

**THE EFFECTIVENESS OF THE QUESTION AND ANSWER METHOD IN
TEACHING ENGLISH GRAMMAR TO GRADE VIII STUDENTS AT SMP-IT AL-
JUMHURIYAH**

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Abstract

This study aims to analyze the effectiveness of the Question and Answer method in teaching English grammar to eighth-grade students at SMP-IT Al-Jumhuriyah. The research employed a quantitative experimental design. Data were collected through pre-tests and post-tests to measure students' improvement in grammar understanding after implementing the Question and Answer method.

The findings indicate that the Question and Answer method is effective in enhancing students' grammar comprehension, increasing active participation, and building confidence in using English. The method also encourages interactive learning, allowing students to clarify doubts immediately and engage more actively in classroom activities.

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas metode tanya jawab (Question and Answer) dalam mengajarkan tata bahasa Inggris kepada siswa kelas VIII di SMP-IT Al-Jumhuriyah. Metode penelitian yang digunakan adalah kuantitatif dengan desain eksperimen. Data dikumpulkan melalui pre-test dan post-test untuk mengukur peningkatan kemampuan tata bahasa siswa setelah penerapan metode tanya jawab. Hasil penelitian menunjukkan bahwa metode tanya jawab efektif dalam meningkatkan pemahaman tata bahasa siswa, meningkatkan partisipasi aktif, serta membangun rasa percaya diri dalam penggunaan bahasa Inggris.

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INTRODUCTION

English grammar is a fundamental component of language learning, serving as the framework through which students can communicate effectively and accurately. Mastery of grammar enables learners to construct meaningful sentences, convey ideas clearly, and develop both spoken and written proficiency. Despite its importance, many students often struggle with grammar due to its abstract rules and complex structures, which can lead to decreased motivation and learning anxiety.

One of the methods proposed to address these challenges is the Question and Answer (Q&A) method. This interactive approach encourages students to actively engage in classroom discussions, ask questions about unclear points, and receive immediate feedback from the teacher. By fostering a participatory learning environment, the Q&A method not only enhances understanding but also promotes critical thinking and confidence in using the language.

Previous studies have suggested that interactive methods, such as Q&A, can significantly improve language learning outcomes (Brown, 2001; Harmer, 2007). These methods emphasize active participation, immediate clarification, and teacher-student interaction, which are crucial for understanding complex grammatical concepts.

This study aims to investigate the effectiveness of the Question and Answer method in teaching English grammar to eighth-grade students at SMP-IT Al-Jumhuriyah. The research focuses on the improvement of grammar comprehension, student participation, and overall engagement in the learning process. By examining both pre-test and post-test results, this study seeks to provide evidence on the potential of the Q&A method to enhance English grammar teaching and learning.

THEORETICAL FRAMEWORK

Teaching English grammar is a critical aspect of language education because grammar provides the structural foundation for effective communication. According to Brown (2001), grammar instruction is essential not only for sentence construction but also for enhancing learners' overall communicative competence. When students have a solid grasp of grammatical rules, they can express ideas accurately, participate in discussions confidently, and develop their writing skills effectively.

The Question and Answer (Q&A) method is a teaching strategy that emphasizes interaction and active participation. Harmer (2007) explains that the Q&A method allows students to engage in dynamic exchanges, clarify doubts immediately, and receive prompt feedback from teachers. This method is not limited to memorization but encourages learners to think critically, formulate their own responses, and connect grammatical knowledge with real-life communication.

Student participation is a key factor in effective grammar learning. According to Richards and Rodgers (2014), active engagement in class discussions enhances retention, understanding, and application of grammatical concepts. When students actively participate, they are more likely to internalize rules and apply them correctly in different contexts.

Moreover, the Q&A method can reduce learning anxiety. As highlighted by Horwitz et al. (1986), students often feel anxious when confronting abstract grammatical rules or when they fear making mistakes. By encouraging a supportive environment where questions are welcomed, the Q&A method helps students build confidence, reduces hesitation, and creates a positive attitude toward learning grammar.

In summary, the theoretical framework of this study is based on three pillars: grammar competence as a foundation for communication, active student participation through the Q&A method, and the role of teacher-student interaction in reducing learning anxiety and enhancing engagement. This framework provides the rationale for investigating the effectiveness of the Question and Answer method in teaching English grammar to eighth-grade students at SMP-IT Al-Jumhuriyah.

RESEARCH METHOD

This study employed a quantitative experimental design to investigate the effectiveness of the Question and Answer (Q&A) method in teaching English grammar to eighth-grade students at SMP-IT Al-Jumhuriyah. The research focused on measuring students' grammar comprehension before and after the implementation of the Q&A method.

1. Research Participants

The participants of this study were 30 eighth-grade students, selected using purposive sampling to ensure they represented the typical classroom population in terms of ability and engagement. Both male and female students participated in the study, with varying levels of prior grammar knowledge.

2. Data Collection Instruments

Data were collected using pre-tests and post-tests, which consisted of multiple-choice and short-answer questions designed to measure students' understanding of grammar topics taught during the study. The pre-test was administered before the implementation of the Q&A method to assess the baseline knowledge, while the post-test was conducted after the method was applied to determine the improvement.

3. Research Procedure

The research procedure consisted of three main steps:

- a. Pre-test Administration: Students completed the pre-test to assess initial grammar knowledge.
- b. Implementation of Q&A Method: The teacher conducted several grammar lessons using the Q&A method. Students were encouraged to ask questions, provide answers, and actively participate in discussions. Immediate feedback was provided to clarify misunderstandings.
- c. Post-test Administration: After the Q&A lessons, students took the post-test to measure improvement in grammar comprehension and overall participation.

4. Data Analysis

The data were analyzed using descriptive and inferential statistics. The mean scores of the pre-test and post-test were compared to determine the level of improvement. Additionally, t-test analysis was conducted to evaluate whether the differences between pre-test and post-test scores were statistically significant, indicating the effectiveness of the Q&A method.

Through this methodology, the study aimed to provide clear evidence of the impact of the Q&A method on students' grammar understanding, participation, and confidence in using English.

RESULTS AND DISCUSSION

a. Results

The results of this study indicate that the Question and Answer (Q&A) method significantly improved students' grammar comprehension and classroom participation.

1. Pre-Test Results

Before the implementation of the Q&A method, students' grammar scores were generally low. The mean pre-test score was 56.3 out of 100, indicating that students faced difficulties in understanding verb tenses, sentence structures, and subject-verb agreement. Observations revealed that only a few students were willing to ask questions or respond to teacher prompts. Many students appeared hesitant, and some avoided participating in discussions, which suggested a lack of confidence and engagement in grammar lessons.

Interviews with students during this phase indicated feelings of anxiety and uncertainty. Some students mentioned that they often felt embarrassed to make mistakes, while others admitted that they were unclear about grammar rules despite prior explanations. This data highlighted the need for a more interactive and supportive teaching approach to address both cognitive and emotional challenges in learning grammar.

2. Post-Test Results

After implementing the Q&A method across several lessons, a noticeable improvement in students' grammar performance was observed. The mean post-test score increased to 82.7 out of 100, showing a significant improvement in their understanding of grammatical rules. Most students were able to accurately construct sentences, apply verb tenses correctly, and follow proper subject-verb agreement.

Beyond academic scores, classroom dynamics changed positively. More students participated actively, asking questions, sharing examples, and responding to their peers' answers. The Q&A method fostered a collaborative learning environment, where students learned not only from the teacher but also from each other. Group discussions and peer explanations contributed to deeper understanding and retention of grammar concepts.

3. Student Engagement and Motivation

The implementation of the Q&A method encouraged interactive learning and enhanced student motivation. Students reported feeling more confident and enthusiastic about participating in lessons. The method provided opportunities for students to clarify doubts immediately, reducing confusion and building a positive attitude toward learning. Several students expressed that they enjoyed the lessons more because they felt their voices were heard and their contributions valued, which increased their willingness to learn and take risks in using English.

4. Statistical Analysis

A t-test was conducted to compare pre-test and post-test scores, showing a statistically significant difference ($p < 0.05$). This confirms that the Q&A method effectively improved students' grammar comprehension. The significant improvement in scores, combined with increased classroom participation and positive feedback from students, suggests that this method is beneficial in promoting both cognitive and affective aspects of language learning.

In summary, the findings demonstrate that the Q&A method not only improves grammar knowledge but also enhances classroom engagement, reduces learning

anxiety, and encourages a more interactive and supportive learning environment. These results highlight the importance of implementing teaching methods that actively involve students and address both their academic and emotional needs.

The findings of this study indicate that the Question and Answer Method is effective in teaching English grammar to Grade VIII students at SMP-IT Al-Jumhuriyah. The implementation of this method significantly improved students' understanding of grammatical concepts, such as tenses, sentence structure, subject-verb agreement, and parts of speech. Through the question-and-answer activities, students were actively involved in the learning process and had more opportunities to express their ideas, ask questions, and clarify their understanding of the material. This active participation enabled students to construct their knowledge more effectively than in traditional teacher-centered instruction. Furthermore, the Question and Answer Method increased students' motivation and classroom participation. Before the implementation of this method, many students tended to be passive and lacked confidence in learning English grammar because they considered grammar difficult and complicated. However, during the teaching process, students became more enthusiastic and willing to participate in classroom discussions. The interactive nature of the method encouraged them to respond to questions and engage in meaningful communication with the teacher and their peers. This finding supports the theory proposed by Brown (2007), who states that language learning becomes more effective when learners actively participate in communicative interactions.

The effectiveness of the Question and Answer Method can also be explained through the constructivist learning theory, which emphasizes that students learn better when they actively construct knowledge through interaction and experience. By answering questions and discussing grammatical rules, students were encouraged to analyze, compare, and apply grammatical concepts in different contexts. Consequently, their understanding of grammar became deeper and more meaningful. In addition, the immediate feedback provided by the teacher during the question-and-answer sessions helped students identify and correct their mistakes, thereby improving their grammatical accuracy. Another important finding of this study is that the Question and Answer Method contributed to the development of students' confidence and critical thinking skills. The opportunity to answer questions and express opinions in class gradually reduced students' anxiety toward learning English grammar. They became more confident in using English and were more willing to participate in learning activities. This finding is in line with Slavin's theory (2018), which emphasizes that active engagement in the learning process positively influences students' motivation, confidence, and academic achievement. However, several challenges were also found during the implementation of the method. Some students still had difficulties in understanding certain grammatical concepts and needed more time to formulate their answers. In addition, differences in students' abilities and confidence levels affected the extent of their participation in classroom discussions. Time limitations also made it difficult for the teacher to provide equal opportunities for all students to answer questions. Therefore, teachers should combine the Question and Answer Method with other instructional strategies, such as group discussions, pair work, and language games, to accommodate different learning needs and maximize student participation.

Overall, the findings demonstrate that the Question and Answer Method is an effective instructional strategy for teaching English grammar to Grade VIII students at SMP-IT Al-

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Jumhuriyah. The method not only improves students' grammatical understanding and academic achievement but also enhances their motivation, participation, confidence, and critical thinking skills. Therefore, it is recommended that English teachers employ the Question and Answer Method as an interactive and student-centered approach to teaching grammar in junior high schools.

b. Discussion

The findings of this study indicate that the Question and Answer (Q&A) method is highly effective in improving students' grammar comprehension and enhancing classroom engagement. The significant increase in post-test scores demonstrates that students were able to better understand and apply grammatical rules after participating in Q&A-based lessons. This aligns with the theory proposed by Harmer (2007), which emphasizes that interactive teaching methods promote active learning, critical thinking, and immediate clarification of misunderstandings.

The increase in student participation observed in this study also supports the view that engagement is a key factor in language acquisition. When students actively ask questions and provide answers, they not only reinforce their understanding but also internalize grammar concepts more effectively. This interactive process encourages learners to think independently, express ideas confidently, and build stronger communication skills, which are essential for mastering English as a second language.

Moreover, the Q&A method positively influenced students' motivation and reduced learning anxiety. As highlighted by Horwitz et al. (1986), students often feel anxious when learning complex grammar structures. The supportive environment created by the Q&A method allowed students to ask questions without fear of judgment, fostering a sense of security and confidence. This psychological support is crucial in helping learners overcome barriers that hinder their academic performance.

Another important aspect observed was the collaborative learning environment that emerged during Q&A sessions. Students were not only learning from the teacher but also from their peers, exchanging ideas, and providing peer feedback. This social interaction further strengthened their understanding of grammar and enhanced their ability to apply it in context. According to Richards and Rodgers (2014), collaborative learning encourages deeper comprehension and long-term retention of knowledge.

In conclusion, the Q&A method proves to be an effective pedagogical approach that addresses both cognitive and emotional aspects of learning. It not only improves grammar competence but also promotes active participation, motivation, and confidence among students. These findings suggest that teachers should incorporate interactive strategies like Q&A to create dynamic and engaging English grammar lessons.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the Question and Answer (Q&A) method is effective in improving the grammar skills of eighth-grade students at SMP-IT Al-Jumhuriyah. The method significantly enhanced students' grammar comprehension, increased active participation in classroom activities, and reduced learning anxiety. Students were more confident in asking questions, providing answers, and engaging in peer discussions.

The study also highlights that interactive teaching methods like Q&A do not only improve academic performance but also foster a supportive and motivating learning environment. Therefore, it is recommended that English teachers implement the Q&A method regularly to promote both cognitive and affective aspects of language learning, ensuring that students can master grammar effectively while maintaining high levels of engagement and motivation.

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