

QUESTION AND ANSWER TECHNIQUE IN TEACHING ENGLISH IS THIS STILL FAVORED OR NOT?

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Abstrak

Penelitian ini membahas persepsi mahasiswa terhadap teknik “question and answer”. Penelitian ini dilakukan di semester 3 pada Jurusan Tarbiyah, Program Studi Pendidikan Agama Islam (PAI) di IAIN Kendari. Penelitian ini dilakukan karena sebagian besar mahasiswa pada dasarnya cenderung menghindari belajar bahasa Inggris dan mudah bosan selama proses pembelajaran. Penelitian ini akan memberikan nuansa yang berbeda dalam mengajar Bahasa Inggris serta mempresentasikan persepsi mahasiswa terhadap teknik “question and answer” yang mereka sudah lakukan. Instrumen yang digunakan untuk mencapai tujuan penelitian adalah sebagai berikut: observasi, kuesioner dan wawancara. Dari hasil triangulasi, penelitian ini menemukan bahwa teknik “question and answer” dapat membantu mahasiswa untuk belajar, dan bahkan sebagian besar siswa setuju jika mereka telah mendapatkan kepercayaan diri yang kuat setelah belajar dengan menggunakan teknik “question and answer”. Ini berarti bahwa siswa memiliki persepsi yang sangat tinggi. Faktor menarik yang membuat teknik yang sederhana bisa effective dalam kelas adalah penelitian ini mencoba mengintegrasikan lagu, bermain peran, dan presentasi. Pembahasan penelitian ini diharapkan dapat memberikan ide-ide baru untuk bisa melakukan penelitian terkait lainnya di masa yang akan datang.

Kata Kunci : Persepsi mahasiswa, question and answer technique, pelajaran Bahasa Inggris, Pendidikan Agama Islam Semester III,

A. INTRODUCTION

This research discusses the perception of students of Fifth Semester of Tharbiyyah Department at Institusi Agama Islam Negeri Kendari (IAIN Kendari) or Islamic State Institution of Kendari about the use of question and answer technique. This research was conducted at State Islamic Institution of Kendari. The cornerstone of this research was most of students tend to avoid learning English and get bored easily throughout the learning process. This research will provide different attempts to teaching as well as

seek its effectiveness in its implementation through revealing the students' perception after being treated with question and answer technique. Question and answer technique according to ¹Alipandie could help the target learner to achieve the following skills: the situation of class become active because students want to think and convey their opinion; it is very positive to train students in order that their brave to propose their opinion as oral; it occurs a divergence of opinion between students and bringing the situation of class in interesting discussion; students will give full attention to follow lesson; and teacher can control students' comprehension in learning.

B. THEORETICAL FRAMEWORK

Some researchers have devoted their times to investigate the use of question answer technique in teaching English. Most of the finding revealed that question answer technique could help students improve their language competence to the higher level proficiency. For example, a study done by ²Hasriyani (2001) at the second year of SLTP Negeri 5 Kendari. Hasriyani examined whether or not the use of Question and answer Technique could improve students' reading comprehension significantly, and the finding of the research revealed that there was significant effect of the students' reading comprehension after being treated with question answer technique. Other similar investigation of the use of question answer technique was done at the third year of SMA Negeri 2 Kendari, by ³Ramli. Ramli revealed that question answer technique could also improve students' reading achievement significantly.

In response to the two previous study above in which they both use question answer technique for reading achievement and comprehension. This research wants to investigate the extent of effectiveness of question answer technique in other language related skills, particularly speaking. This is due to the notion that each language skills is connected to each other. In fact to learn language comprehensively all language skills need to be learned simultaneously.

Question answer technique is very popular in education process, family environment, society and school. This is due to the notion that in

¹ Alipandie. *Question and answer Technique*. (England: Person Education Limited, 1984)

² Hasriyani. *The effect of question and answer technique in teaching reading comprehension at SMP Negeri 5 Kendari*. (Kendari. FKIP Unhalu. Unpublished Thesis. 2001)

³ Ramli. *The effect of question and answer technique in teaching reading ability at SMA Negeri 2 Kendari*. (Kendari: FKIP Unhalu. Unpublished Thesis. 2003)

daily life, people usually use it to obtain information. According to ⁴Alipandie, question and answer technique is the way of teaching that is used by the teacher or lecture to engage the students with the lesson. In this technique, the teacher or lecture provides question to the students and then the students answer the question.

In applying the question and answer technique, the lecturer used six types of questions which were adopted from Bloom Taxonomy. Firstly, knowledge. This question deals with the word are used like who, what, where, definition of memorial and when. Secondly, comprehension question. This question aims to know the students' comprehension in compoling and organization the lesson material. Students have to remember all the information. They have to be able to give description with using their own words and it in comprehension form. The words are used in this comprehension question like explanation, description, comparison, find the difference, or say with you own words. Thirdly, application question. This is designed to know the capability of students in applying the information to solve the problem. The words are used like apply, classification, which, what, how much or how many. Fourthly, analysis the question. This question requires students to do the followings: identificatifying motif, cause and reason of occurnce; considering and analysing the the information in order to help the the students to obtain conclusion and generalisation of a discussed topic; and being able to analyse the conclusion and finding of a given topic and be able to support or refuse the conclusion it self with the reason. The most frequent words used in this tyopes of questions are identification, what is the reason and make the conclusion. The next one is synthesis question. This question requires students to produce communication; make prediction; solve problem; and evaluate question. The last type of question used in this research is evaluation question. This is designed to develop students' thinking through high mental process. In the case, the students are required to make decision about idea and solving problem. The most frequent phrases used in this questions are what is the argumentation, decide which picture is better, give you idea, do you agree and so on.

The consideration of the use of question and answer technique in this research because it engages the students with the learned topic and stimulate students to have wider concepts of a given questions. To extent the advantages of question and answer technique which has been used in the Fifth Semester of Tarbiyah Department at Institusi Agama Islam Negeri

⁴ Alipandie. *Question and answer Technique*. (England: Person Education Limited, 1984)

Kendari (IAIN Kendari) or Islamic State Institution of Kendari, ⁵Alipandie states that Question and answer technique could provide the following benefits for the students: the situation of class become active because students want to think and convey their opinion; it is very positive to train students in order that their brave to propose their opinion as oral; it occurs a divergence of opinion between students and bringing the situation of class in interesting discussion; students will give full attention to follow lesson; and teacher can control students' comprehension in learning.

Even though the application of question answer technique in this research was not always positive, such as it sometimes led the students to deviate from a real problem from topic of lesson. This is in line with what ⁶Alipandie argues that question answer techniques may have negative effect for students when it is applied, such as it happens a divergence of opinion between students and making situation of class is noisy then need a long time to finish it; it may be occurs deviation from a real problem from topic of lesson; and it needs a much time to enclose all the lesson, the advantages outweighed its disadvantages. This is because all the found problems throughout the research were reflected and revised used the techniques as suggested by ⁷Alipandie as follows: firstly, formulate the objectionable of instruction through several question that will asked for students; secondly, arrange the material question which be able a waken interest, attention and stimulate to work together; thirdly, avoid answering which be able depart from the topic; fourthly, give occasion for student who don't understand the topic of lesson for asking; fifthly, investigate and consider carefully, is it the question and answer technique is exact to use it; and finally, technique to submit the question should be submitted for all students as alternate.

C. DESIGN OF THE STUDY

The design of this research is descriptive qualitative. The use of this design in this research is to uncover a phenomenological model in which reality is rooted in the perceptions of the subjects. It usually takes place in naturally occurring situations, as contrasted which exhibits control and manipulation of behaviors and settings ⁸. The subjects of the research were

⁵ Alipandie. *Question and answer Technique*, (England: Person Education Limited, 1984)

⁶ *Ibid*

⁷ Alipandie. *Question and answer Technique*, (England: Person Education Limited, 1984)

⁸ Nunan, D. *Research methods in language learning*. (Australia: Cambridge University Press, 1992)

the third semester students of Tharbiyyah Department at IAIN Kendari, and this class was taken purposively. The number of the students in the class was 14. To attain the objective of the research, the following instruments were used: observation, questionnaires and interview. These instruments then were triangulated to reveal whether or not question and answer technique could help the students to learn effectively in the class.

Observation sheet was the first instrument used in this study. This aimed to capture the data or other relevant information dealing with the use of question and answer technique. This instrument will reveal the behaviors attached performed by the lecturer and the students when question answer technique was applied in the teaching and learning process. This provided premier view and information relates to the students learning activities in the class. In addition to the use of observation sheet, the researcher involved other volunteer to help with the videotaping. This video was made to maintain the originality of the data of the students and the lecturer's activity in the teaching and learning process. This video, in fact, was used to revise some of the misinterpretation of data which was done through observation sheet.

In order to gain the perception of the students, then questionnaires were used⁹. This instrument helped the researcher to obtain specific information about the use of question and answer technique in the class, such as could question and answer technique improve students' level of English to the higher level of proficiency and how question and answer technique improve the students level of English.

Finally, interview the subject was conducted to complete the data which has not been revealed after observation and questionnaires have been administered. In this research, the researcher used semi structure interview.

D. FINDINGS

This research revealed some interesting findings which dispute some conventional believes that question and answer technique did not encourage the target learner to function the target language. This is because some students did not have good range of language components, such as vocabulary, grammar, and clear pronunciation which could not help the target learners to operate the existing basic knowledge that they have in the acceptable day to day communication. However, this research uncovered intriguing findings in which students found this technique worthwhile.

⁹ Berg, B L. *Qualitative research methods for social sciences* (The United States of America: Pearson Education, 2007)

The finding from classroom observations which were conducted for four meetings at 10 to 12 A.M. o'clock at every Wednesday from Wednesday, 10 September-Wednesday, 1 September 2014 disclosed that the lecturer had designed some different activities for every meeting, such as relating the current lesson with previous lesson; listing and pronouncing new words; explaining grammar of the studied text; showing the students pictures; asking the students to sing together; presenting drama; discussing the given narrative text in pair work and group work; individual task; providing feedback to both spoken and written production and so on. These activities were always provided with some prompts to help the students to have prepared answers and spontaneous answers.

Questionnaire revealed very positive perception about the applied techniques in this research. This can be seen in the following presented data: Firstly, the students' statement about the lecturer's explanation could clear the students' comprehension about Question and answer technique in learning speaking. It shows that there were 71.2% (n=10) of 14 respondents who expressed "strongly agree", 28.58% (n=4) of 14 respondents who expressed "agree", and 0% (n=0) of 14 respondents who expressed "undecided, disagree, and strongly disagree". Secondly, the students' statement that they like for the lecturer when gave them occasion to present their feeling about Question and answer technique. Both show that there were 64.29% (n=9) of 14 respondents who expressed "strongly agree", 35.71% (n=5) of 14 respondents who expressed "agree", 0% (n=0) of 14 respondents who expressed "undecided", and 0% (n=0) of 14 respondents who expressed "disagree, and strongly disagree". Thirdly, the students' statement that they were not pay attention to the lecturer's explanation about the task that would be given in learning activity that using Question and answer technique. There were 0% (n=0) of 14 respondents who expressed "strongly agree", 0% (n=0) of 14 respondents who expressed "agree", 28.57% (n=4) of 14 respondents who expressed "undecided", 50% (n=7) of 14 respondents who expressed "disagree", and 27.43% (n=3) of 14 respondents who expressed "strongly disagree".

Moving on the students' statements about they were very enthusiastic to hear lecturer's explanation about the procedure of Question and answer technique that used in learning speaking. The percentage shows that there were 64.29% (n=9) of 14 respondents who expressed "strongly agree", 28.57% (n=4) of 14 respondents who expressed "agree", 7.14% (n=1) of 14 respondents who expressed "undecided", and 0% (n=0) of 14 respondents who expressed "disagree, and strongly disagree". Dealing with the students' statements about feeling uncomfortable of using Question and answer in speaking class, both show there were 0% (n=0) of 24 respondents

who expressed “strongly agree”, 0% (n=0) of 24 respondents who expressed “agree”, 7.14% (n=1) of 14 respondents who expressed “undecided”, 35.72% (n=5) of 14 respondents who expressed “disagree”, and 57.17% (n=8) of 14 respondents who expressed “strongly disagree”. About the students’ statements which represents the enjoyment of using Question and answer technique in speaking class, both show that there were 42.86% (n=6) of 14 respondents who expressed “strongly agree”, 57.14% (n=8) of 14 respondents who expressed “agree”, 0% (n=0) of 14 respondents who expressed “undecided”, and 0% (n=0) of 14 respondents who expressed “disagree and strongly disagree”.

In response to the students’ statements about the difficulties of the task given, both show that there were 0% (n=0) of 24 respondents who expressed “strongly agree”, 0% (n=0) of 14 respondents who expressed “agree”, 7.14% (n=1) of 14 respondents who expressed “undecided”, 76.9% (n=9) of 14 respondents who expressed “disagree”, and 28.57% (n=4) of 14 respondents who expressed “strongly disagree”. Next, the students’ statements about the application of pair work or group in the class to spur them speak better and fluently, both demonstrate that there were 64.29 % (n=9) of 14 respondents who expressed “strongly agree”, 35.71% (n=5) of 14 respondents who expressed “agree”, 0% (n=0) of 14 respondents who expressed “undecided”, and 0% (n=0) of 14 respondents who expressed “disagree and strongly disagree”. About the students’ statements of feeling comfortable if Question and answer always are applied in classroom. They show that there were 85.71 % (n=12) of 14 respondents who expressed “strongly agree”, 14.29% (n=2) of 14 respondents who expressed “agree”, 0% (n=0) of 14 respondents who expressed “undecided”, 0% (n=0) of 14 respondents who expressed “disagree”, and 0% (n=0) of 14 respondents who expressed “strongly disagree”.

Going to the students’ statement about instructions and procedure of question and answer technique have been explained clearly and students listened to it attentively was 57.72% (n=5) of 14 respondents who expressed “strongly agree”, 57.14% (n=8) of 14 respondents who expressed “agree”, 7.14% (n=1) of 14 respondents who expressed “undecided”, and 0% (n=0) of 14 respondents who expressed “disagree and strongly disagree”. Next, the students’ statements about their feeling that they do not need to recall lecture’s instruction before starting the activity of Question and answer in speaking class, both illustrate that there were 7.14 % (n=1) of 14 respondents who expressed “strongly agree”, 50% (n=7) of 14 respondents who expressed “agree”, 42.85% (n=6) of 14 respondents who expressed “undecided”, 0% (n=0) of 14 respondents who expressed “disagree”, and 0% (n=0) of 14 respondents who expressed “strongly disagree”. Next, the

students' statements about their happy feeling when they were paired with friends who have more vocabularies, they said that it could help them to increase their knowledge in speaking. The percentage shows that there were 57.14% (n=8) of 14 respondents who expressed "strongly agree", 42.86% (n=6) of 14 respondents who expressed "agree", 0% (n=1) of 14 respondents who expressed "undecided", and 0% (n=0) of 14 respondents who expressed "disagree and strongly disagree".

Next, the students' statements about their satisfaction of lecturer's technique in giving correction or suggestions to the students who had the problems in speaking, the percentage shows that there were 85.71% (n=12) of 14 respondents who expressed "strongly agree", 14.29% (n=2) of 14 respondents who expressed "agree", and 0% (n=0) of 14 respondents who expressed "Undecided, disagree and strongly disagree". Next, the students' statements about their anxious when the lecturer came up to them, the percentage shows that there were 0% (n=0) of 14 respondents who expressed "strongly agree", 0% (n=0) of 14 respondents who expressed "agree", 21.43% (n=3) of 14 respondents who expressed "undecided", 50% (n=7) of 14 respondents who expressed "disagree", and 28.57% (n=4) of 14 respondents who expressed "strongly disagree". Moving on to the percentage of less frequent use of English when question answer technique is applied, the result show that there were 0% (n=0) of 14 respondents who expressed "Strongly agree and agree", 35.71% (n=5) of 14 respondents who expressed "undecided", 50% (n=7) of 14 respondents who expressed "disagree", and 14.29% (n=2) of 14 respondents who expressed "strongly disagree".

Next, the students' statement about they do not like when lecturer controlled them to use English language when they did not use it throughout the application of Question and answer technique. The percentage shows that there were 0% (n=0) of 14 respondents who expressed "Strongly agree, agree", 7.14% (n=1) of respondent who expresses "undecided", 57.15% (n=8) of 14 respondents who expressed "disagree", and 35.71% (n=5) of 14 respondents who expressed "strongly disagree". Dealing with the students' statements about the use of relevant material with the applied technique, the diagram and table show that there were 57.17% (n=8) of 14 respondents who expressed "strongly agree", 42.86% (n=6) of 14 respondents who expressed "agree", and 0% (n=0) of 14 respondents who expressed "Undecided, disagree and strongly disagree". Next, the students' statements about the enjoyment of the agreed used material in the class which has been made between students and the lecturer, the percentage shows that there were 42.86% (n=6) of 14 respondents who expressed "strongly agree", 50% (n=7) of 14 respondents who expressed "agree", 7.14% (n=1) of 14

respondents who expressed “undecided”, 0% (n=0) of 14 respondents who expressed “disagree”, and “strongly disagree”.

With regard to the students’ statements about they did not enjoy when the lecturer paired them authoritatively to discuss, the percentage shows that there were 35.71% (n=5) of 14 respondents who expressed “strongly agree”, 28.58% (n=4) of 14 respondents who expressed “agree”, 35.71% (n=5) of 14 respondents who expressed “undecided”, 0% (n=0) of 14 respondents who expressed “disagree”, and “strongly disagree”. Next, the students’ statements about their feeling when the lecturer is going around to control the class, the percentage shows that there were 50% (n=7) of 14 respondents who expressed “strongly agree”, 42.86% (n=6) of 14 respondents who expressed “agree”, 0% (n=0) of 14 respondents who expressed “undecided”, “Disagree and strongly disagree”. Next, the students’ statements about their readiness to be paired with whoever to discuss, the percentage shows that there were 28.57 % (n=4) of 14 respondents who expressed “strongly agree”, 50% (n=7) of 14 respondents who expressed “agree”, 21.43% (n=3) of 14 respondents who expressed “undecided”, 0% (n=0) of 24 respondents who expressed “disagree and strongly disagree”. Next, the students’ statements about pair work could improve their speaking and increase their motivation to study English, this was scored 28.57 % (n=4) of 14 respondents who expressed “strongly agree”, 64.29% (n=9) of 14 respondents who expressed “agree”, 7.14% (n=1) respondent who expressed “undecided” 0% (n=0) of 24 respondents who expressed “disagree and strongly disagree”.

Next, the students’ statements about their expectation that they were not observed during the discussion take place was scored 0% (n=0) of 14 respondents who expressed “strongly agree”, 0% (n=0) of 14 respondents who expressed “agree”, 14.29% (n=2) of 14 respondents who expressed “undecided”, 35.71% (n=5) of 14 respondents who expressed “disagree”, and 50% (n=5) of 14 respondents who expressed “strongly disagree”. Next, the students’ statement about their unpleasant feeling when they sit with friend who have very poor vocabulary was scored 0% (n=0) of 24 respondents who expressed “strongly agree” and “agree”, 28.57% (n=4) of 14 respondents who expressed “undecided”, 50% (n=7) of 14 respondents who expressed “disagree”, and 21.43% (n=3) of 14 respondents who expressed “strongly disagree”. Next, the students’ statements about speaking activity is not interesting in the class was scored 0% (n=0) of 14 respondents who expressed “strongly agree” and “agree”, 21.43% (n=3) of 14 respondents who expressed “undecided”, 50% (n=7) of 14 respondents who expressed “disagree”, and 28.57% (n=4) of 14 respondents who expressed “strongly disagree”. Next, the students’ statements about sitting

with different gender was scored 0% (n=0) of 14 respondents who expressed “strongly agree” and “agree” 28.58% (n=5) of 14 respondents who expressed “undecided”, 35.71% (n=5) of 14 respondents who expressed “disagree”, and 35.71% (n=5) of 14 respondents who expressed “strongly disagree”.

Moving on to the students’ statements about using Indonesian and not directing the student with the task could help them to speak was scored 0% (n=0) of 24 respondents who expressed “strongly agree” and “agree”, 35.71% (n=5) of 14 respondents who expressed “undecided”, 42.86% (n=6) of 14 respondents who expressed “disagree”, and 21.43% (n=2) of 14 respondents who expressed “strongly disagree”. Next, the students’ statements about feeling unenthusiastic to speak was scored 0% (n=0) of 24 respondents who expressed “strongly agree” and “agree”, 14.29% (n=2) of 14 respondents who expressed “undecided”, 57.14% (n=8) of 14 respondents who expressed “disagree”, and 28.57% (n=4) of 14 respondents who expressed “strongly disagree”. Next, the students’ statements about giving reward cannot increase their motivation to speak up was scored 0% (n=0) of 14 respondents who expressed “strongly agree”, “agree” and “undecided”, 50% (n=7) of 14 respondents who expressed “disagree”, and 50% (n=7) of 14 respondents who expressed “strongly disagree”. And the last is the students’ statements about feedback from the lecturer cannot improve their speaking was scored 0% (n=0) of 14 respondents who expressed “strongly agree”, “agree” and “undecided” 35.71% (n=9) of 14 respondents who expressed “disagree”, and 64.29 % (n=9) of 14 respondents who expressed “strongly disagree”.

Meanwhile, the interview revealed very positive result and strengthened the result of the calculated questionnaires; this could be seen in the following table:

No	Question	Interviewee’s perception
1	The students understand about Question and answer Technique used in class	<ul style="list-style-type: none"> - Question and answer is built if one student asks a question and other student answer it. - Question and answer is exchanging information about something that we do not know
2	The student used Question and answer in English class.	<ul style="list-style-type: none"> - We use it throughout the learning process. - I often used Question and

		answer when I need information from my friend or my lecture.
3	Student's perception about Question answer used in English class.	<ul style="list-style-type: none"> - It is very good, because it can motivate us to speak. - It is important because it can make the introvert students be more active in the classroom.
4	Students enjoy the use of Question and answer technique in classroom.	<ul style="list-style-type: none"> - I really enjoy it, because this technique spurred me to speak - I do like it because Question and answer technique can force us to word our ideas.
5	The students' speaking ability improved after using Question and answer technique.	<ul style="list-style-type: none"> - I agree because in class we must speak when Question is given to our pair. - Yes I do agree, because when lecturer gives us a Question and we must answer the question.

E. DISCUSSION

This section will evaluate why question and answer techniques particularly valuable for the students. To make it easier for you to read, this part will be presented in four sub-variables. The complete descriptions are as follows.

To begin with, the students' feeling of the application of pair work or group work throughout the class helps them to engage with the given topic. This is because the presented activities, such as discussing the given narrative text in pair work and group work; individual task; relating the current lesson with previous lesson; listing and pronouncing new words; explaining grammar of the studied text; learning vocabulary through games, such as playing with pictures, singing a song, and presenting mini drama; and providing feedback to both spoken and written production.

Pair work and group work might have been acknowledged by language educators that they may give the students far more chances to speak English in the classroom. Students participate in the lesson much more actively because they are involved in talking to their friends

exchanging opinions, practicing new structures more than listening to their teacher talking. According to Long and his colleagues who investigated differences in the quantity and quality of student language in group work versus teacher centered activities the language produced by students working in groups is more varied and greater in quantity. Learners take the initiative to express themselves, they are more spontaneous. Asking questions and responding they use more language functions¹⁰.

In this research the lecturer spent at least one lesson a month devoted only to speaking. If the topics are adequate to the learners' interests and level such a lesson can be really effective and give a lot of satisfaction both to the learner and the lecturer. This research believes that communication is very essential in our day to day communication. That is why oral practice in small groups and pairs is essential. In fact,¹¹Hance and Ralph suggest that "Group work gives learners exposure to a range of language items and language functions".¹² Kenneth et al., maintains that Students use and experiment with the language items they already know in order to develop fluency; they also use some items pre-taught by the teacher or contributed by the members of the group to express themselves more fully and improve the quality of their performance.

This research does not deny that the non English major students (PAI Students) in this research are not fluent enough at the beginning of the class, and indeed not all students speak fluently at the end of this research, but the use of question and answer technique through pair or group work could help the low achiever students to learn from their pair good achiever students.¹³Harmer states that "there is a greater chance that at least one member of the group will be able to solve a problem when it arises". In such a class the teacher is no longer a supervisor but becomes a resource centre and advisor for the students because the majority of language learners learn a foreign language better with others than on their own¹⁴. Besides practicing and consolidating the language group work help to integrate the class. Learners learn how to cooperate with one another, make compromise,

¹⁰ Lightbown, P. & Spada, N. *How languages are learned*. (Oxford: Oxford University Press, 2006)

¹¹ Hance, G. K & Ralph, C. D. *Principle of Speaking*. (Belmont California: Wordsworth Publishing Company, 1995)

¹² Kenneth H. R., Bukowski, W. M. & Laursen, B. *Handbook of peer interaction, relationship and group*. (New York: The Guilford Press, 2009)

¹³ Harmer, J. *The preactice of English language teaching* (4th ed), (Harlow: Longman, 200)

¹⁴ Kenneth H. R., Bukowski, W. M. & Laursen, B. *Handbook of peer interaction, relationship and group*. (New York: The Guilford Press, 2009)

negotiate, and respect individuals with different abilities and views which is important for the class atmosphere and relationship with the teacher. Instead of sitting alone trying to understand something difficult they can help each other.

This research revealed that integrating question and answer technique through working in pairs and groups is less stressful and more effective for students, especially introverts who needn't perform in the front of the whole class¹⁵. They feel more confident working with the friend they like and are more likely to accept his/her correction or criticism. In this class there are not many high achiever students and these methods prevent them from not being laughed at by the whole class if they say something wrong. "It is generally easier to show that you do not know, or do not understand something, in a smaller group than in a large one"¹⁶. With regard to the provision of new vocabulary during question and answer technique was applied, students found this very helpful. This is because it was done through games such as singing a song or finding the answer of untold information through asking question or explaining thing even though the language is mixed with Bahasa Indonesia but these activities help the students to word or sound the learned new vocabulary, compared to introduce the vocabulary trough listing each words on the screen or board. Researchers found sounding out new words slowly helps people memorize new words easier. This is in line with The Seattle Times which revealed a research finding which measured brain activity among 16 literate adults found the left hemisphere of the brain — "commonly used by skilled readers to identify words in a fraction of a second" — lit up after the adults learned words from instructors who sounded out the words slowly. In addition to this benefit, learning new words through sounding them would help the students to practice pronouncing the new learned words, and this also good for the lecturer as the mispronounced words could be fixed immediately. These activities in some extent can help students to learn different language skills at once and could make the learning time efficient.

Moving on to the use question and answer technique through mini drama presentation, students found this activity entertaining and encourage them to produce the language. There are many reasons why this activity could bring question and answer technique favorable for the students. Firstly, mini drama could entertain the students and provide motivation to

¹⁵ Burn, A. & Josy, H. *Focus on speaking.*, (NCELTR: Masqurie University, 1997)

¹⁶ Harmer, J. *The preactice of English language teaching* (4th ed). (Harlow: Longman, 2007)

learn. It also provides students opportunities for different uses of language as it embodies feelings which could provide rich experience of language for the students. Secondly, according to ¹⁷Bailey and Savage drama could help students to: it integrates language skills in a natural way; it integrates verbal and non verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning; It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking; it fosters self-awareness (and awareness of others), self-esteem and confidence; and through this, motivation is developed; and it encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. This, in turn, promotes risk-taking, which is an essential element in effective language learning. Thirdly, ¹⁸Brown stated that drama is inevitably learner-centered because it can only operate through active cooperation. It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal, as opposed to the purely individual, aspects of learning. The use of drama techniques and activities in the classroom provides exciting opportunities for foreign language learners to use the language in concrete "situations".

F. CONCLUSION

Question and answer technique has been used by most of the lectures in teaching speaking. For this reason, this research aimed to describe the students' perceptions about using Question and answer technique in speaking to see whether it is still favorable or not. This research revealed that question and answer technique could work well if it is well integrated with other activities and the discussed topics are discussed with the students. This is due to the notion that if our psychological needs are met we want to perform to the best of our ability in order to experience positive feelings" ¹⁹.

¹⁷ Bailey, M.K & Savage, L. *New ways in teaching speaking*. (Alexandria: Brow, 1994)

¹⁸ Brown, H . D. *Principles of Language Learning and Teaching*, (The United States of America: San Francisco State University, 2001)

¹⁹ Rogers, S. & Renard, L. *Relationship-driven teaching*. *Educational Leadership*, 57(1), 34-37. Retrieved April 30, 2006 from ProQuest Education Journals database. 1999.

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