

**THE EFFECTIVENESS OF THE QUESTION AND ANSWER METHOD IN
TEACHING ENGLISH GRAMMAR TO GRADE VI STUDENTS AT MI
ISLAMIYAH UJUNG BOM**

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Abstract

This study aims to examine the effectiveness of the Question and Answer (Q&A) method in teaching English grammar to Grade VI students at MI Islamiyah Ujung Bom. Grammar is a fundamental component of English language learning; however, many elementary school students experience difficulties in understanding grammatical concepts due to teacher-centered and monotonous instructional methods. To address this issue, this research employed a quantitative approach using a quasi-experimental design with a pre-test and post-test control group.

The subjects of this study consisted of two groups of Grade VI students: an experimental group taught using the Question and Answer method and a control group taught using conventional teaching methods. Data were collected through grammar achievement tests administered before and after the treatment. The data were analyzed using descriptive statistics and inferential analysis to determine the effectiveness of the implemented method. The findings revealed that students in the experimental group showed a significant improvement in their grammar achievement compared to those in the control group. In addition, the Question and Answer method increased students' classroom participation, confidence, and motivation in learning English grammar. Therefore, it can be concluded that the Question and Answer method is effective in improving students' English grammar mastery at the elementary school level.

Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas metode Question and Answer (tanya jawab) dalam pembelajaran tata bahasa Inggris pada siswa kelas VI di MI Islamiyah Ujung Bom. Tata bahasa merupakan salah satu komponen fundamental dalam pembelajaran bahasa Inggris; namun, banyak siswa sekolah dasar mengalami kesulitan dalam memahami konsep tata bahasa akibat penerapan metode pembelajaran yang berpusat pada guru dan bersifat monoton. Untuk mengatasi permasalahan tersebut, penelitian ini

menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen yang melibatkan kelompok eksperimen dan kelompok kontrol melalui pre-test dan post-test. Subjek penelitian ini terdiri atas dua kelompok siswa kelas VI, yaitu kelompok eksperimen yang diajar menggunakan metode Question and Answer dan kelompok kontrol yang diajar menggunakan metode pembelajaran konvensional. Pengumpulan data dilakukan melalui tes pencapaian tata bahasa yang diberikan sebelum dan sesudah perlakuan. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan analisis inferensial untuk mengetahui efektivitas metode yang diterapkan. Hasil penelitian menunjukkan bahwa siswa pada kelompok eksperimen mengalami peningkatan yang signifikan dalam penguasaan tata bahasa dibandingkan dengan siswa pada kelompok kontrol. Selain itu, penerapan metode Question and Answer mampu meningkatkan partisipasi siswa di kelas, kepercayaan diri, serta motivasi dalam pembelajaran tata bahasa Inggris. Dengan demikian, dapat disimpulkan bahwa metode Question and Answer efektif dalam meningkatkan penguasaan tata bahasa Inggris siswa pada tingkat sekolah dasar.

INTRODUCTION

English is an international language that plays a vital role in global communication, education, science, and technology. In the era of globalization, the ability to use English has become an important skill that supports academic success and future career opportunities. In Indonesia, English is taught as a foreign language starting from elementary school to higher levels of education. Early exposure to English is expected to help students develop basic language skills and build a strong foundation for more advanced language learning in the future (Sobirin et al. 2022).

One of the most essential components of English language learning is grammar. Grammar provides the fundamental rules for constructing meaningful and grammatically correct sentences. Through grammar mastery, students are able to express ideas accurately and communicate effectively, both in spoken and written forms. Grammar competence also supports the development of other language skills, such as listening, speaking, reading, and writing. Therefore, grammar plays a crucial role in achieving overall English proficiency.

Despite its importance, grammar is often considered a difficult and challenging subject by elementary school students. Many students struggle to

understand grammatical concepts because grammar is frequently taught through memorization of rules and teacher-centered explanations. This approach limits students' opportunities to actively engage in the learning process. As a result, students tend to become passive, bored, and less motivated during grammar lessons, which negatively affects their learning outcomes.

Based on preliminary observation conducted at MI Islamiyah Ujung Bom, it was found that Grade VI students demonstrated low achievement in English grammar. Many students experienced difficulties in understanding basic grammatical structures, such as the simple present tense, subject-verb agreement, and sentence patterns. In addition, classroom activities were dominated by the teacher, while students rarely participated actively in asking questions, answering questions, or expressing their ideas. This condition indicates that the learning process was not yet optimal in promoting students' understanding and engagement (Rohayati et al. 2023).

To overcome these problems, teachers need to implement teaching methods that encourage active student participation and meaningful interaction in the classroom. One teaching method that can be applied is the Question and Answer (Q&A) method. The Q&A method allows teachers to present questions related to the lesson and encourages students to respond, think critically, and clarify their understanding through interaction. By actively involving students in the learning process, this method can help students understand grammatical concepts more easily and increase their motivation to learn.

Therefore, this study focuses on investigating the effectiveness of the Question and Answer method in teaching English grammar to Grade VI students at MI Islamiyah Ujung Bom. This research is expected to provide valuable insights for English teachers, particularly at the elementary school level, in selecting effective teaching methods to improve students' grammar mastery and classroom participation

LITERATURE REVIEW

A. English Grammar

Grammar is a system of rules that governs the structure of a language, including word order, verb forms, and sentence patterns. These rules help language users arrange words into meaningful and acceptable sentences. According to Harmer (2004), grammar refers to the way words change in form
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and combine with other words to create sentences that convey meaning. Without adequate grammatical knowledge, learners may find it difficult to communicate their ideas clearly and accurately, both in spoken and written communication.

Grammar competence enables learners to express meaning accurately and appropriately in various communicative contexts. A good understanding of grammar helps learners avoid misunderstandings and supports the development of other language skills such as speaking, reading, and writing. For elementary school students, grammar learning should focus on basic and commonly used structures, such as simple tenses, subject-verb agreement, and sentence patterns. Grammar instruction at this level should be presented in a simple, contextual, and meaningful way, allowing students to understand grammatical forms through examples and practice rather than through abstract rule memorization. By using interactive and student-centered teaching methods, teachers can help young learners develop a positive attitude toward grammar learning and improve their overall English proficiency.

B. Teaching Grammar at Elementary School Level

Teaching grammar to young learners requires the use of appropriate instructional methods that take into account students' characteristics, learning styles, and cognitive development. Young learners generally have shorter attention spans and tend to learn more effectively when they are actively involved in the learning process. They respond positively to activities that are engaging, enjoyable, and meaningful, rather than to abstract explanations of grammatical rules. Therefore, teachers need to create learning environments that encourage participation and interaction. Teaching grammar to young learners requires the use of appropriate instructional methods that take into account students' characteristics, learning styles, and cognitive development. Young learners generally have shorter attention spans and tend to learn more effectively when they are actively involved in the learning process. They respond positively to activities that are engaging, enjoyable, and meaningful, rather than to abstract explanations of grammatical rules. Therefore, teachers need to create learning environments that encourage participation and interaction. In the context of language learning, grammar should not be introduced merely as a set of rules to be memorized, but rather as a practical tool for communication. Young learners acquire language more naturally when

grammar is integrated into communicative and contextualized activities. For this reason, teachers are encouraged to use methods such as games, songs, storytelling, role-play, pictures, and interactive exercises that make grammar learning more concrete and enjoyable. These activities help students understand grammatical structures in meaningful situations while maintaining their motivation and interest during the lesson (Aisa et al. 2025).

Furthermore, the teaching of grammar to children should consider the developmental stage of learners. At an early age, students often learn best through imitation, repetition, and hands-on experiences. Visual aids and physical movement can support comprehension and memory retention, especially when introducing new sentence patterns or vocabulary. For example, using flashcards, puppets, or simple classroom actions can help learners associate grammar structures with real-life contexts. This approach reduces anxiety and makes the learning process more natural and less intimidating for students. Another important aspect is the role of the teacher as a facilitator and motivator. Teachers should provide positive reinforcement and create a supportive atmosphere where students feel comfortable making mistakes and experimenting with language. Errors should be viewed as part of the learning process rather than as failures. By encouraging students to practice grammar through pair work, group discussions, and collaborative activities, teachers can develop students' confidence and communicative competence simultaneously. In addition, technology and multimedia resources can also contribute significantly to grammar instruction for young learners. Educational videos, interactive games, animations, and digital applications provide opportunities for students to learn grammar in a more dynamic and engaging way. The integration of technology can increase students' enthusiasm and accommodate different learning preferences, especially for visual and auditory learners.

Ultimately, effective grammar teaching for young learners requires creativity, patience, and flexibility from teachers. Instruction should focus not only on grammatical accuracy but also on helping students use language meaningfully in real communication. By employing interactive and learner-centered approaches, teachers can foster positive attitudes toward grammar learning and support students in developing a strong foundation in English language skills. Young learners learn more effectively through interactive activities that involve participation, repetition, and immediate feedback. Activities such as games, question-and-answer sessions, and guided practice

help students reinforce grammatical concepts in a natural and enjoyable way. Immediate feedback from the teacher allows students to recognize and correct their mistakes, which supports their language development. Therefore, grammar instruction should be integrated with communicative activities that allow students to practice language use in real or simulated contexts rather than merely memorizing rules. By combining grammar learning with meaningful communication, students can develop a better understanding of how grammar functions in everyday language use and become more confident in using English accurately.

C. Question and Answer Method

The Question and Answer method is a teaching technique that emphasizes interaction between teachers and students through structured and purposeful questioning. In this method, the teacher poses questions related to the lesson content, and students are encouraged to respond, discuss, and ask further questions. This interactive process creates a two-way communication in the classroom, allowing students to become active participants rather than passive recipients of information. Through continuous questioning, students are guided to think critically, recall prior knowledge, and connect new information with what they have already learned.

This method encourages students to actively participate in the learning process by answering questions, asking for clarification, and expressing their ideas orally. According to Brown (2007), effective questioning techniques play an important role in stimulating students' thinking, increasing engagement, and maintaining meaningful classroom interaction. In addition, the Question and Answer method helps teachers monitor students' understanding of the lesson in real time. By observing students' responses, teachers can identify learning difficulties and misconceptions, and then provide immediate feedback or clarification. This immediate feedback is particularly beneficial for young learners, as it helps them correct errors promptly and reinforces correct language use. As a result, the Question and Answer method not only supports students' comprehension of grammatical concepts but also fosters confidence, motivation, and active involvement in the learning process.

RESEARCH METHODOLOGY

A. Research Design

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This study employed a quasi-experimental research design using a pre-test and post-test control group. This research design was selected because it allows the researcher to examine the effectiveness of a particular teaching method by comparing learning outcomes between two groups under controlled conditions. In this study, the experimental group received instruction using the Question and Answer method, while the control group was taught using conventional teaching methods. The use of both groups enabled the researcher to identify differences in students' grammar achievement that resulted from the implementation of the instructional method.

The pre-test was administered to both groups prior to the treatment to measure students' initial grammar competence and to ensure that the two groups had relatively similar abilities at the beginning of the study. After the treatment period, a post-test was given to assess students' grammar achievement after the implementation of the Question and Answer method. By comparing the pre-test and post-test results, the researcher was able to determine the extent to which the Question and Answer method influenced students' improvement in English grammar mastery. This design provided both reliability and validity in evaluating the effectiveness of the instructional method applied in this research.

B. Research Subjects

The subjects of this study were Grade VI students of MI Islamiyah Ujung Bom. The participants were selected from two existing classes to ensure the feasibility of the research and to maintain the natural classroom setting. A total of 40 students participated in the study and were divided into two groups, namely the experimental group and the control group, with each group consisting of 20 students. The grouping was conducted to allow a clear comparison between students who received the treatment and those who were taught using traditional instructional methods.

The experimental group was taught English grammar using the Question and Answer method, which emphasized active interaction between the teacher and students through structured questioning and student responses. This method encouraged students to think critically, participate actively, and clarify their understanding of grammatical concepts. Meanwhile, the control group received instruction using conventional teaching methods, which primarily involved teacher explanation, textbook-based exercises, and limited student

interaction. The different instructional approaches applied to both groups enabled the researcher to examine the effectiveness of the Question and Answer method in improving students' English grammar achievement.

C. Research Instruments

The main instrument used in this study was a grammar achievement test consisting of multiple-choice and short-answer questions. The test was designed to measure students' understanding and mastery of English grammar, particularly the grammatical topics taught during the research period. The items in the test were developed based on the learning objectives and the English grammar syllabus for Grade VI students, ensuring that the content of the test was relevant and appropriate to the students' level.

Before being administered to the students, the grammar achievement test was validated to ensure its validity and reliability. Content validity was established by consulting with English teachers and experts to confirm that the test items adequately represented the grammar materials being taught. In addition, a pilot test was conducted to evaluate the clarity, difficulty level, and effectiveness of the test items. Based on the results of the validation process, necessary revisions were made to improve the quality of the test. The validated test was then administered as both a pre-test and a post-test to measure students' grammar achievement before and after the implementation of the Question and Answer method.

D. Data Collection Techniques

Data were collected through pre-tests and post-tests. The pre-test was administered to both groups before the treatment to determine students' initial grammar ability. The post-test was given after the treatment to measure students' improvement in grammar mastery.

E. Data Analysis Technique

The data were analyzed using descriptive statistics to calculate mean scores and score improvements. Inferential analysis using a t-test was also conducted to determine whether there was a significant difference in grammar achievement between the experimental and control groups.

F. Results and Discussion

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The results of the pre-test indicated that there was no significant difference in grammar achievement between the experimental and control groups before the treatment. This finding shows that both groups had relatively similar grammar ability at the beginning of the study.

After the implementation of the Question and Answer method, the post-test results showed that the experimental group experienced a significant improvement in grammar achievement. The mean score of the experimental group increased considerably compared to the control group, which showed only slight improvement. This result indicates that the Question and Answer method was more effective than conventional teaching methods.

Classroom observation also revealed positive changes in students' learning behavior. Students in the experimental group became more active, enthusiastic, and confident during grammar lessons. They were more willing to answer questions and participate in discussions. These findings suggest that the Question and Answer method not only improves students' grammar achievement but also enhances their motivation and classroom participation.

CONCLUSION AND SUGESTION

A. Conclusion

Based on the findings of this study, it can be concluded that the Question and Answer method is effective in teaching English grammar to Grade VI students at MI Islamiyah Ujung Bom. The implementation of this method helps students understand grammatical concepts more easily by actively engaging them in the learning process. Through continuous interaction between teachers and students, learners are encouraged to think critically, respond to questions, and clarify their understanding of grammar topics presented in class.

Furthermore, the Question and Answer method contributes positively to students' classroom behavior and learning attitudes. Students become more active, confident, and motivated during grammar lessons, which leads to better learning outcomes. The increased participation indicates that this method successfully creates an interactive and student-centered learning environment. Therefore, English teachers are strongly recommended to apply the Question and Answer method as an alternative instructional strategy in teaching grammar, particularly at the elementary school level, in order to improve students' grammar mastery and classroom engagement.

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B. Suggestions

Based on the results of this study, it is suggested that English teachers, particularly at the elementary school level, apply the Question and Answer method as a regular instructional strategy in teaching English grammar. Teachers are encouraged to design clear, relevant, and level-appropriate questions to stimulate students' thinking and active participation. By creating an interactive classroom atmosphere through systematic questioning, teachers can help students better understand grammatical concepts and increase their motivation to learn English.

In addition, future researchers are recommended to conduct further studies on the use of the Question and Answer method in different contexts. Further research may explore its effectiveness in teaching other language components such as vocabulary, reading comprehension, or speaking skills, as well as its application at different educational levels. Researchers may also consider using longer treatment periods or mixed research methods to obtain more comprehensive findings regarding the impact of this method on students' language learning outcomes.

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