Survey on The Effectiveness of Exit Ticket Method in Improving Student's Focus and Understanding in Teaching and Learning for Course DFC2073 Programming Fundamental in Politeknik Muadzam Shah

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ABSTRACT

This study was conducted to get feedback from semester one (1) students, Department of Information Technology and Communication (JTMK) on the use of Exit Ticket as a teaching and learning technique for course DFC2073 Programming Fundamental. This study was carried out using a questionnaire on the Use of Exit Ticket Method to Improve Understanding and Memory in as learning and teaching technique for course DFC2073 Programming Fundamental. The respondents of the study was 30 students of semester one, Department of Information and Communication Technology (JTMK), Politeknik Muadzam Shah (PMS) from Diploma in Digital Technology (DDT) program. The questionnaire involved questions about the level of understanding, interest and confidence of students in teaching and learning sessions. The results of this survey show that using Exit Ticket method can improve students' focus and understanding in teaching and learning for course DFC2073 Programming Fundamental.Therefore, the use of the Exit Ticket method is proposed to be applied in the teaching and learning of course DFC2073 Programming Fundamental. It can be summarized that the effectiveness of Exit Ticket teaching and learning methods is at high level with a mean score of 3.78. Meanwhile, students can improve their focus during class and indirectly increase their understanding and academic performance towards course DFC2073 Programming Fundamental.

Key Words: Exit Ticket, focus, teaching and learning method.

1. INTRODUCTION

DFC2073 Programming Fundamental is a compulsory course for all semester one student of Diploma in Digital Technology (DDT) in Politeknik Muadzam Shah, Pahang. This course needs the student to understand the basic concept of programming. Therefore, most of the students were having difficulties to stay focus and understand the concept of programming. To get over the problem, lecturer needs to be creative to ensure the learning process inside the class becomes more interesting and fun. This can attract the student's attention and it's easier for them to understand and remember what they have learn during class.

DFC2073 Programming Fundamental is a course based on theory, fact and practical to solve problem. This course is the continuity to foundational knowledge in Problem Solving which is a part of the requirement in body of knowledge in Information Technology field. It's a very basic computer programming skills needed to enhance to next level. The previous teaching and learning mode executed in class is one way direction where student only listen to the lecture without actively participate in contributing their ideas. Based on the studied conducted by Rosilawati Mohamad, Rosuzaini Isa and Fatimah Zahra Wan Razali (2018), the finding shows that The factors that lead to lack of focus among students in classroom for students of the Information and Communication Technology Department, Politeknik Muadzam Shah the concentration of students in the classroom was closely related to the style and teaching techniques of the lecturer.Therefore, lecturers should diversify teaching techniques in the classroom so students will be more focused in the classroom.

Learning aid tools used during teaching and learning session were computer, projector and presentation slide. This kind of teaching and learning mode did not improve the student's understanding and memory as this mode is passive and did not really suits theory-based and fact-based course. Student can't share what they think without being asked by the lecturer and they also lack of critical thinking skill as they only listen during class without actively participate.

Therefore, Exit Ticket or Ticket To Leave technique were implemented during DFC2073 Programming Fundamental class. Exit tickets provide a classroom activity that challenges students with questions at the end of the class and encourages them to take stock of their learning.Figure 1 and Figure 2 shows an example of Exit Ticket. They require students to do some synthesis of the lecture's content and emphasizes what each student is thinking. This technique can provide valuable feedback to lecturer about the the topic they have learned during class and if additional practice is needed. Students submit their exit tickets before leaving the class.
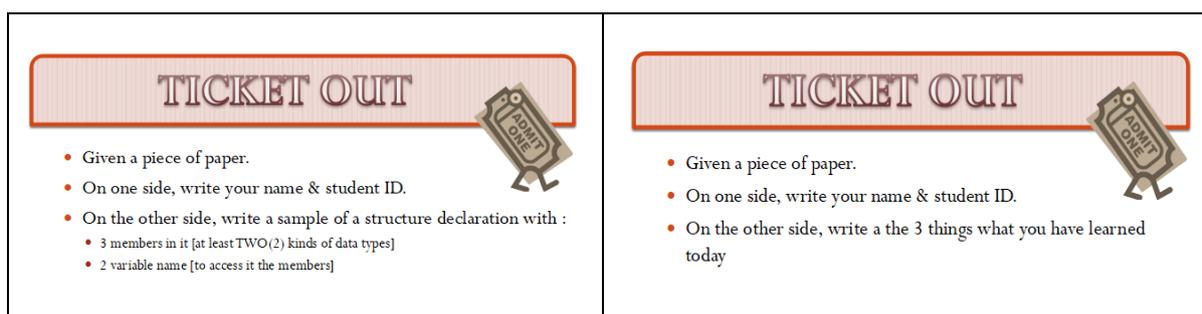

Figure 1: Example Exit Ticket Method   Figure 2: Example Exit Ticket Method

2. RESEARCH OBJECTIVE

Exit Ticket technique were implemented during DFC2073 Programming Fundamental class for all semester one student of Diploma in Digital Technology (DDT) in Politeknik Muadzam Shah, Pahang for session December 2018. This study has three main objectives:

a. To examine that Exit Ticket can help and attract students in the learning process.
b. To examine that Exit Ticket can create better learning environment.
c. To examine that Exit Ticket method can increase student understanding in a topic.

3. RESEARCH METHODOLOGY

The methodology of this study consists of two levels. The first level is the implementation of teaching and learning by applying exit ticket method in the lecture room. While the second level is to conduct a survey on the effectiveness of using the exit ticket method in improving student focus and understanding in the learning and teaching process of DFC2073 Programming Fundamental course using the questionnaire.

3.1. Implementation of Exit Ticket Method in teaching and learning process of DFC2073 Programming Fundamental

The implementation of the Exit Ticket method in the teaching and learning of the DFC2073 Programming Fundamental module will focus more on theoretical and practical topics.Next, a few steps will be taken to implement the method.The steps are a as follows:

Step 1:
Lecturers will teach and discuss the topics to be taught.
Step 2:
The lecturer will ask questions at the end of the class. The question is based on what the student has learned on that day.
Step 3:
Students must answer the given questions and submit them to lecturers before leaving the class.
Step 4:
The lecturer will review the answers and will be able to assess the level of understanding and acceptance of the students on the topics taught on that day.

Based on the implemented method, the students will give their full attention during the course and will indirectly improve students' focus and understanding on the topics learned.

3.2. Testing on the Effectiveness of Using Exit Ticket Method in Teaching and Learning

Testing on the effectiveness of using Exit Ticket method in teaching and learning is carried out using a survey method that involves quantitative survey. Mohd Majid (2009) stated that a questionnaire could be used in the study to get a more consistent answer. Therefore, in this study, questionnaires were distributed to 30 respondents of semester 1 students of Diploma in Digital Technology (DDT), Politeknik Muadzam Shah to gain their insights on the tendency of the use of Exit Ticket method for the course DFC2073 Programming Fundamental.

This study uses a likert scale as a research instrument. The question is in the form of nominal scale (5 points) which is also used to obtain the consent of respondents regarding the effectiveness of using the Exit Ticket method in teaching and learning DFC2073 Programming Fundamental as in Table 1. Questionnaire form of effectiveness of Exit Ticket methods in improving focus and understanding in teaching and learning course DFC2073 Programming Fundamental will be distributed at the end of the semester after completion of the teaching and learning sessions for this course. Table 1 show the questionnaires that had been given to the student.

Table 1 Survey Questions

No	Survey Questions
1	When my lecturer implement Exit ticket method make me to stay focused on class.
2	Exit ticket method in learning and teaching process can improved my classroom behavior.
3	I can improve my understanding of the content DFC2073 subject when my lecturer using exit ticket method.
4	Exit ticket method can improved memorization of DFC2073 class contents
5	Exit ticket method in classroom can helped me to identify difficulties in understanding class contents.
6	Teaching technique method using the exit ticket is more effective for subject DFC2073.
7	I'm more memorize the fact in DFC2073 subject easily with the Exit Ticket method.
8	I can improve the understanding of concepts and facts in DFC2073 subject by using the Exit ticket method
9	Exit Ticket method can helped me to reflect on class contents.
10	When my lecturer implement exit ticket method it can improved my academic performance.

The form contains ten items where the choice of answers stating the scale of consent in the form of five-point scale as in Table 2. The use of Likert Scale will provide respondents with choices that use the scale set by one extremity to another extreme. (Najib, 1999). The selected Likert scale is as Table 2.

. Table 2 Likert Scale

Scale	Assessment
1	Strongly disagree
2	Disagree
3	Moderate
4	Agree
5	Strongly Agree

The mean interpretation used in this descriptive analysis is based on Creswell's proposal through writing in Educational Research-Planning, Conducting and Evaluating Quantitative and Qualitative Research. It can be referred in table 3.

Descriptive analysis provides an overview of the research conducted and concludes the collected data.

Table 3 Guideline to Determine Mean Score Value

Mean Score Variance	Mean Score Value Level
1.00 - 1.49	Very Low
1.50 - 2.49	Low
2.50 - 3.49	Medium
3.50 - 4.49	High
4.50 - 5.00	Very High

4. RESULT ANALYSIS

This study is based on quantitative study because the data was analyzed using percentage, standard deviation and mean score analysis. The results of the study have been analyzed to determine the mean score that is classified in five stages namely very low, low, medium, high, and very high as shown in Table 3. Analysis findings also show the overall mean score are high with mean score value is 3.78.

This shows that most students choose to agree with the Exit Ticket method which has been implemented in course DFC2073 Programming Fundamental class to improve students' focus and understanding as shown in Table 4.

Table 4 Mean score value for Feedback on Using Exit Ticket method In Teaching and Learning course DFC2073 Programming Fundamental

No	Survey Questions	Score Mean	Standard Deviation	Mean Score Intepretation
	STUDENTS			
1	When my lecturer implement Exit Ticket method make me to stay focused on class.	4.13	0.68	High
2	Exit Ticket method in learning and teaching process can improved my classroom behavior.	3.75	0.61	High
3	I can improved my understanding of the content DFC2073 subject when my lecturer using Exit Ticket method.	3.83	0.64	High
4	Exit Ticket method can improved memorization of DFC2073 class contents	3.83	0.64	High
5	Exit ticket method in classroom can helped me to identify difficulties in understanding class contents.	3.63	0.88	High
6	Teaching technique method using the Exit Ticket is more effective for subject DFC2073.	3.83	0.70	High
7	I'm more memorize the fact in DFC2073 subject easily with the Exit Ticket method.	3.63	0.65	High
8	I can improve the understanding of concepts and facts in DFC2073 subject by using the Exit Ticket method	3.67	0.64	High
9	Exit Ticket method can helped me to reflect on class contents.	3.67	0.64	High
10	When my lecturer implement exit ticket it can Improved my academic performance.	3.83	0.70	High
	Average score mean	**3.78**		**High**

Table 4 is the result of the mean score analysis which will look into the feedback level of the use of Exit Ticket method in teaching and learning of course DFC2073 Programming Fundamental. As the result of the analysis, the feedback level of the Exit Ticket method in DFC2073 Programming Fundamental teaching and learning is high with a mean score of 3.78. Based on the high level of mean score value, it can be concluded that it is effective to use Exit Ticket method to improve students' focus and understanding during teaching and learning of course DFC2073 Programming Fundamental.

By referring to analysis findings, the highest value of mean score are obtained from item 1 which is 4.13 with standard deviation is 0.68. Item 1 stated that student will stay focus if lecturer implement Exit Ticket during class. This highest mean score indicates that students are strongly agree and support Exit Ticket method during course DFC2073 Programming Fundamental class can improve student's focus during teaching and learning process. By referring the table 4, item 7 shows the lowest

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score mean with standard deviation is 3.63 which is the question is it this method can help student to remember the facts in the DFC2073 subject.

Table 5 Student Feedback For The Use of Exit Ticket Methods In Teaching And Learning Course DFC 2073 Programming Fundamental

No	Survey Questions	Strongly Disagree		Disagree		Moderate		Agree		Strongly Agree	
		No	%	No	%	No	%	No	%	No	%
1	When my lecturer implement Exit Ticket method make me to stay focused on class.	0	0	0	0	3	20	16	53.3	8	26.7
2	Exit Ticket method in learning and teaching process can Improved my classroom behavior.	0	0	0	0	9	20	17	56.7	6	20
3	I can improve my understanding of the content DFC2073 subject when my lecturer using exit ticket method.	0	0	0	0	10	33.3	17	56.7	3	10
4	Exit Ticket method can improve memorization of DFC2073 class contents	0	0	0	0	9	30	17	56.7	4	13.3
5	Exit Ticket method in classroom can helped me to identify difficulties in understanding class contents.	0	0	3	10	9	30	15	50	3	10
6	Teaching technique method using the Exit Ticket is more effective for subject DFC2073.	0	0	0	0	9	30	16	53.3	5	16.7
7	I'm more memorize the fact in DFC2073 subject easily with the Exit Ticket method.	0	0	0	0	13	43.3	15	50	2	6.7
8	I can improve the understanding of concepts and facts in DFC2073 subject by using the exit ticket method	0	0	0	0	11	36.7	16	53.3	3	10
9	Exit ticket method can helped me to reflect on class contents.	0	0	0	0	11	36.7	16	53.3	3	10
10	When my lecturer implement Exit Ticket method it can improved my academic performance.	0	0	0	0	10	33.3	14	46.7	6	20

Table 5 presents student feedback on the use of Exit Ticket methods in teaching and learning process. Referring to Table 5, it is found that only 3 respondents choose to disagree on one item which is item 5. Meanwhile, for other remaining items most students choose moderate, agree and strongly agree. In general, from this feedback it is found that all question items are on a high scale.

Referring to the findings from the analysis discussed above, it can be concluded that the effectiveness of Exit Ticket teaching and learning methods in increasing the focus and attention of the students in the classroom and indirectly enhances the understanding of the students in course DFC2073 Programming Fundamental is at high level where student acceptance of this method is positive.

5. CONCLUSION

This study was conducted to examine the effectiveness of Exit Ticket method in improving student focus and enhancing student understanding towards course DFC2073 Programming Fundamental. Evaluation is carried out by the student on the execution of Exit Ticket and also its effectiveness in helping to improve student focus and improve students' understanding and memory after applying the method for the whole semester.

Based on the result of the analysis and discussion on all the data obtained, it can be summarized that the effectiveness of Exit Ticket teaching and learning methods is at high level with a mean score

of 3.78. Meanwhile, students can improve their focus during class and indirectly increase their understanding and academic performance towards course DFC2073 Programming Fundamental. This statement is based on high level of mean score value for the whole items. And the overall mean score for this feedback is at high level with average mean score of 3.78.

Therefore, the use of Exit Ticket method in teaching and learning is good and positive in the course DFC2073 Programming Fundamental. With this method, lecturer can diversify the technique in teaching and learning session and thus attract students to attend lecture session especially for the theory and practical course. This is due to the teaching and learning session not only using conventional teaching methods which rely solely on the slide that presents data in the form of points that generate one-way communication and does not encourage an active and creative culture. On the other hand, by implementing the Exit Ticket method in teaching and learning, it can activate class atmosphere with discussions in the classroom and produce two-way communication and cultivate a creative culture among students.

The findings also found that students give good cooperation during the implementation of Exit Ticket method during the class. Students' attitudes also become more positive and make learning classroom a better environment. Overall, student acceptance in this exit ticket teaching and learning method is positive and is able to improve student focus while in the classroom and indirectly improves students' understanding and memory in the course DFC2073 Programming Fundamental.

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