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Enhancing students' participation through question and answer on SMAN 2 Sungai Kakap Kubu Raya

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ABSTRACT

The aim of this research is to enhance students' participation by using question and answer technique. Therefore, the question of the research is how does Question and Answer enhance students' participation on the 11th grade students of SMAN 2 Sungai Kakap Kubu Raya in academic year 2021/2022? The research was conducted in classroom action research design. The research was conducted in two cycles. On the first cycle, there were only some students who actively participated in the learning activity. On the second cycle, most of the students were very active. The problem about lack of participation was solved. Therefore, it is concluded that question and answer technique is useful in improving students' participation.



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Introduction

Classroom session is a perfect chance for the teacher to directly interact with the students, properly provide the teaching material, and guarantee that students are learning what is being provided. Students, on the other hand, are expected to be delivered on schedule and actively participate in learning, exploring, and implementing the knowledge and skills provided in the classroom. These balanced interactions between teachers and students help to create a positive learning environment. According to latest research, classes with frequent participations produced higher learning outcomes than those where the teacher did the majority of the communicating (Alexander, 2018; Muhonen et al., 2018; O'Connor et al., 2015). According to other studies, individual students' learning and participating in class discussion are positively correlated. This link suggests that a student will learn more efficiently the more they take part orally in class discussions and the greater the level of their contributions (Ing et al., 2015; Larrain et al., 2019; Sedova et al., 2019; Webb et al., 2014). As a conclusion, students' participation is very crucial in the classroom.

However, based on the data that the researcher received from the teacher in SMAN 2 Sungai Kakap Kubu Raya, students' participations become a big problem in the classroom. Based on the data, almost eight five percent of the students do not actively participate during teaching-learning process. Most of them were quite when the teacher explained the lesson, but when the teacher asked whether they have some questions about the lesson, everyone kept silent (Manik, 2020). The teacher said that this problem happens most of the time. As the result, the teacher does not know whether the students understand or not. The one and only way for the teacher to find out the students' understanding is through assessment (Roza, 2022). However, most of the them always

get bad scores from the assessment. In conclusion, the students are lack of participation. If this problem still occurs, it will surely ruin the teaching-learning process and the learning goals may not be achieved (Setyanto, 2017).

In order to solve this problem, the researcher believes that question and answer activity will be suitable to be implemented. By implementing this technique, the researcher expects that the students participate and involve actively in their learning process. The technique also indirectly improves their speaking skills and self-confidence when they interact with the teachers (Dhari et al., 2022). The decision to implement this technique is based on the assumption that using a question and answer allows students to ask questions through imitation. According to Lightbown & Spada (2021), one of the techniques to learn a foreign language is through imitation. The technique also benefits the students who provide responses, comments or questions since it allows them to explain, explore, and build on their own thoughts (Leong & Ahmadi, 2017).

Method

The research approach is Classroom Action Research (CAR) with the goal of developing students' participation using question and answer technique. According to Creswell (2017), action research is a non-formal research process in which teachers examine their own practices. Moreover, Chen et al. (2019) stated that action research is a method for teachers to self-reflect and judge their own teaching. This research was carried out in the following steps: identifying a problem, developing a possible solution, implementing the action, and reflecting on the outcome of the action.

The population of this research is all the students from SMAN 2 Sungai Kakap, Kubu Raya. In this research, the sample was taken by purposive sampling technique. According to Creswell (2017) purposive sampling is a sampling strategy in which the researchers deliberately choose people and locations to discover or comprehend the primary phenomena. In this research, the researcher chose 11th grade students as the sample of this research. The data is qualitative in nature. Interview transcripts, field notes, and photographs were used to collect data (Phillippi & Lauderdale, 2018). The following were the research data that has been gathered by the researcher.

Observation Checklist

During the implementation of the question-and-answer technique, an observation checklist was used to observe students' behavior in the classroom (Naibaho, 2019). The observation findings were documented in an observation checklist table to illustrate how the question-and-answer Technique enhances students' participation.

Interview Transcripts

The researcher spoke with the students and teacher during the interview. The interview was done prior to the acts and following each cycle. The transcripts of these interviews were used to present the outcomes of these interviews.

Field Notes

The researcher's notes on the process of teaching and learning prior and throughout the activities are referred to as field notes. All these notes demonstrated the success of the activities' performance. Field notes were also function to record any obstacles or weaknesses discovered during the implementation stage.

Results and Discussions

The fundamental issue that the students face was a lack of their interaction throughout the process of learning to speak. Considering the issues raised, the researcher and collaborator decided to adopt the following plans to increase the students' engagement in speaking: (1) Using question and answer to increase students' speaking participation; (2) Using question and answer to help students speak more fluently and use more appropriate language.

Additionally, there were a few other crucial activities included in the entire planning process. They were creating questions, lesson plans, speaking exercises for the students, course grids, and learning materials. The teacher subsequently offered feedback and suggestions on the speaking practices, instructional content, and class modules the researcher had developed to fit the school's curriculum during this process.

The actions were made at two separate sessions on July 20 and 21, 2022. In the first cycle, students learnt to describe animal by making question and answer. The researcher took on the role of instructor and the English instructor took on the role of observer during the first cycle of action. Classroom observations, interviews, and written records were used to compile the data. The findings of the first cycle can be summarized as follows.

Students' participation in class discussions is enhanced by the use of question and answer

To get the students to participate, the researcher used question and answer at every meeting. For the entire class, the researcher had provided numerous empty diaries for the socializing game. Every student received an empty diary and a set containing vocabulary items from the researcher associated with a cat image. In the meantime, role-playing game was utilized on the following meeting. The second gathering took place on July 21, 2022. The rule of the game required that each student act to ask some questions and answer it. The students were eager to play the game and circulate throughout the classroom. Just a handful of students refused to get up from the chairs.

Using questions and answers to enhance students' speaking abilities through better use of vocabulary and language

The researcher used question and answer as speaking exercises in Cycle 1 implementation to help students enhance their vocabulary and language use in conversation. After a group discussion in which students described a cat, a researcher subsequently had them perform a speaking activity. Its intended purpose was to assist the students in enhancing their proficiency in the areas of vocabulary and question and answer technique. After completing the procedures, the researcher made an assessment of their performance. The researcher and collaborator gathered all the interview reports and field notes through their examination of the instructional procedure, interactions with the collaborator and students, and analysis of the learning process respectively.

The students were urged to speak up in response to Cycle 1 evaluations through the use of questions and answers. The use of question-and-answer sessions prompted students to practice speaking. This was demonstrated by the number of students who engaged in the speaking activity. Prior to the use of question and answer in the teaching and learning process, the students' oral involvement was significantly different. At one time, participation in speaking activities was restricted to a small number of students. As soon as the initial cycle was put into practice, the majority of students were able to take part in question-and-answer-based speaking practice. The students' engagement in public speaking has enhanced as a result of the implementation of question-and-answer sessions at each class meeting, as described on the next discourse (McIntosh et al., 2018).

The students' involvement in speaking has risen during the first meeting, however there were still some inactive students. In the socialization question and answer, the majority of students participated in the speaking activity. The socialization of this technique promoted class-wide communication. The technique may encourage students to participate actively in the speaking practice. In the second meeting, the researcher requested that the students participate on question and answer with their chair-mate. The purpose of the game was to familiarize students with another descriptive text. Because the students were unfamiliar with the text background during the first meeting, the researcher used things from the students' object at the second meeting.

According to the data collected during the Cycle 1 reflection, there was no significant growth in the involvement of students in speaking. During speaking activities, a large number of students did not use English completely. In addition, there was no obvious improvement in students' speaking abilities in terms of vocabulary mastery and language usage. The students still found it challenging to spontaneously speak English with the correct usage of tenses and vocabulary. As a result, the researcher and collaborator intended to perform Cycle 2 to observe the students' development in speaking involvement as a result of the implementation of further activities in an effort to address the issues identified in Cycle 1.

In this cycle, the researcher and collaborator continued to emphasize the use of question and answer to overcome the difficulties of the speaking teaching and learning process. The entire of the researcher's actions were quite similar to those of Cycle 1. However, throughout Cycle 2, the researcher reviewed and adjusted the actions. The second cycle's acts can be viewed as follows: (1) The researcher distributed the text to the students before the end of class; (2) The students learn the text at home; (3) At the next meeting, the researcher and the student will discuss the text that they have studied. Two meetings were held on August 11th and 12th to carry out Cycle 2's goals. As noted in the planning phase, the actions of Cycle 2 were aimed toward increasing student participation in speaking and enhancing their speaking skills in terms of vocabulary and language use through the implementation of question and answer and its various supporting activities (Feng et al., 2013).

As in Cycle 1, the researcher collaborated with the English teacher in implementing the actions. The collaborator attended each meeting to assist the researcher in monitoring the teaching and learning of speaking, completing observation checklists, taking pictures, and writing field notes on everything that occurred in the classroom throughout the actions. In Cycle 2, the researcher continued to focus on enhancing the speaking participation of students through question and answer. Considering Cycle 1's reflection, student involvement increased. As a result, it gave the researcher the idea to engage in a game with the whole class. However, it resulted in the speaking exercises, which took the shape of the technique, not running properly. The researcher

was unable to watch all of the students' speaking practice because everyone conducted it at once. Consequently, several students did not fully make use of English during the speaking activities (Tarihoran et al., 2020).

In Cycle 2, the researcher continued to use question and answer to increase students' participation in public speaking. It involved a guessing challenge. The researcher also included more media to the games in order to captivate students and encourage them to speak up. Furthermore, because the students were unable to talk spontaneously in the previous cycle, some preparation was conducted prior to the introduction of the activities. Such as, giving the text to the students in the previous meeting, so that they can learn by themselves before the class started.

Speaking was efficiently taught and learned throughout this cycle. The use of question and answer and related activities could reduce the students' oral problems that arose in Cycle 1. The research showed that using question and answer on the process of teaching, speaking, and learning improved students' participation in speaking. The use of question and answer on Cycle 2 managed to lessen the challenges in words that occurred in Cycle 1. This may be noticed throughout the oral exercises on each session. The students felt comfortable speaking up in English. They hardly ever asked the researcher on the meaning of the words either.

There were four distinct behaviors the students showed that indicate they are engaged: nodding, raising a hand, moving around, and making eye contact. Only ten students participated in the first indicator (nodding). Some students nodded when answering questions about their peers, some nodded when responding to teachers' explanations, and yet others nodded when explaining an image of a tiger catching its prey in response to a teacher's instruction (Sedova et al., 2019). In the second indicator, raising hand, there are 18 students were involved in this indicator. Some students raised their hands in response to a teacher's question about their favorite animal, and two students raised their hands in response to a teacher's question about their experience having a pet.

The third indicator, body movement. In this indicator, only four students participated; these students demonstrated body movements while explaining an image to the teacher about a cat. Students' movements include moving their hands and nodding their heads. The last indicator, eye contact, involved all students. They looked the teacher when the teacher explaining the content, and some students looked the teacher when responding the teacher's question. When a student was giving a response, other peers looked toward the student who gave the answer. It demonstrated that students and teachers, as well as students and students, respect one another.

There were two indicators which showed students' passiveness during the observation. The first indicator is writing notes. This indicator includes 4 students. Some students wrote on their book when the teacher was explaining material to them. When students took notes, they were not paying attention to the teacher's explanation. The second indicator is sitting quietly. There are no students engaged in this indicator since there were no students who simply sat quietly in class. Despite being silent, they still paid attention to the teacher while she explained topics (Caraceni et al., 2018).

Conclusions

The first and the second cycle shows that there was an improvement on the students' participations in the classroom. Therefore, the conclusion of this research is that question and answer technique improved students' participation in SMAN 2 Sungai Kakap Kubu Raya. The technique is very good to be implemented to solve the problem about students' participation. For further research, it is recommended to use new methods that focus more on learning with media technology, such as animation methods, film methods, videos, Android applications, learning methods with game models.

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