


## Utilizing Question-and-Answer Technique to Boost Students' English-Speaking Skills

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<b>SUBMISSION TRACK</b>	<b>A B S T R A C T</b>
Submitted : 29 May 2024 Accepted : 2 July 2024 Published : 25 July 2024	A question-and-answer technique is one of the strategies to learn English-speaking skills. It invites the class to ask the concerned student questions and avoids a monologue where all the focus is on one person, which helps the teacher reduce tension. The purpose of this study was to confirm the impact of question-and-answer sessions on the speaking proficiency of first-grade senior high school students in Malang, Indonesia. A Quasi-experimental research design was employed since the present study utilized two intact groups. To find out the result, the researchers conducted a pre-test to measure the homogeneity of the group and a post-test to verify the technique's effectiveness. Based on the pre-test result, the groups were claimed to be homogenous before treatment was done since the significant value (.53) was greater than 0.05 (.53 > 0.05). However, the post-test result after the treatment indicated that the two groups differed significantly at 0.05 levels as the sig. of the test results was less than 0.05 (.001 < 0.05). Furthermore, the descriptive statistics revealed better performance in the experimental than in the control group (76.56 > 66.22). It is summarized that the students who were taught using question-and-answer techniques had better speaking ability than those who were not. Therefore, the researchers recommended teachers apply this technique to their students to develop their speaking ability.
<b>KEYWORDS</b>	
Question-and-Answer Technique, Speaking Skills, English Language Learning, Communication, English for Senior High School	
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### Introduction

In this world, we have a lot of languages that we use every day in our life. Each nation and region has its language or mother tongue. Like in Indonesia almost every region and tribes have their mother tongue, but even we have different language in our region or tribe, we still have a language that use to communicate with other people from different region and tribe that is Indonesia language, but to communicate with other people who are from a different country we use the English language. As an international language, English is spoken by people all over the world not only as a second language practiced by most European countries but as a foreign one practiced by most Asian countries including Indonesia as well. As a result, Indonesia incorporates English as a foreign language (EFL) into its curriculum.

Since speaking requires one of the four basic language skills, it becomes the most crucial component of language instruction. Speaking is a vital kind of communication in daily life, but it's especially crucial to teach it at schools and universities (Sunyan et al., 2013). To communicate with others, we speak English. Additionally, speaking is one of the hardest subjects for students to practice, making it impossible for them to speak clearly and correctly. Nevertheless, encouraging students to speak more in the English language in the classroom goes beyond simply forcing them to do so. Harzanah et al. (2024) add

that this oral productive skill is challenging in that students need to struggle to overcome obstructions to be able to manage communication.

Teaching speaking is something that concerned by teachers especially English teacher, it is because of many questions on how to enable the learners to start up a conversation and make them develop their self-esteem, how to utilize suitable language, and how to talk or interact in the conversation. Using a new method in learning is a challenge for a teacher itself because the teacher must fully understand how to use the method and whether the method can provide a good effect on the students. As stated by Anisa (2015), by asking varieties question in teaching-learning will give more opportunities for students to deliver their thoughts. By offering those questions, it can make the classroom more active and the teacher can measure the students' abilities in comprehend the lessons as well.

The aim of Question Answering (QA), according to Zhu et al. (2021), is to deliver particular answers as reply to the questions given in natural language processing (NLP). They categorize QA, based on the basis of information database to build up the data in giving answers, into textual QA and Knowledge Base (KB)-QA. The information for the first derived from unstructured reading, which therefore makes it more accessible. Whilst for the second, it is manually constructed and derived from predefined structured KB. Moses et al. (2019) claim that natural communication has probability to arise in dialogue. It engages language processing during speaking and listening. Due to the fact that particular answers are only acceptable as responses to specific questions, they provided decoding scheme to utterances generated and eventually successfully be perceived. The triumph of answer decoding is likely to gain profound progress with the integration of context during questions decoding process.

English teachers can help students learn to read by using the question-and-answer format, especially when teaching "recount texts." This approach not only makes students enjoy and feel relaxed during the learning process but also enhances their comprehension of reading recount texts. (Rahmah, 2017). Asking involves topics based questions formulation, construction process of queries of unidentified responses and effort not to show ignorance leading to curiosity building (Leasa et al., 2023). They believe that scientific acquaintance and intellectual can be enhanced by way of eminence inquiries; therefore the capacity to make good questioning can be of great support to gain critical thinking and deeper grasp in scientific discourse also metacognition.

In terms of answering ability, Syakur et al. (2020) has designed "absyak" website-based online learning containing information gap task, they found out that it can successfully not only boost speaking performance, but also students' motivation. In addition, "absyak" can be as guidance leading to independent thought-driven and learning, with enrichment to creativity and action growth. A survey of the literature on question-answering methods, frameworks, and systems has been conducted, with an emphasis on the connection between question-answering and natural language processing. (Soares & Parreiras, 2020). 130 publications detailing QA methodologies created and assessed using various methodologies were found through the systematic literature review (SLR). One of the outcomes is that queries in natural language can be used to ask questions and get answers from QA systems.

The use of questions and answers in speech instruction is one of the more recent approaches. This type of strategy allows the teacher to lessen stress by identifying the activity in a way that prompts the class to question the worried student, preventing a monologue in which all the emphasis is on one individual. (Corbett, 2003). When the

teacher used questions and answers techniques in the classroom, it will give a different atmosphere and make students interested, the students will have to talk without having a strain. The aims of the research are: to clarify how far the questions and answers technique helps the process in teaching speaking and to clarify how well the questions and answers technique improves the students' speaking ability. Moreover, inappropriate speaking teaching techniques or strategies, teaching materials, and teaching media become problems for teachers who teach the speaking skill. The possible solution to cope with the problem is by utilizing of questioning techniques.

According to Silberman (1996), the teaching and learning process that starts with a question is one simple strategy teachers can use to encourage students to pose questions.. David (2007) also mentioned that asking the question is one factor that is crucial for the students to communicate during classroom interaction in the ESL Classroom. Teaching speaking is one of the concerns of anyone who is teaching English. Furthermore, the process of asking questions is an essential part of teaching since it allows instructors to evaluate students' understanding and ability and promote more engaging dialogues. (Musingafi & Muranda, 2014). Eventhough, Azhar et al. (2019) found out that teachers spend more than half time to talk in the classroom and it can be anticipated by the coming of a change in teaching pedagogy such as providing new material and instructions in the form of readings, videos, and screencasts. Therefore, the questions and answers techniques are appropriate to encourage learners to talk more in the classroom. In their study, Amin et al. (2024) consider such a technique as having English conversation among the students, which is one of the activities that fall under the second most used strategy, namely social strategy

Previous research findings dealing with question and answer technique have been conducted and demonstrated different results with different subject and methodology. First, Wahyudi (2017) conducted his action research to English education department students found that “(a) Question and answer technique could improve the students' pronunciation in speaking English, (b) It could improve the students' grammar in speaking English, (c) It could improve the students' vocabulary, (d) It could improve the students' fluency in speaking English, (e) It could improve the students' comprehension in speaking English, and (f) It could improve the students' confidence and participation in speaking English. In short, the more the students use questioning techniques, the better the students' speaking ability is”. Second, Adi (2016) implemented classroom action research applied to junior high school students discovered that they improved their ability (70% out of 100%) to perform speaking successfully. Furthermore, (Sunyan et al., 2013) used guided WH-questions providing particular expression of asking and providing answers implemented to junior high school students using action research in the classroom discovered that learners showed their interest and improvement in speaking by showing their qualified increase between the pretest and posttest. Finally, Sianipar et al. (2015) applied interview technique which is still relevant to question and answer technique, and used classroom action research to junior high school found that there was improvements percentage of students' speaking skills in every cycle from 48%, 59%, to 72%, from poor, average, to good development.

In the previous studies mentioned earlier, it can be summarized that there are some similarities and differences between the four previous studies. All of the previous studies used classroom action research as their design. Different participant levels were used in each of the three earlier investigations; three of the earlier studies were done at junior high school, and one of the earlier studies used freshmen in the English education

department. To give more confirmation of the research findings, it is still necessary for the present study to be implemented to senior high school students using a different design, that is, quasi-experimental research.

In addition, to date, there is still a lack of study of the English-speaking proficiency of public senior high school students like SMAK/SMPP Bhakti Luhur Malang. It provides formal education from pre-school to senior high school for both students with disabilities and those who are not disabled. This school has a strong Catholic curriculum that is based on, funded by, and oriented toward charity. All students are encouraged to possess additional soft skills to cater to the disabled fellow students who study at the same Bhakti Luhur school and live-in dormitories. To be more precise, the research question is stated as “Do the students who use question and answer technique have better English speaking skills than those who do not use the same technique?”

H1: Students who use a question-and-answer technique have better English-speaking skills than those who do not use the same technique

H0: Students who use a question-and-answer technique do not have better English-speaking skills than those who do not use the same technique

### **Research Method**

Quasi-experimental methods were used in this investigation. A quasi-experimental study design is one in which participants are not assigned to groups at random (Creswell, 2014). The experimental and control groups are the two groups included in this study. The same pre- and post-tests were given to students in each classes by the researchers. The researchers used a questions-and-answers method with the experimental group and a non-question-and-answer method with the control group.

Grade ten senior high school students of SMAK/SMPP Bhakti Luhur Malang, Indonesia became the sample, and the total number of students for each class was eighteen. They were chosen as samples since they still lack speaking skills in English based on the researcher’s preliminary observation during the teaching practice at this school. The experimental group, class X-A, was instructed via a question-and-answer format. The control group, class X-B, was instructed without the use of questions and answers. The students’ speaking skills were examined by the researchers before and after the treatment. The homogeneity of the experimental and control groups was examined prior to the treatment (pre-test). Put otherwise, the goal of this examination was to determine whether or not the speaking abilities of the students in the two groups were comparable prior to treatment. Concurrently, a post-test was conducted to evaluate the efficacy of employing the question-and-answer format for the test's outcome.

After doing both tests, data comparisons were done to obtain the study findings. As mentioned previously, the experimental class was the students with question and answers technique treatment, and the control class had a non-question and answer technique. The data was analyzed using an independent-sample t-test, and the outcome was used to evaluate whether or not the null hypothesis was rejected. In order to make sure that the results of the earlier investigations were supported by the question-and-answer method, the researchers looked at the alternative hypothesis if they were unable to reject the null hypothesis. In the current study, a pre-test was given to determine the students' prior speaking knowledge before treatment, and a post-test was used to determine the students' achievement.

**Result and Discussion**

**Result**

This study looked at how first-graders' speaking abilities in a senior high school in Malang, Indonesia were affected by a question-and-answer style. This section was divided into two parts, data presentation as the former and discussion as the latter. The results of this study were shown from the pre-test and posted administered by the researcher during the research activity.

**Pre-test Result**

The homogeneity of variances between the experimental and control groups can be explained by the pre-test findings, which are shown in Table 1. The Levene test result was .394, the significant value was .534, and the significance level was .05. Because the likelihood of chance was more than the significance level (.534>.05), it was suggested that the two classes were homogeneous before treatment. As a result, it is not possible to reject the equality of variances null hypothesis.

Table 1. Equality of variances between experimental and control class

Levene Statistic	df1	df2	Sig.
.394	1	34	.534

The descriptive and inferential statistics of the pre-test results were shown in Table 2 prior to the application of the question-and-answer format. It was used to describe the true proficiency levels of senior high school pupils in both the experimental and control groups. The following explanation was provided for Table 2's description.

Table 2: Inferential and descriptive statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Post-test scores	Experimental Class	18	51.55	8.56	2.02	.083	34	.94
	Control Class	18	51.77	7.57	1.79			

The experimental and control groups each had eighteen data points (N). The experimental class mean score was 51.55, with a standard deviation of 8.56. In comparison, the control class's mean score was 51.77, and its standard deviation was 7.57. The study revealed differences in scores between the experimental and control groups, although none of them were statistically significant. According to available data, students who used the question-and-answer method for their speaking skills scored nearly identically (M = 51.55, SE = 2.02) as those who did not (M = 51.77, SE = 1.79). There was no significant change (t(34) = .083, p > .05). Thus, it can be said that before to treatment, the two classes were homogeneous.

**Post-test Result**

The aim of this research is to find out how effective question-and-answer sessions are in assisting students in improving their speaking skills. Table 3 was included to provide clarification on the data from the experimental and control classes in the descriptive and inferential statistics.

Table 3: Inferential and descriptive statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Post-test scores	Experimental Class	18	74.44	6.63	1.53	3.84	34	.001
	Control Class	18	65.66	7.17	1.69			

Table 3 displayed the post-test results on the speaking abilities of the students following the use of the question and response format. There were eighteen data points for the experimental class. The standard deviation was 6.63 and the mean score for the data was 74.44. In contrast, there were 18 data points for the control class, and their mean score was 65.66. The standard deviation was 7.17 at that point. In speaking ability, it could be stated that students who used the question-and-answer method performed better ( $M = 74.44$ ,  $SE = 1.53$ ) than those who did not ( $M = 65.66$ ,  $SE = 1.69$ ). There was a significant difference ( $t(34) = 3.84$ ,  $p > .05$ ). It suggests that compared to the control group, the experimental group performed better. The investigators concluded that the alternative hypothesis was accepted and the null hypothesis was rejected based on the results which claims that "students who are taught by using question and answer technique have better English speaking skills than those who use non-question and answer," was accepted. This was because the mean for the experimental group was higher than the mean for the control group. As a result, it was clear that the strategy improved the pupils' ability to speak more smoothly.

**Testing Hypothesis**

- H1: Students who use question and answer techniques have better English speaking skills than those who do not use the same technique.
- H0: Students who use question and answer techniques do not have better English speaking skills than those who do not use the same technique.

After the test was given, the results were examined using an independent sample t-test. Finding the significance of the score difference between the sample's two classes was the aim of this test. As previously mentioned, Table 3 demonstrates that the experimental class's mean score was 74.44, while the control class's mean score was 65.56. The experimental group's standard deviation was 6.63, while the control group's was 7.17. In addition, the experimental group's standard error mean was 1.53, while the control group's was 1.69. The experimental class's mean score was clearly greater than the control class's, but the researcher must still assess the data by looking at the outcomes of the independent sample t-test to see whether the difference was significant or not as demonstrated by Table 4. The results showed that the experimental and control groups differed significantly, with the significant value ( $p$ ) being less than the significant level ( $\alpha$ ) that the researcher had set at  $.001 < .05$ . Consequently, the researcher rejects the null hypothesis and supports the alternative hypothesis.

Table 4: T-test for independent samples

t-test for Equality of Means						
t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
3.84	34	.001	8.77	2.28	4.13	13.42

The aim of this study was to evaluate the impact of Q&A sessions on students' speaking proficiency. The speaking competence of the experimental and control groups was nearly identical prior to using the question-and-answer procedure to enhance speaking ability. Group statistics data showed that the experimental group's mean score was nearly the same as the control group's. Following the application of the treatment (a question-and-answer approach for the experimental class and a non-question-and-answer method for the control class), their outcomes varied. The study's findings showed that using question-and-answer techniques significantly improved pupils' speaking skills. Based on the earlier justification, the study discovered that students who received instruction using the experimental class's question-and-answer format performed better when it came to their English-speaking abilities.

**Discussion**

The current study's use of the question-answer method in the speaking classroom had a major impact on the first-graders at SMAK/SMPP Bhakti Luhur Malang's speaking abilities. As previously mentioned, the study's results on the pupils' speaking abilities revealed a notably different outcome. The findings demonstrated that when speaking, pupils instructed using the question-and-answer approach outperformed those instructed using the non-question-and-answer method. The results of the study showed that the experimental class fared better than the control group in speaking. The current findings' improvements support those of other studies (eg. Adi, 2016; Sianipar et al., 2015; Sunyan et al., 2013) argued that because the question-and-answer format piques pupils' interest, it gradually improves their speaking ability from poor to excellent.

The data analysis's findings showed that using Q&A techniques in speaking lessons significantly improved the first-grade SMAK/SMPP Bhakti Luhur Malang students' ability to communicate. As was already indicated, there was a statistically significant difference in the students' speaking abilities between the experimental and control groups according to the post-test results. The findings demonstrated that when speaking, pupils instructed using the question-and-answer approach outperformed those instructed using the non-question-and-answer method. In summary, the results of the study showed that the students in the experimental class fared better than the students in the control group in terms of speaking ability. According to the speaking test scoring criteria, pupils improved not just in their pronunciation but also in their vocabulary and comprehension (Wahyudi, 2017).

The students' speaking development was not only influenced by their students' interest but their free time to express an idea and active involvement in initiating questions as well (Anisa, 2015). Also, the students of senior high school getting involved in the study felt enjoyed to practice question answer technique since the topic was pertinent to a legend or folk tales on the type of narrative text they recognized and therefore the background knowledge have helped them be more active and interested in having a

question and answer about the story. According to Rahmah (2017) and Corbett (2003), employing the question-and-answer method created an engaging environment and encouraged students to speak freely. In summary, question-and-answer sessions enable students to participate in class during downtime, enhance their speaking skills, and gain a better understanding of the subject matter.

### Conclusions

The investigation's findings indicated that students who received instruction through question-and-answer sessions outperformed those who did not in terms of their speaking proficiency. Speaking in front of their peers demonstrated the students' engagement and interest in the experimental class. Additionally, the student's prior understanding of the subjects helped to facilitate their practice of asking and responding to questions about the stories they were familiar with. Based on the speaking score criteria, the students' progress in speaking was evaluated based on their vocabulary, comprehension, and pronunciation. As a result, it is advised that senior high school teachers employ question-and-answer sessions to help their pupils become more proficient speakers.

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