

The Use of Classroom Questioning Strategy in Teaching Speaking Ability at UPT SMA Negeri 4 Parepare

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ABSTRACT

The purpose of this study is to improve students' speaking skill because the questioning strategy method is a good method to improve students' speaking skill, students' confidence is also better able to build, students are also able to be more active in class and learning in English. The researcher conducted research at UPT SMA Negeri 4 Parepare with a total of 20 students which was taken as sample and used total sampling.

The results of the data analysis of students' mean score obtained by the researchers during the research were is 52.5 pre-test and 79.65 in post-test. Students' speaking skill in class XIPA 4 at UPT SMA Negeri 4 Parepare are improved after being taught using questioning strateg. It is improved by the result of t-test where H_0 is rejected and H_1 is accepted.

Keywords: Teaching, Speaking skill, Questioning strategy

Introduction

In fact, there are still many students who have difficulty speaking in English such as grade X students of SMA Negeri 4 Parepare. Most of them can't speak English well for several reasons. First, they are shy to speak in English in front of their class. Second, they lack vocabulary so that their speech lacks words and thirdly they are not confident in speaking. Yulia & Budiharti (2019) stated that classroom interaction is seen in how teachers allow students to talk to each other with their friends and their teacher, ask or share the information they collect during the lesson. Thus, a teacher has to master teachers' questioning strategies, so he could achieve the objectives of the questioning process. Teachers often use questions to stimulate the recall of prior knowledge, promote comprehension, and build critical thinking skills during a teaching and learning process.

That is why questions have become a popular way of teaching and learning activities. Indeed, questions are varied, but the right questions are to promote learning and to motivate students to learn more not to test them by asking the question when they are not ready.

In line with this, It can be stated that the teacher enacts an important role in achieving the learning objectives in the classroom (Hanifah & Bharti, 2019). To build communication in the classroom discussion, a teacher is supposed to ask the right question. As stated by Ziyaeemehr (2016), asking the right question is the heart of effective communication and interaction during the learning process. By doing so in a particular situation can increase a whole range of communication skills. For example, we can gather better information and learn more; we can build a stronger relationship, organize people more effectively, and help others to learn too. Through consistent dialogue and communication during the learning process, the teachers can get the answer they want and evaluate students' answers at the same time.

Learning English is divided into receptive and productive skills. Speaking and writing are productive skills while listening and reading are receptive skills. And as a candidate for English teacher, the researcher feels it receptive skills. And as a candidate of English teacher, the researcher feels it was important to improve those four skills of English. But in this research, the researcher focused in one skill, which is speaking skill.

Speaking is a speaking activity that is carried out to express or express an opinion that you want to convey. The speaker can also express his feelings and convey them to someone. Speaking can also help us to interact with people and even the outside community, in the case of "talking" which implies the exchange of knowledge, ideas, and opinions with each other. Talking can also increase the confidence of each individual. Speaking belongs to reproductive skills that cannot be separated from listening in oral production and enables the students to use language productively. Moreover, speaking takes an important part in students' daily communication. It gives opportunities for students to share messages, knowledge, information, ideas, and experiences orally in talking or having a conversation. (Nurfitri, 2015:1). Focusing on speaking skills, some students are still not active in speaking using English compared to other skills. The main problem of speaking is the lack of self-confidence in students

and the lack of vocabulary mastery that students have. Another problem, in general is an environment that is not supportive of the development of students' speaking skills.

Questioning, as a part of classroom interaction, is seen as an initiative from the teachers to build a conducive atmosphere in order to activate students' interest during the teaching and learning process. It could be a stimulus to encourage and engage the students to actively engage in classroom interaction (Vebriyanto, 2015). The use of questioning strategy is a good way to improve the speaking skill of the students. It can make the students interested in learning to speak because they were easy to speak so that active in spoken language. Based on the explanation above, the researcher is interested to conduct research about "The using of classroom questioning in teaching speaking ability"

METHOD

The method of this research used quantitative research method used in this research is the questioning strategy. a questioning strategy enables a researcher to closely examine the data within a specific context Sujariati (2019) defines a question as any sentence which has an interrogative form or function. In classroom settings, teacher's questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are going to do and how they are going to do it. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. Questioning is the strongest tool at a teacher's disposal as it teaches students how to think. Teachers ask hundreds of questions every day many of which are concerned with a recall of textbook information; few questions require students to think beyond a level of recall. Some questions are designed to clarify matters of classroom procedure. Questioning is naturally a two-sided affair. Not only is it that teachers put forth questions but equally students are involved in the process through the responses they offer.

The sample in this research were focus in grade X IPA 4 at SMA Negeri 4 Parepare, In this research the researchers used total sampling. The researcher got one class of the tenth grade students of SMA Negeri 4 Parepare. So, XIPA4, 20 students as a sample.

FINDING AND DISCUSSION

A. Findings

Findings was obtain through the speaking test at the Tenth Grade students of SMAN 4 Pareprae academic year 2020/2021. The researcher was applied all previous activity to students started from giving a pretest, teaching as long as 6 meetings and gave them a posttest. After that, it was continued by analyzing their score between pretest and posttest before and after treatment. After analyzing the data, the researcher found the students' score and tabulated in the following parts.

1. The percentage of student's score obtained through a test

a. Pretest

The following figure describes the classification of the student's score in the pretest.

Table 1

Table 3.3 The percentage of students score of speaking ability in pretest

Sco re	Pred icate	Classification	F	%
94- 100	A	Very good	-	%
86- 93	A-			
78- 85	B+			
70- 77	B	Good	5	25%
62- 69	B-	Fair	9	45%
54- 61	C+			
47- 55	C			
38- 46	C-			

29- 37	D+			
0-28	D	Poor	6	30%
TOTAL			20	100%

Table 3.3 shows the low ability of students in speaking skill. It can be seen in the table above, the dominant students got poor achievement in the pretest before being given treatment. Students failed to answer simple questions in the form of interviews in the form of telling stories about folklore in the researcher's pretest. Most scored below the minimum passing standard for school English subjects (60). This is because the teacher's learning techniques do not make students more active in the learning process, especially in speaking skill.

a. Posttest

The following figure describes the classification of the student's score in the pos-test.

Table 3.4 the percentage student's score of speaking ability in posttest

Score	Prediction	Classification	F	%
94- 100	A	Very good	2	10%
86- 93	A-			
78- 85	B+			
70- 77	B	Good	15	75%
62- 69	B-			
54- 61	C+			
47- 40	C	Fair	3	15%
	C-			

55				
38-				
46				
29-	D+			
37	D	Poor	0	0%
0-28				
TOTAL			20	100%

Table 3.4 shows the increase in students after receiving treatment with questioning strategy. The dominant score of the students in the post-test was in good classification moreover, there were two students who scored quite well. As seen in the table, students showed an increase in the minimum passing standard in English subjects at UPT SMA Negeri 4 Parepare after researchers applied questioning strategy to students.

2. Mean Score and standard deviation of pretest and posttest

a. Mean score and difference score

Table 3.5 The mean score and difference score pretest and posttest

Class	Mean Score		Gain score
	Pretest		
	Posttest		
X MIPA 4	52,5	79,6 5	27,15

Table 3.5 shows the mean score of pretest and post-test. The result showed the researcher found an improvement between before and after giving treatment. There was a significant difference in the student's mean scores. It indicated that implementing questioning strategy were effective to made students more confident and active in the learning process. It was proven by the score differences in pretest and post-test values. The difference was 27,15 from pretest to posttest.

a. Standard deviation and gain score

Table 4.1 The standard deviation and gain score pretest and posttest

Class	Standard		Gain score
	Deviation		
	Pretest		
	Posttest		
X MIPA 4	3,17	6,94	3,777
		7	

Table 4.1 showed the standard deviation of the pretest and post-test. The standard deviation obtained the high-level achievement of students in speaking ability after being treated by questioning strategy. There was a big difference in score between the standard deviation in the pretest to posttest which was 3,777.

1. Hypothesis testing

In hypothesis testing, the researcher used t-test formula. The level of

Types of Test	t-test value	t-table value
Pretest and Posttest	2, 2529	1,729

The table above shows the t-test and t-table values. After applying the t-test to test the hypothesis to find out whether the questioning strategy applied is effective in improving students' speaking skill. The pretest and posttest tables show that the t-test value is higher than the t-table value. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. On the other hand, most students scored higher than the minimum passing standard for English subjects in school (60). Therefore, the researcher concluded that the speaking ability of the students of class X MIPA 4 at UPT SMAN 4 Parepare which was carried out by questioning strategy increased. It can be said that the questioning strategy is one of the best strategy in the process of learning English to improve students' speaking skills and self-confidence.

Conclusion

Based on the result of the use of the question Answer strategy in speaking ability, the researcher draws the conclusion as follows:

The Question and Answer technique can be an effective technique and can be used as an alternative way to teach speaking. The students are actively involved in the teaching and learning process. This makes it easier for students to understand the material so that it can improve students' speaking skills. There was an increase in the average score of students from pre-test 52.5 to post-test 79.65. In the pre-test there are 9 students who are in the fair classification while 6 students are in the poor classification.

After applying the treatment in the post-test cycle there was an increase in 2 students in very good classification and 15 students in good classification, while in fair classification there were 3 students and no students in poor classification. The results of the cycle have reached the indicator of success at the minimum passing standard 60. Therefore, the study can be concluded that research using a questioning strategy is said to be able to improve students' abilities in speaking skill.

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