The Implementation of Question and Answer Method in Teaching Speaking Skill at Eight Grade of UPTD SMP Negeri 9 Pematang Siantar

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ABSTRACT

The research purpose is to find out the usage of implementation of Question and Answer method in teaching speaking skill to students. The population of the research is students of SMP Negeri 9 Pematang Siantar, with sample of a class consists of 31 students. This research applies quantitative method to collect data for the research. Researchers give oral test to the students and make their scores, then calculate the mean to create conclusion of this research. Based on research results, researchers found that 19 students were able to achieve the score of 65 and beyond, while 12 students were unable to achieve the minimum score (below 65). Therefore, 61% of students have sufficient speaking skills, meanwhile 39% students have weak speaking skills. Question and Answer method is a suitable method that can be utilized by the teachers in teaching English skills to students, especially to teach speaking skill.

Keywords: Question and Answer; Method; Teaching; Speaking; Skill

INTRODUCTION

The important thing that must be mastered by everyone is language. By using language, humans can interact with others through communication. It universally acknowledges the fact that the English language is a very complex entity. It cannot be learned in lessons or sections. It need to have some way, system or plan to divide it into organized lessons. The part that can be controlled, such as a plan or system for dividing it into units to be taught.

Harmer (2007) mentioned verbal exchange happens whilst listener can deliver response to speaker after knowing the message given. There are four basic capabilities in English which have to be mastered. One of them is speaking, which is widely considered to be the most important skills.

Speaking is the transport of language via mouth. Human creates sounds using many elements of body to speak. "Speaking is an interactive procedure of creating message, including to produce, to receive, and to process message" (Brown, 1994; Burns & Joyce, 1997).

"Speaking is process of constructing and sharing meaning through the usage of verbal and non-verbal symbols in a variety of contexts" (Chaney and Burk 1998). Thus, speaking is a fundamental part of learning second language.

Brown and Yule as cited in Richard et al (2007) mentioned three function of speaking, including talk as interaction, as transaction, and as performance. Talk as interaction means in daily life, humans do communication with others. It is an interactive conversation that performed spontaneous through two or more person. This is approximately how people try to bring message. Consequently, speaking is used to communicate with others (social relationship). Then, talk as transaction is more cognizance on message that conveyed and making others apprehend clearly and accurately. In transaction, students and teacher commonly awareness on meaning. The last, talk as performance is more focus on monolog. This occurs at at speech, announcement, story, and public talks.

Bygate (1987) mentions "speaking is the automobile of social life, which makes professional success and commercial enterprise". In addition, Saragih et al (2022) mentions "Speaking is a way to state what we feel, which is then realized in the form of oral language processes between two or more speakers." Commonly, someone's capability to speak shows how good his/her ability is in mastering a language. It is a medium to learn many languages, inclusive of English. Speaking isn't always simply expressing words with proper pronunciation. To be a good speaker, someone must manages to express his/her thought well so that the listener can comprehend the utterances.

To overcome problem of speaking, a method is needed by teachers to help them in teaching the students. Sudjana (2009) said that teaching method is a way utilized by teacher to establish relation with students in learning process. Then, Yamin (2009) mentioned that method is the manner utilized to acquire aims effectively and efficiently. Educational methods mean the methods used by teachers so that educational goals can be achieved effectively and efficient.

"Learning strategy is a necessity for the students in making easier and enjoyable learning situation, which can make them faster in learning, encourage them in learning, and make them more active to follow the learning process" (Erdogan, 2018). Saragih (2022) stated that method is important for instructor and learner to create effective learning activity. Uno and Muhammad (2012: 2) say "learning methods are described as method utilized by teacher, which in carrying out its function is a device in gaining aims of learning". It is extra procedural in nature, such as containing several steps.

Therefore, researchers implemented a method to teach speaking called "Question and Answer". This is used to attract students' interest to speak about a topic and to help them comprehend English words.

Abudinnata as cited in Tambak (2016) stated that query and answer method is a way of imparting classes in the form of questions by teacher that must be responded by students.

Additionally, Dariyo (2013) defines "Question and answer method is characterised with teacher's questions and student's responds. Questions can be asked orally by the teacher, with purpose of determining students' understanding about a topic. With proper answers of students, the teacher can find out mastery level of a material, also perception and educational competencies of students. This method is an vintage strategy also referred to as "Socratic method of teaching". It turned into evolved through the famous truth seeker, Socrates. The question is the important thing to all learning activities above dependancy-skill degree.

There are steps to utilize this method, including 1) preparing questions and arrange them in a logical sequence, 2) sharing them in sort of manner so that curiosity arises among students, 3) asking questions and gathering students' answers.

The benefits of utilizing Question and Answer method in teaching speaking to students are 1) to attract students' participation to the materials, 2) to facilitate in accomplishing cognitive objectives and bringing knowledge at aware level, 3) to advocate class verbal activity, and 4) it is a beneficial method in teaching. However, there are also several hazards of using this method, including the difficulty to proper questions, all material cannot be taught, and there is lack for inventive respons.

In this research, researchers focused on the students' ability to speak or to answer questions by researchers that acted as the teacher. As additional information, the topic that researchers chose was "There is/There are". There is refers to singular countable or non-count nouns, while there are refers to plural countable nouns". With this topic, researchers teach speaking to students by asking them orally about the positions of things, then they answers orally too.

Based on the explanations above, the researchers decide to do a research entitled "The Implementation of Question and Answer Method in Teaching There is/are at Eight grade of UPTD SMP Negeri 9 Pematang Siantar".

METHOD

This research applies quantitative approach. Quantitative research is process of gathering and analyzing numerical information. It is used to locate pattern and average, making prediction, evaluating relationship, and to generalize results to wider populations.

The populace in this research is the 8th graders of UPTD SMP Negeri 9 Pematang Siantar. Then, researcher chose a class as a sample of this research that contains of 31 students.

Researchers used quantitative method to collect data for the research. Researchers give oral test to the students and make their scores based on their speaking skills, then researchers calculate the mean to create conclusion of this research.

FINDINGS AND DISCUSSION

The test is given to determine students' scores in speaking ability using "Question and Answer" method in learning "There is/are". Based on the test results, the following table shows students' scores :

Table 1. Students' Test Scores.

No.	Name	Score
1	Abdul Gani Zikri Purba	30
2	Abhygael Febyola Manurung	80
3	Ade Tria Viani	90
4	Arnoldy Marcelino Silalahi	80
5	Azril Alfayad Harahap	60
6	Balqis Hafizah	40
7	Cahaya Theresia Sipahutar	100
8	Dafarel Rizkyel Sembiring	100
9	Dea Denita Damanik	70
10	Dwi Raffi Anugrah	70
11	Elisabeth R Simamora	90
12	Ewika Diah Arum	90
13	Fizky Guswandi Simarmata	60
14	Ganda Parulian Aritonang	60
15	Gladys Trifena Rumanggit	60
16	Joel Ibrani Siregar	20
17	Juita Sari Damanik	70
18	Kesya Alvira	60
19	Kiven	60
20	Kristi Alesia Turnip	100

21	Margaret S.U Tambunan	100
22	Melvin Gerald Purba	90
23	Muhammad Haffriza Y.	60
24	Nazhirah A. Putri	90
25	Nurhasanah Daharo	80
26	Okta Laura Sihotang	80
27	Onces Bagus Saragih	80
28	Raihan Aufa Mubarak	90
29	Ridho Maulana Tobing	90
30	Ristina Anggriyani	60
31	Regi Ade Nova	30
	Total	**2240**

The table above shows students' scores with total of 2240. Then, to calculate mean score, researchers utilizing the following formula (Gay, 1981) :

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2240}{31}$$

$$\bar{X} = 72,2$$

Where :

$\bar{X}$: Mean

Σx : Sum of scores

N   : Total of students

The result shows that mean score is 72,2. Through this result, it can be stated that students' ability to speak is sufficient. This is also supported by the fact that the mean score is above the minimum score (72,2 > 65).

After calculating the mean score, researchers list students' scores to find number of students who gained the minimum score in the following table.

Table 2. Range of Students' Scores.

No.	Range of Score	Total of Students
1	65 – 100 (Pass KKM)	19
2	0 – 64 (Below KKM)	12
	Total	**31**

According to the table above, researchers found that 19 students were able to achieve the score of 65 and beyond, while 12 students were unable to achieve the minimum score (below 65). There are 4 students who gained 100, 7 students gained 90, 5 students gained 80, and 3 students gained 70 (score of 65 and beyond). Meanwhile, there were 8 students who gained 60, 1 student gained 40, 2 students gained 30, and 1 student gained 20 (score below 65). Therefore, 61% of students have sufficient speaking skills, meanwhile 39% students have weak speaking skills.

In addition, several difficulties of learning "There is/There are" using Question and Answer method experienced by the students based on researchers' observations are including 1) students difficult to use there is/are in sentence, 2) students have lack in distinguish countable and uncountable noun.

However, the research findings showed that most students were able to answer orally about the topic. Therefore, Question and Answer method is a suitable method that can be utilized by the teachers in teaching English skills to students, especially to teach speaking skill.

CONCLUSION

In conclusion, using Question and Answer method help students to learn how to speak in English. It also can bring an enjoyable class situation. Then, the students are involved in teaching-learning process due the material has connection with their daily activities, which helps them understand the material better.

Question and Answer method can also help teachers. Through it, teachers may teach speaking skill, which are essential to the teaching process.

Based on the finding and discussion, it can be concluded that the number of students who passed the learning completeness standard (KKM) were 19 students (61%), and 12 students 49% gained scores below the KKM. Then, students faced several difficulties to use there is/there are in saying sentences and the use of Question and Answer method is effective in teaching speaking skill in class VIII of UPTD SMP Negeri 9 Pematang Siantar.

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