The Effect of Quora Application to Improve Transactional Speaking Skills of Students at Senior High School 12 Makassar

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ABSTRACT

The research aims to find out the effectiveness of Quora Application in improving students 'transactional speaking skills and the factors and effects of Quora Application in improving students 'transactional speaking skills. In this research, the population was the second-grade Senior High School 12 Makassar students, comprising 15 from class XI IPA 2. The method of this study was a Mixed Method. The design of this study was an explanatory sequential (QUAN-QUAL) design where quantitative data were collected first and more heavily weighted than qualitative data. The instruments used to collect data were a speaking test and a questionnaire. The result of the research presented that the pre-test of the class got a mean score of 5.6. After giving treatment, the students got a mean score of 11.73. The data analysis outcome revealed a significant improvement in the student's skills in transactional speaking after being taught using the Quora application. Subsequently, the result of one sample t-test was Sig. (2-tailed) = 0,000 < 0,5. In addition, the qualitative result from the questionnaire showed there were 4 factors affecting the development of students' transactional speaking skills in group discussions: teaching materials content, language items, method, and activities in the teaching process. Using the Quora application effectively improves the students' transactional speaking skills in group discussions because the learning objective is achieved. That is, the students can actively discuss the topic in the classroom appropriately according to the standard procedures and ground rules of group discussion.

Keywords: *Quora Application, Transactional Speaking skill*

INTRODUCTION

English is one of the most widely studied and used international languages in communicating between nations. This follows the role of English as a global language as stated by Crystal (2003) that English acts as a global language in the world because English is learned and used as a means of communicating in various countries either as a first language, a second language, or as a foreign language. In Indonesia, English is the first foreign language to be studied as a compulsory subject from junior high school to college.

In an academic environment, speaking is one of the four language skills to learn (reading, writing, listening, and speaking). Speaking is a productive oral skill, the hardest skill in teaching English in a foreign language (EFL), because it happens in real time (Zareie et al., 2014). Speaking is an oral skill that plays an essential role in human interaction and communication (Nasir, 2018). Speaking has many functions depending on the speaker's needs, such as making social contact with people, establishing rapport (understanding), or building social relationships between two or more people. On the other hand, some engage in discussion with someone to seek or express opinions, persuade someone about something, or clarify information. Speaking functions not only as a medium for maintaining social relationships between the participants but also as a medium for transacting spoken messages; it is called transactional speaking skills (Kaharuddin, 2014: 1).

In humans' daily lives, people use speaking to employ three major functions, i.e., speaking as interaction, speaking as a transaction, and speaking as performance (Richards in Kaharuddin, 2018). Speaking as transaction refers to a situation where the focus is on what is said or done (Richards, 2015). There are two kinds of transactional speaking skills categories: discussion and interview. Kaharuddin (2018) states that discussing the two transactional discourses aims to teach students learning English to handle their speaking skills in a group discussion and a job interview accurately and fluently. The information available in this lesson was to show them the nature of speaking in a formal discussion with other people and communicating verbally in a job interview. Transactional speaking is one of the materials which must be achieved in the schools.

Quora is a question-and-answer-based social media. Unlike Facebook, Twitter, and Instagram, where the homepage displays the activities of the reader's friends, Quora displays questions and answers according to the topic the reader chooses. From the people, the reader follows. According to Wang (2013), Quora is a knowledge-sharing site that is present as a question-and-answer forum. Question and answer sites like Quora are also considered a source of knowledge repositories on the internet. Several things, such as the heterogeneity of user graphs and questions, support Quora's quality as a knowledge base on the internet. Both of these drive user attention, user activity, and popular questions.

SMA 12 Makassar is one of the schools implementing the English language learning system stipulated in the 2013 curriculum learning provisions. English subjects are taught starting from grade 1, 2, and 3, which includes 4 skills, namely writing, speaking, listening, and reading, with an allocation of 2 hours a week. The second grade is one of the classes that

learn English by emphasizing developing speaking skills; therefore, divided students usually present the material in some group discussions.

The learning objective of English subjects based on the lesson plan of this school is to improve speaking skills and understanding of listening through discussions for students; therefore, they can engage in a formal discussion in the classroom by discussing more serious topics or current topics and be able to involve all of the students to active in group discussions. Unfortunately, this learning objective has not been achieved effectively yet because many students still have not been able to discuss it well. This case was proved by preliminary research, and the researcher asked 6 students to discuss a topic about online learning for 30 minutes by their opinion.

From the preliminary research above, the researcher found 3 facts: the students could not carry out the discussion by the right procedures. The students could not adjust to the actual conditions, and the students still used an informal situation and needed to be more active in the discussion activity.

According to Harry (2007), one of the triggers that can encourage students to discuss actively is providing multimedia-based teaching materials. Therefore, the researcher implemented the Quora application as multimedia-based teaching material to actively develop students' discussion skills.

RESEARCH METHOD

The method of this research was to use mix-method. According to Mills & Gay (2016), mix-method combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. The main purpose of mixed-methods research is to use the advantages of both quantitative and qualitative research designs and data collection strategies to understand a phenomenon more fully than quantitative or qualitative methods alone. The reason the researcher used the mixed method is because the research questions must be answered by two methods, namely quantitative and qualitative methods.

The researcher used an explanatory sequential (QUAN-QUAL) design in this research. The researcher used the explanatory-sequential design because, in the explanatory-sequential design, quantitative data are collected first and are more heavily weighted than qualitative data. In the first study, the researcher formulates a hypothesis, collects quantitative data, and conducts data analysis. The findings of the quantitative study determine the type of data collected in a second study that includes qualitative data collection, analysis, and interpretation.

Then, the researcher can use the qualitative analysis and interpretation to help explain or elaborate on the quantitative result (Gay & Mills, 2016).

FINDINGS AND DISCUSSIONS

The Classification of The Result in Pre-Test and Post-Test

Table 1. The Classification of The Result in Pre-Test and Post-Test

No	Respondent Number	Pre-Test	Post-Test
1.	001	6	12
2.	002	6	13
3.	003	6	14
4.	004	6	11
5.	005	5	12
6.	006	4	9
7.	007	7	14
8.	008	7	14
9.	009	5	10
10.	010	6	12
11.	011	6	12
12.	012	5	12
13.	013	6	11
14.	014	5	11
15.	015	4	9
Average		5.6	11.73
Description		Poor	Good

The table showed significant improvement in the student's scores before and after treatment. The students improved their speaking skills after learning transactional speaking (group discussion) using the Quora application in this study. The improvement could be measured by looking at the minimum and maximum scores in the pre-test and post-test, in which four (4) is the minimum score in the pre-test while nine (9) is the minimum score in the post-test. Besides, seven (7) is the maximum score on the pre-test, while fourteen (14) is the maximum score on the post-test. In addition, the student's progress in learning might also be

measured by comparing the students' gained scores on pre-test 5.6 and the students' gained scores on post-test 11.73. Suppose the two gained scores were taken into account the students' speaking quality before and after treatment. In that case, we might state that the quality of the students' transactional speaking (group discussion) increased from poor to good.

The Result of Factors Effect of Quora Application in Improve The Students' Transactional Speaking Skill

The second objective of this research was to find out the factors and effects of Quora Application in improving students 'transactional speaking skills in group discussions, especially in Topical Group Discussions. As a way to answer and to find out this objective, the researcher used a questionnaire as the instrument. The questionnaire was adopted by Yassi and Kaharuddin (2018), who explained that the main purpose of the questionnaires is to review the advantages of implementing the instructional materials. In this step, the researcher explains several aspects of teaching materials that have a positive influence on improving students' transactional speaking skills. The aspect of the materials, such as content, language items, the method in teaching materials, and activities.

The results of the questionnaire analysis can be clarified in the following tables:

Table 1. The Students' Response to The Teaching Materials' Content

No.	Statement	Frequency (Scale)				
		5	4	3	2	1
1.	The materials from the Quora application cover various topics and situations appropriate to the student's level and needs.	7 46.66%	6 40%		2 13.33%	
2.	The material and topics from the Quora application are relevant to the students.	7 46.66%	7 46.66%	1 6.66%		
3.	Topical group discussions from the Quora application can help the students improve their transactional speaking skills.	5 33.33%	8 53.33%	2 13.33%		
4.	The materials of group discussion and the topic from the Quora application allow the students to practice more in speaking.	8 53.33%	5 33.33%	1 6.66%		
5.	The topic in the Quora application can add to the student's vocabulary in group discussions.	2 13.33%	12 80%	1 6.66%		
6.	The topics from the Quora application are effectively applied to transactional speaking skills, especially in group discussions.	9 60%	5 33.33%	1 6.66%		

Based on the data presented in Table 6, it was found that thirteen out of fifteen students (86.66%) agreed that the teaching materials from the Quora application cover a variety of topics and situations appropriate to the student's level and needs. In addition, two out of fifteen students (13.33%) selected the "disagree" option.

Table 2. The Student's Response to The Language Items Given In The Teaching Materials

No.	Statement	Frequency (Scale)				
		5	4	3	2	1
1.	The language function, language focus, vocabulary, and grammar items in the topic of Quora application are appropriate to your level.	5 33.33%	9 60%	1 6.66%		
2.	There is an attempt to bring in vocabulary and grammar from topics in the Quora application relevant to your needs.	5 53.33%	7 46.66%	3 20%		
3.	Students easily learn and understand much vocabulary from topics in the Quora application.	8 53.33%	6 40%	1 6.66%		
4.	Students easily learn and understand a lot of grammar from topics in the Quora application.	5 53.33%	8 53.33%	2 13.33%		
5.	The pronunciation drill in topic from the Quora application is easy to understand.	7 46.66%	6 40%	2 13.33%		

Based on the data presented in Table 7, it was found that fourteen out of fifteen students (93.33%) agreed that the language function, language focus, vocabulary, and grammar items in the topic of Quora application are appropriate to your level. In addition, one out of fifteen students (6.66%) selected "neutral" options.

Table 3. The Students' Response to the Method in the Teaching Materials After Treatment

No.	Statement	Frequency (Scale)				
		5	4	3	2	1
1.	Transactional speaking skills are practiced using the Quora application during the lesson group discussion.	6 40%	9 60%			
2.	Using the Quora application makes it easy to generate your idea, especially in group discussions.	8 53.33%	7 46.66%			

| 3. | The students are interested in learning group discussion using the Quora application. | 10 66.66% | 5 33.33% | | | |
| 4. | Using the Quora application in learning group discussions is enjoyable. | 9 60% | 6 40% | | | |

Referring to the data presented above, we see that the respondents in this section (100%) think that transactional speaking skills are practiced by using the Quora application during the lesson group discussion (9 out of 15 students or 60% "agree" and 6 out of 15 students or 40% "strongly agree"). in addition, in the student's interest in a learning group discussion with using Quora application (10 out of 15 students or 66.66% "strongly agree" and 5 out of 15 students or 33.33% "agree").

Table 4. The Students' Response to The Activities in The Teaching Materials After Treatment

No.	Statement	Frequency (Scale)				
		5	4	3	2	1
1.	The activities in group discussion are interesting.	9 60%	6 40%			
2.	The activities, exercises, and tasks aim to develop your skills in transactional speaking, especially in group discussions.	8 53.33%	7 46.66%			
3.	The situations in group discussion activities are appropriate to the topic from the Quora application.	5 33.33%	10 66.66%			
4.	The activities focus on group discussion, especially topical group discussion type.	12 80%	3 20%			
5.	The instructions for the activities in group discussion are simple and clear.	10 66.66%	5 33.33%			

Based on the data presented in Table 9, it was seen that the response of the entire students (100%) to Activities in the teaching materials after treatment was favorable. They thought that the activities in group discussion were interesting to them, in which six out of fifteen students (40%) chose "agree" and nine out of fifteen students (60%) chose "strongly

agree" with the statement. In addition, twelve out of fifteen students (80%) chose "strongly agree" that the activities focus on group discussion, especially topical group discussion type, and three out of fifteen (20%) chose "agree."

Based on the table above, researchers found four factors during the teaching and learning process: content, language items, methods, and activities given to students. However, the most influential factors in group discussion learning are the method in teaching materials and activities in the teaching process where statements using the Quora application easily trigger ideas, especially in discussions where all students (15 students or 100%) agree with the statement.

Quora application was effective in improving students' reading comprehension

he study showed that more than 85% of students admit the effectiveness of Quo-ra to give authentic learning experience and to help them adapt in the real situation. Keywords: Student's perspective, Quora, authentic learning INTRODUCTIONProductive language skills and receptive language skills are two main language skills in lan-guage learning. Speaking and writing competency are classified as productive skills, and the competency to perceive information is classified as receptive or passive skills. However, ability to write is one of the language skills that plays an important role in mastering English. Being able to write in target language writing is able to help someone communicate and deliver mean-ing in writing. However, without meaningful practice, improving written communication skills is impossible. The basic goal of any language learning and teaching process is to facilitate communication between students and speakers of the target language. However, preliminary study has revealed that learning to write is only possible through in-class practice. The ability of the teacher or lecturer to help each student write for actual usage and context is limited. Students were discov-ered to be having trouble writing in English because they were afraid of utilizing inappropriate

CONCLUSIONS

The Quora application effectively improves the transactional speaking skills of the second-grade students of Senior High School 12 Makassar, as evidenced by the achievement of learning objectives in the school. In addition, this is also evidenced by the increasing results

from pretest to posttest scores. As for the factors effect of the Quora application in improving transactional speaking skills of the second-grade students of Senior High School 12 Makassar, there are four factors: content, language items, the method, and the activities.

This research can be used as an alternative learning material because the results found in this study are formulated based on a series of conditions for the acceptance of the results of this study, as for three the series of stages, namely the first is proposal seminar, the second is seminar results, and the last is the lid seminar. These three stages have been passed to test how well this research is carried out. Therefore, it is considered feasible to propose as an alternative teaching material. The research process can guarantee that the title of this research can be used as a choice of teaching material in teaching transactional speaking, especially group discussions at the high school level.

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