



THE INFLUENCE OF THE TEACHER'S QUESTIONING STRATEGIES ON THE ELEVENTH GRADE STUDENTS' SPEAKING ACHIEVEMENT AT SMKN 1 PALEMBANG

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Abstract: Speaking ability is able to describe how far the language learner mastered about the language because it covers all of English elements. However, many students consider that speaking is not easy. The use of a variety of questioning strategies is recommended, focusing primarily on the higher end of Bloom's taxonomy to engage students in advanced-level thinking. Teachers can incorporate questions effectively by knowing the various purposes, types, and intended outcomes and by establishing a classroom climate that promotes active engagement, exploration, and inquiry to further student achievement. Therefore, this study investigated whether or not teacher's questioning strategies would influence the speaking achievement of the eleventh grade students at SMKN 1 Palembang. The problem of this study was "Do the teacher's questioning strategies influence the eleventh grade students' speaking achievement at SMKN 1 Palembang? In this study, the quasi-experimental method was used, data were taken from the result of the test, both the pre-test and post-test. The writer applied three techniques to analyze the data, first, the scoring rubric of speaking, second, the conversation of percentage range and, third, the matched t-test. The analysis of independent sample t-test showed that the mean difference of the post-test each group was 11.200 and the significant level was 0.000 since 0.000 was lower than alpha value 0.05, it meant that there was significant difference in speaking between two groups. This confirmed that the students in experimental group made better achievement it was compared to those of the students in control group. It could be meant that the use of teacher's questioning strategies influenced the eleventh grade students' speaking achievement at SMKN 1 Palembang.

Keywords : Speaking, Questioning Strategy, Achievements.

Introduction

Speaking takes so much part in our lives. Every single person at least produces tens of thousands of words a day. Speaking is to say words with the purpose to show our feelings, thoughts or opinions to someone. In learning to communicate in English, speaking takes place as the most important language in the world. The mastery of speaking skills in English is a priority for many foreign-language learners. Many students argue that fluency to communicate verbally with others is often considered more important than the ability to read or write (Nazara, 2011:29). Burnkart (1998:16) argues that speaking is the most important language skills that need to be controlled, and the achievement in mastering English is based on the ability to speak English. In addition, the new parameter used to determine success in second/foreign language education program is to develop English speaking proficiency (Widiati and Cahyono, 2006:269) in which it is followed by the changed paradigm of English learners that a large percentage of the world's language learners study English on the goal of developing proficiency in English (Richards and Renandya, 2002:201).

By looking at the facts described above, it is a must for learners to learn English in order to communicate with many people around the world. In Indonesia, the changed paradigm in learning English is not followed by the change of students' proficiency in speaking English. Although it was found that the position of Indonesia in terms of the score of English proficiency for the last five years based on Education First-English Proficiency Index (EF-EPI). Indonesia was predicated in low proficiency level with the rank of 34th out of 44 countries in 2011. In 2012, it increased to 27th out of 44 countries still in the low proficiency level with the score of 53.31. In 2013 and 2014, Indonesia was positioned in moderate proficiency level, in the rank of 25th out of 60 countries with the score of 53.44 and go down in the rank of 28th out of 63 countries with the score 52,74. The last, in 2015 Indonesia was still in the moderate proficiency level but going down in the rank of 32th out of 70 countries with the score 52,91. In comparison with some countries in Asia, Indonesia is positioned under Taiwan (Rank 8th) and Singapore in the top rank with Malaysia and India which included to high proficiency countries.

On the table above, it shows that Indonesia is in the middle position and average level on communication by using English. There is no significant increase for the last five years. Indonesia still is in the lower rank than other ASEAN countries like Singapore, Malaysia and Vietnam. We know that Singapore uses English as daily language and Malaysia as second language, may that could be a consideration for us to develop our skill on speaking English.

Speaking ability is able to describe how far the language learner mastered about the language itself. Speaking ability is challenging to mastering because speaking skill covers all of English elements. In the different opinion Turk (2003:20) states spoken language was the first form of communication between human beings. From that statement it can be concluded that speaking is the first skill that should be taught first when someone learns about a language.

However, many students consider that speaking is not easy. To speak English they should know a lot of words. Based on the writer's observation, students claimed that their face some problems when speaking English, it is because they thought about structure and lack of vocabulary mastery. Those problems then made the students avoid speaking English and only spoke when the teacher asked question to them.

Based on the problem above it is important to find a way or strategies to make students highly interested in speaking English and increase their speaking achievement. The use of questioning techniques has proven to be a successful strategy for encouraging purposeful inquiry (Shaunessy, 2005:4). The use of a variety of questioning strategies is recommended, focusing primarily on the higher end of Bloom's taxonomy to engage students in advanced-level thinking. Teachers can incorporate questions effectively by knowing the various purposes, types, and intended outcomes and by establishing a classroom climate that promotes active engagement, exploration, and inquiry to further student achievement. While researchers indicate that questioning strategies are essential to the growth of critical thinking skills, creative thinking skills, and higher level thinking skills. Considering the importance of questioning strategies and the problem faced by students in speaking. The writer was interested in conducting a research entitled "The Influence of the Teacher's Questioning Strategies on the Eleventh Grade Students' Speaking Achievement at SMKN 1 Palembang."

Research Methodology

In this study, the quasi-experimental method was used. Dealing with it, Best and Khan (1993:146) state that quasi-experimental design provides a less satisfactory degree of control, used only when randomization is not feasible. The writer used one of quasi-experimental design to conduct this research that is non-equivalent control group design. There were two groups in this study: one experimental group and one control group. In the experimental group, the students got the treatment by using teacher's questioning strategies and the control group, the students taught without treatment.

This research was aimed to know the influence of the teacher's questioning strategies on students' speaking achievement. Here the dependent variable was students' speaking achievement while the independent variable was teacher's questioning strategies. Then, the method used to get the data is by using an oral speaking test. In doing the test, the writer administrated oral test to the experimental and control groups at the beginning and at the end of the treatment. The oral test was aimed to see the students' speaking skill. The pre-test was used to find out the students' background knowledge on the topic before giving the treatment. The post-test was used to measure students' speaking achievement after the treatment. The process of treatment consisted of teaching the students of experimental class with questioning strategies to stimulate the critical thinking of the students.

The writer used the pre-test and the post-test. Firstly, the writer gave the pre-test to samples, then the writer applied the treatment to the eleventh grade

students of SMKN 1 Palembang, after that the writer gave the post-test. The writer gave oral test to the student

In this study, there were two raters to rate the speaking performance. The first was the writer, and the second was the English teacher of SMKN 1 Palembang. The result of try out test as follows:

RELIABILITY OF SPEAKING TEST

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Findings and Interpretation

Findings

After analyzing the data gathered from the test, there were four findings in this study: (1) results of the pre-test and post-test in the experimental and control groups, (2) results of normality of the pre-test and post-test in the experimental and control groups, (3) results of paired sample t-test analysis in the experimental and control groups, and (4) results of independent sample t-test analysis.

The result of the calculation of the t-test was 6.242 as the value of the t-obtained, the value of t-table was 1.710. It could be concluded that the value of t-obtained was higher than the value of t-table. Then the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

From the result of paired sample t-test, it was found that the mean difference between pretest and post-test in experimental group was 9.420 and the significant level was 0.000 since was lower than alpha value 0.05. It indicated that the students in experimental group gained speaking achievement significantly.

From the result of paired sample t-test, it was found that the mean difference between pretest and posttest in experimental group was 10.860 and the significant level was 0.000 since was lower than alpha value 0.05. It indicated that the students in experimental group gained writing achievement significantly.

In order to find out whether or not there was a significant difference in achievement between the experimental group and control group, the writer compared the result of the post-test in experimental group with those in control group by using independent sample t-test.

The analysis of independent sample t-test showed that the mean difference of the post-test each group was 11.200 and the significant level was 0.000 since 0.000 was lower than alpha value 0.05, it meant that there was significant difference in speaking between two groups. This confirmed that the students in experimental group made better achievement it was compared to those of the students in control group.

Level of significance 0.05

$$t - tab = df (n - 1)$$

$$t - tab = df (25 - 1)$$

$$t - tab = df(24)$$

$$t - tab = 1.710$$

The value of t-table was 1.710. It could be concluded that the value of t-obtained was 6.242 was higher than the value of t-table. Then the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Interpretation

The result of the test showed that the used of teacher's questioning strategies could increase the students' speaking achievement. Based on the result of the test, the students who were taught by teacher's questioning strategies got higher scores than those who were not taught by teacher's questioning strategies. Therefore, the students in the experimental group had a better progress in speaking skill than those in control group.

Based on the explanation, it could be said that the teacher's questioning strategies gave contribution to the teaching speaking in SMKN 1 Palembang. By implementing teacher's questioning strategies, it gave teacher new references in teaching speaking. The used of teacher's questioning strategies changed the teaching and learning process at SMKN 1 Palembang in which before the teacher knew there was new strategy in teaching speaking, speaking is rarely to be taught to the students. Now, the teachers knew that speaking is important and need to be taught to the students.

The use of teacher's questioning strategies influenced the eleventh grade students' speaking achievement in the SMKN 1 Palembang. It could help students to stimulate their ability.

However, this research got weaknesses. First, the method applied was quasi-experimental non equivalent control group design, that the lack of random assignment into test groups leads to non-equivalent test groups which can limit the generalizability of the results to a larger population. Second, pre-existing factors and other influences are not taken into account because variables are less controlled in quasi-experimental research. For example, when examining the impact of smoking by pregnant mothers, there may be other factors such as diet, education, overall health, and acces to health care in general that may be playing a role in the outcome. If other variables are not controlled, the researcher can be assured that the treatment was the sole factor causing the outcome. Therefore, when the result of this research should be interpreted, it should be based on this weakness as well.

Conclusions

Based on the results of pre-test and post-test of both experimental and control group, there was significant difference between pre-test and post-test score between those group. The students who were taught by teacher's questioning strategies got better scores than those who were not. It could be seen from the mean score of the post-test in experimental group which was greater than mean score in the post-test of the control group. It implied that the teacher's questioning strategies influence the eleventh grade students' speaking achievement at SMKN 1 Palembang.

Lastly, based on the students' perception toward the used of the teacher's questioning strategies, students were agree that the teacher's questioning strategies could help them in increasing speaking achievement. In summary, there was a significant difference between the students who were taught through teacher's questioning strategies and the students who were not.

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