lack of variety in pairings, which can reduce active participation (Habidi, Widiati, & Soetjipto, 2017).

From all the previous studies, it was concluded that the Quiz-Quiz Trade technique had been proven to be effective for improving learners' interpersonal abilities, communication, and academic achievement. The Quiz-Quiz Trade technique made students more active and helped them understand the lesson better, although there were some obstacles such as shyness and difficulty managing time. For this reason, the writer chose to use this technique because earlier studies have proven that this approach can boost students' learning results and competencies.

Consequently, given considering the explanations provided, the writer decided on a study titled “The Effect of Quiz-Quiz Trade Technique to Enhance Speaking Ability to The Tenth Graders at SMA PGRI 1 Palembang”.

1.2. The Limitation of Problem

Based on the elaboration, this study limits the problem to investigating Quiz-Quiz Trade technique's effect on enhancing tenth graders' speaking ability at SMA PGRI 1 Palembang.

1.3. The Formulation of Problem

This study is conducted to enhance the speaking ability of tenth graders by using Quiz-Quiz Trade Technique at SMA PGRI 1 Palembang and measure the variation in outcomes between the experimental and control groups. The present study addresses to answer these questions:

- a. Was there any significant improvement in speaking ability by using Quiz-Quiz Trade technique to the tenth graders at SMA PGRI 1 Palembang?.
- b. Was there any significant difference in speaking ability between who were taught by using Quiz-Quiz Trade technique and those who were not to the tenth graders of SMA PGRI 1 Palembang?.

1.4. The Objectives of Study

Consistent with the issues formulated earlier, the objectives of this study were as follows:

- a. To find out whether or not there was any significant improvement in speaking ability by using Quiz-Quiz Trade technique to the tenth graders at SMA PGRI 1 Palembang.
- b. To find out whether or not there was any significant difference in speaking ability between who are taught using Quiz-Quiz Trade technique and those who are not to the tenth graders of SMA PGRI 1 Palembang?.

1.5. The Significances of Study

Study results can hopefully provide positive contributions to teachers, learners, and the writer himself.

a. For the Students

The writer hoped that students could enhance their speaking abilities by using the Quiz-Quiz Trade technique as a teaching technique. It is also hoped that this technique can help students become more creative, confident, and interactive throughout their educational process, encouraging them to participate actively and express themselves more freely.

b. For the Teachers

The writer hoped that teachers could gain deeper insights into the application of the Quiz-Quiz Trade technique as an effective teaching method. It was also hoped that this technique could assist teachers in producing a more engaging and interactive classroom, encouraging students to participate actively and improve their learning outcomes.

c. For the Writer

This study was hoped by the writer to would contribute to developing their own speaking abilities and enhance their experience in learning English. It was also accepted that this study might benefit the writer in developing their skill in conducting scientific studies and applying various teaching techniques.

d. For the Other Writers

The writer anticipated the study to be a beneficial source of information for others writers who were interested in investigating different language skills using the Quiz-Quiz Trade technique. It was also hoped that this research could inspire further exploration and innovation in teaching methods within the field of English language learning.