THE EFFECT OF QUESTION AND ANSWER TECHNIQUE TOWARD STUDENTS' SPEAKING ABILITY AND MOTIVATION AT NINTH GRADES OF MTs DARUL AMIN PALANGKA RAYA

THESIS

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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

2020 M / 1442 H

THE EFFECT OF QUESTION AND ANSWER TECHNIQUE TOWARD STUDENTS' SPEAKING ABILITY AND MOTIVATION AT NINTH GRADES OF MTs DARUL AMIN PALANGKA RAYA

THESIS

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v

MOTTO AND DEDICATION

“For indeed, with hardship will be ease. Indeed, with hardship will be ease "(QS. Asy Syarh 5-6).

“Forget what hurt you, but never forget what it taught you”

This thesis is dedicated to:

My beloved Father Jainudin and Mother Lismah for their valuable endless prayer, sacrifice, and support for my study. My beloved Sister Jayanti Linda Sari and also my hero my brother Muhammad Ibnu Rhoffy.

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
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Yours Faithfully

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ABSTRACT

Ariska, Bella. *The Effect of Question and Answer Technique Toward Students' Speaking Ability and Motivation at Ninth Grade of MTs Darul Amin Palangka Raya.* Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Akhmad Ali Mirza, M.Pd., (II) Dr. Imam Qalyubi, M.Hum.

Keywords: Technique, Question and Answer, Motivation, Speaking Ability

This study aimed to measure the impact of question and answer techniques on students' speaking ability and motivation at MTs Darul Amin Palangka Raya and this study also aims to determine "The Effect of Question and Answer Techniques Toward Students' Speaking Ability and Motivation at Ninth Grade of MTs Darul Amin Palangka Raya.

This research used quantitative research with a quasi experimental design. Researchers designed lesson plans, gave treatment, and observed student scores with pre-test and post-test. This study uses experimental research using the control class and experimental class. The sample of this study were students of the ninth grade at MTs Darul Amin Palangka Raya, the academic year 2020/2021 (class IX-D and class IX-C). Class IX-D consisted of 27 students as the experimental class, while class IX-C consisted of 26 students as the control class. The instruments used were test and questionnaire. This test consists of a pre-test and post-test, then provides a motivation questionnaire.

The researcher used One-Way ANOVA to analyse the data, and the result showed that there was significant differences among group after doing the treatment. Then the researcher applied Post Hoc Test to answer the research problems, and the resullt showed that (a) speaking ability using question and answer technique more effective on speaking score, the significant value was lower than alpha ($0.001 < 0.05$); (b) speaking ability using question and answer technique was more effective on students' motivation than teaching english without giving question and answer technique ;(c) there was significant different effect of using question and answer technique toward students' speaking ability and motivation ($0.001<0.05$). It mean that using question and answer technique gives significant effect on the students' speaking ability and motivation at ninth grade of Darul Amin Palangka Raya

ABSTRAK

Ariska, Bella. *Pengaruh Teknik Tanya Jawab Terhadap Motivasi dan Kemampuan Berbicara Siswa di Kelas IX MTs Darul Amin Palangka Raya.* Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Akhmad Ali Mirza, M.Pd., (II) Dr.Imam Qalyubi, M.Hum.

Kata Kunci: Teknin, Tanya Jawab, Motivasi, Kemampuan Berbicara.

Penelitian ini bertujuan untuk mengukur dampak Tekhnik tanya jawab terhadap kemampuan berbicara siswa dan motivasi di MTs Darul Amin Palangka Raya dan penelitian ini juga bertujuan untuk mengetahui "pengaruh tekhnik tanya jawab untuk meningkatkan kemapuan berbicara dan motivasi siswa pada kelas sembilan di MTs Darul Amin Palangka Raya.

Penelitian ini menggunakan penelitian kuantitatif dengan desain kuasi eksperimental. Peneliti merancang rencana pelajaran, memberi perlakuan, dan mengamati nilai siswa dengan pre-test dan post-test. Penelitian ini menggunakan penelitian eksperimental dengan menggunakan kelas kontrol dan kelas eksperimental. Sampel dari penelitian ini adalah siswa kelas sembila di MTs Darul Amin Palangka Raya, tahun akademik 2020/2021 (kelas IX-D dan kelas IX-C). Kelas IX-D terdiri dari 27 siswa sebagai kelas eksperimen, sedangkan kelas IX-C terdiri dari 26 siswa sebagai kelas kontrol. Instrumen yang digunakan adalah Test dan kuisioner. Tes ini terdiri dari pre-Test dan post-test, kemudian memberikan kusioner motivasi.

Peneliti menggunakan One-Way ANOVA untuk menganalisis data, dan hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antar kelompok setelah dilakukan perlakuan. Kemudian peneliti menerapkan Post Hoc Test untuk menjawab masalah penelitian, dan hasil penelitian menunjukkan bahwa (a) kemampuan berbicara dengan teknik tanya jawab lebih efektif terhadap skor berbicara, nilai signifikan lebih rendah dari alpha (0,001 <0,05); (b) kamampuan berbicara menggunakan teknik tanya jawab lebih efektif pada motivasi belajar siswa daripada mengajar bahasa Inggris tanpa memberikan teknik tanya jawab ; (c)terdapat pengaruh yang berbeda yang signifikan penggunaan teknik tanya jawab terhadap kemampuan berbicara dan motivasi siswa (0,001 <0,05).). Artinya, penggunaan teknik tanya jawab berpengaruh signifikan terhadap motivasi dan kemampuan berbicara siswa kelas IX Darul Amin Palangka Raya.

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The Researcher,

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CHAPTER I
INTRODUCTION

In this chapter the researcher discusses the source of the problem that will be the background of this research.

A. Background Of the Study

According to Rian (2014, p.1) English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. Speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language.

According to Tariagan (1983:51) Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

Speaking is one of productive skills, which is the ability in using language orally through sound to present information, to produce ideas, and to express meaning for interacting with another member of community. According to Tarigan (1983: 15) The main purpose of speaking is to communicate, so that it is widely express that language is a communication tool, in order to effectively convey thoughts, let the speaker understand the meaning of everything he wants to communicate; he must be able to evaluate the effects of communication on his

listeners and he must know the principles that underlie all situations of conversation, both in general and individuals.

Tarigan (1983: 15) That basically speaking has three general objectives as follows

1. Notify, report (to inform)
2. To entertain
3. To persuade, invite, push, convince

According to Tarigan (1983: 15) To speak English well, the students should, therefore, master some parts of speaking ability such as fluency and accuracy. Fluency focuses on meaning and spontaneity and accuracy focuses on vocabulary, grammar, style, pronunciation of sounds, stress, and intonation.

According to Harmer (2007) students will not always use correct English. The students will face problems and make mistakes when writing or speaking more freely. some students will make slips or errors when they try to uttered words, phrases or sentences. Then, Sato (2003) also argue, if students of English are not highly competent in speaking because of their fear of mistakes. And Liauw (2009) said feeling of anxiety, apprehension and nervousness are commonly expressed by foreign language learners in learning to speak foreign language.

It can be concluded that there are many speaking problem in learning process such as fear making mistake, nothing to say, error try say word, mother tongue, nervousness, lack of vocabulary and forget factor. It will be an obstacle dor freshmen to success in mastering english. So, what about if the various problems above were not known by the teacher. There will be many students will

have difficulty in speaking English. This certainly will have a considerable impact on the learning process of students especially in speaking.

This research is carried out because of the influence that would be caused from these skills that speak for the future, because there are many students get difficulty with this skill at the beginning of the course. So it would be better if the research is conducted on junior high school and of course the students are aware of the shortcomings in speaking specifically English education so hopefully by way of question and answer techniques conducted by the teacher and is expect to improve students' speaking ability

According, Harmer (2007) Learning English means using English language in the classroom as often as possible; For example, teachers should use English when they are organizing teaching activities or speaking to students. This is not only aimed at establishing English for communication between students and teacher, but also providing language input for the students so that they can imitate and use the language in real life. In addition, the use of English in the class will make the students realize that at he main aim of learning a language is to learn to communicate in target language. Accordingly, it is very important for students to practice their English that they have gotten from teaching learning process.

The researcher have observed the school when teaching practice 2 at MTs Darul Amin, The researcher found the problem was the lack of student vocabulary that made students unable to speak English, then the lack of student motivation in learning English, when the researcher taught there every time finish the material the researcher will ask students, when ask students, they will definitely try to find

the answers , so every lesson students will definitely pay attention to learning and learning English so that they can answer when question and answer. In Mts Darul Amin, the 9th grade student is still lacking in English, even though there are some students who can't say it, because they are still in 9th grade, the researcher want to try using question and answer techniques, is it able to improve their English skills because they will soon graduate and entering high school with a higher level of English learning. Question and answer teaching gives the student opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions the teacher gains some insights into the class' progress. for example when learning we ask students about what we have taught with questions and answers we can find out whether the student understands learning or not. By asking questions a mutual communication can occur. This is so due to the fact that every question demands a response (except in the case of requests and suggestions), so that questions inevitably generate communication

This research has the purpose the researcher decided to minimize teaching and learning speaking problem by selecting question and answer technique. By implementing this technique the teacher expected that the students would be able to speak and increase their selves-confidence when they were to utter conversation with other students as well as with their English teachers by using English language.

B. Research Problem

Based on the background of study that have been described above, this is certainly very worrying and need more attention because this greatly have a huge impact on students in the future.

Based on the above discussion, it can be concluded there are two issues to be discussed :

1. Do questions and answer technique to give higher effect to student speaking ability?
2. Do questions and answer technique to give higher effect to student motivation in speaking ability?
3. Do question and answer technique to give higher effect to students ability and motivation in speaking skill ?

C. Objective of the Study

Related to research problem, there are two objective of study in this research, namely:

1. To find out the effect of question and answer tecnique toward students speaking ability.
2. To find out the effect of question and answer technique toward students learning motivation in speaking skill.
3. To find out the effect of question and answer technique toward students' ability and motivation in speaking skill.

D. Assumption

The assumption of this research is an interesting method that is recommended to improve students' speaking ability by using question and answer technique.

E. Scope and Limitation

According to the background of the research above, the writer make the limits of this study following by:

1. This study belongs to an experimental study by applied ANOVA procedure to collect the data
2. This study was restricted to focus on measuring speaking ability and students' motivation who taught using question and answer technique.
3. The subjects of the study were the 9th grade at MTs Darul Amin Palangka Raya
4. The study was limited on the use of question and answer technique in speaking ability

F. Significance of the Study

This study had theoritical and practical significances. Theoretically, this study enables us understand more about the used of question and answer technique in teaching learnig process that can be used to improve students speaking ability and motivation. Practically, the study was as the alternative way to improve the students speaking ability and motivation , as one of the alternative technique that can be used by English teachers in teaching speaking in english,

and as contribution for those who want to use question and answer technique in teaching learning process.

G. Definitin of Key Terms

1. Speaking Ability

   Freeman (in Risnadedi, 2001: 56-57) Speaking ability is the students‟ ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary.

2. Question and Answer Technique

   Kenneth (2010) Question and answer technique gives the student opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions the teacher gains some insights into the class' progress. Question and answer technique is an activity in which asking and answering take place between the students and students and students with their teacher. By asking questions a mutual communication can occur. This is so due to the fact that every question demands a response (except in the case of requests and suggestions), so that questions inevitably generate communication.

3. Speaking Motivation

   Morgan (in Soemanto, 2001: 194) explains speaking motivation related to three things. These three things are "motivating states, motivated behavior, and goals of good behavior (ends or end of such behavior). In line with Morgan, Hamalik further (2002: 173-174) explains that "motivation is a

change of energy in a person's personality which is marked by the emergence of affective and reaction to achieve goals." Opinions above, contain three interrelated elements, namely: 1) motivation starts from the change energy in the person, 2) motivation is marked by the arising of feelings (affective aronsal), 3) motivation is characterized by reactions to achieve goals.

H. Hypothesis

Hypothesis was a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis was divide into two categories; they were Alternative Hypothesis and Null Hypothesis:

Ha (Alternative Hypothesis)

1) There were significant effect of question and answer technique toward speaking ability.
2) There were significant effect of question and answer techniqeu toward learning motivation
3) There were significant effect of question and answer technique toward speaking ability and motivation.

Ho (Null Hypothesis)

1) There were no significant effect of question and answer technique toward speaking ability.
2) There were no significant effect of question and answer techniqeu toward learning motivation

3) There were no significant effect of question and answer technique toward speaking ability and motivation.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter the researcher will explore information from previous research studies in order to obtain the desired information as a theoretical basis for reserach.

A. Related Studies

In order to provide strong foundation of the present study, the results of previous studies have shown that the application of question and answer techniques can have a significant effect in the language teaching and learning process, in this section the research presented some studies those closely related to the study.

Utomo (2016) “Implementing Question And Answer Technique To Enhance Students’ Speaking Ability At Smp Islam Paramitha Malang” this study aimes By being able to speak, students will be able to transfer their thought to others. Unfortunately, sometimes students, at SMP Islam Paramitha especially, failed to utter their idea in spoken manner due to several factors as lack of vocabulary, not knowing what and how to say the ideas, and mostly feeling unconfident. This problem cannot be neglected; therefore, the researcher decided to carry out a two-cycle Classroom Action Research (CAR). In This CAR the researcher implemented question and answer technique to improve students’ speaking ability on expressing their daily activities. By using observation sheets, interview guide, and test, it was found that 70% of the students had been successfully improving their speaking ability. As a result, the intended spoken

communication, either between students and students or teacher and students, did take place.

Wahyudi (2017) "The Use Of Questioning Technique To Enhance Students' Speaking Ability" The findings showed that research aims at enhancing students' speaking ability through Questioning technique and finding out the factors that influence the change of students' speaking ability. This study was a classroom action research, which was carried out in two cycles. The freshmen of English Education Department were the participants of the research. Based on the findings, it showed that Questioning Technique could improve students' speaking ability in terms of accent, grammar, vocabulary, fluency, and comprehension, in which speaking fluency was the highest improvement of all. Moreover, it led the students to good self confidence and classroom participation. In short, the more the students use questioning technique, the better the students' speaking ability is.

A study was also conducted by Yohanes (2013) "Teaching Speaking Through WH-Questions Technique" this thesis aimed at describing the improvement on speaking ability about question and giving answer through quided WH_question are conducted in the form of WH-question by using particular expression of asking and giving answer. The research was cunducted in SMPN 1 Toba on the Eight grade A student. The researche was implemented in the form good progress. During the action research using guided WH-Question technique, the students showed their interest and improvement on speaking.

Moreover, Purwono (2009) "Improving Students' Speaking Ability In Expressing Acceptance And Rejection By Using Question And Answer

Technique In Sdn 02 Jatiroyo Jatipuro-Karanganyar" The study showed that (1) the implementation of question and answer technique are appropriate in teaching acceptance and rejection expression in SDN 02 Jatiroyo Jatipuro-Karanganyar, (2) the students have some difficulties in improving their speaking ability of acceptance and rejection expression by using question and answer technique mainly they have difficulty in pronouncing the consonant symbol such as [ʃ] [*f*] [+], and vowel symbol such as [æ], [^], they have difficulty in comprehending acceptance and rejection question and answer activities in front of the class. (3) the question and answer technique are effective in improving the students' speaking ability of acceptance and rejection expression by indicating the rising percentage of the students number who pass the test as mush as 55,3%, and the rising percentage the students mean score as mush as 25,39%.

Furthermore, Eliyasun (2015) "Improving Student' Speaking Ability Through Guided Questions" The purpose of conducting his researcher was to improve student' speaking ability through guided questions at SMP Negeri 6 Satu Atap Sintang in academic year 2015/2016. This research was conducted as a classroom action research to solve the problem that found in the atmosphere of the class, which was students' lack of ability in the speaking. The result of students' speaking ability in the first meeting was 6,40 catagorized as average to good, second meting was 6.70 catogorized as average to good and the last meeting was 70,20 categorized as average to good. The observation and field notes also showed that there was improvement in term the of the teaching learning process. Overall, guided question technique had improved the students' speaking ability on

the eighth grade students of SMP Negeri 6 Satu Atap Sintang in academic year 2015/2016.

Based on those previous studies above, the researcher decided to minimize teaching and learning speaking problem by selecting question and answer technique. By implementing this technique the researcher expected that the students would be able to speak and increase their selves-confidence when they were to utter conversation with other students as well as with their English teachers by using English language.

B. Definition of Speaking

Speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2006). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

1) Introducing new language

2) Practice

3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students‟ skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well. According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari". It means that speaking as the way of communication influences our individual life strongly. On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master

English well, especially speaking English in class or out of the class. Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. .

C. Speaking Ability

Speaking ability is the students‟ ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

Hughes (1998, cited from Solcova, 2001) says that teaching speaking skills in concerned as a need to distinguish between teaching the spoken form of a language and teaching a language through speaking. She also stresses the fact that unfortunately, when it is compared to writing, the spoken form is under researched and it might be one of the reasons why teachers feel more confident when using written forms and genres in their lesson (Hugher, 1998, cited from Solcova, 2001). Teaching speaking means teaching how to the language for communication. For transferring idea, thought or even feeling to other people. So, it is clear that language is very important. We cannot only teach what will be spoken but also situation that will deal with the teacher teach speaking by carrying out the students in a certain situation concerning the topic discussed. For example,

the topic is about “Drugs” hence the teacher carrier out to involve the students’ activities in this situation.

D. Speaking Problems

1. Definiton of Speaking Problems

According to Hendra (2018), Speaking problems is the effect of someone or individual can not to express what he wants to say is because of various causes that are difficult to overcome by himself. The problems that most students faced in speaking was ’having a lack of vocabulary’, ‘not being confident to speak’, ‘not being used to talking in class’, and ‘difficulty expressing words or sentences.’ The cause of problems most students faced was ‘being afraid of making errors’.

2. The Causes of Speaking Problems

1) The Causes of Speaking Problems

According to IllinoisCITL, Speaking problems can be caused by several factors includings affective factors, linguistic factors, social factors and instructor factors.

a. Affective Factor

Affective factor is factors related to the nature of behavior such as feelings, interests, attitudes, emotions, and values.

b. Lingusitic Factor

Lingusitic factor is factor related to language or sound, how someone mentions or says a word.

c. Social Factor

Social factor is factors related to the surroundings that can affect someone. It can be from someone environment.

d. Instructor Factor

Intructor factor is factor related to instructor job in the teaching and learning process that can affect the quality of student language cause always use indonesian language or teacher use mother tongue.

3. The Way Speaking Problems Can Occur

According to Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. Brown (2001) states that the shyness and anxiety are considered as the main causes of students‟ reluctance to speak. Some students have speaking problems. it is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words. While Koichi Sato (2003) argue that students of English are not highly competent in speaking because of their fear of mistakes. The same argument was also argued by Liauw (2009) that feeling of anxiety; apprehension and nervousness are commonly expressed by foreign language learners in learning to speak foreign language.

It can be concluded that, there are some problems in speaking such as teacher use Indonesian dominantly, students are not having enough opportunity to practice English speaking, students "vocabularies are too limited, students do not know how to pronounce the words, fear of making

mistakes, students are afraid to be ridiculed by their friends, nervous are uncontrolled and feeling shy.

E. Question and Answer Technique

Discussing about the selected technique, questions and answers are viewed as essential components of teaching and learning. A teacher will ask questions to his/her students and answer questions from them. According to Kenneth (2010) Question and answer teaching gives the student opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions the teacher gains some insights into the class' progress. Question and answer technique is an activity in which asking and answering take place between the students and students and students with their teacher. By asking questions a mutual communication can occur. This is so due to the fact that every question demands a response (except in the case of requests and suggestions), so that questions inevitably generate communication.

Kenneth (2010) Most of the teachers spend a large percentage of classroom time asking questions because questions are very important for a teacher to know whether the students have understood the lesson or not. For the students, asking questions is also important to ask something that they don't understand or ask some information that they need from the teachers and also to their friends. According to (Pasty and Nina 2001: 102) in their book "How Language are Learned" questions can be divided into two basic types: display questions and genuine questions. The difference between the two is that display questions are those to which the ones who asked the questions know the answer in

advance, while the genuine questions are those questions which the answers are not known in advance by the ones who asked the questions. Examples of both question type are presented as follow:

Display question : Are you a student? (Asked to a student in a classroom)

Genuine questi : Where does your uncle work? (Asked to a student when discussing families in class.

Question and answer technique is important to be applied in teaching learning process. Almeida (2011) mentioned that asking questions is of crucial importance for the teaching and learning process. This question and answer technique is able to make the class effective. Krasnoff (2016) stated that oral questions posed during classroom recitations are effective in fostering learning.

According to Krasnoff (2016) The students will be active to think in answering the questions from the teacher. Also questioning students orally will train the students to express their idea in public, this technique will force the students to answer the question than finally they will not be nervous anymore communicating their ideas in the classroom. Than the different ideas from the students when they answering the questions will bring them to discuss about the material, by discussing the material, the students are able to understand materials deeply.

There some weaknesses of questions and answer technique in implementing it the classroom. By asking questions orally some students will feel afraid to make mistakes in answering the question, they worry to be laughed in the classroom. Basic (2011) stated that students are afraid of being laughed at. The

teacher should not put them in positions where they could risk making fools of themselves in front of their classmates. It makes them to be silent rather than answering the question, so that the teacher needs to motivate them to speak, the teacher can tell them that making mistakes in learning is a must. It's also hard for the teacher to make question that appropriate to the students' level, the teacher needs to think and prepare it before coming to the class, beside that, if the students do not directly answer the question, it will waste of time, to avoid it, the teachers should not wait for long time, she/he should find another students to answer the question. The weaknesses of this oral questioning technique can be solve by the solution given, so that this technique still can be used to improve 10th grade students' speaking activeness students.

1. Procedure of Applying Question and Answer Technique in Speaking

According to IllinoisCITL, The procedure of teaching speaking in the class is divided into three term : Pre-activity, While-activity and Post-activity.

Pre Activity

Teacher greets the students

Teacher introduces the topic that will be given in the treatment Teacher explains the material and introduces the technique.

While Activity

The teacher distributes the text to each student.

The teacher gives the students a few minute to read the text and work out the question in the text.

The teacher asks the students if they have some difficult words. The teacher gives an example how to

retell the story in the class. The teacher asks the students to retell the text in front of the class. The teacher controls the class in order to be conducive situation. The teacher asks the students some questions orally

Post Activity

The teacher concludes the lesson

The teacher gives comment and explain necessary thing, such as wrong pronunciation, wrong grammatical use, intonation and gesture.

2. Steps for Planning Questions

According to IllinoisCITL, Steps for Planning Questions Technique:

a. Decide on your goal or purpose for asking questions. Your goal should help you determine what levels of questions you will ask.

b. Select the content for questioning. Choose material which you consider important rather than trivial. Students will study and learn based on the questions you ask. Do not mislead them by emphasizing less important material.

c. Ask questions that require an extended response or at least a "content" answer. Avoid questions that can be answered "yes" or "no" unless you are going to follow with more questions to explore reasoning.

d. Until you are quite skilled at classroom questioning you should write your main questions in advance. This is called "scripting." Arrange your list in some logical sequence (specific to general, lower level to higher level, a sequence related to content). Should you think of additional or better questions during the questioning process, you can be flexible and add

those or substitute them for some of your planned questions. However, having a prepared list of questions will help to assure that you ask questions appropriate for your goals and representative of the important material.

e. Phrase your questions so that the task is clear to students. Questions such as "What about foreign affairs?" do not often lead to productive answers and discussion. "What did we say about chemical bonding?" is too general unless you are only seeking a review of any material the students remember.

f. Your questions should not contain the answers. Avoid implied response questions when you are genuinely seeking an answer from the class. A question such as "Don't we all agree that the author of the article exaggerated the dangers of agent orange to strengthen his viewpoint?" will not encourage student response.

g. When planning your questions, try to anticipate possible student responses. Anticipating student responses should help in your planning by forcing you to consider whether the phrasing is accurate, whether questions focus on the goal you have in mind, and whether you have enough flexibility to allow students to express ideas in their own words. I might consider the following:

    1) What are some typical misconceptions that might lead students to incorrect answers?

    2) Am I asking an open or closed question?

3) What type of response do I expect from students, a definition? Example? Solution?
4) Will I accept the answer in the students' language or am I expecting the textbooks' words or my own terms?
5) What will my strategy be for handling incorrect answers?
6) What will I do if students do not answer?

3. Handling Student Responses to Questions

According to IllinoisCITL, An important aspect of classroom interaction is the manner in which the instructor handles student responses. When an instructor asks a question, students can either respond, ask a question, or give no response.

a. Strategies to use when students respond

1) Reinforcement: The instructor should reinforce student responses and questions in a positive way in order to encourage future participation. The instructor can reinforce by making positive statements and using positive nonverbal communication. Proper nonverbal responses include smiling, nodding and maintaining eye contact, while improper nonverbal responses included looking at notes while students speak, looking at the board, or ruffling papers. The type of reinforcement will be determined by:

a) The correctness of the answer. If a student gives an answer that is off-target or incorrect, the instructor may want to briefly acknowledge the response, then think of ways to help the student

provide a correct answer. The instructor could use strategies such as probing, paraphrasing, or asking the question in a different way.

b) The number of times a student has responded. Instructors may want to provide a student who has never responded in class with more reinforcement than someone who responds often.

c) Be sure to vary reinforcement techniques between various verbal statements and nonverbal reactions. Try not to overuse reinforcement in the classroom by overly praising every student comment. Students begin to question the sincerity of reinforcement if every response is reinforced equally or in the same way.

2) Probing: The initial response of students may be superficial. The instructor needs to use a questioning strategy called probing to make students explore initial comments. Probes are useful in getting students more involved in critical analysis of their own and other students' ideas. Probes can be used to:

a) Analyze a student's statement, make a student aware of underlying assumptions, or justify or evaluate a statement. **Instructor**: What are some ways we might solve the energy crisis? **Student**: I would like to see a greater movement to peak-load pricing by utility companies. **Instructor:** What assumptions are you making about consumer behavior when you suggest that solution?

b) Help students deduce relationships. Instructors may ask students to judge the implications of their statements or to compare and

contrast concepts. **Instructor**: What are some advantages and disadvantages of having grades given in courses? **Student 1**: Grades can be a motivator for people to learn. **Student 2**: Too much pressure on grades causes some students to stop learning, freeze, go blank. **Instructor**: If both of those statements are true, what generalizations can you make about the relationship between motivation and learning?

c) Have students clarify or elaborate on their comments by asking for more information.

Instructor : Could you please develop your ideas further? Can provide an example of that concept?

Student : It was obvious that the crew had gone insane.

Instructor : What is the legal definition ofinsane?

Student : It was a violation of due process.

Instructor : Can you explain why?

3) Adjust/Refocus: When a student provides a response that appears out of context, the instructor can refocus to encourage the student to tie her response to the content being discussed. This technique is also used to shift attention to a new topic. **Instructor:** What does it mean to devalue the dollar? **Student:** Um—I'm not really sure, but doesn't it mean that, um, a dollar doesn't go as far as it used to? Does that mean it's devalued? **Instructor:** Well, let's talk a little bit about another concept, and that is inflation. How does inflation affect your dollar?

b. Strategies for responding to student questions

According to IllinoisCITL, There are many ways in which an instructor can respond to questions from students. According to IllinoisCITL, all strategies begin with this important step: Listen to the student's question. After you are certain that you understand the question, be sure that other students have heard and understood the question. Then proceed with one of the following strategies:

1) Answer the question yourself. This strategy is best when you have little time remaining in class. The disadvantage of this approach is that you do not encourage student-to-student interaction or independent learning.
2) Redirect the question to the class. This strategy helps to encourage student-to-student interaction and to lessen reliance on the instructor for all information.
3) Attempt to help the student answer his own question. This may require prompting through reminders of pertinent previously learned information. Or this strategy may require you to ask the student a lower-level question or a related question to begin his thought process. The advantage of this strategy, as in redirecting, is that the student may learn the process of searching for answers to his own questions rather than relying on the teacher. The risk is that the process can be embarrassing or so threatening that the student will be too intimidated

to ask questions in the future. Obviously some human compassion is called for when using this strategy.

4) Ask the student to stop after class to discuss the question. This strategy is most appropriate when a student raises complicated, tangential questions or when a student is obviously the only one who does not understand a point and a simple answer does not clarify it for the student. Even in these situations there are risks in using this strategy. Students may be intimidated from raising questions in class. The instructor may think that only the questioning student does not understand when actually a number of students are having the same problem.
5) Refer the student to a resource where she can find the answer.
6) Defer the question until a more appropriate time if the question is not connected to the material you're covering. Be sure to note the question and the student, and to return to the question at a more appropriate time.

No matter which strategy you use you should return to the student after addressing the question and determine whether the response has satisfied the student.

If you don't know the answer to a student question never fake an answer. Admit that you cannot answer the question and then select one of these strategies or others you find appropriate:

1) Ask whether someone in the class can answer the question. Most times after class you should follow this with an attempt to determine whether the information provided was accurate or based on sound reasoning and credible sources.
2) Either propose a plan for obtaining evidence for answering the question or ask the students to suggest how the question could be investigated.
3) If possible, suggest a resource where the student can find information. The resource may be written material, another faculty or staff member, a student, or someone from the community.
4) Volunteer to find the answer yourself and report back to the class. Make sure you actually do return with the answer if you choose this option.

Allowing wait-time after a student response or question also produced significant changes in classroom interaction. The most notable change was that the instructor made fewer teaching errors characterized by responding illogically or inappropriately to a student comment.

On the other hand, too much wait-time can also be detrimental to student interaction. When no one seems to be able to answer a question, more wait-time will not necessarily solve the problem. Experts say that waiting more than 20-30 seconds is perceived as punishing by students. The amount of wait-time needed in part depends upon the level of question the instructor asks and student

characteristics such as familiarity with content and past experience with the thought process required.

F. Retteling Test

According to Miller and Pennycuff (2008), retelling story in the classroom is one way to improve oral language. In line with this, Pellowski (cited from Eliwarti, 2013) states that retelling the story is one of the arts or crafts of narration of stories in verse/and prose. He also states that retelling story is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students. In addition to Owocki (1999, cited from Gibson et al, 2013), retelling helps students rethink their way through a text. However, retelling story consist of more than just retelling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth.

More specifically, retelling story also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instances, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class (Kayi, 2006).

G. Learning Motivation

1. Definition of Learning Motivation

There are many expert who have given the definition of learning motivation. According Gardner (2001, p.27) explains the motivation to learn is an internal impluse that causes a person (people) to act or do reach the

destination, so that changes in her behaviour is expected to occur. Gurnyei and Zoltan (2000, p.545) argues that the nature of motvation to learn is internal and external encouragement to students who are learning to hold a change of behaviour. students' motivation in the learning process can be seen from their behaviour in learning, students who ave high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task.

According to Burhan (2000, p.564) Based on explanation above learning motivation is the desire or drive which comes from inside and outside to learn language, especially English through a process which is done by learners to take a change of behaviour as a result of experience and to get knowledge. Motivation has also a significant role in teaching and learning process. Te students who have a higher motivaton will get better opportunity to succeed in their learning activities than the lower one. Motivation involves a constellation of beliefes, perception, values, interests, and actions that are all closely related

2. Motivation in Learning Process

According to Aryanika (2016: p.724) states that prefer the cognitive response, is the tenddency of students to achive meaningful and useful academic activities as well as trying to profit from these activities. Students who are motivated to learn will pay attention to lesson delivered, read the material so that they can understand, and use supportive, specific learning

strategies. Students who have the motivation to learn will depend on whether the activity has interisting content or a fun process.

Based on explanation above motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewd in strictly behavioural terms as a function of stimuli and reinforcement (Brophy, 2004, p.545) Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action and motivation is very important and effective with the motivation of students will imrpve the learning performances and effect the achievements they get.

3. The Kind of Motivation

According to Elliott (2005, p.54) there are two kinds of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation comes from within (personal) and it is associated with the joy or passion of learners in getting and doing task. Meanwhile, the extrinsic motivation is something to do with external factors associated with the task. It is like an assessment. The extrinsic motivation can be related to the instructional strategies, learning conditions, educational technologies and other elements in activity systems. Motivation can be a requirement of learner engagement. It can be feeling of satisfaction or success the students' motivation and students' engagement are closely related each other so both of them can give great impact to the students' learning outcomes (Bakar, 2014, p.272).

Arikunto (2006, p.170) states that questionnaire is a list of question given to others who are williing to respond in accordance with user requests. Questionnaires were conducted to find out the responses of students relating use question and answer technique toward speaking ability and motivation.

CHAPTER III
METHOD

In this chapter the researcher will discuss the method that will be used by researcher and how the researcher will take and make the data.

A. Research Design

The researcher design was quantitative design. It is quantitative design because quantitative was the data that from of number using statistic data. According to Donald Ary "Quantitative research a ginnery employing operational definitions to generate numeric data to answer predator mined hypothesis or questions." Creswell stated that a quantitative study, consistent with the quantitative paradigm, was an inquiry into social or human problems based testing a theory composed of variables, in order to determine whether predictive generalization of the theory hold true. Sugiyono (2007: 107) defines that experimental research is research that is used to look for the effect of certain treatments on others under conditions controlled. A similar opinion was expressed by Suharsimi Arikunto (2000: 272) which defines experimental research is research which is intended to determine whether there is a result of treatment on the subject under investigation. The way to find out is to compare one or more experimental groups that were treatment with one group comparison that is not given treatment.

Design of this research was quasi - experiment design. Donald (2010, p. 316) Quasi- experimental design is similar to random experimental design in that they involve manipulation of an independent variable but differ in that subject were not random assign to treatment groups. Because the quasi-experimental

design did not provide full control, it was extremely important that writer be aware of the threats to both internal and external validity and considers these factors in their interpretation. Although true experiments were preferred, quasi-experimental design were considered worthwhile because they permit writer to reach reason able conclusions even though full control was not possible

B. Population and Sample

1. Population

According to Ary, et al (2010, p.148) population is all members of any well-defined class of people, events, or object. Population is all of individuals from whom the data collect. In this study the population was students at 9th grade in MTs Darul Amin Palangka Raya.

Table 3.1
Number of students in MTs Darul Amin Palangka Raya

No	Class	Number
1	IX A	26
2	IX B	25
3	IX C	26
4	IX D	27
TOTAL		104

2. Sample

The type of the sample will be used the cluster sampling. The researcher chooses by using random system. So the chosen class is class IX C and IX D. By the D class as an experiment class and the C class as a control class.

Table 3.2

The sample of the study

No	Classes	Groups	Number of students
1	IX-D	Experiment group	27
2	IX-C	Control group	26
The total number of sample			53

C. Research Instrument

1. Research Instrument

a. Test

In this study, the researcher used speaking test to check the students' speaking ability and kind of the test is Retelling test. This test is conducted to measure students' ability in learning speaking. The researcher gave the pre-test and post-test. The resesarcher gave the pre-test before the experimental group got the treatment and control group without treatment. and post-test gave after the experiment group got the treatment and control group without treatment the major of the data in this study were the data of the students' score taken from pre-test and post-test.

For the speaking test the researcher used the speaking retelling test, which is:

1. Researchers give text to students

The Smartest Animal

Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".

The next day, the tiger asked to the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes" said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plough and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.

2. Students read and understand the contents of the text
3. Students progress one by one to the front of the class to retell the text
4. Researchers give questions to students
   a. Who is the character in the story?
   b. What the farmer man did to the tiger?
   c. What the tiger ask with buffalo?
5. The researcher assesses students' speaking using scoring rubrics

Table 3.3
Scoring Rubrik for Speaking ((Brown, 2001: 406-407)

Score	Fluency	Pronunciation	Grammar	Comprehension	Task
1	(No Specific fluency description. Refer to other to four language areas for implied	Errors in pronunciation are frequent, but can be understood by a native speaker, used	Errors in grammar are frequent, but speaker can be understood by a native	Within the scope of his very limited language experience, can understand	Can understand simple questions and statements if delivered with slow speech, repetition, and

	level of fluency.)	to dealing with for engineers attempting to speak his language.	speaker used to dealing with foreigners attempting to speak his language.	simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Can get the idea of most conversation of non specialized knowledge
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on	Comprehension is quite complete at a normal rate of speech.	Comprehension is quite complete at a normal rate a speech

			practical, social, and professional topics.		
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range oh this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.	Can understand any conversation with the range of his experience
5	Has complete fluency in the language such that his speech is fully accepted by educated native Speakers	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker	Equivalent to that of an educated native speaker

b. Questionnaire

A questionnaire is a data collection instrument consists of a series of question and other prompts for the purpose of gathering information from rspondents. The questionnaire was invented by Sir

Francis Galton (2012). Researchers used a questionnaire to measure students' motivation in learning speaking ability.

In this researcher took a theory by fusco (2015) to make the coding of the data. Latief (2014) summarize that questionnaire is a written instrument consisting of quuetions to be answer or statements to be respon by respondents.

The items specification of questionnaire shows below:

Table 3.4

Item Specification of Questionnaire

No	**Intrinsic**	**No.Item**
1	Teacher	1-6
2	Parents	7-12
3	Environment	13-18
	Extrinsic	**No.Item**
4	Effort	19-24
5	Desire	25-27
6	Attitude	28-30

The table is shown, it comes out clearly that the greater individual value attach to the accomplishment of an activity, the more highly motivated they were to engage in it and later to put sustained effort until they achieve their goal. this distiction also tells us that about internal and ecternal factor have an important role play in motivation learners (Aryanika, 2016, p.567)

The form for questionnaire include check list and rating scales. The alternative answer use consis 5 alternative answer that

strongly agree, agree, neutral, disagree, and strongly disagree. The researcher use Indonesian version in every question to make students easier answer. These question were all 5 point Likert-scales. Questionnaire consist 30 question which cover 5 lerning strategies: memory, cognitive, affective, metacognitive, and strategies.

Table 3.5
Interpretation of Learning Motivation

No	Category	Predicate
1	80.00%-100%	Strongly Agree
2	60.00%-79.99%	Agree
3	40.00%-59.99%	Unsure
4	20.00%-39.99%	Disagree
5	0%-19.99%	Strongly Disagree

The instrument ask respondents to see the responds of students' motivation by teaching using question and answer technique toward speaking ability and motivation. The questionnaire was constructed in the form of the five Likert-type scales (strongly agree,agree,neutral,disagree,strongly disagree).

2. Instrument Validity

Sugiyono (2004, p.267) has expressed validity instrument it means the instrument that use to get the data (measure) is valid. Valid it means the instrument can be use to measure what were we want to measure. Based on sugiyono, the result of the study is called valid if there was a

similarities between the data that have collected by the tests and the true data that happened on the object of the study.

Spolky (2004, p.87) states that validity is the central problem in foreign language testing. Validity is concerned with whether a test measures what it is intended to measure. A test f speaking ability in a classroom setting is usually achievement test.

The instrument validities of the study are face validity, content validity, and construct validity. A good test should possess' validity, that is it should measure what it is intended to measure and nothing else. Ary (20110, p.196) discovered that validity is the extent to which a measure actually taps the underlying concept that it purpose to measure. In this study the validity is classified into face, content, and construct.

a. Face Validity

According to Ary et al (2010, p.196) state that this is a subjective judgment on the degree to which a test appears to measure the knowledge or abilities it claims to meausre, based on the subjective judgment of an observer. Specifically, in this study, the test must be make-up of items testing knowledge. The test item in this research to measure the effect of question and answer technique toward speaking ability and motivation at 9th grade in MTs Darul Amin Palangka Raya.

b. Content Validity

Ary (2010, p.214) has drawn attention to the fact that content validity is essentially and necessity based on judgement, and such judgment must be made separately for each situation. The question of an instruments validity is always specific to the particular situation and to the particular purpose for which it is being used. A test that has validity in one situation may not be valid in a different situation,

c. Construct Validity

Ary (2010) states that construct validity (measurement) is the extent to which a test or other instrument what the writer claims it does, the degree to which evidence and theory support the interpretation of test score entailed by the proposed use the test.

3. Instrument Reliability

Ary (2010, p.236) claims that the reliability of a measuring instrument is the degree of consistency with which it measures what ever it measuring. This quality is essential in some kind of meassurement. It will be used to provee that the instrument approximately belive as tool of collecting the data because it is regard well. The reliable instrument is the constant. Inter-retes reliability is a measure of reliability used to assess the degree to which different judge or raters agree in their assessment decisions. Interpreter reliability is useful because human observes will not necessarily interpret or material demonstrate knowledge of the construct or skill being assess.

D. Data Collection Procedure

In this study the researcher used some processess to collect the data.

1. First, the researcher made observations the class C and D (9th grade in MTs Darul Amin Palangka Raya)
2. Second, the researcher gave a pre-test to both group (experimental and control)
3. Third, the researcher check the result of pre-test of experimental and control group
4. Fourth, after the pre-test given, the researcher teach the students in experimental group and control group about speaking by using different technique. Experimental group by question and answer technique and control group control group by using technique commonly used by previous teachers. The treatment was conducted for 4 meetings.
5. Five, the researcher provide motivation in learning speaking to students.
6. Six, after doing the treatment the researcher gave the post-test to both groups.
7. Seven, after doing the post-test the researcher gave a questionnaire about motivation to students experimental group.
8. Nine, the researcher gave scores to students' speaking performance and quetionnaire motivation. Scores for speaking performance were assessed by rater 1 and rater 2 (researchers and teachers) using scoring rubric for speaking.

E. Data Analysis Procedure

In order to analyze the data collected, the researcher does some procedures. As follows:

1. Collected the data of students' speaking score pre and post test item result
2. Arranged the distribusy frequency of score table
3. The researcher calculated Mean.

$$Mx = \frac{\sum X}{2a}$$

Where:

Mx = Mean value

$\sum fx$ = Sum of each midpoint times by it frequency

N = Number of case

4. The researcher calculated median

$$Mdn = \ell + \frac{\frac{1}{2}N - fkb}{fi} X\ i$$

Where:

Mdn = Median

ℓ = lower limit (lower limit from score that contain Median)

fkb = Comulative frequency that reside below the score that contain Median

ft = Genuine frequency

N = Number of case

U = Upper limit (upper limit from score that contain Median)

fkb = Cumulative frequency that reside above the score that contain Median.

5. The researcher calculated modus

Mo $= \ell + \left(\frac{fa}{fa+fb}\right) \text{X } i$

Where:

Mo = Modus

ℓ = Lower limit (lower limit from interval that contain Modus)

fa = Frequency that reside below interval that contain Modus

fb = Frequency that reside below interval that contain Modus

u = Upper limit (upper limit from interval that contain Modus)

I = Interval class

6. The researcher calculated the standard deviation and standard error of students' score

$$SD = \frac{\sqrt{\sum fx^2}}{N} - \frac{\sqrt{\sum (fx)^2}}{N}$$

Where:

SD = Standard Deviation

$\sum f$x2 = Sum of the multipication result between each score frequency with the squared deviation score

N = Number of cases

7. Gave the score to students' speaking by using classify students

8. The resaercher calculated the data by using one way ANOVA to test the hypothesis of the study
9. The researcher use the level of significance at 5%. If the result of test is higher than t table, it means Ho is accepted
10. Analyzed the data by using one way ANOVA analysis of variance to answer the problem of the study. In addition, the SPSS propram was applied
11. Interpreted the result of data analyzing
12. The researcher make discussion to clarify the research finding
13. The researcher gave conclusion

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research. The data were obtain from the students' pre-test and post-test score in speaking by question and answer technique.

A. Data Presentation

1. Test

d. The Result of Pre-Test and Post-Test in Experimental Group and Control Group

a) The Result of Pre Test and Post Test Scores in Experimental Group

Tabel 4.1

Pre Test Score by the First Rater and Second Rater Experimental Class

Code	Rater	Fluency	Pronunciation	Grammar	Comprehension	Task	Score
E1	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
E2	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
E3	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
E4	1	3	3	2	3	2	56
	2	3	3	2	3	2	56
E5	1	3	3	3	3	2	56
	2	3	3	2	3	2	52
E6	1	3	3	2	3	2	52
	2	3	3	3	3	2	56
E7	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
E8	1	3	3	2	3	2	52

	2	3	3	2	3	3	56
E9	1	3	2	3	3	3	56
	2	3	3	3	3	3	60
E10	1	3	3	3	3	3	60
	2	3	3	2	3	3	56
E11	1	3	3	3	2	2	52
	2	2	3	3	3	2	52
E12	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
E13	1	3	2	2	3	3	52
	2	3	2	2	3	3	52
E14	1	2	3	2	3	3	52
	2	2	3	2	3	3	52
E15	1	3	3	2	2	3	52
	2	3	3	2	2	3	52
E16	1	2	2	2	2	2	40
	2	2	2	2	2	2	40
E17	1	3	3	2	2	3	52
	2	3	3	2	2	3	52
E18	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
E19	1	3	2	2	3	3	52
	2	3	2	2	3	3	52
E20	1	3	2	2	2	3	48
	2	3	2	2	2	3	48
E21	1	3	2	2	2	3	48
	2	3	2	2	2	3	48
E22	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
E23	1	3	2	2	3	3	52
	2	3	2	2	3	3	52
E24	1	2	2	2	3	2	44
	2	2	2	2	3	2	44
E25	1	3	2	2	3	3	52
	2	3	2	2	3	3	52
E26	1	3	3	3	3	3	60

	2	3	3	3	3	3	60
E27	1	3	2	2	3	3	52
	2	3	2	2	3	3	52

The table above is combination each componens of pre-test score by first rater (R1) and second rater (R2).

Tabel 4.2

Post Test Score by the First Rater and Second Rater Experimental Class

Code	Rater	Fluency	Pronunciation	Grammar	Comprehension	Task	Score
E1	1	3	3	3	4	4	68
	2	3	3	3	3	4	64
E2	1	3	4	3	4	3	68
	2	3	4	3	3	3	64
E3	1	4	4	3	3	3	68
	2	4	4	3	3	3	68
E4	1	3	4	3	4	4	72
	2	3	4	3	4	4	72
E5	1	4	4	4	4	4	80
	2	4	4	4	4	4	80
E6	1	3	4	3	4	3	68
	2	3	4	3	4	3	68
E7	1	4	5	3	4	4	80
	2	4	5	4	3	4	80
E8	1	3	4	3	3	4	68
	2	3	4	3	3	4	68
E9	1	4	4	3	3	4	72
	2	4	4	3	4	4	76
E10	1	3	4	3	3	4	68
	2	3	4	3	3	4	68
E11	1	4	4	3	4	3	72
	2	4	4	3	4	3	72
E12	1	3	3	3	3	3	60

	2	3	3	3	3	3	60
E13	1	3	4	3	4	4	72
	2	3	4	3	4	4	72
E14	1	4	4	3	3	4	72
	2	4	4	3	3	4	72
E15	1	3	4	3	3	3	64
	2	3	4	3	3	3	64
E16	1	3	4	3	4	4	72
	2	3	4	3	4	4	72
E17	1	4	4	3	4	4	76
	2	4	4	3	4	4	76
E18	1	4	4	3	3	4	72
	2	4	4	3	3	4	72
E19	1	4	4	3	3	3	68
	2	4	4	3	3	3	68
E20	1	4	4	4	4	4	80
	2	4	4	4	4	4	80
E21	1	3	4	3	4	3	68
	2	3	4	3	4	3	68
E22	1	3	4	3	4	4	72
	2	3	3	3	4	4	72
E23	1	3	4	3	3	4	68
	2	3	4	3	3	4	68
E24	1	3	3	3	3	4	64
	2	3	3	3	3	4	64
E25	1	3	4	3	3	3	64
	2	3	4	3	3	3	64
E26	1	3	4	3	4	3	68
	2	3	4	3	4	3	68
E27	1	3	4	3	4	4	72
	2	3	4	3	4	4	72

The table above is combination each components of post-test score by first rater (R1) and second rater (R2). And the next table, the researcher combines the score become the final score.

Tabel 4.3

The Combination of Pre-Test and Post Test Score Experimental Class

Pre-Test				Post-Test			
Code	Scored by		Final Score	Code	Scored by		Final Score
	R1	R2			R1	R2	
E1	60	60	60	**E1**	68	64	66
E2	60	60	60	**E2**	68	64	66
E3	60	60	60	**E3**	68	68	68
E4	56	56	56	**E4**	72	72	72
E5	56	56	56	**E5**	80	80	80
E6	52	52	52	**E6**	68	68	68
E7	60	60	60	**E7**	80	80	80
E8	52	52	52	**E8**	68	68	68
E9	56	56	56	**E9**	72	76	74
E10	60	60	60	**E10**	68	68	68
E11	52	52	52	**E11**	72	72	72
E12	60	60	60	**E12**	60	60	60
E13	52	52	52	**E13**	72	72	72
E14	52	52	52	**E14**	72	72	72
E15	52	52	52	**E15**	64	64	64
E16	40	40	40	**E16**	72	72	72
E17	52	52	52	**E17**	76	76	76
E18	60	60	60	**E18**	72	72	72
E19	52	52	52	**E19**	68	68	68
E20	48	48	48	**E20**	80	80	80
E21	48	48	48	**E21**	68	68	68
E22	60	60	60	**E22**	72	72	72
E23	52	52	52	**E23**	68	68	68
E24	44	44	44	**E24**	64	64	64
E25	52	52	52	**E25**	64	64	64
E26	60	60	60	**E26**	68	68	68
E27	52	52	52	**E27**	72	72	72
SUM (Σ)	**1460**	**1460**	**1460**	**SUM (Σ)**	**1896**	**1892**	**1894**
Average	**54,07**	**54,07**	**54,07**	**Average**	**70,22**	**70,07**	**70,14**
Lowest	**40**	**40**	**40**	**Lowest**	**60**	**60**	**60**
Highest	**60**	**60**	**60**	**Highest**	**80**	**80**	**80**

Based on the data from combination pre-test score of first rater (R1) and second rater (R2), it shows the highest score is 60, the lowest score is 40 and average is 54,07. And then the data from combination post-test score of first rater ((R1) and second rater (R2), it shows the highest score is 80, the lowest score is 60 and average is 70,14. After that, the reseracher used table frequency distribution of the pre-test socroe and post-test score.

Tabel 4.4

Frequency Distribution of the Pre-Test Score Experimental Class

	Score (x)	Frequency (f)	FX
1	40	1	40
2	44	1	44
3	48	2	96
4	52	11	572
5	56	3	168
6	60	9	540
Total		**ΣF 27**	**ΣFX 1460**

The table explains about the distribution of students' pre-test score that shows the frequency in each scores with the total frequency is 27 seem like the total number of students.

Table 4.5

Frequency Distribution of the Post Test Score Experimental Class

	Score (x)	Frequency (f)	FX
1	60	1	60
2	64	3	192
3	66	2	132
4	68	8	544
5	72	8	576
6	74	1	74
7	76	1	76
8	80	3	240
Total		**ΣF 27**	**ΣFx 1894**

The table explains about the distribution of students' post-test score that shows the frequency in each scores with the total frquency is 27 seem like the total number of students.

b) Distribution of Pre-Test and Post-Test Scores in Control Group

Tabel 4.6

Pre Test Score by the First Rater and Second Rater Control Class

Code	Rater	Fluency	Pronunciation	Grammar	Comprehension	Task	Score
C1	1	2	3	3	2	3	52
	2	3	3	3	2	3	52
C2	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C3	1	3	3	2	3	3	56
	2	3	3	2	3	3	56
C4	1	3	3	3	3	3	60
	2	3	2	2	3	3	52
C5	1	3	3	3	3	3	60
	2	3	3	3	3	3	60

C6	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C7	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C8	1	3	2	2	3	3	52
	2	3	2	2	3	3	52
C9	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C10	1	3	3	3	3	2	56
	2	3	3	2	3	2	52
C11	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C12	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C13	1	2	3	2	3	2	48
	2	2	3	2	3	2	48
C14	1	3	3	2	3	2	52
	2	3	3	2	3	2	52
C15	1	3	3	2	2	2	48
	2	3	3	2	2	2	48
C16	1	2	2	2	2	2	40
	2	2	2	2	2	2	40
C17	1	3	2	2	2	3	48
	2	3	3	2	2	3	52
C18	1	2	2	2	3	2	44
	2	2	2	2	3	2	44
C19	1	3	3	3	3	2	56
	2	3	3	2	3	3	56
C20	1	3	2	2	3	3	52
	2	3	2	2	3	3	52
C21	1	2	3	2	2	3	48
	2	3	3	2	2	3	52
C22	1	3	2	3	3	3	56
	2	3	3	2	3	3	56
C23	1	2	3	2	3	2	48
	2	2	3	2	3	2	48

C24	1	3	2	2	3	3	52
	2	3	3	2	3	3	52
C25	1	3	2	2	3	3	52
	2	2	3	2	3	3	52
C26	1	3	3	3	3	3	60
	2	3	3	3	3	3	60

The able above is combination each combination each component of pre-test score by first rater (R1) and second rater (R2

Table. 4.7

Post-Test Score by the First rater and Second Rater Control Class

Code	Rater	Fluency	Pronunciation	Grammar	Comprehension	Task	Score
C1	1	4	4	3	4	4	76
	2	4	4	3	4	4	76
C2	1	4	4	3	3	3	68
	2	4	4	3	3	3	68
C3	1	4	4	3	3	3	68
	2	4	4	3	3	3	68
C4	1	4	4	3	3	4	72
	2	3	4	3	3	3	68
C5	1	4	4	3	3	3	68
	2	4	4	3	3	3	68
C6	1	4	4	3	3	3	68
	2	4	4	3	3	3	68
C7	1	4	3	3	4	4	72
	2	4	3	3	4	4	72
C8	1	4	3	3	3	3	64
	2	4	3	3	3	3	64
C9	1	4	4	3	3	3	68
	2	4	4	3	3	3	68
C10	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C11	1	4	4	3	3	3	68

	2	4	4	3	3	3	68
C12	1	4	3	4	4	3	72
	2	4	3	4	4	3	72
C13	1	3	3	3	4	4	68
	2	3	3	3	4	4	68
C14	1	3	3	3	4	4	68
	2	3	3	3	4	4	68
C15	1	3	3	3	4	3	64
	2	3	3	3	4	3	64
C16	1	3	3	4	3	3	64
	2	3	3	4	3	3	64
C17	1	3	4	3	3	4	68
	2	3	4	3	3	4	68
C18	1	3	3	3	4	4	68
	2	3	3	3	4	4	68
C19	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C20	1	3	4	3	3	3	64
	2	3	4	3	3	3	64
C21	1	3	3	3	4	4	68
	2	3	3	3	4	4	68
C22	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C23	1	4	4	3	3	3	68
	2	4	4	3	3	3	68
C24	1	3	3	3	3	3	60
	2	3	3	3	3	3	60
C25	1	3	4	3	3	3	64
	2	3	4	3	3	3	64
C26	1	3	4	3	3	3	64
	2	3	4	3	3	3	64

The table above is combination each components of post-test score by first rater (R1) and second rater (R2). And the next table, the researcher combines the score become the final score.

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Table 4.8

The Combination of Pre-Test and Post-Test Scores Control Class

Code	Scored by		Final Score	Code	Scored by		Final Score
	R1	R2			R1	R2	
C1	52	52	52	**C1**	76	76	76
C2	60	60	60	**C2**	68	68	68
C3	56	56	56	**C3**	68	68	68
C4	60	52	56	**C4**	72	68	70
C5	60	60	60	**C5**	68	68	68
C6	60	60	60	**C6**	68	68	68
C7	60	60	60	**C7**	72	72	72
C8	52	52	52	**C8**	64	64	64
C9	60	60	60	**C9**	68	68	68
C10	56	52	54	**C10**	60	60	60
C11	60	60	60	**C11**	68	68	68
C12	60	60	60	**C12**	72	72	72
C13	48	48	48	**C13**	68	68	68
C14	52	52	52	**C14**	68	68	68
C15	48	48	48	**C15**	64	64	64
C16	40	40	40	**C16**	64	64	64
C17	48	52	50	**C17**	68	68	68
C18	44	44	44	**C18**	68	68	68
C19	56	56	56	**C19**	60	60	60
C20	52	52	52	**C20**	64	64	64
C21	48	52	50	**C21**	68	68	68
C22	56	56	56	**C22**	60	60	60
C23	48	48	48	**C23**	68	68	68
C24	52	52	52	**C24**	60	60	60
C25	52	52	52	**C25**	64	64	64
C26	60	60	60	**C26**	64	64	64
SUM	**1392**	**1388**	**1390**	**SUM**	**1732**	**1728**	**1730**
Lowest	**40**	**40**	**40**	**Lowest**	**66,62**	**66,46**	**66,54**
Highest	**60**	**60**	**60**	**Highest**	**60**	**60**	**60**
Average	**53,54**	**53,38**	**53,46**	**Average**	**76**	**76**	**76**

Based on the data from combination pre-test score of first rater (R1) and second rater (R2), it shows the highest score is 60, the lowest score is 40, and average is 53,85. And then, the data from combination post-test score of first rater (R1) and second rater (R2), it shows the highest score is 76, and the lowest score is 60 and average is 66,44. After that, the researcher used table frequency distribution of the pre-test and post-test score

Table 4.9

Frequency Distribution of the Pre-Test Score Control Class

	Score (x)	Frequency (f)	FX
1	40	1	40
2	44	1	44
3	48	3	144
4	52	6	312
5	56	4	224
6	60	8	480
7	54	1	54
8	50	2	100
Total		**Σf 26**	**Σfx 1398**

The table explains about the distribution of students' pre-test score that shows the frequency in each scores with the total frequency is 26 seems like total number of students'.

Table 4.10

Frequency Distribution of the Post Test Score Control Class

	Score (x)	Frequency (f)	FX
1	60	4	240
2	64	6	384
3	68	12	816
4	70	1	70
5	72	2	144
6	76	1	76
	Total	**26**	**1730**

The table explains about the distribution of students' post-test score that shows the frequency in each scores with the total frequency is 26 seem like the total umber of students.

e. Validity and Reliability of Pre-test and Post-test

a) Validity

In this study, the researcher calculated validity of pr-test and post-test using pearson product moment correlation test

Table 4.11

Pearson Product Moment Correlation of Pre-test in Experimental Group

Code (N)	Rater 1 (X)	Rater 2 (Y)	XY	X^2	Y^2
E1	60	60	3600	3600	3600
E2	60	60	3600	3600	3600
E3	60	60	3600	3600	3600
E4	56	56	3136	3136	3136
E5	56	56	3136	3136	3136
E6	52	52	2704	2704	2704
E7	60	60	3600	3600	3600

E8	52	52	2704	2704	2704
E9	56	56	3136	3136	3136
E10	60	60	3600	3600	3600
E11	52	52	2704	2704	2704
E12	60	60	3600	3600	3600
E13	52	52	2704	2704	2704
E14	52	52	2704	2704	2704
E15	52	52	2704	2704	2704
E16	40	40	1600	1600	1600
E17	52	52	2704	2704	2704
E18	60	60	3600	3600	3600
E19	52	52	2704	2704	2704
E20	48	48	2304	2304	2304
E21	48	48	2304	2304	2304
E22	60	60	3600	3600	3600
E23	52	52	2704	2704	2704
E24	44	44	1936	1936	1936
E25	52	52	2704	2704	2704
E26	60	60	3600	3600	3600
E27	52	52	2704	2704	2704
ΣN 27	**ΣX 1460**	**ΣY 1460**	**ΣXY 79696**	**ΣX^2 79696**	**ΣY^2 79696**

Table 4.12

Pearson Product Moment Correlation of Post-test in Experiment Group

Code (N)	Rater 1 (X)	Rater 2 (Y)	XY	X^2	Y^2
E1	68	64	4352	4624	4096
E2	68	64	4352	4624	4096
E3	68	68	4624	4624	4624
E4	72	72	5184	5184	5184
E5	80	80	6400	6400	6400
E6	68	68	4624	4624	4624
E7	80	80	6400	6400	6400
E8	68	68	4624	4624	4624
E9	72	76	5472	5184	5776
E10	68	68	4624	4624	4624

E11	72	72	5184	5184	5184
E12	60	60	3600	3600	3600
E13	72	72	5184	5184	5184
E14	72	72	5184	5184	5184
E15	64	64	4096	4096	4096
E16	72	72	5184	5184	5184
E17	76	76	5776	5776	5776
E18	72	72	5184	5184	5184
E19	68	68	4624	4624	4624
E20	80	80	6400	6400	6400
E21	68	68	4624	4624	4624
E22	72	72	5184	5184	5184
E23	68	68	4624	4624	4624
E24	64	64	4096	4096	4096
E25	64	64	4096	4096	4096
E26	68	68	4624	4624	4624
E27	72	72	5184	5184	5184
ΣN=27	**ΣX 1896**	**ΣY 1892**	**ΣXY 133504**	**ΣX^2 133760**	**ΣY^2 133296**

Table 4.13

Pearson Product Moment Correlation of Pre-test in Control Group

Code (N)	**Rater 1 (X)**	**Rater 2 (Y)**	**XY**	**X^2**	**Y^2**
C1	52	52	2704	2704	2704
C2	60	60	3600	3600	3600
C3	56	56	3136	3136	3136
C4	60	52	3120	3600	2704
C5	60	60	3600	3600	3600
C6	60	60	3600	3600	3600
C7	60	60	3600	3600	3600
C8	52	52	2704	2704	2704
C9	60	60	3600	3600	3600
C10	56	52	2912	3136	2704
C11	60	60	3600	3600	3600
C12	60	60	3600	3600	3600
C13	48	48	2304	2304	2304

C14	52	52	2704	2704	2704
C15	48	48	2304	2304	2304
C16	40	40	1600	1600	1600
C17	48	52	2496	2304	2704
C18	44	44	1936	1936	1936
C19	56	56	3136	3136	3136
C20	52	52	2704	2704	2704
C21	48	52	2496	2304	2704
C22	56	56	3136	3136	3136
C23	48	48	2304	2304	2304
C24	52	52	2704	2704	2704
C25	52	52	2704	2704	2704
C26	60	60	3600	3600	3600
ΣN C26	**ΣX 1400**	**ΣY 1396**	**ΣXY 75904**	**ΣX^2 76224**	**ΣY^2 75696**

Table 4.14

Pearson Product Moment Correlation of Post-test in Control Group

Code (N)	Rater 1 (X)	Rater 2 (Y)	XY	X^2	Y^2
C1	76	76	5776	5776	5776
C2	68	68	4624	4624	4624
C3	68	68	4624	4624	4624
C4	72	68	4896	5184	4624
C5	68	68	4624	4624	4624
C6	68	68	4624	4624	4624
C7	72	72	5184	5184	5184
C8	64	64	4096	4096	4096
C9	68	68	4624	4624	4624
C10	60	60	3600	3600	3600
C11	68	68	4624	4624	4624
C12	72	72	5184	5184	5184
C13	68	68	4624	4624	4624
C14	68	68	4624	4624	4624
C15	64	64	4096	4096	4096
C16	64	64	4096	4096	4096
C17	68	68	4624	4624	4624
C18	68	68	4624	4624	4624

C19	60	60	3600	3600	3600
C20	64	64	4096	4096	4096
C21	68	68	4624	4624	4624
C22	60	60	3600	3600	3600
C23	68	68	4624	4624	4624
C24	60	60	3600	3600	3600
C25	64	64	4096	4096	4096
C26	64	64	4096	4096	4096
ΣN C27	**1732**	**1728**	**115504**	**115792**	**115232**

Table 4.15

The Calculation Using SPSS Program

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	27	40	60	54,07	5,363
Post-Test Experiment	27	60	80	70,22	4,878
Pre-test Control	26	40	60	53,54	5,666
Post-test Control	26	60	76	66,62	4,070
Valid N (listwise)	26				

2. Questionnaire

In this study, the writer was measured the students' learning motivation score.

Table 4.16

Validity Result of Learning Motivation Questionnaire

No	Item	Value	Critical Value	Validity
1	Item 1	.645	0.270	Valid
2	Item 2	.749	0.270	Valid
3	Item 3	.645	0.270	Valid
4	Item 4	.404	0.270	Valid
5	Item 5	.393	0.270	Valid
6	Item 6	.119	0.270	Un-valid

7	Item 7	.499	0.270	Valid
8	Item 8	.291	0.270	Valid
9	Item 9	.279	0.270	Valid
10	Item 10	.404	0.270	Valid
11	Item 11	.334	0.270	Valid
12	Item 12	.334	0.270	Valid
13	Item 13	.817	0.270	Valid
14	Item 14	.283	0.270	Valid
15	Item 15	.775	0.270	Valid
16	Item 16	.415	0.270	Valid
17	Item 17	.403	0.270	Valid
18	Item 18	.368	0.270	Valid
19	Item 19	.291	0.270	Valid
20	Item 20	.406	0.270	Valid
21	Item 21	.053	0.270	Un-valid
22	Item 22	.487	0.270	Valid
23	Item 23	.415	0.270	Valid
24	Item 24	.492	0.270	Valid
25	Item 25	.577	0.270	Valid
26	Item 26	.543	0.270	Valid
27	Item 27	.490	0.270	Valid
28	Item 28	.621	0.270	Valid
29	Item 29	.418	0.270	Valid
30	Item 30	.234	0.270	Un-valid

Based on validity result of questionnaire speaking motivation, there was found four questions which un-valid. So, the total item that became 27 items.

It was apparent from the table above that the students' responses of Motivation at MTs Darul Amin Palangka Raya, as follows:

Table 4.17
Table of students' motivation Item 1

X1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	14	26,4	26,4	26,4
	S	39	73,6	73,6	100,0
	Total	53	100,0	100,0	

Item 1, "*Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa Inggris yang bagus".* 14 students (26,4%) uncertain, 39 students (73,6%) agree.

Table 4.18
Table of students' motivation Item 2

X1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	10	18,9	18,9	18,9
	S	41	77,4	77,4	96,2
	SS	2	3,8	3,8	100,0
	Total	53	100,0	100,0	

Item 2*, "Guru Bahasa Inggris di sekolah adalah sumber inspirasi saya".* 10 students (18,9%) uncertain, 41 students (77,4%) agree, and 2 student (3,8%) strongly agree.

Table 4.19

Table of students' motivation item 3

X1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	14	26,4	26,4	26,4
	S	39	73,6	73,6	100,0
	Total	53	100,0	100,0	

Item 3, *"Metode pengajaran yang digunakan guru dalam mengajar bahasa Inggris sangat menyenangkan".* 14 students (26,4%) uncertain, 39 students (73,6%) agree.

Table 4.20

Table of students' motivation item 4

X1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	4	7,5	7,5	7,5
	TS	41	77,4	77,4	84,9
	TT	8	15,1	15,1	100,0
	Total	53	100,0	100,0	

Item 4, *"Guru tidak pernah memberikan hadiah kepada siswa yang mendapatkan nilai bahasa inggris bagus"*. 4 students (7,5%) strongly disagree, 8 students (15,1%) uncertain, and 41 students (77,4%) disagree.

Table 4.21

Table of students' motivation item 5

X1.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	5	9,4	9,4	9,4
	TS	46	86,8	86,8	96,2
	TT	2	3,8	3,8	100,0
	Total	53	100,0	100,0	

Item 5, *"Menurut saya, guru bahasa Inggris saya tidak menyenangkan"* 5 students (9,4%) strongly disagree, and 46 students (86,8%) disagree and 2 students (3,8%) uncertain**.**

Table 4.22

Table students' motivation item 6

X1.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,9	1,9	1,9
	TS	52	98,1	98,1	100,0
	Total	53	100,0	100,0	

Item 6, *"Metode yang digunakan dalam menjelaskan materi bahasa Inggris sangat membosankan".* 1 student (1,9%) strongly disagree, 52 students (98,1%) disagree.

Table 4.23

Table students' motivation item 7

X1.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	2	3,8	3,8	3,8
	S	45	84,9	84,9	88,7
	SS	6	11,3	11,3	100,0
	Total	53	100,0	100,0	

Item 7, *"Orang tua saya selalu menganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa inggris dengan les privat"*. 2 studenta (3.8%) uncertain, 45 students' (84,9%) agree, and 6 students' (11,3%) strongly agree.

Table 4.24

The students' motivation item 8

X1.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	50	94,3	94,3	94,3
	SS	3	5,7	5,7	100,0
	Total	53	100,0	100,0	

Item 8, *"Orang tua saya selalu membantu mengatasi kesulitan seputar pelajaran bahasa inggris"* 50 students' (94,3%) agree, and 3 students' (5,7%) strongly agree.

Table 4.25

The students' motivation item 9

X1.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	47	88,7	88,7	88,7
	SS	6	11,3	11,3	100,0
	Total	53	100,0	100,0	

Item 9, *"Orang tua saya selalu mendorong saya untuk belajar bahasa inggris dan memberikan hadiah apabila nilai bahasa inggris saya bagus".* 47 students' (88,7%) agree, and 6 students' (11,3%) strongly agree.

Table 4.26

The students' motivation item 10

X1.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,8	3,8	3,8
	TS	51	96,2	96,2	100,0
	Total	53	100,0	100,0	

Item 10*, "orang tua saya tidak mendukung saya belajar bahasa inggris".* 2 students (3,8%) strongly disagree, and 51 students' (96,2%) disagree.

Table 4.27

The students' motivation item 11

X1.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	7	13,2	13,2	13,2
	TS	46	86,8	86,8	100,0
	Total	53	100,0	100,0	

Item 11, "*Orangtua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa inggris".* 7 students' (13,2%) strongly disagree, and 46 students' (86,8%) disagree.

Table 4.28

Table of students' motivation item 12

X1.12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	5,7	5,7	5,7
	TS	47	88,7	88,7	94,3
	TT	3	5,7	5,7	100,0
	Total	53	100,0	100,0	

Item 12, *"Orangtua saya tidak pernah mendorong saya untuk belajar bahasa inggris dan tidak pernah memberikan hadiah kepada saya".* 3 students' (5,7%) strongly disagree, and 47 students' (88,7%) disagree and 3 students (5,7%) uncertain.

Table 4.29

Table of students' motivation item 13

X2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	33	62,3	62,3	62,3
	SS	20	37,7	37,7	100,0
	Total	53	100,0	100,0	

Item 13, *"belajar bahasa inggris itu sangat menyenangkan karena dikelas sangat mendukung saya untuk berbahasa inggris".* 33 students' (62,3%) agree, and 22 students' (37,7%) strongly agree.

Table 4.30

Table of students' motivation item 14

X2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	23	43,4	43,4	43,4
	TT	30	56,6	56,6	100,0
	Total	53	100,0	100,0	

Item 14*,"berbicara bahasa inggris itu mudah bagi saya dimanapun saya berada".* 23 students' (43,4%) disagree, and 30 students' (56,6%) uncertain.

Table 4.31

Table of students' motivation item 15

X2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	36	67,9	67,9	67,9
	SS	17	32,1	32,1	100,0
	Total	53	100,0	100,0	

Item 15*, "saya sangat percaya diri ketika diminta untuk berbicara bahasa inggris di dalam kelas".* 36 students' (67,9%) agree, and 17 students' (32,1%) strongly agree.

Table 4.32

Table of students' motivation item 16

X2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	53	100,0	100,0	100,0

Item 16, *"Jujur, saya tidak suka dengan kelas bahasa inggris"* 53 students' (100%) disagree.

Table 4.33

Table of students' motivation item 17

X2.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	5	9,4	9,4	9,4
	TS	42	79,2	79,2	88,7
	TT	6	11,3	11,3	100,0
	Total	53	100,0	100,0	

Item 17, *"saya merasa tidak nyaman ketika berbicara bahasa inggris".* 5 students' (9,4%) strongly disagree, and 42 students' (79,2%) disagree and 6 students' (11,3%) uncertain..

Table 4.34

Table of students' motivation item 18

X2.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	5,7	5,7	5,7
	TT	37	69,8	69,8	75,5
	S	13	24,5	24,5	100,0
	Total	53	100,0	100,0	

Item 18, *"saya tidak percaya diri ketika berbicara bahasa inggris di dalam kelas".* 3 students' (5.7%) disagree, 37 students' (69,8%) uncertain, and 13 students' (24.5%) agree.

Table 4.35

Table of students' motivation item 19

X2.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	4	7,5	7,5	7,5
	S	49	92,5	92,5	100,0
	Total	53	100,0	100,0	

Item 19, "*saya selalu melatih bahasa inggris dengan mempraktikannya hampir setiap hari".* 4 students' (7,5%) uncertain, 49 students' (92,5%) agree.

Table 4.36

Table of students' motivation item 20

X2.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	41	77,4	77,4	77,4
	SS	12	22,6	22,6	100,0
	Total	53	100,0	100,0	

Item 20, *"ketika saya mengalami kesulitan dalam belajar bahasa inggris, sayaa selalu bertanya kepada guru".* 41 students' (77,4%) agree, and 12 students' (22.6%) strongly agree.

Table 4.37

Table of students' motivation item 21

X2.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	10	18,9	18,9	18,9
	S	33	62,3	62,3	81,1
	SS	10	18,9	18,9	100,0
	Total	53	100,0	100,0	

Item 21, *"saya langsung mengerjakan tugas bahasa inggris yang diberikan oleh guru".* 10 students' (18,9%) uncertain, 33 students' (62.3%) agree, and 10 students (18,9%) strongly agree.

Table 4.38

Table of students' motivation item 22

Y.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,8	3,8	3,8
	TS	47	88,7	88,7	92,5
	TT	4	7,5	7,5	100,0
	Total	53	100,0	100,0	

Item 22, "*saya tidak pernah mempraktikkan bahasa inggris".* 2 students' (3,8%) strongly disagree, and 47 students' (88,7%) disagree and 4 students (7,5%) uncertain.

Table 4.39

Table of students' motivation item 23

Y.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,9	1,9	1,9
	TS	44	83,0	83,0	84,9
	TT	8	15,1	15,1	100,0
	Total	53	100,0	100,0	

Item 23, "s*aya tidak pernah bertanya kepada guru bahasa inggris, walaupun saya mengalami kesulitan".* 1 students (1,9%) strongly disagree, 44 students' (83,0%) disagree, and 8 students' (15,1%) uncertain.

Table 4.40

Table of students' motivation item 24

Y.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	6	11,3	11,3	11,3
	TS	44	83,0	83,0	94,3
	TT	3	5,7	5,7	100,0
	Total	53	100,0	100,0	

Item 24, "*sebisa mungkin saya menunda mengerjakan tugas bahasa inggris yang diberikan oleh guru".* 6 students' (11,3%) strongly disagree, 44 students' (83,0%) disagree and 3 students (5,7%) uncertain.

Table 4.41

Table of students' motivation item 25

Y.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	36	67,9	67,9	67,9
	SS	17	32,1	32,1	100,0
	Total	53	100,0	100,0	

Item 25, *"saya ingin bisa berbicara bahasa inggris dengan lancar".* 36 students (67,9%) agree, and 17 students' (32,1%) strongly agree.

Table 4.42

Table of students' motivation item 26

Y.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	2	3,8	3,8	3,8
	S	39	73,6	73,6	77,4
	SS	12	22,6	22,6	100,0
	Total	53	100,0	100,0	

Item 26, "*saya ingin menguasai bahasa inggris karena akan menunjang karir saya di kemudian hari".* 2 student (3,8%) uncertain, 39 students' (73,6%) agree, and 12 students' (22,6%) strongly agree.

Table 4.43

Table of students' motivation item 27

Y.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	12	22,6	22,6	22,6
	S	33	62,3	62,3	84,9
	SS	8	15,1	15,1	100,0
	Total	53	100,0	100,0	

Item 27, *"saya lebih suka menonton televisi yang berbahasa inggris dari pada bahasa Indonesia".* 12 students' (22,6%) uncertain, 33 students' (62,3%) agree, and 8 students' (15,1%) strongly agree.

Table 4.44

Table of students' motivation item 28

Y.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	4	7,5	7,5	7,5
	TS	43	81,1	81,1	88,7
	TT	6	11,3	11,3	100,0
	Total	53	100,0	100,0	

Item 28, *"bahasa inggris bukanlah hal yang penting dalam hidup saya".* 4 students' (7,5%) strongly disagree, 43 students' (81,1%) disagree, and 6 students (11,3%) uncertain.

Table 4.45

Table of students' motivation item 29

Y.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TT	17	32,1	32,1	32,1
	S	28	52,8	52,8	84,9
	SS	8	15,1	15,1	100,0
	Total	53	100,0	100,0	

Item 29, *"saya lebih suka menonton program televisi yang menggunakan bahasa Indonesia"* 17 students' (32,1%) uncertain, 28 students' (52'8%) agree, and 8 students' (15,1%) strongly agree.

Table 4.46

Table of students' motivation item 30

Y.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	51	96,2	96,2	96,2
	SS	2	3,8	3,8	100,0
	Total	53	100,0	100,0	

Item 30, *"saya sangat menyukai pelajaran bahasa inggris karena saya ingin bisa berbahasa inggris denga lancar".* 51 students' (96,2%) agree, and 2 students (3,8%) strongly agree.

The questionnaire was constructed in the form of the five likert-type scales. Based on the table of students' motivation, the researcher found the categorized of every item. Than we count it with item number of intrinsic and extrinsic table.

Table. 4.47

Score of Questionnaire Dominant Item

No	Intrinsic	No. Item	Categorize	Score	Final Score	Interpretation
1	Teacher	1-6	198,204,198,116,110,106	932	155,3	Very Strong
2	Parents	7-12	216,215,218,104,99,113	965	160,8	Very Strong
3	Environment	13-18	232,136,229,106,118,169	990	165	Very Strong
No	**Extrinsic**	**No.Item**	**Categorize**	**Score**	**Final Score**	**Interpretation**
4	Effort	19-24	208,224,212,115,115,113	987	164,5	Very Strong
5	Desire	25-27	229,222,208	659	219,6	Very Strong
6	Attitude	28-30	116,203,214	533	177,6	Very Strong

Based on the table students motivation score of questionnaire items, in the intrinsic scale, the final score of teacher was 155,3, parents was 160,8, and Environment was 165. In the extrinsic scale, the final score of effort was 164,5, desire was 219,6 and attitude was 177,7. The final score showed us that the higher score was on ektrinsic scale in desire with the score 219,6 which is very strong. And the lower score was on intrinsic scale, in teachers with the score 155,3 which is strong.

The questionnaire taken on Agustus 2020 at MTs Darul Amin Palangka Raya. The sample used in this study was 53 students of MTs Darul Amin Palangka Raya. The sample was given 30 simple questions.

B. Research Findings

1. Testing the Normality and Homogeneity

a. Normaility Test

The researcher used SPSS program to measure the normality of the data

Table 4.48

Testing Normality of Pre-test and Post-test of Experiment and Control Group

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre Test Experiment	,206	27	,005	,856	27	,002
	Post Test Experiment	,210	27	,004	,903	27	,016
	Pre Test Control	,181	26	,029	,894	26	,011
	Post Test Control	,249	26	,000	,897	26	,013

a. Lilliefors Significance Correction

Based on calcuation used SPSS program, asymptotic significance normality of experiment class 0.016 and control class was 0.013. Then the normality both of class was consulted with table Shapiro-Wik with the level of significance 5% (a=0.05), because the asymptotic significance of control class 0.013 ≥ 0.05 and asymptotic significance of experiment class 0.016 ≥ 0.05. It could be concluded that the data was normal distribution.

Table 4.49

Testing of Normality Students Motivation for Experimental group

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcome	Motivation Experimental & Control Group	,141	53	,011	,938	53	,009

a. Lilliefors Significance Correction

Based on calculation used SPSS program, the asymptotic significant normality of experimental group class was 0.09. Then the normality of class was consulted with table of Kolmogorov-Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of asymptotic significance of experiment = 0.011≥ α=0.05. it could be concluded that the data was normal distribution.

b. Homogeneity Test

In this study, the researcher used SPSS program to measure the homogeneity of the data

Table 4.50

Testing Homogeneity of Post-test of Experiment and Control Group

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	,572	1	52	,453
	Based on Median	,617	1	52	,436
	Based on Median and with adjusted df	,617	1	49,557	,436
	Based on trimmed mean	,533	1	52	,469

Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Students Learning Outcomes	Post-test Experiment	27	100,0%	0	0,0%	27	100,0%
	Post-test Control	26	100,0%	0	0,0%	26	100,0%

Based on the calculating used SPSS program, it is known that the significant value based on the mean is $0.453 \geq 0.05$, so it can be concluded that the variance of the post-test data for the experimental class and the post-test data for the control class is the same or homogeneous.

2. Testing Hypothesis

The researcher used One Way Anova to test the hypothesis with significance lavel a=0,05. The researcher used manual calculation SPSS program to test hypothesis using One Way Anova. The criteria of H_o is accepted when F_{value} and the H_o is refused when $F_{value} \geq F_{table}$. Then the criteria H_a is accepted when F_{value} and H_a is refused when $F_{value} \leq F_{table}$. Or the criteria

of H_o was accepted when the significant value ≥ 0,05, and H_o was refused when the significant value ≤ 0,05.

To make sure the manual calculation, SPSS program was conducted in this research.

Table 4.51

One Way Anova manual calculation

ANOVA

ANOVA

Class

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19995,332	2	9997,666	765,498	,000
Within Groups	1358,275	104	13,060		
Total	21353,607	106			

Based on the SPSS program calculation, the result showed that Degree of Freedom Between Groups (DFb)= 2 and Degree of Freedom Within Groups (DFw) = 104. Then F_{value} was 765,498. So, $H_o$was refused and H_a was accepted. There was significant differences among group after doing the treatment, with F_{value} = 765,498 and the significant level was lower than alpha (α) (0.00 ≤ 0.05). Knowiing that there was a significant difference among group after doing the treatment, researcher needed to test the hypothesis. Because ANOVA was only to know that there was significant differences among group, not to know where the differences among group are, to answer the research problems and test the hypotheses, research applied Post Hoc Test.

Table 4.52

Post Hoc

Multiple Comparisons

Dependent Variable: Class

Tukey HSD

(I) Students Learning Outcome	(J) Students Learning Outcome	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
post-test experiment	post-test control	3,704*	,984	,001	1,37	6,04
	Students motivation	-25,363*	,854	,000	-27,39	-23,33
post-test control	post-test experiment	-3,704*	,984	,001	-6,04	-1,37
	Students motivation	-29,066*	,854	,000	-31,10	-27,03
Students motivation	post-test experiment	25,363*	,854	,000	23,33	27,39
	post-test control	29,066*	,854	,000	27,03	31,10

*. The mean difference is significant at the 0.05 level.

The criteria of Ho is accepted when the significant value is higher than alpha (α) (0.05), and Ho is refused when the significant value is lower than alpha (α) (0.05).

First, based on the calculation above used SPSS program of Post Hoc Test, experimental class showed the significant value lower than alpha (0.001 < 0.05). it means that there was significant effect of question and answer technique toward speaking ability. Ho was refused and Ha was accepted.

Second, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was lower than alpha (0.000 < 0.05). it means that there was significant effect of question and answer technique toward speaking ability and students' motivation. Therefore, accepted and Ho was refused.

Third, based on the calculating above used SPSS program of Post Hoc Test, the result showed significant value was lower than alpha (0.001 < 0.05). it means that there was significant effect of question and answer technique toward students' speaking ability and motivation. Therefore Ha was accepted and Ho was refused.

3. Interpretation Result

Based on the result of the research, researcher interpreted that:

a. Teaching using question and answer technique wa mor effective on speaking ability than teaching without using question and answer technique. It was shown that the result showed significant vale was lower than alpha (0.001 lower < 0.05).
b. Teaching using question and answer technique was more effective on students' motivation than teaching speaking without giving whiteboard animation. It was shown that the result showed significant value was lower than alpha (0.000 < 0.05).
c. Teaching using question and answer technique ws more effective pm students' speaking ability and motivation than teaching without using question and answer technique. It was shown that the result showed significant value lower than alpha (0.001 lower < 0.05).

Thus, it concludes that using question and answer technique affect students' speaking ability and students' motivation score of students' ninth grades in MTs Darul Amin Palangka Raya.

C. Discussion

The result of the data analysis showed that question and answer technique gave significant effect on speaking ability at ninth grade in MTs Darul Amin Palangka Raya. The students who were taught using question and answer technique got higher score than students who were taught without question and answer technique. According to Utomo (2016) the researcher implemented question and answer technique to improve students' speaking ability on expressing their daily activities. By using observation sheets, interview guide, and test, it was found that 70% of the students had been successfully improving their speaking ability.

The result of the data analysis showed that question and answer technique gave significance, using a significance number of 0.01; 0.05 and 0.1. The consideration of using this figure is based on the confidence interval desired by the researcher. The significance value of 0.01 means that the level of belief or language, in general, the desire to obtain truth in research is 99%. If the significance level is 0.05, the confidence level is 95%. If the significance level is 0.1, the confidence level is 90%. and in this study researchers used a confidence level of 95% with a significant number 0.05

If the significance level of the research results <0.05, then the relationship between the two variables is significant. And if the significance level of the research results is> 0.05, then the relationship between the two variables is not significant

Concerning students' problem in writing above, the researcher relates to the previous studies that have been discussed in Wahyudi's (2017) and Utomo's study (2016). The first study found that many students still failed to utter their idea in spoken manner due to several factors as lack of vocabulary, not knowing what and how to say the ideas, and mostly feeling unconfident.

According to Wahyudi (2017), it showed that Questioning Technique could improve students' speaking ability in terms of accent, grammar, vocabulary, fluency, and comprehension, in which speaking fluency was the highest improvement of all.

To know whether the teaching learning using question and answer technique could improve students' speaking ability or not, the researcher conducted pre-test and post-test. The researcher compares the result of the pre-test and post-test.

The present research aimed to measure the effect of Question and answer toward students' speaking ability and motivation at ninth grade MTs Darul Amin Palangka Raya. The result of the data analysis showed that question and answer technique gave significance effect on students' motivation at ninth grade in MTs Darul Amin Palangka Raya. the students who were taught using question and answer technique got high motivation than students who were taught without question and answer technique. the data analysis showed in the table of questionnaire were used by Likert-Scale.

It could be interpreted based on the result of calculation that Ha was stating Guided question and answer technique was effective for improve speaking

ability of the ninth grade students at MTs Darul Amin Palangka Raya was accepted and Ho stating that Guided question and answer technique was not effective for timprove speaking ability of the ninth grade students at MTs Darul Amin Palangka Rayawas rejected. It mean that question and answer Technique was effective for teaching speaking of the ninth grade students at MTs Darul Amin Palangka Raya gave significant effect at 5% and 1% significant level.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions on the basis of study results and discussions. The conclusion deal with the result of description of teacher' on teaching Communicative Language Teaching in teaching speaking ability, the teaching learning procedure, media used on teaching learning, the teacher's problem. Meanwhile, the suggestion addressed to the teachers, the school and the future researchers and those who are interested in researching the teaching communicative language teaching in teaching speaking ability to follow up the research finding of the study.

A. Conclusion

The conclusion of this research study is supported by two findings. they answer the problem formulation. Based on the findings in the study, the researchers concluded

1. Questions and answer technique to higher effect to students speaking ability, the result of analysis showed that was significant effect of using question and answer technique on speaking ability and motivation at MTs Darul Amin Palangka Raya. The students who were taught using question and answer technique got score in pre-test with mean (54,07) and post-test was (70,22). Than those students were taught without using question and answer technique got score in pre-test mean (53,54) and post-test was (66,46). It can be concluded that the students' speaking ability of the experimental group improved significantly from the mean score 54,07 to

70,22 it improved 16,15 point. and students' speaking ability of the control group improved from the mean score 53,54 to 66,46 it slightly improved 12,92 point. Moreover after the data calculated using SPSS program with 5% lavel of significant. It was found that F observed was higher than Ftable with a=0,05.

2. Questions and answer technique to higher effect to students motivation in speaking ability, the result of analysis showed that was significant effect. In the intrinsic scale, the final score of teacher was 155,3, parents was 160,8, and Environment was 165. In the extrinsic scale, the final score of effort was 164,5, desire was 219,6 and attitude was 177,7. The final score showed us that the higher score was on ektrinsic scale in desire with the score 219,6 which is very strong. And the lower score was on intrinsic scale, in teachers with the score 155,3 which is strong.

Therefore, the hypothesis which says: "There is a sginificant effect of using question and answer technique toward speaking ability and motivation." Is accepted.

B. Suggestion

Based on the conclusion of the research , the researcher proposes some suggestion for the following parties: teachers, students, and other researchers

1. Teacher

The teacher should create all alternative in teaching english especially in speaking and they should create good atmosphere in the classroom and make the students more active in the class. And also should bee creative in

using technique and teaching media, to make the teaching learning more effective.

2. Students

The students should pay attention to what the teachers' instruction and all the duty, and the students should learn the material before it is taught by the teacher in the class so it will be easy for students to understand the materials, and also students must practice English more often so that their speaking is better.

3. Other Resracher

In this thesis, the researcher realized that there were still many weaknesses that could be seen. The other researchers can improve this study with better design and different object in order to support the result findings. The result of this study can be used an additional reference of further research with different discussion

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