

# CHAPTER I

## INTRODUCTION

### A. The Background of The Research

Language is a sign that is used to communicate with others, interact with them and share information with them. There are many languages in the world, and each country has its own, one of which is English. In this world, English is the international language, and everyone learns it. Students must master four language skills when learning English: listening, speaking, reading, and writing. Speaking is one of four skills that students can use to communicate with others in order to achieve specific goals or to express their opinions, intentions, hopes and points of view. Furthermore, people who understand a language are referred to as 'speakers' of that language. Furthermore, speaking is always used in language skill in all situations. Speaking ability is an important component of the curriculum in language teaching, and it is also an important object of assessment. Assessing speaking is difficult because many factors influence our perception of how well someone can speak a language, and we expect test scores to be accurate, just, and appropriate for our purposes. This is a tall order, and in various contexts, teachers and

testers have attempted to accomplish all of this through a variety of different procedures.

Speaking is an important skill to develop when learning English. Speak refers to the ability to demonstrate linguistic knowledge in real world communication, in which students apply these skills in daily activities. When students speak, they put their ideas into words and express their perceptions, feelings and thoughts so that the other person can understand what they are saying. Speaking is also an important factor in the development of other English skills. Students must improve their knowledge of English, particularly speaking, by having confidence and a lot of practice. However, one of the difficulties that students face when learning English is their inability to speak English. Language consists of four skills: listening, reading, speaking, and writing. That's why speaking ability is so important; students must always attempt to speak in order to have good speaking ability.

During the observation in speaking class, the writer found some problems. *First*, it is related to the situation of students who less motivation to speak English. Students feels that English is difficult to pronounce and they less confident to speak English, They

are shy to express their ideas in English because they are scared of their mistakes.

*Second*, the low ability of students in mastering grammar, vocabulary and pronunciation. Students' vocabulary is limited, their grammar is incorrect, and their pronunciation is poor. It makes them speechless during the class talk. In the class, they have difficulty in making sentences or expressing themselves.

*Third*, the teacher must use a technique to support the teaching material, improve students' language abilities, and knowledge in the speaking class, one of which is dialogue. As a result, the teaching-learning process can be successful and students can be interested, fun, and enjoy themselves.

Furthermore, only a few students bring the dictionary with them during the lesson, so when they don't understand the meaning of several words, they borrow the dictionary from one another, making the class very noisy again. This situation will not help them improve their speaking skills because it wastes their time and prevents them from participating actively in class.

Based on this fact, the writer would like to improve students' speaking skills by conducting an action research using a question-answer relationship. Using a question-answer relationship is one of

the language teaching techniques suggested for developing speaking skills.

There are several reasons why using a question-answer relationship can help students to improve their speaking skills. The Question-Answering Relationship (QAR) is much more than just a structure for speaking ability. The Question Answer Relationship strategy encourages students to improve their question-answering skills. The question-and-answer relationship is a component of language that is crucial in language learning. The advantage of a question-and-answer relationship is that learners can understand not only the words of English, but also the correct English rules. By using the appropriate words in the sentence, the question-answer relationship can be said to represent the students' intention. Students can imitate new words, grammar structures, and pronunciation through the question-and-answer relationship, which they can use to express their thoughts orally. It also provides them with a tool for analyzing vocabulary and grammatical structures for discussion. As a result, students find it easier to construct their own sentences in the foreign language.

The role of question answer relationship is to help students to develop their conversation skills in common practice in most English

classes. The other advantage by using question answer relationship is that students are given a rubric as a basic on which they can build. Once they have become comfortable using question answer relationship, students can then go on to have related conversations building on their familiarity with the question answer relationship and the vocabulary specific to the situation. Question answer relationship can be used in many ways in a classroom.

In most English classes, the role of the question-and-answer relationship is to assist students in developing their conversation skills. Another advantage of using a question-answer relationship is that students are given a rubric to work from. Once students are comfortable with the question-answer relationship, they can progress to having related conversations that build on their familiarity with the question-answer relationship and the vocabulary specific to the situation. In the classroom, the question-and-answer relationship can be used in a variety of ways. For example, to introduce a new vocabulary and help students become familiar with standard formulas used when discussing various topics, use a question-and-answer relationship to assist them in improving their speaking skills.

For the background of study, the writer wants to research “Improving Students’ Speaking Skill Through Question Answering

Technique (An Action Research at The Eleventh Grade in SMK Pariwisata Gema Gawita)”.  
Pariwisata Gema Gawita)”.  
Pariwisata Gema Gawita)”.

## **B. The identification of The Problem**

There are several problems that probably appear dealing with the effectiveness of teaching English using question answer relationship, such as :

1. The students get the difficulty to speak English.
2. The students need the interesting technique.
3. The students have low ability in English.

## **C. The Limitation of The Problem**

It is impossible to talk about speaking skill in this research because limitatiton of place and time. The writer limits the problems are :

1. The students' speaking skill at SMK Pariwisata Gema Gawita.
2. The application of question answering technique in teaching speaking.
3. The improvement of students' speaking skill using question answering technique.

#### **D. The Statements of The Problem**

Some research problems may arise since many factors are involved. Those problems are formulated in question, which parentally appear.

1. How is the students' speaking skill at eleventh grade SMK Pariwisata Gema Gawita?
2. How is the application of question answering technique in speaking class?
3. How is the improvement of students' speaking skill by question answering technique?

#### **E. The Objectives of The Research**

Some research problems may arise since many factors are involved. Those problems are formulated in question, which parentally appear.

1. To know the students' speaking skill at the eleventh grade SMK Pariwisata Gema Gawita.
2. To know the application of question answering technique in teaching speaking.
3. To know the improvement of students' speaking skill using question answering technique.

## **F. The Significant of The Research**

The writer expects that the result of the study will give some benefits to the students, the teacher and the writer. They are as follows:

### **1. The students**

They are expected to communicate more effectively in English. It means they will be able to speak fluently while using proper grammar, vocabulary, and pronunciation. They will be able to participate in the international community if they can communicate fluently in English. Furthermore, it may help them find a better job in the future because many companies are looking for qualified employees who can speak and write English fluently.

### **2. The teacher**

The findings of this study can be used to provide feedback to teachers on how to provide and support teaching materials. The variety in teaching speaking is hoped to improve the quality of the teaching and learning process.

### **3. The writer**

By conducting this research, the writer gets a valuable experience that can be applied to future action research,



because of it while conducting the study, the study's findings can be used by the writer to teach students in the future as a teacher. Furthermore, it is hoped that this research will give the readers a new knowledge.

### **G. Previous Study**

In this study. The writer uses some of previous studies as a consideration in doing this study. Those previous studies are:

1. The first previous study is IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING QUESTION ANSWER TECHNIQUE AT THE EIGHTH GRADE OF SMPN 4 METRO LAMPUNG by (Nurleni Aryanti, 2018). The method used in this research is classroom action research. The research data were collected by using test, observation and documentation. It discuss about improving students' speaking skill through question answering technique.<sup>1</sup> The similarity from this study and my study are in using Classroom action research as the method and focuses in improving speaking

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<sup>1</sup> Nurleni Aryanti, "IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING QUESTION ANSWER TECHNIQUE AT THE EIGHT GARDE OF SMPN 4 METRO LAMPUNG," 2018. Skripsi.

skill. The difference is this study used for eight grade meanwhile my study used for elevent grade.

2. The second previous study is “IMPLEMENTING QUESTION AND ANSWER TECHNIQUE TO ENHANCE STUDENTS’ SPEAKING ABILITY AT SMP ISLAM PARAMITHA MALANG” by (Adi, 2016). It discusses about teaching speaking through question answer technique. The research data were collected by using test, observation and interview. In this research used an action research classroom (car) this car implemented question and answer technique to improve students’ speaking ability on expressing their daily activities.<sup>2</sup> The similarity between this study and my study is the same in using QAR (Qustion Answer Reletionship) as the method, the difference between my study and this study is in technique of analysis data that study used interview meanwhile my study is not.

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<sup>2</sup> Adi, “Implementing Question and Answering Technique To Enhance Students’ Speaking Ability At SMP Islam Paramitha Malang,” *ENGLISH EDUCATORS SOCIETY* Vol. 1, No. 1 (2016), 1–10.

3. IMPROVING STUDENT READING COMPREHENSION THROUGH QUESTION ANSWER RELATIONSHIPS by Hanny Kusumawardani (2021) the method that the writer use in this study is the question answer relationships method in reading a narrative text. The application of the study is the teacher asks students to read a text about Malin Kundang and Sangkuriang. They were divided into six groups consist of five students each, and they had two section to make a questions and answer from the following topic. The research was conducted in classroom of 10th grade at SMA Muhammadiyah 5 Jakarta. The similarity with my study is using the QAR question-answer relationship but this study focuses on reading comprehension meanwhile my study is improving speaking skill.<sup>3</sup>
4. IMPROVING THE STUDENT' READING COMPREHENSION ACHIEVEMENTT TROUGH QUESTION ANSWER RELATIONSHIP (QAR) STRATEGIES by Gusti Hardyanova Siregar This

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<sup>3</sup> Hanny Kusumawardani, "Improving Student Reading Comprehension through Question and Answer Relationships", *Englie (English Learning Inovation)*, Vol. 2 No. 2 (August 2021), 15.

research is aimed to improve the student' reading comprehension achievement through Question Answer Relationship (QAR) strategy at ten grade students SMK Swasta Tarbiyah Islamiyahz. This study was conducted by using classroom action research (CAR), which was carried out through four-step, they are palnning, action, observation and reflection. The subject of this study was student class X o f smk swasts tarbiyah islamiyah, Medan in academic year 2017/2018.Consist of 39 students. The similarity of this study and the writer study is same in using Question Answer Relationship as technique and same in using CAR (Classroom Action Research) as the method.<sup>4</sup>

## **H. The Organization of Writing**

The writer arranged with five chapter and every chapter some points to explain this chapter. as some points to explain this research.

**Chapter I** is Introduction. This chapter has some contents: these are the background of the study, the identification of the

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<sup>4</sup> Gusti hardyanova Siregar,, "Improving The Student' Reading Comprehension Achievementt Trough Question Answer Relationship (Qar) Strategies", (The Faculty of Teacher Treaning and Education University of Muhammadiyah Sumatera Utara Medan), 2018. Skripsi.

problem, the limitation of the problem, the statements of the problem, the objectives of the research, the significance of the research, previous study and the organization of writing.

**Chapter II** Theoretical Review. This chapter consist of the theories sourced from several experts.

**Chapter III** Research Methodology. This chapter consist of the Methodology that researcher has done for this research.

**Chapter IV** Finding and Discussion. It contains description of data analysis, finding and discussion.

**Chapter V** are conclusion and suggestion.