

INCULCATING THE HABIT OF REVISION TO ENHANCE STUDENTS' LEARNING OUTCOMES

Author's Name: ¹Nidup Wangdi, ²Duptho Zangmo

Affiliation: ^{1,2}Autsho Central School, Lhuentse, Ministry of Education, Bhutan

E-Mail: nwnidupy2011@gmail.com

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Abstract

The study titled “Inculcating the Habit of Revision to Enhance Students’ Learning Outcomes” was conducted with the objectives to examine the revision habit and to explore and acquaint learners with various revision strategies and their advantages. A survey questionnaire using Likert’s five point scale and a class test was administered to 98 learners. After three month intervention, post data was collected using the same questionnaire to find out differences in students’ revision habit and test scores. Findings illustrate that the intervention strategies have made drastic impact on student’s revision habit and their academic performance. The test result justified improvement in academic performance from 3.1% in pre-test to 21.4% excellent in post-test representing an increase of 18.3%. Thus, inculcating revision habit with appropriate strategies is suggested for enhancing academic achievement of the learners.

Keywords: habit of revision, action research, learning outcomes

INTRODUCTION

The work of a teacher is not to teach but to make the student learn. So as to make the students learn in a better way they have to be more hard working and have a habit of revising what is learnt in the class. This hard working nature can be inculcated in students by teachers. Student’s hard work will be futile if they forget what they have learned. So as to make their learning more productive they have to remember what was taught in the class. As per the information process model when we receive stimuli in the form of visual aid or in form of sound (lecture) it is registered briefly in our short term memory and if not rehearsed the information obtain will be lost in about 20 seconds. If the students rehearse what is learned, then the information will be transferred to long term memory from where it can be retrieved.

Most of the students in Bhutan are intellectually sound but they are dependent on last minute study which is time consuming, very tedious and puts the student under lots of pressure. They tend to study hard only when examination approach. This habit of studying causes students a lot of loss in terms of grade in exam. This research will help us in understanding the different causes that lead to such habit of study. Moreover, it will help us find out different ways to improve habit of doing revision.

Action Research is a process designed to improve practices, the situation or both and facilitate learning by identifying a specific classroom problem or issue, targeting causes through systematic data collection, and applying affective solution to the problem as a result of the data being collected and interpreted (Hadley,1997). This research is an approach to professional growth and to improve students’ learning. Through this action research we would be able to reflect systematically on our work and change their way of practice to make differences in participant’s lives. As per Rinchen (2009) recently action research has picked up its popularity among the educationalist in Bhutan as it is more suitable given the limited time and budgetary constraints.

The action research is carried out in a particular class using the Spiral model proposed by Kemmis and Mc Taggart. According to Kemmis and Mc Taggart (2000) action study is participatory study

consisting of self-reflective cycles.

LITERATURE REVIEW

Good stories are not written. They are rewritten. To perfect something that we have learned in the class students should revise. Students should rethink over what was taught in the class and try analyzing the learned knowledge so that it may fit properly in our memory for longer duration. While learning it is essential that students make notes during the class hours and jot down key points. It will be easier to understand when students revise their own notes. The key to successful revision is good organization students should make sure that revision notes are arranged in a usable format. While students are learning certain terms they will not be able to picture it in their mind even if they understand the meaning of given term they would not be able to remember it for long time. If students inculcate the habit of writing down as they learn than the chances of remembering goes high. Further, Muraina et al. (2014) assert that the development of study habit and note taking have significant effects on the students' academic performance.

To make revision more effective, efficient and manageable, both mentally and physically, students should have good habit of doing revision like taking regular breaks. At the same time student should know that taking too many breaks will hamper the flow of study.

According to Flad (2010), social networking sites do bring negative impact to study habits and completion of homework and assignments. However, Bower (1990), puts forward that mnemonics can be powerful remembering tool. They have provided us with the tips and strategies but there is no evident result that this tips and strategies result in this and that. However, we will find whether those tips and strategies work in the real field.

While revising students should constantly check their progress. At times student might think that they have learned or memorized it but they should check themselves for indemnity. It helps pin point the ideas and concept which the students are lacking in. It also points the area where the students need more hard work. Students should check themselves frequently after the revision. Student should seek the help of peer or family member to question them. Another way of revising is by talking about the topic with friends or with the family members.

RESEARCH QUESTION

How to inculcate the habit of doing revision to enhance students' learning outcomes?

OBJECTIVE OF THE RESEARCH

The research aimed to:

1. Instill in students the habit of doing revision in their learning process.
2. Explore various strategies of revision
3. Acquaint students with diverse benefits of doing revision.

RESEARCH METHODOLOGY

The researcher employed a quantitative and qualitative research design in carrying out the AR titled "Inculcating the habit of doing revision to enhance students' learning outcomes", of Autsho Central School under Lhuentse Dzongkhag.

SAMPLE

98 students from grade IX were taken as the participants of the study using simple random sampling modality.

INSTRUMENT

The study used survey questionnaires to collect data to examined students' habit of doing revisions. The Likert survey questionnaires with five-point scales 1-5 (Strongly Agree -1, Agree-2, Neutral-3, Strongly Disagree-4 and Disagree-5) was integrated. Besides, a survey

questionnaire, a surprise test and students’ feedback mechanism were used to find out their academic performance and idea about doing revision. The reliability and validity test score was 0.68 which was ascertained through a pilot test involving 30 participants from the selected samples.

DATA ANALYSIS TECHNIQUES

The research findings are analyzed using descriptive, inferential and narrative analysis techniques. Both the pre-test and post-test data collected are presented in table, graphics and percentage with explanations.

BASELINE DATA ANALYSIS

Questionnaires

Table: 1 Showing Students’ current habit of doing revision

Question/level of responses	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Total
Question 2a	10%	30%	30%	25%	5%	100%
Question 2b	25%	25%	30%	20%	0%	100%
Question 2c	15%	40%	25%	20%	0%	100%
Question 2d	25%	30%	30%	15%	0%	100%

The above table shows that only 30% of the students revised what was taught in the class and 20% of them try to learn through extra books and internet out of their interest. In addition, it is observed that only 20% of the students revise besides their homework schedule.

Table: 2 Problems faced by students while revising

Question/level of responses	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Total
Question 3a	0%	5%	20%	30%	45%	100%
Question 3b	0%	10%	30%	35%	25%	100%
Question 3c	5%	30%	30%	15%	20%	100%
Question 3d	40%	40%	10%	10%	0%	100%

The above table reveals that 75% of the students feel tired after the class so instead of doing revision they prefer to rest. Moreover, 60% of the students assert that they have to do lots of homework so don’t get time to do revision which is quite a problem that students were facing

where they did not get time to revise.

Extended Question: Is there any particular method of your choice for doing revision?

In this particular question it was found that most of the students, they don't have any particular method of doing revision but they revised what they feel were important and some they did not even do revision. Some of the excerpts that students have answered are;

Student 2. No, because I have no habit to do, so no method to do revision.

Student 9. No I don't have any method to revise other than reading.

Extended Question: What are the problems that you face while doing revision apart from the above given ones?

The answers drawn from the above questions confirmed that some of the common problems that students encountered are most often they get distracted to various source of media while doing revision. Moreover, they got tired after a daylong class at school and engagement in co-curricular activities. Few excerpts from students for this question are; Student 6. I get tired of the day's activity and not able to do revision.

Student 11. Distraction and lack of concentration sometimes because of Facebook.

FEEDBACK

Feedback on students' idea about revision was collected from the participants in writing. The collected feedback revealed that many students did not know any particular method to do revision other than studying what they felt was important. Furthermore, from the feedback it is ascertained that most of the students didn't get time to do revision due to excessive homework and social media distractions. However, few students realized the importance of revision yet felt bored of doing revision.

CLASS TEST

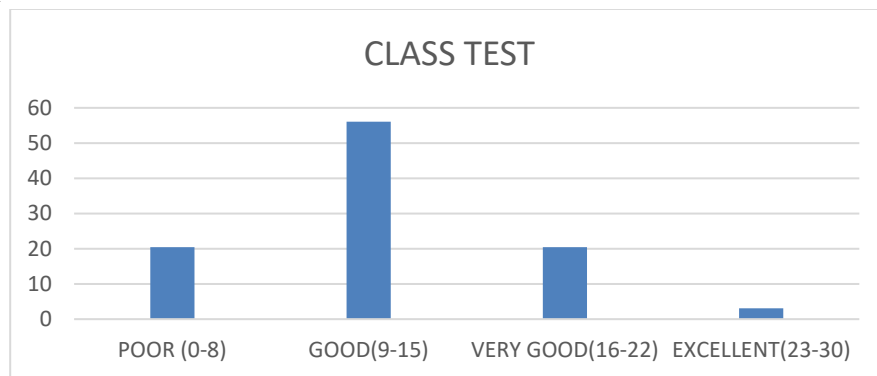


Figure: 1 Representing Academic test score in percentage (Pre-test)

Sheeba (2020) puts forward that testing has become extremely prevalent in the education system to measures person's ability or knowledge in a particular area. Thus, a surprise test was conducted to check students' habit of doing revision before the intervention phase to determine how much they revised apart from classroom teaching and learning. From the pre-test it was found that only 3.1% students could score in excellent category, 20.4% very good, 56.1% good and 20.4% poor respectively. Sheeba (2020) studied on the importance of testing and evaluation in teaching and learning also confirms the importance of testing to keep tract of learners' progress in learning.

INTERVENTION

The following intervention strategies were used, taking into consideration the strategies suggested in the literature review:

Let the students to set time table to revise

Time must be set aside to recall all that has been learnt in the classroom to help the child understand the importance of studies and revision. Therefore, students were instructed to set timetable for revision so that they could revise despite whole day class and apart from homework.

While preparing their revision time table they were asked to make note of their submission dates for assignment or project work, date of their exam, number of hours that they were going to spend revising and the number of units and other materials that they need for revision. During the intervention period the researcher crosschecked whether the participants are going in line with the time table they made by asking the participants randomly about what they revised either in the morning or evening.

Bringing out the fun part in homework

Irrespective of the homework given to the students, it should not be monotonous. They should be given tasks which are more fun and gives interest while doing it. Skinner (2004) also suggests that homework given should be interesting whereby they would be able to express themselves which promotes creativity, critical thinking and planning skills. The students were thus given home activities which could engage them in planning, thinking and creating; like role play, group discussion and presentation. For example, students were given homework in an envelope with all the instruction and asked them not to open it until they reach home or hostel. The next day students submitted their homework in the same envelope.

Allow the child to work with partner and seek help from parents

No child likes to sit alone and work but by bringing the habit of working with elder students were able to relate the homework not just as being for the school but something to do with working people.

The children were assigned the homework in groups. They were asked to work with their peers in hostel who were from different group in a same class and with different home work. In the next class a child would have learned the homework of two groups and they were also made to share the work of their peer.

Use of mnemonics

One of the most commonly used memory aids is mnemonics. A mnemonic device is verbal mind memory learning aid such as a small poem, phrase or special word used to help students remember something. It is a good way to remember in exam time. Students were oriented with the mnemonics technique to revise like peg system, keyword method, acronyms, acrostics, stories, songs and rhyme. For example, they came up with the acronyms for factors affecting soil formation as TBCG.

**Post Data Analysis and Result
Questionnaire**

Table 3: Showing students' habit of revision in percentage

Question/level of responses	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Total
Question 2a Post	0%	0%	0%	50%	50%	100%
Question 2b Post	0%	0%	0%	65%	35%	100%
Question 2c Post	5%	0%	0%	55%	40%	100%
Question 2d Post	0%	0%	10%	40%	50%	100%

Table 3 shows the habit of doing revision of the students after the interventions. It is observed that 50% of the students revise what was taught in the class, indicating 20% increase in students' habit of revision. Moreover, 35% of the students strongly agreed and 65% agreed that they try to learn through extra books and internet out of their interest. It is also seen that 95% of the students further revise apart from the homework and after the intervention 90% of the student said that they revise because it has become a habit to do so. The above findings assert that students' habit of revision has drastically improved after the intervention phase. Findings from the studies done by the University of Southampton (2014) also prove that effective revision is an ongoing process, not a cramming session just before exam. They also suggest that if one revise effectively throughout the year and has understanding about the subject then one has a potential to perform excellent in exam.

Table 4: Challenges encountered by students while revising

Question/level of responses	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Total
Question 3a	5%	55%	25%	15%	0%	100%
Question 3b	0%	60%	40%	0%	0%	100%
Question 3c	70%	20%	10%	0%	0%	100%
Question 3d	90%	0%	0%	0%	5%	95%

The above table shows the problem or the challenges that a student face while doing revision. It reveals that the percentage of students' not revising thinking that they are tired after the class is 15% however, 60% of them disagreed upon that statement which means they don't prefer to go for rest despite their heavy class. It also shows that 60% of the student disagreed upon the statement that they have to do lots of homework so don't get time to do revision whereby in the post data it is seen that students are revising despite any circumstances like homework and tiredness.

Extended Question: Is there any particular method of your choice for doing revision?

In this particular extended question it is observed that the students found all the methods effective for revision whereby students were able to keep track of their work and revise accordingly to the time table they set for revision. Moreover, students found that seeking help from friends and elders helped them in doing revision effectively. Furthermore through this question it is observed that students found Mnemonics method of doing revision effective and

easy for them.

Extended Question: What are the problems that you face while doing revision apart from the above given ones?

In this extended question it was observed that the problem or the challenges faced by student in doing revision were very less rather they could manage to revise accordingly. Most of the students said that they don't face any difficulty in doing revision using the intervention that I inculcated. However it is seen that they are getting distracted to social media and mobile phone while they are studying or doing revision.

FEEDBACK

Through the students' feedback on what they know or think about revision it is observed that the students found all the methods of doing revision effective where they said that they are able to manage time despite their homework through timetable and made easy for them to remember through mnemonics. It is also observed that the students not only found the revision method effective for learning geography but also in other subjects. In the feedback it was also observed that students were able to revise despite they had to participate in co-curricular activities. Through their feedback it is also seen that they find revision very important as it helps them both in class participation and test or exam.

CLASS TEST

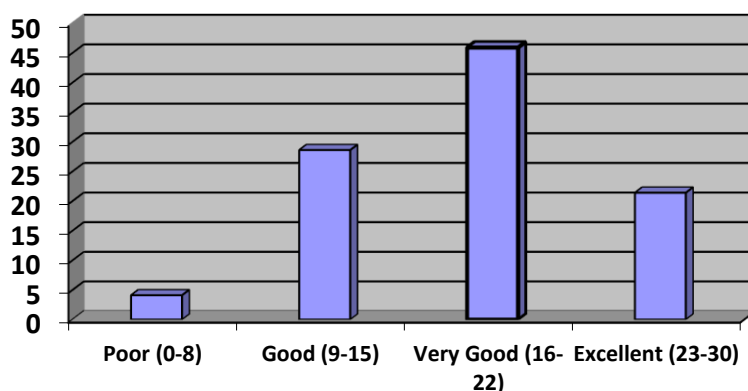


Figure Representing academic test score in percentage (Post-test)

The figure 2 illustrates the drastic increase in the progress of the learners after the intervention. 21.4% students score in the excellent category, 45.9% very good, 28.6% good and 4.1% poor respectively indicating sharp rise in the performance of the students. Therefore, the study confirms that if teachers inculcate the habit of revision and acquaint students with appropriate revision strategies, it is obvious that students can perform better in their academic learning. The finding is also in conformity with earlier the study conducted by (NAEP, 2007) stating that routinely engaging in revision was associated with better performance. Students who stated that they were required to routinely revise scored highest, followed by those who said they sometimes were asked to revise, and finally by those never asked to revise.

Extended Question

Through the extended question I found out that in the baseline data students did not had any particular strategies to revise other than revising what they thought was important however in

the post data students were able to use various strategies such as;

- ☐ Student 4. Revising according to the time table set to revise helps me revise and I can participate in the class because of that.
- ☐ Student 7. Bringing out fun part in homework
- ☐ Student 11. Mnemonics helped me to improve revision habit.
- ☐ Student 13. All the methods particularly homework activities were very interesting.

Feedback

On collecting feedback from the students in the beginning about revision they were not really into revision most of them said that revision is either boring or they just study what they felt was important. Whereas, upon collecting the post data students had written various strategies like getting help from friends to revise, use of mnemonics and setting time table to revise which were researchers interventions to inculcate revision habit.

Theme: Challenges of doing revision

According to Flad (2010), social networking sites bring negative impact to study habits and completion of homework and assignments. Similarly, the present study found out that it is one of the challenges faced by students while revising despite the intervention that the researcher implemented. However other problem like getting tired and having to do homework after class were solved through the intervention. As reflected in the graph below 75% of the student agreed that they feel tired after the class so instead of doing revision they prefer to rest however in the post data 60% of them disagreed upon that statement.

Furthermore, in the baseline data 60% of the student said that they have to do lots of homework so don't get time to do revision however in the post data 60% of them disagreed upon that statement which clearly shows that student revised despite the challenges they faced while doing revision.

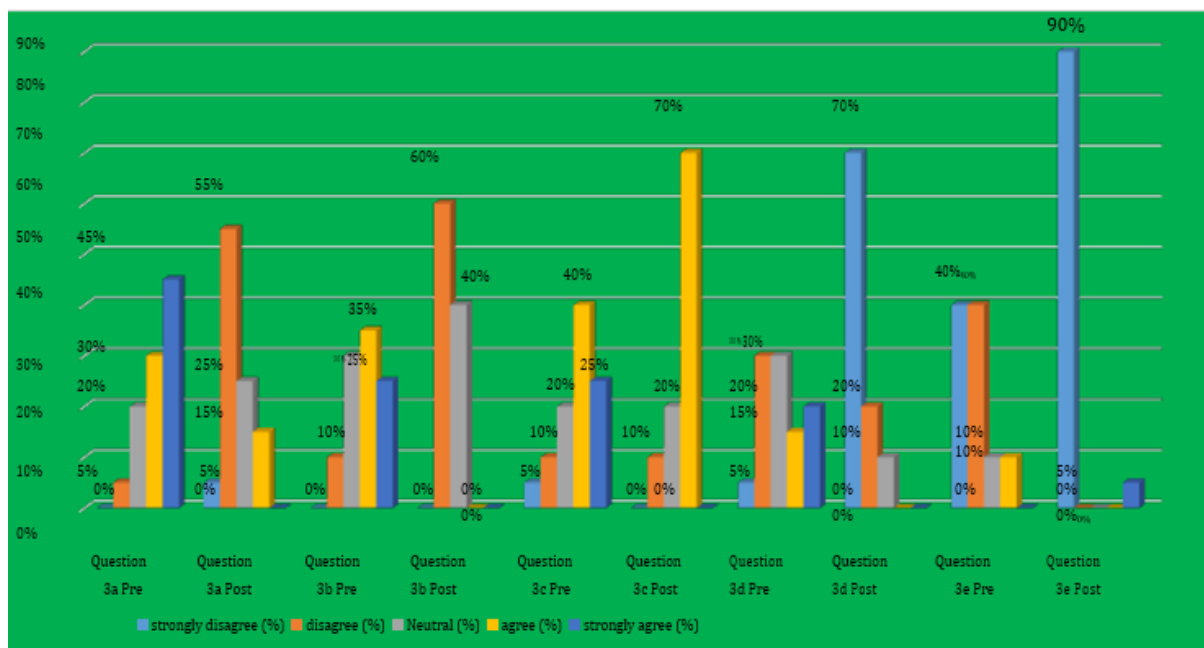


Figure: 4 Representing challenges faced while doing revision in percentage (Pre and Post test)

Extended Question: What are the problems that you face while doing revision apart from the above given ones?

Most of the students get distracted to social media while doing revision which was one of the challenges that the researcher could not reduce despite the intervention. However, the other challenges of student getting tired after daylong classes and unable to do revision were solved with the intervention of setting timetable apart from homework to revise.

Student 5. I don't face problem as methods madam taught us are effective.

Student 6. Distraction, lack of concentration during revision and play with phone.

Feedback

Through students feedback as well the students' problem in doing revision was getting distracted to social media and getting bored between revisions. They knew that revision is important yet they were distracted to social media like Facebook and Instagram. However, they were not bored to do revision after the intervention unlike baseline data as they have written that they enjoy revising using the mnemonics methods.

IMPORTANCE OF REVISION

The main purpose of revision are to understand the topic for which you are sitting an exam, to commit what you have learnt and understood to memory and to practice planning and writing answers to questions. Therefore to check their progress from revision the researcher conducted test before and after the intervention.

CLASS TEST

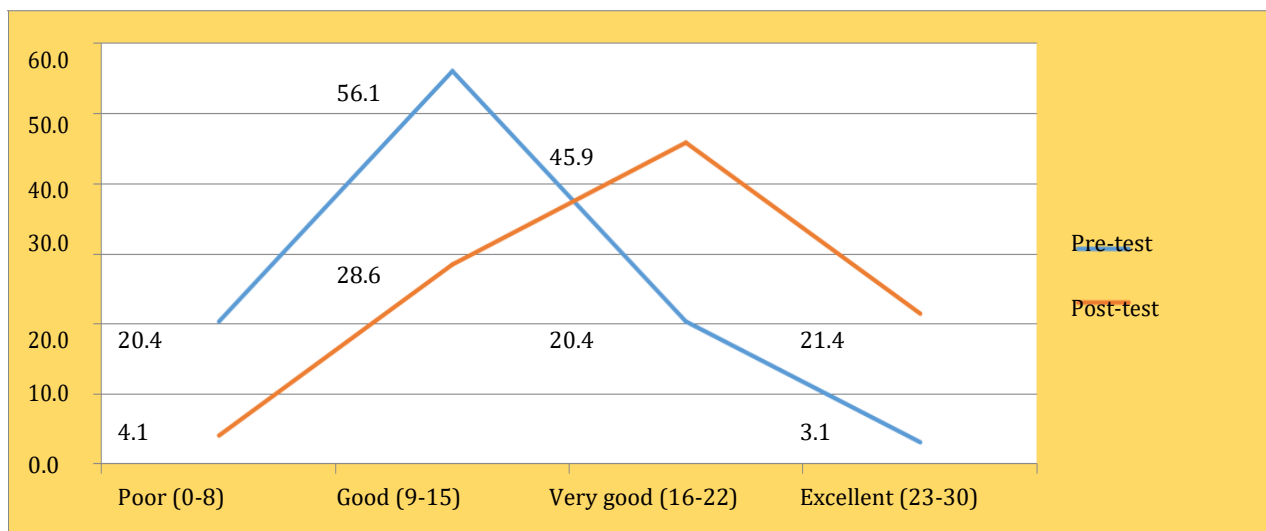


Figure: 5 Line graph showing the pre-test and post test academic score in percentage

The above line graph elucidates the test score of respondents before and after the interventions. In the pretest 20.4% students were in poor category, 56.1% good, 20.4% very good and 3.1% in excellent category. However, after the intervention, 21.4% students scored in excellent, 45.9% very good, 28.6% good and 4.1% in poor categories respectively. The above finding is in conformity with the earlier study conducted by Chando et.al (2014) who found out that for an

excellent performance, there is need for the student to form good study habit. In school, high academic performance has been attributed to students' effective study habits.

Extended question

Students were aware of the importance of revision as they said the revision strategies help them in class participation as well as in exam/test.

Student 1. I like mnemonics more than all the other methods to do revision because I remember during exam.

Student 7. Revising according to the timetable set to revise helps me revise and I can participate in the class because of that.

Feedback

Through students' feedback on revision I came to know how much important revision is considered by every student.

- ☐ Student 3. Revision helps in class activity to participate
- ☐ Student 4. I began to make timetable to revise and it is helping
- ☐ Student 7. Getting help from friends to revise help me remember more for exam
- ☐ Student 11. Revision is boring but it helped me in test and exam
- ☐ Student 12. I am active in class because of revision
- ☐ Student 13. I have improved in class test marks
- ☐ Student 19. My parents are happy that I seek help from them to revise and do better in exam.

RECOMMENDATION

Every research adds knowledge and insight about the particular problem in hand. The insights that have been achieved can help in solving other similar problems. In the light of the action research titled "Inculcating the habit of revision to enhance student's learning", following recommendations are made to enhance the teaching learning process

1. Identify the challenges faced by students while revising
2. Acquainting students with various revision techniques and methods.
Create awareness about the importance and benefits of revision

CONCLUSION

Analysis of data collected in this action research has revealed that in some important ways, the time use to revise the lesson taught class has great impact on students' achievement as well as in participation. Yet, some of the findings of this action research point to a need for the researcher to either minimize the use of social media during revision or integrate the social media in revision. Through this action research on inculcating the habit of revision it is observed that revision is an important part of learning which should happen outside the classroom. Student can use their own method of doing revision if it is effective but if they are not able to find some ways to revise teacher should provide them effective ways to revise.

To summarize the findings of this research it is found that mnemonics techniques for improving memory is the most effective way to remember what was learnt in the class though it is more like rote learning yet a modified version of remembering. Moreover, the setting of time table to revise is also very effective whereby students revise despite any circumstances according to the

allocated time.

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