CHAPTER I

INTRODUCTION

This chapter consist of background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

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-confiodence 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"

B. Problem Statement

Based on the background, it shows that a number of students of SMA Negeri 4 Parepare still lack in speaking skill. Therefore, the researcher wants to offer a solution to improve their speaking skill by using questioning strategy. The researcher formulates a research question as follows :

" Can the use of questioning strategy improve the speaking skills of class X students of SMA Negeri 4 Parepare?"

C. Objective of the Research

The objective of this research is intended to find out whether or not the teaching speaking by using questioning strategy is able to improve the speaking skill of the tenth-grade students of SMA Negeri 4 Parepare.

D. Significantly of the Research

This research was expected to be valuable information, which the significance of the research was from theoretical and practical, as follows :

1. Theoretical significance

   This research is expected to be a good knowledge, reference, and information that can be implemented in English language teaching and learning, especially to improve the students' speaking ability.

2. Practical significance

   a. For the English teacher, the result of this research can be useful knowledge and reference for the teacher to create any kind of creative teaching in the English speaking process.

   b. For the students was expected to give motivation for improving their speaking skill and vocabularies by using interview technique.

   c. For the next research was expected to be reference materials for developing in teaching method.

d. For the school, the result of this research is expected the institution will be more sensitive to the problem which is happened in students' learning process and expects that the school will not only focus on the user of method but also consider more to apply media to improve the outcome of the learning process.

E. Scope of the Research

The scope of the research was focus on apply of questioning strategy in teaching speaking for tenth-grade students of SMA Negeri 4 Parepare. In this case, this research was restricted by discipline, content, and activity, as follows :

1. By discipline, This research is limited to the field of speaking with folklore with a questioning strategy
2. By content, This research is limited to one of the K13 genres, namely folklore. Researchers will choose folklore as part of the learning process and to improve students' speaking. The researcher will apply the questioning strategy as a method. Based on KD 3.8 in K.13, Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legends, simple, according to the context of their use
3. By activity, this research applied questioning strategy in teaching speaking which the students tried to produce what they knew in oral language. In this case, after students read the simple text, then the teacher will point one by one students to explain the text and there will be questions about the text.

BAB II

REVIEW OF RELATED LITERATURE

A. Some previous related research findings

The researcher writes down some previous related researcher findings found by some researchers which relate to the present research. Some of the findings were citied briefly below :

Based on the finding by Astrid et. al. (2019) that stated about teachers' various purposes in questioning, the observed teachers also expressed that they had some purposes in using different types of questions. By using lower-level questions, students were invited to recall their previous knowledge and the higher-level questions were used to encourage students to think deeper about the learning the material they were learning at that moment. Rismayanti (2018) stated that teachers' questions play a role in every phase of students' scientific investigation. It means questions could facilitate students' exploration of scientific phenomena and development process skill.

Anisah, Fitriati, and Rukmini (2019) found that students could make more responses when helped by the questioning strategy. Another study also obtained a positive result with a questioning strategy towards students'. Kathleen (2015) states that there are differences between the question and questioning; the question is any sentence that has an interrogative form or function, while questioning is an act of asking questions. In most classrooms, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Therefore, questioning may be identified as one of the most popular instructional strategies in the classroom. Questions are the most common form of interaction between teachers and students in the classroom teaching and learning process. Astrid, Amrina, Devitasari, Fitriani, and Shahab (2019) found that teachers' purposes in questioning are to recall students' understanding, attract their attention, and encourage them to develop higher thinking skills.

The strategy of question-planning has a purpose to classify problems to produce a response, better comprehend learners' understanding and encourage further discussions. Moreover, question-controlling strategies are procedures used by teachers to ask questions in the classrooms in order to distribute turn-taking and encourage participation" (Rido, 2017:27).

B. Partinent Ideas

1. Concept of Speaking

A. Definition of Speaking

There are many definition of speaking that proposed by some experts in language learning. Akmal (2018) stated that to master and develop speaking skills requires intense practice. It is based on a review of several studies that stated there are several difficulties in mastering these skills, including a lack of motivation, student interest, and teaching techniques.

According to Leong & Ahmadi (2016) Stated that Speaking is a good aspect of developing English language skills for foreign languages because the habit of speaking in a foreign language will make it easier to memorize foreign languages. Speaking is a skill that worthy of attention both in the first and second languages.

Eliyasun,Rosnija,and Salam (2018:1) stated Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to learn or practice English speaking. Learners who do not develop strong oral skill during this time will find it difficult to keep face with their peer in the later years. To enable students to communicate, we need to apply the language in real communication, as an exercise for students so that students get used to speaking in front of the class and also add vocabulary to students so that they are not lacking. Additionally, according to Zuhriyah (2017:122),

speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be seprated from interaction and communication.

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Woodrow in Burn and Siegel (2018:17) said that "Speaking is a highly complex interactive skill that has the added complexity of being very anxiety-provoking for learners of another language". It refers to speaking; students should always be improved to raise the enthusiasm of students in speaking. Brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

1) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
2) Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
3) Responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.
5) Extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Based on some explanation about speaking above, the researcher can conclude that speaking is the most important thing in everyday life and also as the first way to communicate or interact orally and understand how to use linguistics. Speaking is the most difficult aspect of learning to speak English itself because it involves several aspects such as grammar, vocabulary, and pronunciation itself. Of course speaking is the most important thing because by talking we can share, ideas, knowledge and share information.

1. The Components of Speaking

The way of conveying speaking beside uses mind, there are three kinds of components in speaking like vocabulary, grammar and pronunciation

a) Vocabulary

Hornby (1995:1331) states vocabulary is the total number of words in a language. Vocabulary is the list of words; it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc. Vocabulary helps to learn the four basic skills of English, they are reading, speaking, writing, and listening. Without having many vocabularies it is impossible to make sentences in communication and express their feelings.

b) Grammar

Joyce and Burns (1999:03) state that grammar can be taken from two definitions. The first definition is from Masquarie Dictionary. Everyone who studies English will certainly find grammar where grammar is the most important thing in speaking English, grammar is one of the essential systems, so, it means that people must know about grammar in order to use the language appropriately in social context.

c) Pronounciation

Kenyon (1969:3), states that "a remarkable aspect of our readiness to criticize pronunciation is the fact, which becomes overwhelmingly obvious to even the beginner in phonetics that we do not know what sounds we ourselves actually pronounce, until we have attained some elementary knowledge of phonetics". Nowadays, all around the world, also students of all ages are learning to speak English. They realize that they require mastering in speaking skills as a target language even speaking English is not easy.

1. The Concept of Dealing with Questioning Strategy

A. Definition of Questioning strategy

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.

As R.Stiggins (2018) said that giving students with questions that provide some reasons, is better than giving them yes or no‖ questions because it encourages students to be more expressive to share their opinions. Thus, teachers will know how familiar or interested they are in the material and need teacher feedback to promote progressive learning.

Alyssa Critelli (2017) states, In classroom setting, the question is an essential element of instruction that teachers can use as a tool to monitor student competence and understanding, also for provoking discussion. It allows teachers to analyze the students' understanding of the material during the teaching-learning process. Questions must become a tool for gaining information from students not only based on the material but also based on their experience or knowledge. The teacher should ensure students stay focus on the lesson by using interesting questions and easy to.

There are some steps that teachers can use in using the questioning strategy as Ma stated that, before asking questions in class, the preparation is required are: Deciding on the purpose for questioning, Selecting content for questioning, Phrasing the questions, and Anticipating Problems (2008:94-95). Ma (2008: 96-97) also proposed some Skills of controlling for questioning like:

A. Nominating after the Question

   The way of questioning is asking questions first, giving students time to think, and then asking the nominating students to answer. If you nominate students before you ask the question, there will be just the nominated student thinking this question, while the other students considered not involved.

B. Nominating Non-volunteers

   Students become distracted easily or do something on their own. When teachers ask questions, they can ask silent students deliberately, it can let students pay attention to your class. Nonvolunteers will think they are taken seriously when teachers ask them a question them. And they will feel very well and they will participate in classroom instructions after that, and they will feel spunky.

C. Probing

Probing is another important questioning skill. (Note 16) Probes are based on student responses. The initial response of students may be superficial. The teacher 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. If the student does not provide a complete answer, he or she may know a partial answer.

Using the Questioning technique has many purposes as discussed by some theoreticians. First, teachers ask questions for several reasons (Morgan and Saxton in Brualdi: 1998):

A. The act of asking questions helps teachers keep students actively involved in lessons;
B. While answering questions, students have the opportunity to openly express their ideas and thoughts;
C. Questioning students enables other students to hear different explanations of the material by their peers;
D. Asking questions helps teachers to pace their lessons and moderate student behavior; and
E. Questioning students help teachers to evaluate student learning and revise their lessons as necessary.

The following are type of question by some expert. According to Van Lier (1988) there were two type of question:

Type of Question by Van Lier

No	Question Type	Example
1	Display question	T : (Pointing to picture) Where did Martha go yesterday? S : She went to the theatre (yesterday).
2.	Referential question	T : Where did you go yesterday, Martha? S: (Yesterday) I went to Zoo.

Meanwhile, Penick, Crow, and Bonnstetter (1996) suggested five type of question. Those were:

No	Type of Question	Example
1.	History (Question that relate to students; experiemce)	-What did you do? -What happened when you?... -What happened next?....
2.	Relationship (Questions that engage students in comparing ideas, activities, data, etc)	-How does this compare to?.. -What else does this relate to?... -What do all these procedures have in common?...
3.	Application (Question that require students to use knowledge in new contexts)	-How could this idea be used to design....? -What recognized safety issues could this solution solve? -What evidence do we have that supports?..
4.	Speculation (Question that require thingking beyond given information)	-What would happen if you changed...? -What might the next appropriate step be?... -What potential problems may results from?..
5.	Explanation (Questions that get at underlying reasons, processes, and mechanism)	-How does that work? -How can we account for...? -What justification could be provided for...?

According to Wajnrib as cited in Kamile (2012), there are types of teacher's question that can be used in this study as the fundamental references. Teacher's questions as presented by Wajnrib (1992, p. 47) as follows:

No	Type of Question	Example
1.	Yes/No Question	Here is a picture of woman. Have you seen her face before?
2.	Short answer/retrevial-style question	What did he say about the film?
3.	Open-ended question	Woman could he have telephoned?
4.	Display question (question requesting information already known to the questioner)	What colour is this pen?
5.	Referential question (question requesting new information)	What did you did in university?
6.	Non-retrivial/imaginative question that do not ask the learner to retrieve given information but instead call on inferred infomarmation or information in which opinion judgment is called for?	What do you think the writer was suggesting by making central character an animal?

Of the three of type of questions by difference expert, this research will refer Wajnrib's type of question in Kamile (2012). The reason using the type of questions from Wajnrib is because it fits with the objectives of this study to investigate the kinds of questioning used by teachers in the speaking class.

C. Conceptual Framework

Teaching speaking of foreign language such as English was not easy. Speaking was a crucial part of second language learning and teaching despited its importance. In this section, the input, process, and output of the research that will be carried out by researchers will be explained. Here is the description:

A. Input

The speaking ability of students at SMA Negeri 4 Parepare is still low because they lack of vocabulary to improve their speaking skills, therefore they lack confidence and needs to improve, this can be seen in their speaking who are still stammering in speech of course this is not entirely the student's fault, but it also depends on the media and methods used by the teacher. To overcome this problem, teachers must have media and teaching methods that attract students to do speaking in front of the class and a supportive environment so that students' self-confidence can be formed.

There are many ways that can be used such as by using the media, through strategies, methods or techniques. The researcher tries to provide one method so that students can improve their speaking skills through the questioning strategy. researchers will develop students' activeness and creativity in speaking.

B. Process

The researcher introduced the general understanding of speaking and the importance of speaking to the students. The researcher uses a questioning strategy as the method. This research focuses on students' speaking.

C. Output

At the output, the researcher trust that there will be a comparison between the pre-test and post-test in the classroom so that it can be seen whether this method can improve students' speaking skills.

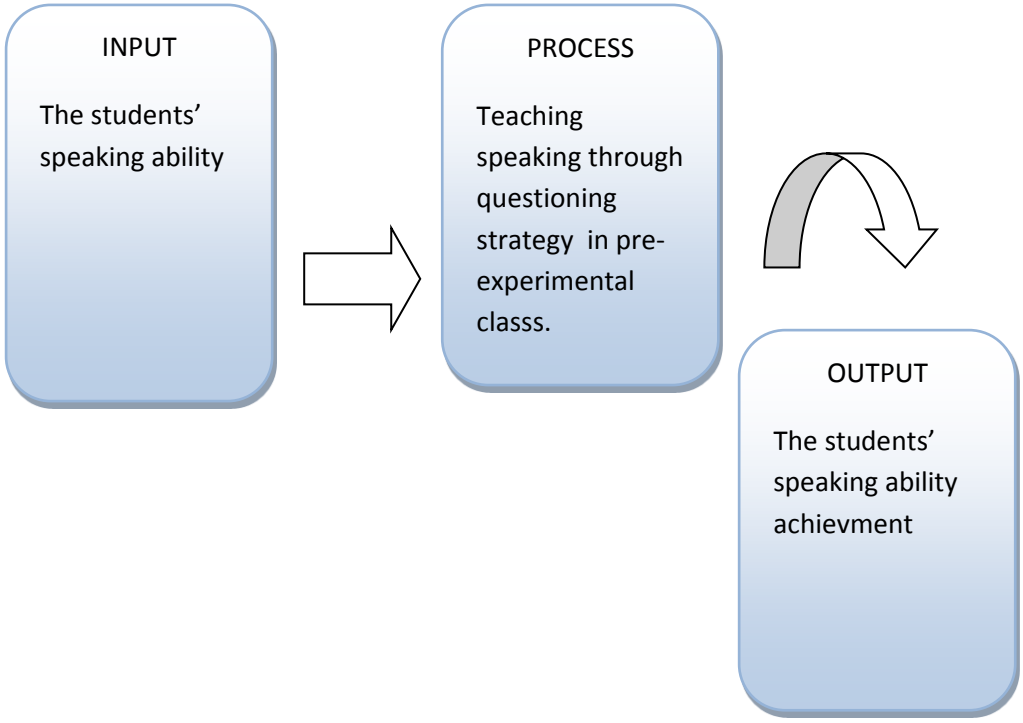


Figure 2.1. Conceptual Framework

D. Research Hypotesis

Based on the findings of previous studies, several related ideas, and a conceptual framework, the researcher formulates a research hypothesis and for testing the statistical hypothesis is made as follows :

$$H0 : \mu\beta = 0 \text{ VS } H1 : \mu\beta > 0$$

Where :

H0 = There is no positive effect of using the questioning strategy method on improving the speaking ability of class X students of SMA Negeri 4 Parepare.

H1 = There is a positive effect of using questioning strategy on improving the speaking ability of students in class X SMA Negeri 4 Parepare.

$\mu\beta$ = The difference between the average score of improving the speaking ability of class X students of SMA Negeri 4 Parepare before and after the use of the questioning strategy was applied.

$\mu 1$ = The average score of improving the speaking ability of class X students of SMA Negeri 4 Parepare before using the questioning strategy method.

$\mu 2$ = The average score of the improvement in speaking skills of class X students of SMA Negeri 4 Parepare after using the questioning strategy method.

BAB III

RESEARCH METHOD

This chapter deals with the research design, operational definition of terms, subjects of the research, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

Researchers use Pre Experimental to do research. (Sugiyono, 2014:109), said that Pre-experimental design is a design that includes only one group or class that is given pre and post-test. This one group pretest and posttest design was carried out on one group without a control or comparison group. Researchers provide care for the tenth grade of SMA 4 Parepare. The researcher employed pre-experimental design that applies one group pre-test and post test design. The design also presented as follow :

$$E = O_1 \rightarrow X \rightarrow O_2$$

Sugiyono, 2014:109

Where :

E = Experimental group

O_1 = Pre-test

X = Treatment

O_2 =Post-test

B. Variable of the Research and Operational Definition of the Research

1. Research Variable

In this research used two variables: independent variables and dependent variables. Independent variable represented the output or effect, or was tested to see if it is the effect. Dependent variable represents the input or causes, or were tested to see if they are the causes. In this research the independent variable was the experiment of using questioning strategy in the first grade in senior high school, while the dependent variable was speaking ability.

1. Operational definition of Variable

To make clear the variables in this research, the researcher describe the operational definition as follows:

a. Speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information.
b. Questioning strategies are the ways that are used to ask something about the students in acquiring a purpose in the teaching and learning process. Guest (2018) stated that questioning strategy is one of the important tools to convey students' learning which can help teachers develop their own strategies to enhance the students' work and thinking.

C. Population and Sample

1. Population

The population in this study were all students of class X of SMA Negeri 4 Parepare for the academic year 2020-2021, namely XIPA1, X IPA2, XIPA3, XIPS1, XIPS2, XIPS3,XIPS4.

2. Sample

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.

D. Instrument of The Research

Research instruments play an important role in research projects. Instruments are used to achieve data accuracy and can show that the researcher is successful in his research. The researcher used the speaking test as an instrument to obtain data and to collect data, the researcher gave two tests to students, namely pre-test and post-test by meeting face to face on 21 September 2021 and on 28 September 2021 the researcher used whatsapp media to collect data. The pre-test aims to measure the students' speaking knowledge and achievement before they

enter the experimental circle. The post-test aims to find out the data needed for evaluation after getting the experiment.

The form of speaking test is to reveal students' performance. The researcher gave a paper containing the story which was then distributed to the students. After a few minutes, students will be assigned to answer the researcher's questions based on the story using semi-structured interviews. Then, the researcher got scores from Vocabulary, Comprehension, Fluency, and Pronunciation. The questions given to the students were where Cindelaras and his mother lived, who were the characters in the Cindelaras story, who were the supporting characters or additional characters in the Cindelaras story, what was told by Cindelaras, how did Cindelaras' story end. The questions above are a form of questions to students.

E. The Procedure of Collecting Data

Collecting data is the process of gathering and measuring information on variables of interest. The data were collected from the pre-test and post-test. The pre-test was administered before the treatments and post-test was administered after the the treatments. In pre-test and post-test, the researcher recorded the students' oral test and appoint students for interview.

In collecting data, the researcher used the test for collecting data, the researcher used an oral test to measure the students' ability in speaking skill. The writer gave the student two tests. Those were pre-test and post-test:

a. Pre-test

Pre-test was aimed at measuring the student's ability in speaking and their achievment before the entered the experimental circle.

The researcher gave free-themed folklore texts to the students, then the students were tasked to tell the folklore for 5-10 minutes in front of the class. After that, the researcher conducted an assessment by assessing speaking, vocabulary, fluency, accurancy and comprehensibility.

b. Treatment

After giving the pre-test, the researcher applied the treatment in one class. The researcher gave a folk tale to the students, namely "Cindelaras" then after that the researcher would give questions to the students using semi-structured interviews. The researcher gave the treatment six times in each meeting. The questions given to the students were where Cindelaras and his mother lived, who were the characters in the Cindelaras story, who were the supporting characters or additional characters in the Cindelaras story, what was told by Cindelaras, how did Cindelaras' story end. The questions above are a form of questions to students.

c. Post-Test

The post-test is used to measure the effectiveness of the treatment that has been applied in this case teaching speaking using WhatsApp interaction. Researchers will provide 3 topics, namely Wolves and Sheep, Aji Saka, and Roro Jongrang with a talk duration of 10-15 minutes. Then students will send their speaking in the WhatsApp group to be assessed according to assessing speaking, vocabulary, fluency, accuracy, and comprehensibility.

F. Treatment

At the first meeting the researcher introduced herself in front of the class to 10 odd students on Tuesday, September 21, 2021, after that the researcher introduced himself and introduced the material to be studied by students, namely folklore. After that, the researcher explained a bit of folklore and then gave the opportunity for students to explain what folklore was and students were free to choose the topic of folklore for them to tell for 5-10 minutes in front of the class.

In the second meeting, the researcher introduced herself in front of the class to even 10 students on Tuesday, September 24, 2021, after that the researcher introduced himself and introduced the material to be studied by students, namely folklore. After that, the researcher explained a bit of folklore and then gave the opportunity for students to explain what folklore was and students were free to choose the topic of folklore for them to tell for 5-10 minutes in front of the class.

The third meeting of the researchers conducted learning using Whatsapp media because students returned home on September 28, 2021, the researchers gave 1 example of folklore in the form of a latung kasarung using voice notes and sent it to the class group and students asked questions about the folklore earlier. After that, the researchers gave treatment, namely by giving the Cindelaras folklore to students, and students were given up to 20 minutes to read and understand it, after that the researchers gave questions and students had to answer them.

For the fourth and fifth meetings, researchers still give treatment to students in the form of folklore, namely, sangkuriang and timun mas, students must answer after being given questions in pdf form after students send their voice notes, researchers will ask other questions but are still concerned with the folklore.

At the last meeting or the sixth meeting, the researcher gave examples that included folklore because there were still many students who were confused about the division. At the last meeting, the researcher also gave a post-test to the students, namely choosing one of the folk tales including The Wolf and the Lamb, Aji Saka, and Roro Jongrang, students had to choose and tell the folklore for a minimum of 10-15 minutes.

G. Technique of Data Analysis

The researcher analyzed the result of the test after collecting the data by using an oral test. The result of the test was processed by comparing the data before and after treatment. The data was analysis by employing the following procedures:

1. Scoring the result of the students' test

Table 3.1 The Criteria of Scoring Speaking

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very; slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searcher for words often, but only for one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation was slightly influenced by mother tongue. A few minor.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on whole and only a few unnatural pauses.	The purpose and general sense of the speakers are obvious For the sake of clarity a few interruptions by the listener are required

4	Pronunciation was moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says are follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.	The listener can understand a lot of what is said, but he must consistently seek clarification. Cannot understand many of the speaker's more complex or longer sentence.

2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors	Long pauses while he searcher for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understand and then with considerable effort by someone used to listening to the speaking
1	Pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

(Adopted by Jabu in Nurdia 2015)

1) The score classifies based on components observed

Scoring the students' speaking skill in pre-test and post-test used this formula :

$$\text{students'score} = \frac{students'achievement}{scoremaximum\ score} \text{ X } 100$$

(Direktorat Pembinaan, S. M. A., Pendidikan, J., & Pendidikan, M. K., 2018)

2) Classifying the score of the students

The data are classification by referring the scoring system as follow

Table 3.2 Scoring classification

No	Predicate	Classification	Score
1	A	Very good	94-100
	A-		86-93
2	B+	Good	78-85
	B		70-77
	B-		62-69
3	C+	Fair	54-61
	C		47-55
	C-		38-46
4	D+	Poor	29-37
	D		--28

(Direktorat Pembinaan, S. M. A., Pendidikan, J., & Pendidikan, M. K., 2018)

3) The mean score of the students' achievment

$$X= \frac{\dot{\sum}\times}{N}$$

Where :

$\overline{x}$: Mean score

Σx : Total of row score

N : Number of students

(Mills & Gay, 2019)

4) The formula of standart deviation

$$SD = \sqrt{\frac{SS}{N-1}} \text{ Where } SS = \sum X^2 - \frac{(\sum X)_2}{n}$$

Where :

SS :Sum of squares

SD : Standard deviation

SS : Sum of squares

N : Total number of subjects

Σ : The sum of the squares; square each score and add up all the squares

N : Number of students

(Mills & Gay, 2019)

5) The test of significant

The formula that used to calculate the of t-test value to identify the difference between pre-test and post-test the presented as follow:

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D - (\sum D)2}{n - 1}}}$$

Where :

T : Test of significance

Σ : The sum of the squares; square each score and add up all the squares

N : Number of students

D : The difference between the paired score

(Mills & Gay, 2019)

6) Creteria of testing hypotesis

To test hypothesis, the researcheer used two-tail hypothesis with = 0,05 and degree of freedom (df) =n-1. The statistical hypothesis in this research as follows :

Ho = μ1 > μ2

H1 = μ1 >μ2

(Sugiono, 2010:119)

Where :

Ho : Null Hypothesis

H1 : Alternative Hypothesis

μ1 : the mean score of students' speaking before being taught by using questioning strategy

μ2 : the mean score of students' speaking after being taught by using questioning strategy

1) Ho = $\mu 1 \not> \mu 2$: There was no significant development of students' speaking skill after being by using questioning strategy

2) H1 = $\mu 1 > \mu 2$: There was a significant development students' speaking skill after being taught by using questioning strategy

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of two part, namely findings and discussion of the research. The findings showed the students' score and data analysis which is obtain through speaking test, such as; the mean score, standard deviation and calculating of t-test and t-table. In the discussion part, it deals with the explanation about findings.

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 precentage 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

Score	Predicate	Classification	F	%
94-100	A	Very good	-	%
86-93	A-			
78-85	B+	Good	5	25%
70-77	B			
62-69	B-			
54-61	C+	Fair	9	45%
47-55	C			
38-46	C-			
29-37	D+	Poor	6	30%
0-28	D			
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 skills.

b. 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	Predicate	Classification	F	%
94-100	A	Very good	2	10%
86-93	A-			
78-85	B+	Good	15	75%
70-77	B			
62-69	B-			
54-61	C+	Fair	3	15%
47-55	C			
38-46	C-			
29-37	D+	Poor	0	0%
0-28	D			
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

Mean Score			
Class	**Pretest**	**Posttest**	**Gain score**
X MIPA 4	52,5	79,65	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.

b. Standard deviation and gain score

Table 4.1 The standard deviation and gain score pretest and posttest

Standard Deviation			
Class	**Pretest**	**Posttest**	**Gain score**
X MIPA 4	3,17	6,947	3,777

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.

3. Hypothesis testing

In hypothesis testing, the researcher used t-test formula. The level of significance was $\alpha = 0.05$

Tabel 4.2 The result of statistical analysis of students speaking ability.

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.

A. Discussion

In this study, the researcher used a pre-experimental method with a one group pre-test and post-test design. Researchers conducted six meetings in offline and online classes through face to face and WhatsApp groups. The researcher chose one class, which was taught to use the questioning strategy method. This method is one way to improve students' speaking skills at SMA Negeri 4 Parepare. The use of questioning strategies in offline and online classes can make learning easier and this method can help students understand the material easily. In this process, the researcher teaches speaking with folklore material through the questioning strategy method. The researcher hopes that using this method can make the learning process make students more understanding and more confident.

This is in line with Eble's statement (2019) that question in the beginning of the class is essential to remind the previous lesson before entering the new material so it will be easier for students in learning and get the purpose of the course. The question can also be motivational for encouraging the students'" motivation to learn and increase the students" curiosity with the lesson is going. The teachers also always asked the question in order to check about the students" understanding about the material, to attract students' attention, support the students' contributions in the class, and also can be as confirmation check and clarification request. Furthermore, based on the finding by Astrid et. al. (2019) that stated about teachers' various purposes in questioning, the observed teachers also expressed that they had some purposes in using different types of questions. By using lower-level questions, students were invited to recall their previous knowledge and the higher-level questions were used to encourage students to think deeper about the learning material they were learning at that moment.

This was also similar to what Jiang (2020) had found in their research where students preferred to answer in short utterances, especially where the students likely answered the questions together in the form of choral answers. There were indeed some exceptions where few students showed more speaking skills compared to their peers. The teachers commented that it was because the students had different backgrounds such as they were chosen students for favorite class or they liked English as a favorite lesson. This research is to find strategies and methods that can improve students' speaking skills based on research findings. It is known that the students who are taught to talk about folklore are grade X MIPA 4 UPT SMA Negeri 4 Parepare. The use of these strategies and methods has a significant effect on students' speaking skills.

As a result, we get the average score of students on the pre-test is 52.5 while the post-test is 79.65. It can be said that the questioning strategy is one of the best strategy that can increase students' confidence in the learning process through offline and online classes. This shows that the application of the questioning strategy significantly improves the students' speaking ability.

The improvement of the students speaking ability was also supported by some research findings those are: Anggreni and Sulistyawati, in their research improving students speaking skills through Interviews. Found, Students' mean score in the first cycle was 48% which was categorized poorly. In the second cycle, the mean score of students was 59% which was categorized poor to average. Then, in the third cycle, the mean score of students was 72% which was categorized average to good. In conclusion, the questioning strategy improves the students' speaking skills at second-grade students of SMP Negeri 19 Pontianak in the academic year 2014/2015.

Naufal Azmi (2020) in her research state that The result of the study showed that there was an enhancement in students' speaking ability. The students' enhancement was proved by their speaking test result which enhanced from test to test. In the pre-test, there were only 11.53% of students or 3 students who could pass the Minimum Mastery Criterion (KKM), and the mean score was 51.53. Then, in the post-test 1 in Cycle 1, there were 19.23% of students or 5 students who passed the KKM, and the mean score was 60. Therefore, there was a little enhancement from the pre-test to the post-test. Finally, in the post-test 2, it showed that the enhancement was quite large that there were 80.76% of students or 21 students who could pass the KKM, and the mean score was 77.07.

Based on the two previous related research findings presented above which was Anggreni and Sulistyawati (2013) and Azmi (2020) that got good result declared interviewing technique is one of the best strategy to increase the students speaking ability similarly of this research, there was not a significant difference between the previous findings and this research. The researcher highlights that implementing of questioning strategy was improved the speaking ability of the tenth-grade students of UPT SMAN 4 Parepare.

The results show that the students' speaking skills are getting better in each meeting. Improvements obtained in class are considered as a result of treatment. In conclusion, the results of the Class X MIPA 4 research using this questioning strategy are satisfactory. Based on the results of the research above, shows that student achievement is influenced by the teaching and learning process. In other

words, the questioning strategy helps students to speak in class. Therefore, the author argues that teaching speaking through questioning strategy needs to be developed for students because it improves students' speaking skills in class. The weakness in applying questioning strategy in teaching speaking is that students find it difficult to understand and have difficulty communicating their ideas and responses because of their grammatical errors and students are silent in speaking because of their pronunciation or lack of confidence in students. To eliminate this problem, the teacher must motivate other students to increase their courage to speak in a class by using and conducting questioning strategy treatments in every meeting, before starting learning until the class ends by applying this method students' abilities will increase little by little and build students' self-confidence.

Through the questioning strategy, the researcher tries to give the students a chance to be custom in practice speaking. Through practice speaking, it can make the students easily in mastering speaking skills. The practice then is the activity through which language skills and knowledge are consolidated and thoroughly mastered. This has implications for the achievement of good learning achievement in students. In addition to increasing student activity in learning, learning English speaking skills using questioning strategy as well as strategy and learning approaches through questioning strategy also triggers mastery of the concept of student achievement. After finishing the reseaserch, the researcher concluded that the students' felt happy and enjoy in learning speaking of English because the students' were able to express their opinion to build their confidence at improving the skills to speak because the mean score of students on post-test was 79,65 while the mean score of students on pre-test was 52,5. Regarding the explanation of the result of the pre-test and post-test, it indicated that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter deals with two sub-chapters namely conclusion and suggestion.

A. Conlusion

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 specing skill.

B. Suggestion

Based on the conclusion presented in the previous sub-chapter, the researcher would like to give some suggestions for future research as follows:

1. There are several factors that influence the teacher in applying several strategies to improve students‟ speaking abilities because speaking is the most important way of communicating in this globalization era. There are several factors that influence the teaching speaking with question strategy. These factors include first the flexibility of the teacher, the teacher must be

flexible in their strategies and often adjust their style of teaching to accommodate their students. The second factor is the teacher's understanding of the students' interests and background knowledge as well as their environment and learning abilities. The third is the comfortable learning process so the student could speak freely and enjoy the lesson.

2. For the English teachers who face similar problems in teaching speaking; they are suggested that they try this technique in solving the speaking class problems and improving students' speaking skills at senior high school, they are encouraged to elaborate the same topic in different levels, skills, and research designs in order to contribute better understanding on the question and answer discussion.
3. For the next researcher, it is suggested to use the result of research as one of reference and comparative study in employing their research, especially for the speaking ability research. The researcher as an English lecturer should continue using questioning strategy in teaching speaking class.

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