

Question and Answer Technique to Enhance Students Speaking Skill

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Abstract

English has become the most important foreign language in the world. Teaching English is conducted to develop people ability in using English in four skills which are identified as listening, speaking, reading and writing. For students in high school, speaking is one of skill in English lesson. In speaking class, the student of vocational high school learn how to pronounce the word in English, learn how to describe person, place, and thing, introduce themselves fluently, make a dialogue and understand about the meaning of the English. The objective of this research is to enhance the students' speaking skill through question and answer technique. This research was conducted to find out how much enhancement in students' speaking skills after learning by using question and answer technique. This study also observed the students' response in speaking class after taught by using question and answer technique. The method of this research is qualitative research by using classroom action research. The research was conducted in 3 cycles and involved 33 vocational high school students. The data obtained by using observation, interviews, and tests. The data of the research showed that there was a significant difference of the students' achievement in each cycle. There was an increase of speaking score in cycle 1 to cycle 3. It showed that question and answer technique can enhance the students' speaking skill. Teachers can use question and answer as alternative technique to teach speaking in the class.

Key words: question and answer technique, teaching speaking.

1 INTRODUCTION

The fundamental function of every language system is to link meaning and expression, to provide verbal expression for thought and feeling and for that expression to be comprehensible to others (Finegan, 2014). It is means that language used as a medium to interact with one another to fulfill their daily need. English has become the primary language of communication, it is spoken by millions of people all over the world. Consequently, people should be able to communicate in English as well as possible. In Indonesia English constitutes as foreign language that should be mastered by every student because it has become the most important foreign language in the world. At present, English is the language for international communication, education, science, advertising and many more. Directly or not it makes people learn English.

Speaking skills is someone's ability, to express feel, desire and opinion orally. Speaking is one of the four skills that play a significant role in mastering English. In addition, Rao (2019) said that speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be most important skill in learning a foreign or second language. Speaking is a process of communicating between at least two people and speaking is a way to express someone's idea. For students in senior high school speaking is one of skill in English lesson. In speaking class, the student of vocational high school learn how to pronounce the word in English, learn how to describe person, place, and thing, introduce themselves fluently,

make a dialogue and understand about the meaning of the English. Based on the observations and interviews that the researcher conducted at one of the vocational high schools in Karawang, it was found that still many students with low speaking skills. The contributing factor is the lack of opportunities for students to practice speaking in the class. According to the competence level based curriculum students are the central core of teaching learning process to develop their competence. The problem is in teaching learning process, the students' have a little chance to practice English orally. Students just accept what the teachers teach and they cannot apply it in real situation. In addition, the lack of vocabulary, grammar, and pronunciation also makes students passive in learning speaking. This problem was also expressed by Rizky (2019) as a factor causing the students' lack of English language skills.

Question and answer technique is a kind of technique where the teacher can reduce the strain by recognizing the activity in such a way that the student concerned in questioned by the class (Hinkel, 2005). This is a good way to keep the student talking. Adi (2016) said that question and answer teaching gives the students opportunity to reflect his inquiries and needs for further information. At the same time by soliciting answers to key questions the teacher gains some insights into the class progress. Question and answer technique is an activity in which asking and answering take place between the students with students and the students with their teacher. By asking questions a mutual communication can occur. This is so due to the fact that every question demands a response (except in the case of requests and suggestions), so that questions inevitably generate communication. The use of question and answer technique in the classroom will gives different atmosphere, the students will have to talk without having a strain.

Question and answer technique is a technique which use question and answer in class, even the beginning in class started by conveying learning in the class are dominated by conveying question from the teacher to student or from the student to another students or from student to the teacher. Question and answer are essential component of teaching and learning. We will ask question to our students and answer question from them. Asking a good question will help us to motivate the students' curiosity about the topic, so it will help us asses how well they understand the material. Teachers can use the question and answer technique as a medium for learning speaking in class. A number of studies have proven that the question and answer technique can improve students' speaking skills. Ariska (2020) state that there was a significant different effect of using question and answer technique towards students' speaking ability and motivation. Furthermore, Surya (2011) revealed that the question and answer technique is useful in improving English speaking skills and can motivate students to use a second language more than their mother tongue.

The research studies above have proven how the question and answer technique has a positive impact on improving students' speaking skills. This study not only aim to enhance students' speaking skills using question and answer technique, but also to see the students' responses during the teaching and learning process.

2 RESEARCH METHODS

The objective of the research is to enhance students' speaking skill by using question and answer technique. The subjects involved 33 students' grade tenth of SMK IPTEK Purwasari Karawang, West Java, Indonesia. The time of this research is the first semester of academic year 2021/2022. The method of the research is Classroom Action Research. Classroom Action Research is the research conducted by class teacher through self-reflection in order to improve its performance so that will improve the students' ability. According to Kemmis and McTaggart (2005), there are four components in conducting classroom action research. It consist of planning, action, observation, and reflection. Each step, the researcher concludes based on the previous cycle and next cycle. it means that the activities in classroom action research based on planning, acting, observing, and reflecting the

activities in each cycle. Planning is a step to identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. Acting is to implement the instructional strategy that has been planned. Observing is the process of collection data indicating the success of the strategy in solving the classroom problems. Reflecting is the process of analyzing the data to determine how far the data collected have shown the success of strategy in solving the problems.

The researchers used observation, tests, and interview to collect the data. The observation is used to know more about the activity of the students' speaking English during the teaching learning process. The test is used to measure the enhance of the student's speaking skill. The test is given in the form of a post test and an oral test. The interview is used to know more about quality of students speaking skill in the school. The interview were conducted after the learning cycle was completed.

The data obtained then analyzed using the data analysis procedure proposed by Miles, Huberman and Saldana (2018) which consists of data reduction, data description, and data verification. In the data reduction, the researcher selects the data that collected from the result of observation, interview, and speaking test. Then, the researcher makes some description generally from the data reduction. After that, the researcher makes some verification from the data to make some conclusion. The data is validated by using triangulation technique. Triangulation is a method of synthesizing data against the truth (Bachri, 2010). From these data, the researcher takes the conclusion about this research if this research success or not. This research can be called success research if the students can get score appropriate with minimum score in speaking test 70 and the learning target was 100%.

3 RESULT AND DISCUSSION

The research observed the student's activity at tenth grade of vocational high school students'. The research was conducted at SMK IPTEK Purwasari. Before conducted the research, the researcher started with a preliminary research as a general observation to the school.

3.1 Result

3.1.1 Cycle 1

The research was conducted on 19 November 2021. The researcher prepared lesson plan based on competency of syllabus, and also prepared the materials, student's worksheet, and observation sheet to support the learning process. The teacher explains about question and answer technique which will be used in every cycle to teach English speaking. The technique was conducted in the dialogue of the direction. The researcher divided the students into several groups to make the dialogue and practice it.

During the learning process, the researcher observed the teaching and learning process and the students' activities. The activities in cycle I showed that question and answer technique made the students have more chance to speak English in the class, but some students were not active in learning process. Students' attention, cooperation and question were less, and some students also did not follow the instruction of the researcher during the process of teaching and learning in the class. It can be seen from the result of the observation data, the percentage of the students (Participation) 85%, the percentage of the students followed (Instruction) 75%, the percentage of the students (Attention) 69%, the percentage of the students (Cooperation) 81%, and the percentage of the students (Question) 66%.

Table 1. Percentage of students speaking test cycle 1

No.	Grade	Explanation	Total of Students	Percentage
1	≥ 70	Passed	18	55%
2	≤ 70	Failed	15	45%
Total			33	100

The data above showed the percentage of student's achievement in cycle 1. There were 18 students who passed the minimum score and 15 students were failed. The minimum standard criteria for English subject of SMK IPTEK Purwasari was 70. The percentage of students speaking score in cycle 1 was still low, so the researcher decided to conduct the next cycle. The researcher prepare some teaching learning strategies to make the students more active in doing teaching and learning activity in the classroom. Then the researcher was going to fix the matter to enhance the score of students in cycle II.

3.1.2 Cycle 2

The second cycle was conducted based on the result of reflection from cycle I. In this step, the researcher focus to the problem that faced by the students in the first cycle. The researcher reviewed the previous material in the first cycle, and then the researcher rearranges the groups based on the researcher choice. Each group consist of the active and passive students while discuss in cycle 1. The researcher manages the time allocation better by using alarm. When the time is up, the discussion would be over. It aimed to make the time of teaching and learning more efficient.

During the discussion, the students were more active than the cycle I. It can be seen from the result of the observation data, the percentage of the students (Participation) 100%, the percentage of the students followed (Instruction) 87%, the percentage of the students (Attention) 84%, the percentage of the students (Cooperation) 87%, and the percentage of the students (Question) 81%.

Table 2. Percentage of students speaking test cycle 2

No.	Grade	Explanation	Total of Students	Percentage
1	≥ 70	Passed	25	76%
2	≤ 70	Failed	8	24%
Total			33	100

Based on the result above, the percentage of students score achievement in second cycle was increased with question and answer technique even though still less than what is expected. So the researcher decided to continue the research to cycle III to get the better result as the target.

3.1.3 Cycle 3

The researcher makes some planning activities based on the reflecting in the second cycle. The researcher make some preparation to teach in the class as making lesson plan, observation sheet, preparing test instrument and preparing teaching material about question and answer in direction. The researcher reviewed the previous material in the second cycle. The researcher arranged the groups, for this cycle the students still placed on the previous group. It aimed to make the time efficient and they retained the chemistry with previous group. The researcher gave each group 10 minutes to discuss. Then the researcher asked each group to practice speaking in front of the class. In this cycle the students were more active in speaking. It showed from their interest to practice speaking the dialogue about direction based on the picture given. The result of the observation in the third cycle showed that the students' participation, instruction, attention and cooperation and question in learning were increased from the second cycle. It can be seen

from the result of the observation data, the percentage of the students (Participation) 100%, the percentage of the students followed (Instruction) 100%, the percentage of the students (Attention) 100%, the percentage of the students (Cooperation) 100%, and the percentage of the students (Question) 100%.

Table 3. Percentage of students' speaking test cycle 3

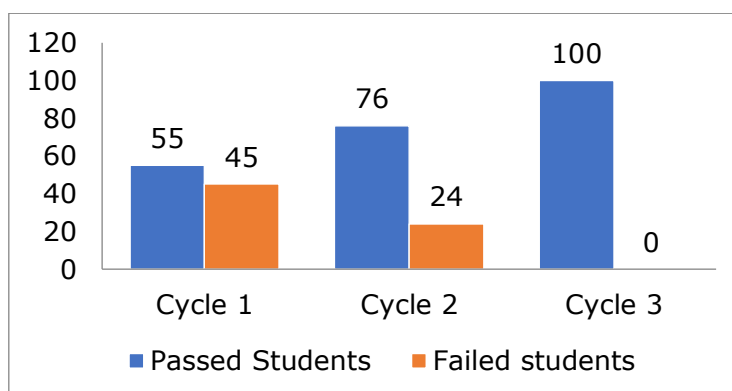
No.	Grade	Explanation	Total of Students	Percentage
1	≥ 70	Passed	33	100%
2	≤ 70	Failed	0	0%
Total			33	100

Based on the result above, the percentage of students score achievement in second cycle was increased with question and answer technique. There were 33 students or 100% who passed the minimum standard criteria.

3.2 Discussion

The research activity has done from cycle one until cycle three. The researcher provide an analysis of the finding obtained in cycle one until cycle three based on the result of the research. The researcher found that question and answer technique give some advantage for teaching English especially in speaking. Question and answer technique made the students more active in speaking. The students who not confident in practice speaking also became more confident and enjoy speak in front of the class.

During the teaching and learning process the researcher observe the students activities in the classroom regarding the affective assessment of Participation, Instruction, Attention, Cooperation and Question. The observation data in cycle I showed that the percentage of the students participation were 85%, the students who followed the instruction were 75%, the students who paid attention were 69%, the students cooperation were 81%, and the students question were 66%. In the cycle II the students response were beginning increase. The observation data in cycle 2 showed that the percentage of the students participation were 100%, the students who followed the instruction were 87%, the students who paid attention were 84%, the students cooperation were 87%, and the students question were 81%. The observation data in the cycle III showed there were increased of the student responses, the students were more interested, enthusiastic and more excited when they participate the learning process. The percentage of the students participation were 100%, the students who followed the instruction were 100%, the students who paid attention were 100%, the students cooperation were 100%, and the students question were 100%.



Picture 1. Percentage of students' speaking score in each cycle

The data result of the students speaking score in each cycle showed that the percentage of the passed students in the first cycle is 55%, in the second cycle is 76%, and in the

third cycle is 100%. Based on the score above, it means that the researcher success to enhancing the students' speaking skill through question and answer technique. The results of this study are in line with a number of previous studies. Nurkholifah (2019) stated that teaching English using question and answer techniques is very useful in improving students' speaking skills. Research conducted by Aryanti (2018) found the same results, the question and answer technique makes the students easier to understand the material so it can improve the students speaking ability.

4 CONCLUSION

Based on the data analysis about using question and answer technique to enhance students' speaking skill, it can be conclude that: (1) The students' response in speaking was enhancing after taught by using question and answer technique. It can be seen from the data of the affective observation. In the first cycle, the learning activity had not run well because some students still not confident to speak in the class but in the second cycle the activities began run well because students can active participate the learning, confident to try to speak in the class and understand the teaching material given by the researcher. In the third cycle the students were more interested, enthusiastic and more excited when participate the learning process. (2) Question and answer technique can enhance the students' speaking skill, it can be seen from the data result from cycle I until cycle III. It because in the first cycle the researcher was not familiar with the class condition and have not been able to build the students' motivation in learning. But in the second and the third cycle the researcher begin to be able to mastering the class and build an active teaching and learning process. The students was interested and enthusiastic during the teaching and learning process because the material given was related with the students need. The process of conveying the material by using question and answer technique also made the students more active and motivated to speak in the class. Although at the first time still many students were not confident and afraid to make mistake in speaking, but after they were understand about the material given they become confident to speak in the class.

This research proved that the students skill in speaking was enhancing after taught by using question and answer technique, this technique also made the students more active in participate the learning process. These findings indicate that the question and answer technique can be an alternative for teachers to teach speaking in class so that students actively participate in learning. Further research is needed to prove the effectiveness of using statistical question and answer techniques in teaching speaking.

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