

The Effectiveness The Questions And Answer Method In Teaching English Grammar To Grade VIII Students At MTS Hidayatul 'Ulum

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Abstract

This study examines the effectiveness of the Question and Answer (Q&A) method in teaching English grammar to Grade VIII students at MTs Hidayatul 'Ulum. Grammar often becomes a challenging aspect of language learning because students must understand various rules and patterns. Therefore, an interactive teaching approach is needed to help students comprehend grammar more clearly. The Q&A method encourages active participation, critical thinking, and direct interaction between teachers and students. Using a quantitative descriptive design, data were collected from 36 Grade VIII students through pre-tests, post-tests, classroom observations, and student questionnaires. The results of the pre-test showed that many students struggled to recognize basic grammatical structures such as tenses and sentence patterns. After applying the Q&A method, the post-test scores increased significantly, indicating improved understanding and accuracy in grammar usage. Classroom observations revealed that students participated more actively when the Q&A method was implemented. They were more willing to respond, ask questions, and correct their mistakes with guidance from the teacher. Questionnaire results confirmed that students found the method helpful and enjoyable, as it made grammar learning more interactive and less intimidating. Overall, the study concludes that the Q&A method is effective in enhancing grammar mastery and student engagement in the English classroom.

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas metode Tanya Jawab (Question and Answer/Q&A) dalam pembelajaran tata bahasa Inggris pada siswa kelas VIII di MTs Hidayatul 'Ulum. Tata bahasa sering dianggap sulit oleh siswa karena menuntut pemahaman aturan dan pola tertentu, sehingga diperlukan pendekatan pembelajaran yang interaktif. Metode Q&A mendorong partisipasi aktif, pemikiran kritis, serta interaksi langsung antara guru dan siswa. Dengan menggunakan desain deskriptif kuantitatif, data dikumpulkan dari 36 siswa melalui pre-test, post-test, observasi kelas, dan angket siswa. Hasil pre-test menunjukkan bahwa sebagian siswa mengalami kesulitan dalam mengenali

struktur dasar tata bahasa seperti tenses dan pola kalimat. Setelah penerapan metode Q&A, nilai post-test meningkat secara signifikan, yang menandakan adanya peningkatan pemahaman siswa terhadap grammar. Observasi kelas menunjukkan bahwa siswa menjadi lebih aktif selama pembelajaran berlangsung. Mereka lebih berani bertanya, menjawab, serta memperbaiki kesalahan dengan bimbingan guru. Angket siswa juga mengungkapkan bahwa metode Q&A dianggap menyenangkan dan membantu karena membuat pembelajaran grammar lebih interaktif. Secara keseluruhan, penelitian ini menyimpulkan bahwa metode Tanya Jawab efektif dalam meningkatkan penguasaan grammar dan keterlibatan siswa dalam pembelajaran.

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INTRODUCTION

Education plays a fundamental role in shaping students' intellectual, social, and emotional development, as it serves as the foundation for acquiring knowledge, developing skills, and preparing individuals to participate effectively in society (Warisno 2022). In the context of English language learning, education becomes even more essential because English functions as a global means of communication and a key subject in school curricula. However, despite its importance, many students continue to face difficulties in mastering English grammar, which is a core component that supports accurate communication. At MTs Hidayatul 'Ulum, Grade VIII students often struggle with understanding grammatical structures, identifying correct verb forms, and applying grammar rules in both written and spoken contexts. These challenges indicate a need for more effective and engaging teaching methods that can support students' learning processes and enhance their grammar mastery.

English occupies a central position in global communication, education, and technology, making its mastery increasingly important for students in non-English-speaking countries such as Indonesia. Among the various components of English, grammar serves as the backbone of language competency because it governs how words are structured to form meaningful expressions. Without a strong foundation in grammar, students are likely to encounter difficulties in reading comprehension, writing accuracy, and even oral communication (Harmer 2015). At the junior high school level, especially in MTs (Madrasah Tsanawiyah), English grammar becomes even more challenging because many students begin formal English learning with limited exposure and insufficient prior knowledge.

Despite its importance, grammar is often perceived as a difficult and unappealing subject by students. This perception arises due to the abstractness of grammatical rules and the lack of meaningful context in traditional grammar instruction (Larsen-Freeman 2003). Teachers frequently use teacher-centered methods, such as lectures and rule memorization, which tend to position students as passive recipients of information. Although such approaches

can convey information, they rarely encourage students to interact with the material or apply grammar rules independently. As a result, students often memorize rules temporarily without truly understanding how to use them in real communication (Richards and Rodgers 2014). This pattern is also observed among Grade VIII students at MTs Hidayatul 'Ulum, many of whom struggle to identify correct verb forms, use tenses appropriately, and construct grammatical sentences.

Learning challenges are further intensified by the limited availability of instructional resources and the minimal use of communicative activities in the classroom. In rural or semi-rural schools, students may lack exposure to English outside the classroom, making it difficult for them to reinforce what they have learned (Hutchinson and Waters 2005). Teachers, on the other hand, often face constraints such as large class sizes, limited time allocation, and inadequate training in using interactive teaching methods. These barriers create a learning environment where grammar instruction becomes mechanical and routine, rather than engaging and meaningful.

To address these limitations, interactive teaching strategies are essential. One method widely recognized for promoting student engagement is the Question and Answer (Q&A) method. This method encourages active participation by prompting students to respond, think critically, and reflect on their understanding. According to pedagogical research, effective questioning enhances student comprehension by guiding them through a logical sequence of ideas, allowing them to construct meaning progressively (Aisyah 2019). Unlike traditional explanations, the Q&A method requires students to be mentally involved, improving retention and promoting deeper learning.

Moreover, the Q&A method has been shown to foster a more supportive and interactive learning atmosphere. When students are encouraged to ask and answer questions, they become more confident in expressing their ideas and less afraid of making mistakes (D. Lestari 2021). For many learners, especially adolescents, this supportive environment can significantly increase motivation and reduce anxiety related to grammar learning. The method also allows teachers to diagnose students' difficulties more accurately, as students' responses provide immediate insight into their level of understanding (Widodo 2020).

In addition, the Q&A method aligns with modern educational principles that emphasize student-centered learning. Through questioning, teachers shift the learning responsibility toward students, encouraging them to think independently and collaborate with peers. This approach is particularly beneficial for grammar instruction because grammar often requires careful analysis, comparison, and correction – skills that can be strengthened through guided questioning (Fitriani 2019). Research also notes that the Q&A method helps learners develop metacognitive strategies, as they become more aware of their own thinking processes when responding to questions (Warisno 2021).

Given the learning challenges observed at MTs Hidayatul 'Ulum and the potential benefits offered by the Q&A method, it becomes essential to investigate the extent to which this method can improve students' grammar mastery. Understanding its effectiveness will provide

teachers with evidence-based insights for enhancing grammar instruction, particularly in Islamic junior high schools where traditional teaching models still dominate. It is expected that the findings of this study will guide educators in implementing more interactive, enjoyable, and effective teaching strategies, ultimately improving students' academic achievement in English grammar.

THEORITICAL

Grammar plays a crucial role in language learning because it provides the rules and structures that enable students to form meaningful sentences and communicate effectively(D. Lestari 2021). In the context of second language acquisition, grammar is not only a set of prescriptive norms but also a system that learners internalize to understand how language functions. Effective grammar learning requires students to integrate form, meaning, and use, allowing them to apply grammatical rules in real communication. This highlights the importance of teaching approaches that promote active thinking and involvement, rather than passive memorization.

Cognitive learning theory emphasizes that students learn best when they are mentally engaged in the learning process. In grammar teaching, students need opportunities to analyze, recall, and process information so they can internalize grammatical rules. The Question and Answer (Q&A) method supports cognitive learning because it requires students to actively retrieve and evaluate information when responding to teacher questions. Through this process, students strengthen their understanding, improve memory retention, and become more aware of their mistakes. The immediate feedback they receive also helps them correct misunderstandings quickly(Aisyah 2019).

Constructivist theory proposes that learners construct knowledge through active interaction with new information. In grammar learning, this means students learn better when they are involved in discovering rules rather than simply being told what the rules are. The Q&A method is closely aligned with constructivism, as it encourages students to build understanding through guided questioning and interaction with both the teacher and their peers(R. Lestari 2021). When students answer questions, they connect new concepts with their prior knowledge, which deepens comprehension and promotes long-term learning. This method also helps students become more independent learners.

Communicative Language Teaching (CLT) emphasizes meaningful interaction as the key to effective language learning. While grammar is sometimes viewed as separate from communicative approaches, CLT recognizes that grammar remains essential and must be taught in ways that relate to real communication. The Q&A method supports CLT principles because it encourages dialogue and interaction between teacher and students. By discussing grammar through questioning, students practice using correct forms in meaningful contexts. This not only helps them understand grammar rules but also improves their fluency and confidence in using English.

Questioning techniques are an important component of effective teaching, especially in

language classrooms. Teachers use questions to stimulate thinking, check understanding, and promote participation. In grammar instruction, questioning helps students reflect on sentence structures, identify errors, and justify their choices. The Q&A method incorporates various types of questions—from simple recall questions to complex analytical ones—making it an effective tool for developing students' reasoning skills. When students are challenged with questions, they learn to think critically and become more actively involved in the learning process.

Student engagement theory states that learners achieve better outcomes when they are actively involved, emotionally connected, and cognitively invested in the learning process. The Q&A method increases engagement by encouraging students to respond frequently, interact with the teacher, and participate in discussions. When students feel involved, they become more motivated and confident to express their ideas. This higher level of engagement is especially important in grammar learning, where students often feel anxious or bored. Through questioning, they become more alert, attentive, and willing to learn.

Based on these theories, the Q&A method provides a strong foundation for improving grammar learning in the classroom. By stimulating cognitive activity, supporting knowledge construction, promoting communication, and increasing student engagement, this method offers a comprehensive approach to grammar instruction. For Grade VIII students at MTs Hidayatul 'Ulum, who often struggle with traditional teacher-centered approaches, the Q&A method offers a more interactive and effective learning experience. It encourages students to participate, think critically, and deepen their understanding of grammar, which is expected to lead to improved learning outcomes.

RESEARCH METHOD

This study employed a quantitative descriptive research design aimed at examining the effectiveness of the Question and Answer Method in teaching English grammar to Grade VIII students at MTs Hidayatul 'Ulum. A quantitative approach was chosen because it enabled the researcher to measure students' grammar achievements objectively and make comparisons between students' performance before and after the application of the method. This design was also appropriate for identifying improvements in learning outcomes and determining whether the teaching strategy contributed significantly to students' grammar mastery.

The population of this research included all Grade VIII students at MTs Hidayatul 'Ulum in the academic year 2024/2025. From this population, a single class consisting of 32 students was selected as the sample using purposive sampling. The selection was based on recommendations from the English teacher, who identified the class as academically stable and suitable for the intervention. The chosen sample was considered representative of the larger student population, particularly in terms of academic diversity and learning characteristics.

The primary instrument used in this study was a grammar test that consisted of 25 multiple-choice questions and 5 short-answer items. The test covered various grammatical topics such as verb tenses, sentence structure, subject-verb agreement, and parts of speech. To

ensure content validity, the instrument was reviewed by two experts in English education, and reliability was determined using the split-half technique. In addition to the written test, classroom observations were conducted to record students' participation, attentiveness, and responsiveness during the implementation of the Question and Answer Method.

The data collection procedure began with the administration of a pre-test to assess students' initial understanding of English grammar. Following this, the treatment phase was carried out over six instructional sessions in which the Question and Answer Method was actively integrated into the lessons. During the treatment, students were encouraged to respond to teacher-generated questions and formulate questions of their own, fostering an interactive learning environment. At the end of the intervention period, a post-test was administered to measure changes in students' grammar proficiency and determine the effectiveness of the applied method.

The data obtained from both the pre-test and post-test were analyzed using descriptive and inferential statistical techniques. Descriptive statistics, including mean scores and percentages, were used to illustrate students' overall performance and improvement levels. Furthermore, a paired sample t-test was conducted to identify whether the increase in grammar scores was statistically significant. The outcomes of the analysis provided insights into the extent to which the Question and Answer Method contributed to enhancing students' understanding of English grammar and its effectiveness as a teaching strategy.

RESULTS AND DISCUSSION

The findings of this study provide comprehensive insights into the extent to which the Question and Answer Method enhances students' mastery of English grammar in Grade VIII at MTs Hidayatul 'Ulum. The analysis began with the evaluation of students' pre-test scores, which revealed that most learners had limited understanding of fundamental grammatical concepts. Many students demonstrated difficulties in identifying verb tenses, distinguishing main clauses from subordinate clauses, and applying subject-verb agreement correctly. The mean score of the pre-test, which fell within the lower proficiency range, clearly indicated a gap between students' expected mastery level and their actual performance. These results suggested that before the implementation of the treatment, students struggled not only with understanding grammatical structures but also with using them accurately in sentence construction.

After the Question and Answer Method was implemented across multiple instructional sessions, the post-test results showed a significant improvement. Students' grammar scores increased consistently, with the majority moving from low to moderate or high proficiency levels. The improvement was particularly evident in the accuracy of grammatical usage, sentence formation, and the ability to select correct verb forms within various sentence contexts. This increase in performance suggests that the method effectively addressed students' prior weaknesses and helped them develop stronger conceptual understanding of grammar rules. The substantial rise in mean scores from the pre-test to the post-test confirms that the

intervention had a measurable impact on students' grammar learning outcomes.

In addition to test-based results, classroom observations revealed important behavioral changes throughout the study. During the early sessions, students often appeared reluctant to participate, hesitant to answer questions, and uncomfortable expressing uncertainty. Some students avoided eye contact, indicating a lack of confidence in their grammar knowledge. However, as the Question and Answer Method was continuously practiced, students gradually became more engaged. They began responding to questions more confidently and were more willing to participate in classroom discussions. The interactive structure of the method encouraged students to communicate more frequently, which in turn contributed to increased classroom energy and attentiveness. This shift shows that the method not only enhanced cognitive understanding but also created a learning environment that supported greater affective involvement.

A deeper analysis suggests that the repetitive questioning technique played a crucial role in strengthening students' grammar retention. Through continuous exposure to similar grammatical structures in question-answer patterns, students internalized grammar rules more effectively. For instance, when students were repeatedly asked to identify verb forms in various sentences, they began to recognize patterns, understand rule applications, and recall information more quickly. This repetition is consistent with principles of cognitive reinforcement, which emphasize that repeated exposure enhances long-term memory. Moreover, listening to peers answering questions also contributed to collaborative learning, as students learned from one another's correct or incorrect responses.

Another important finding is that the Question and Answer Method provided immediate feedback, which is essential in grammar instruction. Every time a student answered incorrectly, the teacher corrected the response and provided a brief explanation. This immediate clarification prevented the formation of misconceptions and helped students refine their understanding instantly. Likewise, when students answered correctly, positive reinforcement boosted their confidence and motivated them to participate more actively. This immediate feedback loop is one of the strengths of the Question and Answer Method, making it highly effective in grammar learning where precision and accuracy are critical.

The data also showed that the method was particularly beneficial for students who initially belonged to the lower achievement group. These students exhibited noticeable improvement in both their test scores and classroom participation. At the beginning of the study, they struggled with even the most basic grammar questions. However, the structured questioning sessions allowed them to focus on smaller, manageable aspects of grammar before advancing to more complex structures. This gradual progression enabled them to build confidence and competency at a pace suitable for their learning needs. By the end of the treatment, many of these lower-performing students demonstrated significant score increases, indicating that the method effectively supported differentiated learning.

Furthermore, the Question and Answer Method helped create a more dynamic and communicative classroom atmosphere. Traditional grammar instruction typically relies heavily

on written exercises, which can often lead to disengagement or boredom among students. In contrast, the interactive nature of the Question and Answer Method kept students mentally alert and emotionally engaged. They were required to think quickly, articulate answers verbally, and listen actively to peers. This form of instruction also encouraged greater student-centered learning, as students were not merely passive recipients of information but active participants in constructing knowledge.

From a cognitive perspective, the method also encouraged higher-order thinking skills. Students were not only required to recall grammar rules but also to apply them in different question formats. For instance, during the sessions, students encountered questions that required them to transform sentences, identify errors, or analyze sentence components. These activities promoted analytical thinking, problem-solving, and language awareness – skills that are essential for mastering grammar in a meaningful and long-lasting way. This finding is aligned with the theoretical belief that interactive questioning fosters deeper cognitive engagement.

Another important aspect observed during the study was the improvement in students' ability to self-correct. As questioning became a routine part of classroom learning, students developed a habit of reevaluating their sentences and analyzing their responses before giving final answers. This reflective practice is a key indicator of increased language awareness. Many students began to pause momentarily before speaking, indicating that they were mentally processing grammar rules. Such self-regulation is a valuable skill in language learning and points to the method's effectiveness in developing independent learning abilities.

Additionally, the method contributed to strengthening students' listening skills. Since grammar questions were presented orally, students had to pay close attention to the teacher's prompts. This constant listening activity helped sharpen their auditory processing of English phrases and sentence patterns. As a result, students became more familiar with the natural rhythm, intonation, and structure of English sentences. This improvement in listening also supported their grammar acquisition, as they could more easily identify grammatical forms within spoken language.

The discussion of the results also highlights the importance of teacher–student interaction in optimising grammar learning. The Question and Answer Method facilitated rich interaction where the teacher acted as a guide, facilitator, and evaluator. The teacher's role in providing well-constructed questions, modeling correct grammar usage, and offering constructive feedback was essential to the success of the method. This reflects the idea that effective grammar instruction requires not only methodological innovation but also appropriate teacher involvement and pedagogical skill.

In summary, the findings of this study show that the Question and Answer Method significantly improved students' grammar mastery, enhanced classroom participation, strengthened listening and speaking skills, and promoted deeper cognitive processing. The combination of repeated questioning, immediate feedback, structured practice, and engaging classroom interaction contributed to measurable increases in students' grammar performance.

These results indicate that the method is highly suitable for middle-level learners, particularly in contexts where students require additional support in mastering fundamental grammatical structures.

Another noteworthy aspect emerging from the findings is the method's potential to cultivate students' communicative competence alongside their grammatical accuracy. Although the primary focus of the study was grammar mastery, the interactive nature of the Question and Answer Method subtly encouraged students to speak more frequently and more confidently. As students responded to questions aloud, they practiced producing grammatically correct sentences in real-time, thereby strengthening both their fluency and accuracy. This dual benefit is particularly important in the context of English language teaching, where grammar instruction is often separated from communicative practice. The results suggest that integrating structured questioning into grammar lessons can bridge the gap between passive knowledge and active language use. Consequently, the method proved to be efficient not only for improving test performance but also for enhancing students' practical language skills in a meaningful and functional manner.

In addition, the study's findings highlight the importance of adopting interactive, student-centered approaches in modern language classrooms. Traditional grammar instruction tends to emphasize memorization and written drills, which may limit student engagement and hinder deeper understanding. However, the success of the Question and Answer Method in this study demonstrates that when students are placed at the center of the learning process – actively responding, questioning, and validating their understanding – they become more motivated and enthusiastic learners. This shift supports educational theories that emphasize the value of active learning, social interaction, and cognitive engagement as essential components of effective language instruction. As such, the results of this study reinforce the need for teachers to continually refine their pedagogical strategies, integrating approaches that encourage participation, critical thinking, and meaningful interaction to maximize students' language development.

CONCLUSION

The findings of this study clearly demonstrate that the Question and Answer Method is an effective instructional strategy for improving students' mastery of English grammar in Grade VIII at MTs Hidayatul 'Ulum. The significant increase in students' post-test scores compared to their pre-test scores indicates that the method successfully strengthened their understanding of essential grammatical concepts. Students who initially struggled with identifying verb forms, constructing sentences, or applying grammar rules showed remarkable improvement after participating in the structured questioning sessions. This proves that the repetitive, interactive, and communicative nature of the Question and Answer Method plays a crucial role in reinforcing grammar comprehension and long-term retention.

Furthermore, the qualitative observations support the quantitative results, as students displayed increased participation, higher motivation, and greater confidence throughout the

treatment. The questioning technique encouraged students to think critically, respond actively, and engage more meaningfully in the learning process. These behavioral changes indicate that the method not only enhances academic performance but also positively influences students' attitudes toward learning grammar, which is often considered a challenging and monotonous subject. The interactive environment created by the method allowed students to learn collaboratively, reduce anxiety, and develop stronger language awareness.

Overall, this study concludes that the Question and Answer Method contributes significantly to improving grammar mastery, promoting active learning, and fostering a more dynamic classroom atmosphere. Given its effectiveness, teachers are encouraged to integrate this method into their grammar instruction regularly, especially in junior secondary school settings where students benefit greatly from structured guidance and repetitive practice. The results of this research also suggest that future studies may explore the application of the method in different language skills, larger student populations, or in combination with other interactive strategies to further enhance English language learning outcomes.

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