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Research Article

Implemented Question and Answer Technique To Improve Students' Speaking Ability

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KEYWORDS

Speaking;
 Speaking Ability;
 Speaking Skill.

A B S T R A C T

This research is conducted to investigate improving students' speaking skill through question answer technique at the twelfth grade in SMK Pariwisata Gema Gawita Kota Tangerang. The research is conducted based on some problems: 1. How is the students' speaking skill at eleventh grade SMK Pariwisata Gema Gawita? 2. How is the application of question answering technique in speaking class? 3. How is the improvement of students' speaking skill by question answering technique? The writer collected data from 20 students that spared into one class, one class as a classroom action research. The writer used a classroom action research which had been conducted in SMK Pariwisata Gema Gawita at the eleventh grade and followed by 20 students and it was done in two cycles. Each cycle was done in three meetings. In this research the researcher used the instruments were three tests are pre cycle, cycle I test and cycle II test. Population of the research was the eleventh grade in SMK Pariwisata Gema Gawita Kota Tangerang, academic year 2022/2023. The sample of the research used class XI Travel Agent. The data analysis of this research used test. The result of this research shows that in the first cycle, the average of pre cycle score was 57 and cycle I 68.5 score and cycle II score was 78. It can be concluded that using question answer technique can improve students' speaking ability at the eleventh grade of SMK Pariwisata Gema Gawita

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INTRODUCTION

Language is a sign that is used to communicate with others, interact with them and share information with them. There are many languages in the world, and each country has its own, one of which is English. In this world, English is the international language, and everyone learns it. One of the four abilities that students can use to interact with others to accomplish particular objectives or to convey their thoughts, intentions, hopes, and points of view is speaking (Adi, 2016; Aryanti, 2018; Ilham, 2019).

Speaking ability is so important; students must always attempt to speak in order to have good speaking ability (English Education, 2020; Mujaddid, 2021). During the observation in speaking class, the writer found some problems. First, it is related to the situation of students who less motivation to speak English. Second, the low ability of students in mastering grammar, vocabulary and pronunciation. Third, the teacher must use a technique to support the teaching material, improve students' language abilities, and knowledge in the speaking class, one of which is dialogue. As a result, the teaching-learning

process can be successful and students can be interested, fun, and enjoy themselves. Furthermore, only a few students bring the dictionary with them during the lesson so when they don't understand the meaning of several words, they borrow the dictionary from one another, making the class very noisy again.

METHOD

Research Design

Classroom action research was employed in this research (CAR). A bigger educational trend that has been around for a while includes classroom action research (Burns, 2010; Indahri, Yulia, & Santri, 2018).). When doing this research, a research assistant helps the author (English Teacher). The planning, acting, observing, and reflecting phases of the Kemmis and McTaggart model of classroom action research (CAR) were applied in this research. The issue in this research is brought on by a number of cycles. This graph shows:

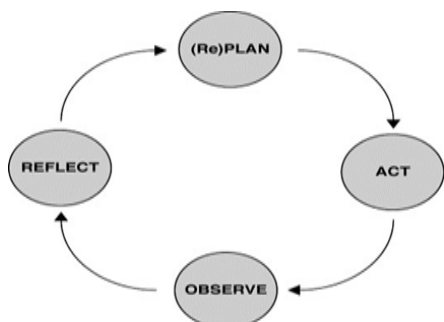


Figure. 1 Kemmis and Mc Taggart

Unit of Analysis

Place, time and respondent

The research is conducted at Gema Gawita Tourism Vocational School which is located on Jalan Perintis Kemerdekaan II, Kec. Tangerang, Tangerang City, Banten 15118. The time of this research start in 1 November 2021 until April 2022. There are 20 students as respondents; it consists of 4 male students and 16 female students. The respondents are the entire group of entities or people to whom the findings of a research are intended to apply. In relation to the research, the writer will take the respondents of students in the eleventh grade at SMK Pariwisata Gema Gawita Kota Tangerang, all 20 students as a sample, with details of 4 male students and 16 female students. The writer is interested to observe these respondents because of their problems in speaking. Some of them have difficulties in speaking.

Technique of Data Collection

In collecting data, the writer chooses to use observation and test.

Observation

Students' activities and behavior are observed during speaking class. The observation focuses on improving students' speaking skills through question-and-answer technique. It is written down in a format known as a field note. In addition, the writer used a notebook and a photograph during the speaking class activities.

Test

A test is a procedure used to collect data and information about a subject's ability or knowledge of a particular discipline. The writer gives speaking test to the students of XI grade in SMK Pariwisata Gema Gawita through question answer technique.

Technique of Analyzing The Data

The analysis collection stage is the most important stage in a research, because at this stage the research results can be formulated after all the data has been collected. So, to describe the research data, the following calculations are given:

Observation

The observation guidelines compiled in this research are to see how the activities of teachers and students in the teaching and learning process implement question answering technique at the eleventh grade in SMK Pariwisata Gema Gawita.

The results of observations of teacher activities are analyzed using the average formula flat.

Table 1. Research Categories of Observation of Teacher Activities

No	Score	Rating Category
1	0 – 1.5	Not enough
2	1.6 – 2.5	Enough
3	2.6 – 3.5	Well
4	3.6 – 4.0	Very Well

Test

The data in this research were obtained through observations and tests to determine improving students' speaking skill through question answer technique. The author first tries to determine the average value of each student's behavior throughout the course of one cycle. This is done to assess how well the children are doing. As stated in Sudjono (2004):

$$\bar{X} = \frac{\sum X}{n}$$

\bar{x} = The Mean of the students

$\sum x$ = The total score

n = The number of students

To measure the class percentage which pass the KKM, the writer uses the formula:

$$P = \frac{f}{n} \times 100\%$$

Where:

P: The percentage of students who got up point 70

F: The total number of students who took the test

N: The number of students who got up point 70

The level of students score group are as follow:

80 – 100%: (Excellent/A)

60 – 79%: (Good/B)

30 – 59%: (Fair/C)

0 – 29%: (Low/D)

RESULTS AND DISCUSSION

The writer in this research is used the Question Answer Technique to improve the speaking abilities of students in the eleventh grade at SMK Pariwisata Gema Gawita.

Pre-cycle

The pre-test was administered on March 18, 2022, to determine the students' speaking abilities before providing therapy. The results were compared with those from the cycle I test and the cycle II test. The pre cycle that was employed in this research was a spoken exam. The table below shows the pre cycle's results:

Table 2 The Students' Pre-Cycle Score

NO	RESPONDENT	THE SCORE OF PRE-TEST 1
1	AC	40
2	AMA	70
3	GAP	70
4	HDM	70
5	JEK	40
6	MAW	70
7	NH	60
8	NO	40
9	SIA	70
10	YNO	50
11	APH	55
12	APK	40
13	DGS	50
14	GA	45
15	GS	60
16	NT	65
17	NF	40
18	NMS	50
19	SJZ	40
20	SLG	50

Total	1140
Average	57
The highest score	70
The lowest score	40

**) Source: The result of pre cycle on March 18th, 2022*

The results of the pre cycle are shown in the table above, where it is clear that the scores of the students' speaking abilities varied. The frequency of students' scores at the pre-cycle, as determined by the writer, may be seen in the table above as follows:

Table 3. The minimum mastery of Students' Pre-Cycle Score

Class	Interval	Quantity	Precentage (%)
≥ 70	5	25%	
≤70	15	75%	
Σ	20	100%	

**) Source: The result of the minimum mastery of Students' Pre-cycle Score*

Based on these tables, it could be seen that 5 (25%) students from 20 students were success and 15 (75%) students were not success. The highest score was 7 and the lowest was 40. The success students were those who got the minimum mastery criteria (MMC) at the eleventh grade of SMK Pariwisata Gema Gawita. That was 70. From the pre cycle result, the writer got the average is. So, the result was unsatisfactory and the students could not achieve the target.

Cycle I

The writer has observed students' speaking during teaching and learning processs in cycle I. The data from the students' post-test cycle I results were displayed in the table below as follows:

Table 4 The Students' Score of Test Cycle I

NO	RESPONDENT	THE SCORE OF TEST CYCLE I
1	AC	65
2	AMA	70
3	GAP	70
4	HDM	70
5	JEK	60
6	MAW	70
7	NH	65
8	NO	60
9	SIA	60
10	YNO	65
11	APH	70
12	APK	60
13	DGS	65

14	GA	65
15	GS	60
16	NT	70
17	NF	65
18	NMS	60
19	SJZ	60
20	SLG	70
Total		1370
Average		68,5
The highest score		70
The lowest score		60

*) Source: The result of test cycle I

The test cycle I results are shown in the table above. As can be observed, the pupils' speaking ability score was remained below average. The frequency of students' scores

at the precycle, as determined by the writer, may be seen in the table above as follows:

Table 5 The minimum mastery of Students' Score of Test Cycle I

Class Interval	Quantity	Precentage (%)
≥70	8	40%
≤70	12	60%
Σ	30	100%

Based on these tables, it could be seen that 8 (40%) students from 30 students were success and 12 (60%) students were not success. The highest score was 75 and the lowest was 60. The success students were those who got the minimum mastery criteria (MMC) at the eleventh grade of SMK Pariwisata Gema Gawita. That was 70, but the result of the students' test was better than the students' test before giving treatment. The improving could be seen as bellow:

Table 6 The Students' Score Improvement in Pre Cycle and Test Cycle I

No	RESPONDENT	STUDENTS' RESULT			CATEGORY
		PRE CYCLE	TEST CYCLE I	TEST CYCLE II	
1	AC	40	65	80	IMPROVE
2	AMA	70	75	80	IMPROVE
3	GAP	70	75	80	IMPROVE
4	HDM	70	75	80	IMPROVE
5	JEK	55	65	80	IMPROVE
6	MAW	70	75	80	IMPROVE
7	NH	45	65	80	IMPROVE
8	NO	60	70	80	IMPROVE
9	SIA	70	75	80	IMPROVE
10	YNO	55	65	75	IMPROVE
11	APH	60	75	80	IMPROVE
12	APK	55	65	80	IMPROVE
13	DGS	60	65	75	IMPROVE
14	GA	50	60	80	IMPROVE
15	GS	40	60	70	IMPROVE
16	NT	60	75	80	IMPROVE
17	NF	50	60	70	IMPROVE
18	NMS	45	65	80	IMPROVE
19	SJZ	55	65	70	IMPROVE
20	SLG	60	75	80	IMPROVE
Total		1140	1370	1560	
Avarege		57	68,5	78	
The Highest score		70	75	80	
The Lowest Score		40	60	70	

Based on the score table pre cycle and test cycle I above, the writer concluded that the result of students' improved, the

average was 57 and the post cycle 68,5. The average improved 11,25 point.

Observation

The writer must pay close attention to everything that occurs during teaching and learning activities in the classroom at this phase, including the classroom environment, student replies, their presence during presentations, their focus on the subject matter, and others. Based on observations made during the first cycle, the students typically paid close attention while the writer explained the subject matter.

Tabel 7 Cycle II

No	RESPONDENTS	THE SCORE OF TEST CYCLE II
1	AC	80
2	AMA	80
3	GAP	80
4	HDM	80
5	JEK	80
6	MAW	80
7	NH	80
8	NO	80
9	SIA	80
10	YNO	75
11	APH	80
12	APK	80
13	DGS	75
14	GA	80
15	GS	70
16	NT	80
17	NF	70
18	NMS	80
19	SJZ	70
20	SLG	80
Total		1560
Avarege		78
The highest score		80
The lowest score		70

Observation

There was a significant improvement from the first cycle in the class and the condition of students during teaching and learning activities. The class situation became more orderly than the first meeting.

Data Analysis

Based on the results of research conducted from March 18th 2022 to April 22nd 2021 at the eleventh grade in SMK Pariwisata Gema Gawita, observations were carried out using an observation sheet instrument that had been compiled in the form of a check list to reveal the increase in student activity, teachers and students' pronunciation development.

This research is a classroom action research (CAR) conducted in two cycles which aims to determine the development of students' speaking skill through question answer technique.

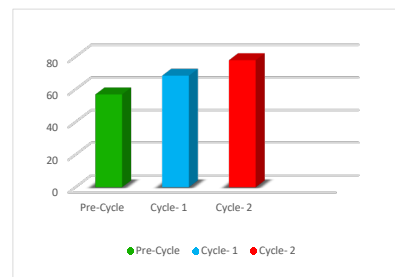
1. Data analysis of teacher activity observation sheets.

Regarding the procedures in this research, the instructor encourages students to participate more eagerly in lessons on the topic presented, provided with media, including books and pictures. By asking students to define question-answer method in front of the class, the teacher piqued their interest (Arsyad & Nawir, 2022; Kusumawardani, 2021; Siregar, 2018).). The students were really excited to share their definitions. With their group members, the instructor shares books and pictures regarding travel-related knowledge. The instructor then instructs the students to engage in discussion and progress with their other group members. Students respond to questions on the images the teacher presents to them that are related to tourism. Students are invited to wrap up the lessons they have learned today, and the instructor then reinforces what they have learned (Hughes, 2002). Grammar, understanding, fluency, vocabulary, and pronunciation are all evaluated by the teacher along with other exercises. The instructor's activities in cycle I were lacking; for example, the teacher faces some challenges in leading the class, gives out worksheets to the students, and provides instructions on how to complete them. The average instructor activity in the preparation section was 3,00 in the first cycle with an excellent category, and it improved to 4,00 in the second cycle with a very good category. Additionally, the average instructor activity in the presentation portion was 3.00 with a sufficient category in the first cycle and climbed to 3.00 with an excellent category in the second cycle. The average instructor activity was then 3.00 with an excellent category in the first cycle of the assessment section and grew to 4.00 with a very well category in the second cycle.

2. Data from student activity observation sheets are analyzed. Cycle of student activities

Because they are focused on the alphabet book's media, kids are unable to listen to an explanation of what transportation means or correctly pronounce the many forms of transportation. This is a problem that I have encountered. The average student activity in the

preparation part was 3.00 in the first cycle with an excellent category, and it improved to 4.00 in the second cycle with a very well category. Additionally, the average student activity in the presentation portion was 2.00 in the first cycle with a sufficient category and grew to 3.00 in the second cycle with an excellent category. Then, the first cycle of the assessment section's average student activity was 2.33 with enough category and increased in the second cycle to 3.33 with good category.



Graph 1

The Improvement from Pre-cycle, cycle I, and cycle II

Table 8. Data analysis of Development of Improving Students' Speaking Skill

No	Respondent	Students' Result			Category
		Pre Cycle	Test Cycle I	Test Cycle II	
1	AC	40	65	80	Improve
2	AMA	70	75	80	Improve
3	GAP	70	75	80	Improve
4	HDM	70	75	80	Improve
5	JEK	55	65	80	Improve
6	MAW	70	75	80	Improve
7	NH	45	65	80	Improve
8	NO	60	70	80	Improve
9	SIA	70	75	80	Improve
10	YNO	55	65	75	Improve
11	APH	60	75	80	Improve
12	APK	55	65	80	Improve
13	DGS	60	65	75	Improve
14	GA	50	60	80	Improve
15	GS	40	60	70	Improve
16	NT	60	75	80	Improve
17	NF	50	60	70	Improve
18	NMS	45	65	80	Improve
19	SJZ	55	65	70	Improve
20	SLG	60	75	80	Improve
Total		1140	1370	1560	
Average		57	68,5	78	
The Highest score	Highest	70	75	80	
The Lowest Score	Lowest	40	60	70	

Based on the graph above, it could be concluded that the using of Question Answer could improve the students' speaking skill. It was shown from the graph, there were significant increasing of students' average score from the pre-cycle, cycle I, and cycle II. The students were successfully reached out the minimum mastery criteria (MMC) of the eleventh grade, 70. The average of students' score was increased from 57 to 68.5 and finally became 78. It could be inferred that the result of students' score in pre-cycle to cycle I up to cycle II has reached out the criteria of the indicator of success with percentage until 75% in the last cycle.

The improvement of students' speaking skill can saw based on the test that was given to 20 students before and after implementing question answers relationship. The test proved that students' speaking skill increasead in every action. In the first time during ithe observation in speaking class, the researcher found some problems. First, it is related to the situation of students who less motivation to speak English. Second, the low ability of students in mastering grammar, vocabulary and pronunciation. Students' vocabulary is limited, their grammar is incorrect, and their pronunciation is poor. Third, the teacher must use a technique to support the teaching material, improve students' language abilities, and knowledge in the speaking class, one of which is dialogue but all of that can be resolved when applied question answer relationship technique.

At the beginning of the pre-cycle it was clear that students only got an average score of 57% this was due to teaching techniques that were not suitable for students. they had difficulty understanding the teaching material given by the teacher, but after the researcher used the Question Answer Relationship technique there was a fairly good increase of 68.5% but it was not enough to meet the minimum mastery criteria (MMC) so that the next action had to be taken or (Cycle II) in cycle II there was a significant increase very significant from 68.5% to 78% so it is considered to have met the indicators of success in class 11.

Discussion

This fact, based on the observation during the research many students felt that they were nervous and not confident while in speaking. It happened because of the little vocabulary they mastered and were confused about the structure, they were also bored with the models of speaking activity did by their teacher and afraid making mistake of structure, pronunciation, word order and diction. But after using question answer relationship technique there were significant result of the research.

CONCLUSION

Based on the results of the research, it can be concluded that the improving students' speaking skill through question answer technique at the eleventh grade in SMK Pariwisata Gema Gawita Kota Tangerang. The conclusions can be stated as follows:

1. The teacher's activities during the learning process using question answer technique in the first cycle of the preparation section were 3.00 in good category and increased in the second cycle to 4.00 in good category. Furthermore, the average teacher activity in the first cycle of the presentation section was 2.00 with enough category and increased in the second cycle to 3.00 with good category. Then, the average teacher activity in the first cycle of the evaluation section was 3.00 with good category and increased in the second cycle to 4.00 with good category.
2. Student activities during the learning process using question answer technique in the first cycle of the preparation section were 3.00 with a good category and increased in the second cycle to 4.00 with very well category. Furthermore, the average student activity in the first cycle of the presentation section was 2.00 enough category and increased in the second cycle to 3.00 with good category. Then, the average student activity in the first cycle of the evaluation section was 2.33 with enough category and increased in the second cycle to 3.33 with good category.

The improvement of students' speaking skill through question answer technique at the eleventh grade in SMK Pariwisata Gema Gawita Kota Tangerang. In the pre-cycle it was not said to be successful because it only reached 57% in the moderate category and there are 5 students who passed the test. In the first cycle it is also not said to be successful because it only reached 68% in enough category and there are 8 students who passed the test. The increase occurred in

the second cycle reaching up to 78% in good category and there are 15 students who passed the test.

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