

# IMPROVING STUDENT' SPEAKING ABILITY THROUGH GUIDED QUESTIONS

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**Abstract:** *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 subjects of the research were class B, with 35 students. This research is done in three meeting or cycles. So, improving students' ability in speaking can be seen in every teaching process that was observed by the researcher and colaborator. The data showed that the guided questions technicque applied in the class room improved the students' speaking ability. 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.*

**Keywords:** *Guided Questions, Speaking Ability*

## INTRODUCTION

Speaking is a process of conveying, sharing ideas, and feeling orally. Therefore, if the students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get demotivated and lose interest in learning. Moreover, students who do not develop strong oral skills during this time will find it difficult to keep face with their peer in later years. However, today education requires that the goal of teaching speaking should improve students' communicative skills because communication is media for students to communicate with other. Teaching speaking is an important part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to success of the learners in school and success later in every phase of life.

The problem of this research come from the real problems that happen in the classroom. There only 30% students from

total students who are able to surpass 7 from Standar Ketuntasan Belajar Minimal (SKBM) used by school in retelling the story (monologue). SKBM (Standar Ketuntasan Belajar Minimal) is a level achievement of basic competence that must be achieved by students for every subject. Students who have not achieved the SKBM will be said incomplete.

In speaking, monologue is more difficult than dialogue. In monologue, someone has to speak without partner. This situation make the students nervous and difficult to tell their ideas. For example, if the teacher asked the students to retell the story, the retelling did not run smoothly. They often stopped speaking immediately if they did not get the word. This problem happened because they did not have idea or they got confused how to start conveying their opinions and they had difficulties in using the vocabularies. They were also still confused choosing the words that were suitable to the pattern would be delivered in retelling the story. As the result,

they became passive in speaking. Speaking is one of language skills that plays an important role to make communication run well. A skill means the ability to do something well. According Brown (1994); Burn & Joyce (1997) in Cunningham (1999) "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". Moreover speaking is a process of conveying, sharing ideas, and feeling orally. "Speaking is fundamentally different from writing. It has its own characteristic grammatical features and is greatly affected by the fact that is almost always taking place when speaker and listener are face to face. Despite this it is very easy to make quick and erroneous judgments about people based on the way in which they speak".

As an oral skill, speaking is regarded to be a difficult skill because when one speaks, he/she has to think what he/she want to speak and then says it quickly to the person in front of his/her. Most people use

speaking to measure one's skill in knowing a language. People will think his/her knowledge of a language is good if he/she can speak fluently, on the other hand people will think his /her knowledge of the language is not good when he/she cannot speak fluently. For students, speaking is the way where they share information, expressing ideas, opinions, or feelings to others by using words or sound of articulation in other to inform, to persuade, and to entertain and ideas with listener by speaking informally and sharing though conversation. (Celce & Murcia, 1991). Therefore, speaking is essential skill to be mastered by the students. As Miller et al in Roskos (2009:1) states that "speaking is foundation of reading, writing, and listening". If students do not learn how to speak or do not get any opportunity to speak in the classroom they may soon get demotivated and lose interest in learning. Rees (2004:2) says speaking is fundamental to human communication. Communication is the process of expressing and receiving the ideas. It involves the exchange of meaning

between people. Ideas can be sent and received in different ways, such through gestures, pictures, and movement.

Teaching is conventionally understood as a set of transferring information from the teacher to the students in the classroom. It usually equalized with transferring knowledge but also to help students respond their environment in an effective way. Teaching is also an activity from the teacher in the classroom which is intended to give students knowledge or skills. Levin and Nolan (1996:4) stated that teaching as the use of preplanned behaviors, founded in learning principles and child development they and directed toward both instructional delivery and classroom management, which increase the probability of affecting a positive change in students behavior. Moreover, the addition of the significance of the definition of that is trying to change any students' behavior. They say that teaching is concerned with teacher behavior and this behavior is preplanned, the preplanned activities are determined by teacher's professional knowledge, it is application of this specialized body of professional knowledge that make teaching a profession, and many teaching behavior are well found in professional knowledge. Therefore, the teacher's challenge is to select those behaviors that are to increase the probability that corresponding behavior change will take place in the students.

The ability to communication in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Nunan in Kayi (2006) states that teaching speaking is to teach learners to produce the English speech sounds and sound pattern, use word and sentence stress, intonation pattern and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, use language as a means of expressing values and judgment and use the language quickly and confidently with few unnatural pauses, which are called as fluency.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burkart, 1998). Therefore, the learner should learn how to use a language and improve their communicative skills.

In this research the writer uses storytelling activity to promote students' speaking and help by guided questions technique. Roskos (2009:4) adds that one of approaches can be used to help students explore, learn and use oral language is through storytelling. According to National Storytelling Association (1997) "storytelling is a process, a medium for sharing, interpreting, offering the content and meaning of story to an audience". Because storytelling is spontaneous and experiential, and thus a dynamic interaction between teller and listener, it is far more difficult to describe than the script and camera directions of movie, or the line and stage direction notes of a play. Storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience. Chuck Larkin (1997) states that, "Storytelling involved direct contact between teller and listener". It mandates the direct presentation of the story by the teller. The teller role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the image of the story.

The use of technique will motivate and improve students' speaking ability in speaking. Technique that applied by teacher to improving the students' speaking ability in this research is guided question. Guided questions are questions are given by the teacher to help the students in retelling the story. (Napa, 1992:41) states: "Questions-words adalah suatu pertanyaan yang dibentuk dengan menggunakan kata-kata tanya; apa, siapa, dimana, kapan, yang (mana), milik siapa, mengapa, dan bagaimana, pertanyaan

yang menggunakan sebuah Questions-words tidak bisa dijawab dengan ya atau tidak, walaupun ada sebuah kata-kata kerja atau kata bantu dalam sebuah pertanyaan". (Questions-words is a questions that is formed by using questions words what, who, where, when, which, whose, why, and how. Questions which uses a question word can not be answer without or no even though there is a helping verb or an auxiliary in that question).

The helping verb do/ does and did can not be used in question which uses wh-question. They can be used for a short answer to questions in present tense and past tense which use wh-question. Question has purpose to stimulate critical and creative thinking, arousing interest in a topic. According to Roskos (2009:15) the function of question is monitoring the comprehension of students. Moreover, Kiskoek and Lyrtsum (1982:6) state that questions can be used to develop students mind. Teacher gives the questions to gain information from the students on which to judge their performance and understanding. Besides those purpose, Morgan and Saxton (1991) state that teacher asks the questions for several reasons; question will help teacher keep students actively involved the lesson and while answering questions, students have the opportunity to express their ideas and thought openly. Besides, asking questions help teacher to accelerate their lesson and moderate students' behavior.

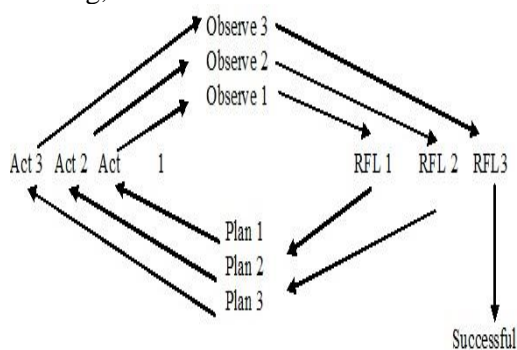
Questions are usually used by the students in learning English. Kiskoek (1984:1) says, "Two classification stem are offered for determining the cognitive (intellectual) and effective (valuing) thoughts process a question in the cognitive domain of educational objectives. They included all level of thoughts process knowledge, comprehension, application, analysis, synthesis, and evaluation.

The explanation are; *Knowledge*, in here level question requires pupils to recall from memory previous learned facts, concepts, generalization and theories. *Comprehension* in this level question requires pupils to express ideas in their own way and

demonstrate understanding of a communication, idea or subject. Two sub categories are translation and interpretation. *Application*, in this level questions at this level require pupil to demonstrate the use of ideas. They must apply their knowledge and understanding to new situation and use it to solve problem. Question at this level direct pupils to determine of the parts of problem, solution, or idea show how they related. *Synthesis* in this level question ask pupils to be creative by putting a number of ideas or subjects together in a way that is unique and new to them. There are many different solutions and no right answer. *Evaluation*, in this level question at this level ask pupils to use criteria to make and justify judgment about something.

## METHOD

The writer searches the problem, being focused on solving a specific classroom or school problem, improving practice, or helping to make a decision at a single local site. Action research offers a process by which current practice can be change toward better practice. The goal of action research is to improve practice immediately within one or few classroom or schools. In this research, the writer takes the subject of research where the problem found. The subject is Class B of eighth grade of SMP Negeri 6 Satu Atap Sintang, which consists of 34 students.



**Picture 1.**  
Adapted from Costello 2003:8

Costello (2003:7) mention basic classroom action research that consists of four steps. The step are plan, the act, the

observe, and there reflect. These work as a cycling process. This research will be conducted in two or three cycles. In each cycle, there will be steps that must be done by the writer. The following is the description of the four steps in each cycle;

The procedures of classroom action research are: (a). Planning, the plan includes the writer's preparation before the teaching learning activity such as lesson plan, teaching material (legend), observation checklist, field notes, checklist table and table of scoring. (b). Acting, in this step the writer will act as a teacher to teach the lesson that has already been prepared and also acts as the observer to observe student's motivation in English class. Because the writer is the person who found the problem in his previous teaching learning process and knew the exact situation in classroom. (c). Observing, in the observing step, the writer and collaborator will observe the data to know whether the result is high or low. In this process, collaborator as writer's assistant fills the field notes down to not anything that occur in the teaching learning process, including the obstacles that are found as well as problem solution to overcome. The collaborator also concerns with teacher's work whether he applies this way by following phase of his way or not. Finally, to get the scores of judgment, the writer combines his score with the collaborator's to get objective result. (d). Reflecting, based on the field notes and checklist table, the researcher and collaborator get some important feedback. The feedback is very important in replanning the next action. It can change a certain action or add some action in order to improve the teaching learning process. After three steps; planning, acting and observing are conducted, the writer and collaborator observe the outcome of the treatment. The writer and the collaborator discuss the weakness of the teaching and learning try to find other teaching learning activities to solve the problem. It is expected that the problem will not occur in the next treatment.

## FINDING AND DISUSSION

### Finding

The problems were the students' problem in retelling the story (monolog). There are only about 30% students from total students who are able to surpass 70 from Standar Ketuntasan Belajar Minimal (SKBM) used by school in retelling the story (monolog). This happened when the teacher asked the students retell the story, the retelling did not run smoothly. They often stopped speaking immediately if they did not get any words. This problem happened because they did not have ideas or they got confused how to start conveying their opinions and they had difficulties in using the vocabularies. They were also still confused choosing the words that were suitable to the pattern would delivery in retelling the story. In this research, the materials were legend; which referred to narrative text. The teaching technique applied in this research was to help the students in retelling the story that is through guided questions

This research was conducted in three cycles. During applying the technique, the writer and the collaborator cooperated to note the-what actually happed in classroom through observation checklist table and field notes. The collaborator's view of the process was very important to avoid the subjectivity of the writer. After giving the oral test, the writer computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings.

To compute the class performance, the writer used the formula of mean score. All individual scores were summed and divided by the number of students in the class. The formula was:

$$M = \frac{\sum X}{N}$$

Note: M = The students average score  
 $\sum X$  = The sum of student's score  
 N = The number of students being observed

The observation was based on the students speaking ability in conducting or applying the technique in the class. From the scoring table of the students speaking ability improved or not. Here the qualification of students' ability:

### First Cycle ( 18 January 2016),

The first cycle applied on January 18st 2016, on this cycle show the mean score of students' ability only 60 point which categorized as average to good. This point showed that the students' score was still low because the highest point was 100. Teacher expected the students to have a better mean score at least 70. The result of scoring table could be seen on the table 1 below:

**Table 1**  
**Qualification of Mean Score**

Mean Score	Qualification
80 - 100	Excellent
70 - 79	Good
60 - 69	Average
0 - 59	Poor

**Table 2**  
**The result of Scoring Table on the First Meeting. The first Meeting was Held on January 18th, 2016**

	Accu racy	Fluen cy	Comprehe nsibility	Studen ts' Score
<b>Total</b>	93	105	108	2040

In this cycle the students did not afraid do the presentation. But, for this was their first experience doing the technique, they were a little bit confused. Most of them spoke by using first language during the teaching learning process. Some students still got confused to understand the rule of retelling the story through questions. About the rule, the students are asked to answer the questions sequence orally. The students shouldn't mention the questions again; they just answer the questions by their own words orally. But,

when presenting, some of students mention the question again. The classroom atmosphere is better, the students feel relaxed and comfortable to communicate, whether it is asking lessons, joking or sharing opinions. In the next, expected students are not disturbed by the collaborators in the classroom.

### Second Cycle (22 January 2016)

Second Cycle applied on January 22<sup>nd</sup> 2016. This cycle show the student's speaking ability result were getting better. Even though, the mean score just increased 0,67 point. it was 6,71 point. This was still categorized as average. To see result clearly can be seen on table 3:

**Table 3**  
**The Result of Scoring Table on the Second Meeting. The Second meeting was held on January 22th, 2016**

	Accu racy	Flue ncy	Compreh ensibility	Stude nts' Score
<b>Total</b>	105	115	118	2268

In this cycle, the students had a little of improvement that the first cycle. This was their second experience doing the technique, they were not confused again. They understood about the rules or the procedures of guided question technique. They seemed trying to use English in answering teacher questions. When the students were asked about the story, they seemed interested. They were not busy with their business. They are active in discussed the content and unfamiliar words of the story. When presenting, the writer found that there were some students who still confused in choosing the words that were suitable to the pattern would delivery and some of them still not master the past tense form yet. Most of them can answer all the questions but they still lack pronunciation. Its would influence their accuracy in speaking. Some of them were still opened their note during the presentation. Moreover, they were not looking nervous anymore. At the end of the

class, some of students share their difficulties during the lesson.

In the second meeting, the researcher and his collaborator concluded that he class showed little progress which from 34 students, 4 students were categorized as poor, 19 students were categorized as average, 11 students were categorized as good and no students were categorized as excellent. Even though the students had have a little increase; teacher still expected that they would do better in the last meeting. Most of students were not longer as confused as they were before. Students were not only could read the story but could understand the story. They followed the procedure interestingly and started to the presentation smoothly. But, some of students still make errors in grammar. Therefore, in the next meeting, before they were going to start the technique, the teacher would re-explain about the grammar. Therefore, to improve students' speaking ability, teacher should give more stressing in their speaking which the aspects; accuracy, fluency and comprehensibility.

### Third Cycle (January 25th, 2016)

The meeting applied on 25 January 2016. The researcher took a legend entitle "The Legend of Toba Lake" as the material of teaching. This time, student's ability had increased 0,53 from their previous score. Although this was the last cycle of the research, this was a satisfying result that the students showed great improvement in their speaking ability. Here were the detail score:

**Table 4**  
**The Result of Scoring Table on the Third Meeting The Meeting was held on January 25th, 2016**

	Accu racy	Flue ncy	Compreh ensibility	Stude nts' Score
<b>Total</b>	113	132	125	2454

Based on SKBM (Standar Ketuntasan Belajar Minimum) of English subject in speaking skill used by this school, about 65% of students passed the criteria and about 35%

of students were still below the criteria. In the third meeting, students had showed their speaking ability due to choosing the words in answering the questions with fluency, accuracy and comprehensibility about the material itself satisfactorily improved. In presentation, most of students can did their presentation without seeing their notes. They did no memorized it. Most of them could develop the questions to be long answer as well. According to researcher and his collaborator conclusion, from 34 students, 10 students were categorized as average, 19 students were categorized as good. 5 students were categorized as excellent and no students categorized as poor. This condition made the researcher was satisfied that the students' ability showed a great improvement in their ability in speaking.

### **Discussion**

Guided Question technique could not overcome the entire student's problem in speaking, but through Guided Questions the students were not afraid in performing their speaking. They faced unusual situation in teaching learning process such as in retelling the story. Through reading the legend as the teaching material, the students would get the ideas in speaking. Story in this research used simple language and easy to remember the names and events whenever possible to make students get easy to answer the questions. When the students understood the rule of Guided Questions technique clearly, they were enthusiastic to do presentation. Thus, they were necessary to learn how to answer the questions in good structure, vocabulary and pronunciation. The teaching lasted three times. During the treatment, the students were asked to answer the questions orally. Even though, in the beginning of treatment they seemed hard to get involved in the activity; they could cover it in the next meeting and the activity ran smoothly.

From the researcher findings, it could be seen that the students' speaking ability increased from meeting to meeting. In the first meeting, the mean score of students' was 60; in the second meeting increased 67 and

the last meeting as 72. That points indicated that the student's speaking ability through guided questions tehniqe was getting better in every meeting. The improvement that was taken place in the classroom was considered as the result of the treatment. The treatment that was mentioned here is using of guided questions technique in improving student's speaking ability.

Besides the improvement of the score, the individual differences also showed good progress from meeting to meeting. In the first meeting, from 34 students , 10 students were categorized as poor to average; and 24 students were categorized average. In this meeting there is no students got excellent marks. In the second meeting, there was improvement even though just increased 0,50% point as from 34 students, 2 students were categorized as poor , 31 students were categorized average, and only 1 students was categorized good to excellent. In last meting, students were no longer categorized as poor and poor to average students because 29 students were categorized as average to good and 5 students were categorized good to excellent. The differences showed that each student tried to increase his/her ability. Furhermore, the result of treatment showed that hyphothesis was accept. Students' speaking ability of eighth grade students of SMP Negeri 6 Satap Sintang in academic year 2015/2016 improved by using guided questions.

The researcher found many of problem during applying the technique in the class. For examples, in the first time this technique applied, the students faced many difficulties. Some students got confused to understand the rule of the technique. Most of the students make many mistakes and got confused in choosing the wods that were suitable to answr the questions. To overcome the problems, the teacher had to explain about the pattern in answering the questions clearly and explain about the rule of the technique before applying. The importantly, teacher had to explain the aspects that would be measured until the students understand what they had to

improve. These aspects are accuracy, fluency and comprehensibility.

There are view factors influenced the improvement of students' reading ability through Guided Question technique; (a). A comfortable classroom atmosphere for students. (b). Interactive and response from teachers to students on establishing communication (c). Technique Guided Question is a technique that directly builds active communication to students through conversational activities in teaching learning process.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on research findings, the writer conclude that students' speaking ability of the eighth grade students of SMP Negeri 6 Satap Sintang in the academic year 2015/2016 improved through guided questions as technique and legend as teaching material. It was proffered from the score, the mean score in the first was 60, in the second was 67 and the last was 73. (2).

### Suggestions

Research finding of this writing may suggest something to improve the teaching learning activity especially in teaching speaking. The suggestion of this research writing are defined as follow: (1) Teaching speaking of foreign language must be fun and enjoyable for both teacher and students (2) Teacher should be a problem solving for the students. (3) Teacher should manage time effectively in order to finish all activity. (4) Teacher must give clear instruction to the students to avoid them from being confused.

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