

Cooperative Learning Model Quiz-Quiz Trade and Mix Pair Share to Improve the Students' Motivation, Communicative Skill and Learning Outcomes

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Abstract:

The purpose of this study is to describe the implementation of cooperative learning model Quiz-quiz Trade and Mix Pair Share in improving students' motivation, communicative skill and learning outcomes. The subject of the study is tenth grade SMK NMC Malang that consisting of 26 students. The type of this study is Classroom Action Research, which consists of two cycles. Each cycle consists of planning, implementing, observation, and reflection. The data collection uses observation method, interview, filling questionnaire, and cognitive test. Technical data analysis in this study consists of: 1) data reduction, 2) data presentation, 3) inferences of analysis results. The results showed that: 1) the implementation of cooperative learning model Quiz-quiz Trade and Mix Pair Share in tenth grade students in SMK NMC Malang is well performed; 2) the implementation of cooperative learning model Quiz-quiz Trade and Mix Pair Share can improve students' motivation; 3) the implementation of cooperative learning model Quiz-Quiz trade and Mix Pair Share can improve student's communicative skill and 4) the implementation of cooperative learning model Quiz-quiz Trade and Mix Pair Share can improve students' learning outcomes.

Keywords : *QQT, MPS, Learning Outcomes*

1. Introduction

Cooperative learning is one of the learning models that can increase the activeness and cognitive learning outcomes of students. Slavin (2005) explained that cooperative learning able to train social attitudes and skills as provisions in his life in society. This means that it will improve

interpersonal intelligence. This intelligence takes the form of the ability to understand and be sensitive to feelings, intense, motivational, character, and other people's psychological factors.

Each subject can apply cooperative learning. In Correspondence subjects, the method used is question and answer, discussion, and practice. According to Purwanto (2007: 1), correspondence is one form of verbal communication used to convey business and non-business messages in written form, both in the form of letters, memos, proposals, agendas, and reports. We could conclude that in correspondence activities requires verbal activity where students must be active and interact with what is conveyed by the teacher. Although the method used is a method of discussion and practice in learning, but many students still choose passively in their learning activities.

Based on the results of observations and interviews with students in the 10th grade of Malang NMC Vocational School, can be concluded that the activity of students in teaching and learning activities in Correspondence subjects needs to be improved. In addition, the learning process also is lacking student enthusiasm and independence. The lesson of correspondence is tiring because there are many things to do in learning these subjects, such as typing and arranging words into

good sentences. Therefore, students tend to be bored and less motivated. While correspondence subjects are one of the subjects needed by students in office field expertise. Many companies need good people in government offices especially correspondence for the purposes of public relations and business associates. According Liang Gie (2007) expressly stated that the letter is a relationship of the community. Letters in each organization are important because they can be used as a tool by the public to assess the organization concerned. The bad letter does not only have an impact on the company's good name but also will dissipate in the field of administration.

Implementing a learning model that is more relevant to student conditions can be done to improve the quality of learning. Cooperative learning can be used as an alternative way to improve the quality of learning. Mix Pair Share and Trade Quiz-Quiz Trade model are cooperative learning models developed by Spencer Kagan and Miguel Kagan, can be used to upgrade the learning quality. Both learning models are chosen because this type of implementation involves the activeness of all students so that students can have social skills, can exchange and process information, learn procedures, and thinking skills. With the implementation of this cooperative model, the activity of teaching and learning in the classroom is expected to influence the pattern of student interaction and aims to improve academic leadership. It also can increase motivation, learning outcomes and the activity of student cooperation. . According to Akcay (2016) some convenience in cooperative learning model are students can express opinions and criticism through discussion, improve communication skill, sense of responsibility and affective development. As stated by Kagan (2009: 3.15) that "*Class average is increased from approximately 75% to 83% active*

engagement, excitement, teamwork, and positive relative".

Relevant research conducted by Kumala (2012) showed that applying *mix pair share* model learning can improve the learning outcomes of class X office administration expertise programs in the subjects of Providing Services to Customers at Kosgoro 1 Lawang Vocational School. In addition, research by Jin (2010) showed that *Quiz Quiz Trade* is learning that can motivate and strengthen students' understanding correctly and efficiently. This is supported by the results of research by Lestari (2012) that the application of the cooperative learning model type *Quiz-Quiz Trade* is able to increase the activity and learning outcomes of students. While Houghton's (2012) states that learning *Quiz-Quiz Trade* is learning that tests students with each other, make students motivated, can develop students' understanding, even with this learning students can be more confident. Howard (2005) added that learning *Quiz-Quiz Trade* can improve the performance and attitudes of high school journalism students.

Based on the empirical evidence of the research and the learning problems that have been described, we conclude that the application of cooperative learning can improve the quality of learning. Therefore we intend to conduct classroom action research that aims to improve the conditions of learning in the classroom.

2. Literature Review

2.1 *Mix Pair Share* (MPS)

Mix Pair Share is one type of cooperative learning designed by Kagan. *This Mix Pair Share* is suitable for class formation and information processing structures. *Pair Mix* is a type of cooperative learning in pairs, where students discuss to solve a problem with their partner. *Mix Pair Share* is used to improve social skills, to help students understand the lessons given

in the class and be more active because they are given the opportunity to share or convey ideas and information, and this type of learning is fun so students are expected to more easily absorb the material taught. According to Kagan (in Soetjipto, 2013: 107-108) the learning steps are as follows

1. Students gather around the room,
2. The teacher said loudly "in pairs",
3. Students pair up with the people closest to them. Students who don't find a partner raise their hands to find one with another,
4. The teacher asks a question and gives time to think,
5. Students share opinions with their partners.

2.2 Cooperative Learning Quiz -Quiz Trade (QQT)

Quiz-quiz trade learning is one type of cooperative learning in pairs. Learning *quiz-quiz trade* according to Kagan and Kagan (2009: 6.32) is a paired learning where each student gives a question to his partner, answered by his partner, praises and teaches the couple, then changes roles, and thanks each other.

The *quiz-quiz trade* learning function according to Kagan and Kagan (2009: 6.24) is explained as follows:

- a. Class formation (*class building*)
- b. Social skills (*social skills*)
- c. Berkomunikasi skills (*communication skills*)
- d. Building knowledge building
- e. Learning procedures (*procedure learning*)
- f. Information processing (*processing info*)
- g. Thinking skills

Based on some of these opinions, it can be concluded that *quiz-quiz trade* learning is a paired cooperative learning model that is packaged in the form

of a quiz game. According to Soetjipto (2010: 189), speaking skills are very prominent in *quiz-quiz trade learning*. So that through *quiz-quiz trade learning*, students are expected to be more active skilled in communicating in learning, such as answering questions, giving questions, explaining material to other friends, as well as providing responses or opinions on a problem.

The advantage of *quiz-quiz trade* learning is learning to emphasize how students can exchange information, build knowledge, teach something to others and receive input from the opinions of others, so students are expected to absorb more of the subjects taught

2.3 Motivation and Student Learning Outcomes

Learning motivation according to W.S Winkel (2007: 526) motivation to learn is the overall driving force in students that gives rise to learning. His distinctive role is in the growth of passion, feeling happy and enthusiasm for learning. Students who have strong motivation, will have a lot of energy to do learning activities. The essence of learning motivation (Uno, 2011) is internal and external encouragement for students who are learning to make effective changes, in general with some indicators or elements that support. The indicators of learning motivation in this study were (1) self-efficacy, (2) active learning strategies, (3) learning values, (4) performance goals, (5) achievement goals, and (6) environmental stimulation.

Learning motivation is very important for students because learning motivation has many benefits. According to Dimiyati & Mujiono (2013: 85) the benefits of learning motivation, namely: (1) relying on the learning process and results, (2) can get about the learning effort, (3) direct learning activities, (4) increase the spirit of learning.

Learning outcomes are often used as a measure to find out how far students master the material that has been taught. Winkel (2007: 61) stated that learning outcomes are a change that is both internal in nature such as understanding and attitudes, as well as external ones such as motor skills and foreign language speaking skills. Lik (2013: 27) stated that learning outcomes are a result of behaviour change. Sudjana (2011: 22) stated that learning outcomes are abilities possessed by students after he receives his learning experience.

Bloom in Arikunto (2013: 112) distinguishes learning outcomes into three aspects, namely: (1) Cognitive aspects include knowledge, understanding, application, analysis, synthesis, and evaluation; (2) Affective aspects include acceptance, participation, determination/determination of attitudes, organization, and formation of patterns of life; (3) Psychomotor aspects include perception, readiness, guided movements, accustomed movements, complex movements, adjustment of movement patterns, and motivation to learn.

3. Research methods

The research approach used classroom action research. This study aims to improve the quality of learning in class. The subjects in this study were class X students in the 2018/2019 academic year, which numbered 26 students. This research was carried out in two research cycles. Each cycle consists of four research phases, namely action planning, action, observation and reflection. Data collection techniques used observation, questionnaires, interviews and tests. The instrument used in data collection is field notes and observation sheets, questionnaires, interview guidelines and questions as test kits in research activities.

The researcher applies the learning steps in accordance with the planning that has been carried out following the learning styles that have been prepared. When learning takes place data collection is carried out by the observation method. After the study was held a test and filling out the research questionnaire instrument. The data analysis tool is done in a static descriptive manner. The researchers set the minimum criteria for research success. Set the minimum test value, observation score and score on the questionnaire instrument. The results of the analysis on students are compared with the results of determining the minimum criteria for the success of the study.

4. Research result

Based on the results of two observations conducted by researchers, it can be concluded that the learning of correspondence is not maximal and needs to be improved, especially related to the activity of students in learning. This is in accordance with the findings, among others; (1) the question and answer method implemented has not been going well, because it is still running in one direction. Namely the teacher asks then the student answers; (2) not many students dare to ask questions when given the opportunity by the teacher; (3) Clever students dominate and only 5 students dare to answer questions from the teacher; (4) the method applied has not maximized the *team building* learning objectives in the classroom; (5) Centre smart students master the group, give less opportunity for other students to participate, and other students tend to be quiet or joke with friends; (6) Students tend to be less able to cooperate with each other; (7) The teacher's role still dominates and students tend to be positive.

Analysis of the findings of observations by researchers found that the causes of students are less active and

cognitive learning outcomes that are still low is because the teacher still provides little opportunity for students to actively participate in learning. When students no one answers, the teacher will answer them immediately. The correspondence teacher of class X Malang NMC Vocational School has integrated the learning model, namely with lectures, question and answer, and group discussions. However, it has not run optimally so that it is not in line with expectations. Learning where students are still passive, results in not being enthusiastic in participating in learning activities. Teachers need to apply a learning model that increases student activity in learning to improve students' cognitive outcomes.

Cognitive learning is one of the learning models that can increase activeness, motivation and cognitive learning outcomes. Students can learn from their peers or other students, while the teacher acts as a facilitator and motivator. Researchers and correspondence teachers agreed to choose the cooperative learning model *Quiz-Quiz Trade* and *Mix Pair Share* because both of these lessons involved paired groups. Through cooperative learning, in pairs, each student will be active in expressing their opinions and thoughts. Students will dare to answer and ask questions, express opinions, cooperate with friends, listen to the opinions of their friends, teach their friends, give praise, and give praise or thanks to their friends.

Table 1. Student Learning Outcomes

Criteria	Pre Test	Cycle 1	Cycle 2
Average	56.54	81.85	85.06
Complete	2 (7, 69 %)	20 (76, 92 %)	24 (92.31%)
Not finished yet	24 (92, 31 %)	6 (23, 08 %)	2 (7, 69 %)
The highest score	80	83	94
Lowest	40	68	80

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Based on the results of data analysis in table 1 it can be seen that student learning outcomes have increased after the research process has been carried out. In the phase before the study, it was found that there were only two students who were able to obtain learning outcomes above the minimum criteria of learning. But in the second cycle, it changed to only two students who did not reach the minimum learning criteria. A total of 24 students were able to achieve results above the criteria that had been set.

In terms of the average value also shows a significant change in results. from 56.64 in the pretest or before the study, to 85.06 after the second research cycle. This change shows that this research is a positive thing for the process of improving learning.

Table 2. Results Observation of learning on aspects of student motivation

Criteria	Cycle 1	Cycle 2
Very good	9	15
Well	11	11
Enough	6	0
Average	75.69	82.0

Based on the data presented in table 2, it can be concluded that there was an increase in the motivation aspects of students from cycle 1 to cycle 2. In terms of the average value of the observations, it was found that there was an increase in value from 75 to 82. Likewise, from the categories of student motivation, there was an increase from cycle 1 to the second cycle. In cycle 1, there were 9 students getting grades with very good categories, while in cycle 2 there were 15 students who scored very well. In cycle 2 no one student obtained the results of observations with enough categories, while in cycle 1 there were 6 students with enough categories.

From the process aspect, it has been described that this research runs two research cycles. Each cycle consists of four phases, namely planning, implementation, observation and reflection. The planning phase places preparation for the implementation of learning prepares teaching materials and prepares research instruments needed in the research process.

The phase of action (implementation) and observation are carried out at the same time. In this action phase, the teacher implemented learning planning and the research team observed the activities of the teacher and students. Student learning activities were observed according to the instruments prepared. Then an assessment and confirmation are carried out so that the score obtained from the observation is obtained. At the end of the lesson, each test is held. This test value is presented in table 1. The test is held 3 times, namely before the study, after cycle 1 and cycle 2.

The last phase is the reflection phase. Aims to analyze learning outcomes. Plan a follow-up plan and improve the planning. In this phase, the results of the observation and test data are analyzed to determine the success of the learning process that has been carried out.

5. Discussion

Based on the results of the data presented, it was known that the application of MPS and QQT learning had a positive impact on students, both in terms of aspects of learning outcomes and in terms of activities and student motivation. This can be seen in changes in learning outcomes from before learning to second cycle learning. The results of this study increasingly emphasize the positive benefits resulting from the application of MPS and QQT.

Based on some of these opinions, it can be concluded that *quiz-quiz trade* learning is a paired cooperative learning model that is packaged in the form of a quiz game. According to Soetjipto (2010: 189), speaking skills are very prominent in learning *quiz-quiz trade*. so I through learning *quiz-quiz trade*, it is expected that students are more active in communicating skillfully in learning, such as answering questions, giving questions, explaining material to other friends, or providing responses or opinions on a problem.

The advantage of *quiz-quiz trade* learning is that learning emphasizes on students how to exchange information, build knowledge, teach something to others and receive input from other people's opinions, so students are expected to absorb more of the material taught.

Some features show findings that are not much different from the results of this study. Kumala, (2012) explained that MPS was able to stimulate improvement in the quality of learning. Increased learning outcomes are obtained with significant changes. learning activities also increased from one cycle to the next. Other results (Lestari, 2013) show that QQT can improve student creativity and learning outcomes.

Both learning models are chosen because this type of implementation involves the activeness of all students so that students can have social skills, can exchange and process information, learn procedures, and thinking skills. With the implementation of this cooperative model, the activity of teaching and learning in the classroom is expected to influence the pattern of student interaction and aims to improve academic leadership. it also can increase motivation, learning outcomes and the activity of student cooperation. As stated by Mele (in Kagan, 2009: 3.15) that "*Class average is increased from approximately 75% to*

83% active engagement, excitement, teamwork, and positive relative".

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That is, the combination of the two learning models has a stronger impact. If several previous studies both of these learning models were carried out separately, but in this study, the two lessons were carried out together. So that the learning outcomes achieved also show very good results. This is the strength and renewal of this research. Namely combining the two learning models in one research action. So that the results achieved also show a better thing.

Comparison with the pre-cycle and the second cycle showed very different results. It seems clear the improvements that have been achieved and the benefits felt in this learning. The hope is that this research can be used as a research model that can combine several research models with far greater benefits.

6. Conclusion

This study has succeeded in showing that the application of MPS and QQT can make teachers improve learning outcomes. In terms of learning activities and learning motivation, the application of MPS and QQT can also increase student learning motivation. Therefore, learning is relevant in helping teachers to improve the quality of learning in the classroom.

For researchers, teachers, and policy makers, they should pay more attention to the application of MPS and QQT learning. Considering the application is easy, inexpensive, but effective. The results of this study should be taken into consideration to expand the application of this learning to various groups and schools that have problems similar to the problems that exist in the class presented in this study.

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