

Developing Effectivity of Student's Speaking Skills Through Questions and Answers Method at Elementary School

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Abstract

The question-and-answer method facilitates instructor engagement with students, aligning with the self-directed curriculum. This study assesses the learning outcomes across all domains, specifically cognitive, emotional, and psychomotor. The research findings indicate a progressive increase in each domain with each cycle. The experimental methodology employed in this study enables pupils to understand their capacity to learn effectively. This approach enables researchers to develop engaging and age-appropriate instructional sessions. Using the question-and-response method to enhance students' speaking skills is expected to foster cognitive function, enabling pupils to think proficiently and swiftly.

Keywords: Speaking Skill, Q and A Method, SDN Karang Nangkah 1

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Introduction

English is a globally spoken foreign language (Noviana & Oktaviani, 2022). English is the second language in Indonesia, according to Lowenberg (1991). As human beings, we must do so through structured or informal Education (Scribner & Cole, 1973). Learning is an individual's cognitive process of acquiring knowledge or understanding about a specific subject or concept (Zein et al., 2020). Education is a pivotal aspect of global society (Maghsudi et al., 2021).

The process of learning is defined as the modification of one's behavior through the acquisition of knowledge and the application of practice (Reisoğlu & Çebi, 2020). It refers to a modification in behavior, encompassing knowledge, skills, attitudes, and all characteristics of the individual or organism (Ryder, 1985). The instructional methodology employed by researchers is based on a question-and-response format. The questions and answers presented here facilitate verbal communication among pupils. The researcher hypothesizes that this question-and-response methodology will enhance pupils' reading proficiency.

Given the limited technological resources available in the schools selected for the study, the researchers employed a variety of instructional tools, including guidebooks, markers, and blackboards. The researcher selected SDN Karang Nangkah as the site for the study due to its proximity to their location. SDN Karang Nangkah 1 is located in the Blega region within Karang Nangkah village, part of the same subdistrict as the researcher. In comparison to other isolated regions, this school has satisfactory accessibility. The location is conveniently accessible via the Blega main road. However, if approached from the researcher's residence, entrance to the school is characterized by a significant incline.

SDN Karang Nangkah 1 comprises six classrooms and one building designated as the teacher's office. The lower level is designated for grades 1, 2, 3, and 4 students. The second floor is where grades 5 and 6 are accommodated. Furthermore, researchers categorize an object as Class 5. He emerged triumphant in an MTQ competition among sub-districts at SDN Karang Nangkah 1, thereby serving as an exemplar for fellow students, inspiring them to engage in healthy competition and strive for excellence.

Researchers regard a relevant study as an extension of their research. The initial research, "The Implementation of Fun Fishing to Teach Speaking for Elementary School Students," was compiled by Sinaga and Oktaviani (2020). This research aims to ascertain the efficacy of utilizing Fun Fishing in teaching English as a Foreign Language (EFL) at an elementary school in Lampung. This research employed a qualitative methodology, as it elucidated the implementation of the Fun Fishing media in an elementary school in Lampung. Consequently, the students were divided into four groups comprising two to three members each, and they engaged in English language learning activities incorporating physical activity. Using this medium in the context of English language learning can motivate students to engage in spoken English, thereby enhancing the enjoyment of both teaching and learning.

Secondly, research entitled "Enhancing Students' Speaking Skills with Language Games" was conducted by Nazarov (2023). The article considers the potential applications of speaking games in the context of university-level foreign language instruction. The article proceeds to classify games according to their nature, focusing on lexical ones. The article provides a rationale for the most effective use of speaking games in foreign language classes and offers illustrative examples of games at different stages of working with students. The article provides examples of games in a foreign language lesson at different stages of work with students to enhance students' speaking skills.

Third, a research study entitled "The Effectiveness of Partial Pair Programming on

Elementary School Students' Computational Thinking Skills and Self-Efficacy" was conducted by Wei et al. (2021). The objective of this study was to assess the efficacy of partial pair programming (PPP) on elementary school students' computational thinking (CT) skills and self-efficacy (SE). The study included four fourth-grade classes, with a total of 171 students, who were enrolled in the course "Computational Thinking with Scratch" with the same instructor for one semester. Two (84 students) classes were designated as the experimental group (EG), comprising 44 boys and 40 girls. Two other classes (87 students) constituted the control group (CG), with 45 boys and 42 girls. In the experimental group, students were paired for programming assignments, whereas in the control group, students completed assignments independently. The results demonstrated that students in the experimental group exhibited more significant improvement in their cognitive and social-emotional skills than those in the control group. A low correlation was observed between CT and SE in the post-test of both groups. Subsequent interviews with the instructor and students provided further insights into the results. The findings indicate that in K-12 programming, the PPP approach could be an effective strategy for enhancing students' CT skills, programming SE, and beyond.

Fourth, a research study entitled "The Use of Small-Group Discussion to Improve Students' Speaking Skills" was conducted by Crisianita and Mandasari (2022). This research aimed to identify the extent to which students improved their speaking proficiency after implementing small-group discussions in the classroom. The participants in this study were students in their final year of secondary Education in the Lampung province. The data were gathered through the administration of a questionnaire. This study's findings indicate that small-group discussion is a practical approach to improving speaking skills. In a small group, students are more confident in expressing their ideas and engaging in critical thinking, aligning with the characteristics of children as learners.

Finally, a study entitled "The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English" was conducted by Ehsan et al. (2019). This study aimed to assess the efficacy of cooperative learning in English language classrooms in enhancing Iranian students' speaking abilities and motivations. A pre-test-post-test control group design was employed to compare the impact of the cooperative learning approach with traditional whole-class instruction on speaking skills and six aspects of learning motivation: intrinsic motivation, integrated regulation, identified regulation, interjected regulation, external regulation, and motivation. The data for this study were collected at multiple points before and after the conclusion of the experiment to assess the efficacy of

cooperative learning on the participants' speaking skills and motivations. Practically, the participants' speaking skills were evaluated through an English oral test before and after implementing cooperative learning instructional activities. Subsequently, a seven-point Likert scale questionnaire was administered to the sample before and after the course to ascertain their motivation toward utilizing cooperative learning in English classes. The data were subjected to statistical analysis using a range of techniques, including mean scores, standard deviations, independent and paired sample t-tests, one-way ANCOVA, and effect size. After implementing cooperative learning strategies, the results demonstrated a notable enhancement in the student's oral proficiency.

Moreover, the findings indicated that cooperative learning was more effective than traditional methods in enhancing intrinsic motivation. However, no significant differences were observed in other aspects of motivation. In light of the findings, the researchers recommend that teachers consider applying cooperative learning (CL) techniques in English classes, which may facilitate the development of students' speaking skills and motivation.

A select group of researchers concentrated on the optimal methodology for developing students' oral communication skills using the Q and A method. Few studies have investigated the efficacy of various learning techniques in English language acquisition, including cooperative learning, small-group discussion, partial pair programming, games, and fun fishing. Consequently, this research aims to examine the impact of the Q and A method on the development of students' speaking skills. This research aims to enhance students' vocabulary, introduce and maintain the Q and A method, and facilitate the creative development of speaking skills through the Q and A method.

Research Method

The researcher employed a qualitative descriptive methodology. Qualitative methods focus on in-depth observations (Roller, 2019). Consequently, deploying qualitative methodologies in research can facilitate a more comprehensive examination of a given situation (Kaplan & Maxwell, 2005). Qualitative research methods are based on the philosophy of postpositivism and are used to examine the condition of natural objects (Maoula et al., 2022). In contrast to the experiment, the researcher is the instrument key, data collection techniques are carried out in triangulation (combined), data analysis is inductive/qualitative (Cooper et al., 2012), and the results of qualitative research are more emphasized on the meaning of generalizations.

Data collection is the process of gathering, measuring, and analyzing specific types of information by established standards (Sileyew, 2019). Data collection is the process of searching for, recording, and objectively collecting information per the results of observations and interviews conducted in the field. This includes data recording and various forms of data collected in the field. (Baumel et al., 2019).

Observation

Observation is a crucial method for data collection (Puspitarini & Hanif, 2019). Furthermore, it is a highly effective and unobtrusive method for observing and listening to occurring interactions or phenomena (Lofland et al., 2022). Observation is the foundation of all scientific inquiry (Norris, 1985). In this study, the researcher conducted direct observations of students in grade 5 for one week to assess their English language skills.

Interview

An interview is a method of seeking information (Pandey & Pandey, 2021). Interviews can be highly flexible and free-form when the interviewer can arrange the questions that they believe are pertinent to the problem (Witzel & Reiter, 2012). Conversely, if the researcher must adhere to predetermined questions, the interviewer needs more support adapting the interview process (Kleinsasser, 2000). In this instance, the researcher conducted interviews with the principal of SDN Karang Nangkah 1 to obtain information about the students' English language learning abilities.

Documentation

Documentation records past events (Sjöberg et al., 2021). Documentation may take the form of written or pictorial records or be the product of a significant body of work (Graham, 2021). The documentation is employed to gather data from sources that can enhance the research process. The documentation technique is employed in passive data collection (Perdisci et al., 2020), which entails recording events that have already occurred, whether in the form of written accounts or monumental works. In this instance, the researcher gathered documentation about their research outcomes.

Technique of Analysis

Data analysis aims to identify and extract useful information, which then informs the conclusion (Raji et al., 2020). Data analysis techniques are analytical activities employed in research that examine all data from various research instruments, including notes, documents, test results, recordings, and so forth (Mezmir, 2020). Consequently, this activity facilitates the comprehension of the data, thereby enabling the formulation of a conclusion. Qualitative data analysis is an effort made by working with data, including organizing data

into a single data unit that is managed, synthesizing, searching for patterns, identifying what is essential and what has been learned, and deciding what can be told to others.

Result and Discussion

The results of research conducted at SDN Karang Nangkah 1 indicated that 35 students participated in implementing an English day program to enhance their English language skills. The results indicated that 75% of fifth-grade students at SDN Karang Nangkah 1 expressed a positive sentiment towards the program. This indicates that 20 students found the implementation of the English day beneficial for learning English, while five students did not. Conversely, ten students needed more interest in implementing English skills through question and answer. The students' speaking abilities remained modest before implementing the English day-by-question and answer. The initial assessment revealed that students' speaking abilities were, on average, 20, below the desired level. This score encompasses pronunciation and vocabulary, two critical aspects of communication. In contrast, following the introduction of English Day, students demonstrated a notable enhancement in their English-language communication skills, with an average increase of 40 points, equivalent to a 20-point improvement.

Of the 35 students who participated in English language learning activities with the implementation of question and answer, five preferred alternative learning methods.

The results of the study indicate that the implementation of question and answer in improving English language skills at SDN Karang Nangkah 1 yielded the following outcomes:	Students Name	Students Response			Response
		Accept	Currently	Do not Accept	

NO				
1	Rahmatullah Raihan	✓		Researchers at SDN Karang Nangkah 1 found that the student's response to learning English was excellent. Students receive every lesson researchers provide, and their willingness to learn is high.
2	Ach. Fauziabdillah		✓	Student responses are also sometimes good or bad when receiving English learning materials. This means that the student respondents are at a neutral level, students are confident in participating in language learning, and students are lacking in mastering vocabulary.
3	Jalaluddin			✓ Some students could not accept it. The student respondents

					also had a negative attitude towards learning English. This means some students need more confidence in learning English because the vocabulary could be more varied.
4	Moh. Irfan		✓		Student responses to receiving English learning materials are also not always good or bad. This means that the student respondents are at a neutral level; students are confident in participating in language learning; it's just that students lack mastery of vocabulary.
5	M. Azkazaidnir	✓			Researchers at SDN Karang Nangkah 1 found that the student's response or attitude toward learning English was excellent.

					Students receive every lesson that researchers provide, and their willingness to learn is high.
6	Nengzeh			✓	Some students could not accept it; the student respondents also had a negative attitude toward learning English. This means some students need more confidence in learning English because the vocabulary is minimal.
7	Nurhanifah			✓	Student responses are also sometimes good or bad when receiving English learning materials. This means that the student respondents are at a neutral level, students are confident in participating in language learning, and

					students are lacking in mastering vocabulary.
8	Muslahuddin Latif	✓			The response or attitude of the students was excellent towards learning English, researchers at SDN 1 carried out. Students receive every lesson that researchers provide, and their willingness to learn is high.
9	Ahmad Fuadi			✓	Some students could not accept it, and it could be said that the student respondents also had a negative attitude towards learning English. This means that there are students who lack confidence in learning English because the vocabulary is very minimal.
10	Arinimirzahilyana	✓			Researchers at SDN Karang Nangkah 1 found that

					students' responses or attitudes toward learning English were excellent. Students receive every lesson researchers provide, and their willingness to learn is high.
11	As'adularobi			✓	Some students could not accept it; it could be said that the student respondents also had a negative attitude towards learning English. This means that there are students who lack confidence in learning English because the vocabulary is very minimal.
12	Badressholeh			✓	Some students think the respondents also had a negative attitude toward learning English. This means some

					students lack confidence in learning English because the vocabulary is very minimal.
13	Elisa Putri Farmida	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
14	Hilyatunnisak		✓		Student responses are also not always good or bad when receiving English learning materials. This means that the student respondents are at a neutral level; students are confident in participating in language learning and lacking in mastering vocabulary.
15	Jamaizatul Jannah	✓			The student's response to

					learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
16	Kamila Farhana Indah		✓		The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
17	Kamila		✓		The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and

					their willingness to learn is high.
18	Lindawati		✓		Student responses are also not always good or bad when receiving English learning materials. This means that the student respondents are at a neutral level, students are confident in participating in language learning, and students are lacking in mastering vocabulary.
19	Milyatul Islamiyah	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
20	Mohammad Andrer A		✓		Student responses are also not always good

					or bad when receiving English learning materials. This means that the student respondents are at a neutral level, students are confident in participating in language learning, and students are lacking in mastering vocabulary.
21	Moh. Fahri	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
22	Nailatulfadhilah	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every

					lesson that researchers provide, and their willingness to learn is high.
23	Nafisatulmamlu'ah		✓		The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
24	Nurul Fitriyana Urahilwa			✓	Student responses are also not always good or bad when receiving English learning materials. This means that the student respondents are at a neutral level, students are confident in participating in language learning, and students are lacking in mastering vocabulary.

25	Nurul Afidah	✓		The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
26	Rizki		✓	Student responses are also not always good or bad when receiving English learning materials. This means that the student respondents are at a neutral level, students are confident in participating in language learning, and students are lacking in mastering vocabulary.
27	Saiful	✓		The student's response to learning English was excellent, which researchers at SDN Karang

					Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
28	Saiful Bahri		✓		Student responses are also not always good or bad when receiving English learning materials. This means that the student respondents are at a neutral level, students are confident in participating in language learning, and students are lacking in mastering vocabulary.
29	Sitiaisyah	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their

					willingness to learn is high.
30	Shofia	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
31	Ulfatun Aini	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
32	Nuria Wahyuni	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed.

					Students receive every lesson that researchers provide, and their willingness to learn is high.
33	Misbahul Munir	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
34	Ekaramadani	✓			The student's response to learning English was excellent, which researchers at SDN Karang Nangkah 1 observed. Students receive every lesson that researchers provide, and their willingness to learn is high.
35	Ahmad Fuadi		✓		Student responses are also sometimes

					good or bad when receiving English learning materials. This means that the student respondents are at a neutral level; students are confident in participating in language learning.
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SDN Karang Nangkah 1 is a school situated in a rural area, although its strategic location is relatively rural. Researchers have identified a tendency among teachers to adopt lecture methods in the teaching and learning process, particularly in the context of English language instruction. This approach has the consequence of limiting the interaction between teachers and students. The school needs an English teacher, which has resulted in students being unable to learn English. Consequently, the sports teacher has been required to teach English in certain classes due to the absence of an English teacher.

The researcher employed the question-and-answer method, deemed a practical approach for this school. When this method was implemented, the class, which had previously been unproductive, became conducive to learning. Furthermore, the students expressed satisfaction with this method, and some even requested that the researchers continue to teach them.

There are also steps that the researcher took during the process of learning English with question-and-answer media, namely:

1. Introduction to vocabulary

The researcher will first give the vocabulary to the students.

2. Memorization

Students will be required to memorize the vocabulary or expressions

3. Frequently asked questions

In this debriefing, students who have completed the first and second stages will be asked questions. Incorporating a fun game into the question-and-answer session is essential to maintaining the students' interest and engagement.

Conclusion

The English language is often perceived as challenging, particularly at the student level. However, learning English can be made simple and enjoyable when the method employed is in accordance with the student's environment. As demonstrated by researchers at SDN Karang Nangkah 1. All fifth-grade students perceived learning English as challenging, and even when they encountered English, they responded negatively. The students perceived English to be the most challenging subject. However, the question-and-answer method elicited a positive response. The researcher provided vocabulary to students, after which they were asked to recall the material that had been presented. They were then asked to answer questions about the material. Seventy-five percent of the respondents expressed a favorable response.

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