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Improving Students' Learning Motivation through the Implementation of Active Quiz at the Ninth Grade of SMP IT Hamid Hamka

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ABSTRACT

This study aimed to investigate the effectiveness of the Active Quiz strategy in improving students' learning motivation in English at the ninth grade of SMP IT Hamid Hamka. The research employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, involving four stages: planning, acting, observing, and reflecting. The participants were 28 ninth-grade students. Data were collected through classroom observations, semi-structured interviews, and documentation. The findings showed that the implementation of the Active Quiz through the Running Quiz Game created a more interactive and student-centered learning environment. Students demonstrated greater participation, confidence, and enthusiasm during English lessons. Observation results indicated that most students actively participated in classroom activities and showed increased motivation throughout the learning process. Interview findings also revealed that students perceived the learning activities as enjoyable, engaging, and supportive of collaboration with their peers. It can be concluded that the Active Quiz strategy effectively improved students' learning motivation and promoted active participation in English learning.

Keywords: Active Quiz, Classroom Action Research, English Language Teaching, Learning Motivation

Introduction

Motivation plays a significant role in determining students' achievement in learning, particularly in English as a foreign language. Students with strong motivation tend to participate actively, overcome learning challenges, and persist in achieving academic goals. Conversely, low motivation often leads to passive classroom behavior, reduced participation, and poor learning outcomes. Therefore, creating an engaging learning environment has become one of the primary responsibilities of English teachers.

Methods

Student motivation can be categorized into intrinsic and extrinsic motivation. Intrinsic motivation originates from students' personal interest and enjoyment of learning, whereas extrinsic motivation is influenced by external factors such as teacher encouragement, rewards, and classroom activities. Both forms of motivation are essential because they complement each other in maintaining students' willingness to learn and achieve better academic performance.

In English language teaching, teachers are expected to employ instructional strategies that encourage students to participate actively rather than merely receiving information passively. One strategy that supports active learning is the Active Quiz. This strategy integrates questioning, collaboration, competition, and immediate feedback into classroom activities, allowing students to become directly involved in the learning process. Compared with conventional teaching methods, Active Quiz provides opportunities for learners to interact, discuss ideas, and receive positive reinforcement that enhances both motivation and confidence.

Preliminary observations conducted at SMP IT Hamid Hamka revealed several challenges related to students' learning motivation. Many students appeared reluctant to participate during English lessons, lacked confidence in expressing their ideas, and demonstrated limited vocabulary knowledge. Classroom instruction was mainly dominated by teacher-centered approaches, resulting in monotonous learning experiences that reduced students' enthusiasm and engagement. These conditions indicated the need for a more interactive teaching strategy capable of stimulating students' interest and encouraging active participation.

Several previous studies have demonstrated that quiz-based learning activities can improve students' motivation and classroom engagement. Most of these studies focused on digital platforms such as Quizizz and Kahoot, which successfully created enjoyable and competitive learning environments. Nevertheless, schools located in rural areas frequently experience limited access to digital technology. Consequently, implementing an offline Active Quiz provides a practical alternative that can offer similar motivational benefits without requiring internet access or technological devices.

Based on these considerations, this study aimed to investigate how the implementation of an offline Active Quiz could improve students' learning motivation in English at the ninth grade of SMP IT Hamid Hamka. The findings are expected to contribute to the development of more engaging instructional practices, particularly for schools with limited technological resources, while also providing practical guidance for English teachers seeking effective strategies to enhance classroom participation and learning motivation.

Findings and Discussion

The implementation of the Active Quiz strategy was conducted through the Running Quiz Game in one action cycle consisting of planning, acting, observing, and reflecting. The activity was designed to encourage students to participate actively while learning English, particularly in the topic of congratulation expressions. Students worked collaboratively in small groups, answered quiz questions, discussed solutions, and received immediate feedback from the teacher. This learning environment created a more interactive classroom atmosphere than the conventional teacher-centered approach previously used.

The classroom observations revealed a substantial improvement in students' learning motivation after the implementation of the Active Quiz strategy. Most students participated enthusiastically during quiz activities, volunteered to answer questions, collaborated actively with their teammates, and demonstrated greater confidence when expressing their ideas in English. The observation also showed that students became more attentive and focused throughout the lesson. Indicators of motivation based on Self-Determination Theory—autonomy, competence, and relatedness—were clearly reflected in students' learning behaviors. Approximately 87% of students actively participated in classroom activities and demonstrated increased confidence, while around 89% displayed high enthusiasm during the learning process. Only a small proportion of students still showed low motivation after the intervention.

Interview findings strengthened the observation results. Most students reported that learning English through the Running Quiz Game was enjoyable, interesting, and less stressful than ordinary classroom instruction. They explained that working in groups made them feel more comfortable sharing ideas and answering questions because they received encouragement from their peers. Several students also stated that the competitive nature of the activity motivated them to pay closer attention to the lesson and participate more actively. Although a few students admitted that they were still shy to ask questions, the majority expressed increased confidence compared with their previous learning experiences.

The findings indicate that Active Quiz successfully transformed the classroom into a learner-centered environment. Students were no longer passive listeners but became active participants who interacted with both their classmates and the teacher. The immediate feedback provided during the quiz sessions also encouraged students to correct their mistakes without feeling embarrassed, thereby strengthening their confidence and willingness to participate in subsequent activities.

These findings support the principles of Self-Determination Theory proposed by Deci and Ryan, which emphasizes that motivation increases when learners experience autonomy, competence, and relatedness. During the Active Quiz, students had opportunities to make decisions within their groups, demonstrate their abilities through answering questions, and collaborate with peers in completing learning tasks. The fulfillment of these three psychological needs contributed to the improvement of students' learning motivation.

Furthermore, the findings are consistent with Vygotsky's social constructivist theory, which argues that learning occurs more effectively through social interaction and collaborative activities. The Running Quiz Game required students to discuss answers, exchange ideas, and solve problems collectively, enabling them to construct knowledge

together. Similarly, the results align with cooperative learning theory, which highlights the importance of teamwork in improving both academic achievement and learning motivation.

From the perspective of English language teaching, the Active Quiz strategy offers several pedagogical advantages. It creates a positive classroom atmosphere, reduces students' anxiety when using English, increases classroom interaction, and encourages healthy competition among learners. Unlike traditional instruction that often limits students' participation, this strategy provides equal opportunities for learners to become actively involved throughout the learning process. Therefore, Active Quiz can be considered an effective instructional strategy for increasing learning motivation, particularly in schools with limited technological facilities.

Conclusion

This Classroom Action Research demonstrated that implementing the Active Quiz strategy through the Running Quiz Game effectively improved students' learning motivation in English at the ninth grade of SMP IT Hamid Hamka. The strategy successfully transformed classroom instruction into a more interactive, student-centered, and enjoyable learning process that encouraged active participation, collaboration, and confidence among students.

The improvement in students' motivation was evident from classroom observations and interview findings. Students became more enthusiastic during learning activities, participated more actively in discussions, showed greater confidence in answering questions, and expressed positive attitudes toward learning English. The collaborative and competitive nature of the Active Quiz also fostered stronger interaction among students and created a supportive learning environment.

Based on these findings, it can be concluded that the Active Quiz strategy is an effective instructional approach for enhancing students' learning motivation in English classrooms. The strategy is particularly suitable for schools with limited technological resources because it requires simple learning media while providing meaningful and engaging learning experiences. Future studies are encouraged to investigate the implementation of Active Quiz in different educational contexts or focus on improving other English language skills, such as speaking, reading, writing, or listening.

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