

**IMPROVING STUDENTS' SPEAKING SKILL BY USING
WH-QUESTION AT THE ELEVENTH YEAR OF SMA NEGERI 2 PALOPO**



A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah
Department of State College for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for S.Pd
Degree in English Education*

By

**SUSI PURNIKA SARI
REG. NUM: 10.16.3.0115**

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014
THESIS APPROVAL**

This thesis entitled “Improving Students’ Speaking Skill by Using WH-Question at the Eleventh Year of SMA Negeri 2 Palopo”, which is written by SUSI PURNIKA SARI, REG. NUM. 10.16.3.0115., English S1 Study Program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in *MUNAQASYAH* session which is carried out on Wednesday, December 1st 2014 M., coincide with 8 Shafar 1436 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

Palopo, 1 of December 2014 M
8 Shafar 1436 H

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(A Classroom Action Research)***

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Billahi fii sabilil haq fastabiqul khairat

Palopo, September 22nd, 2014

The Researcher

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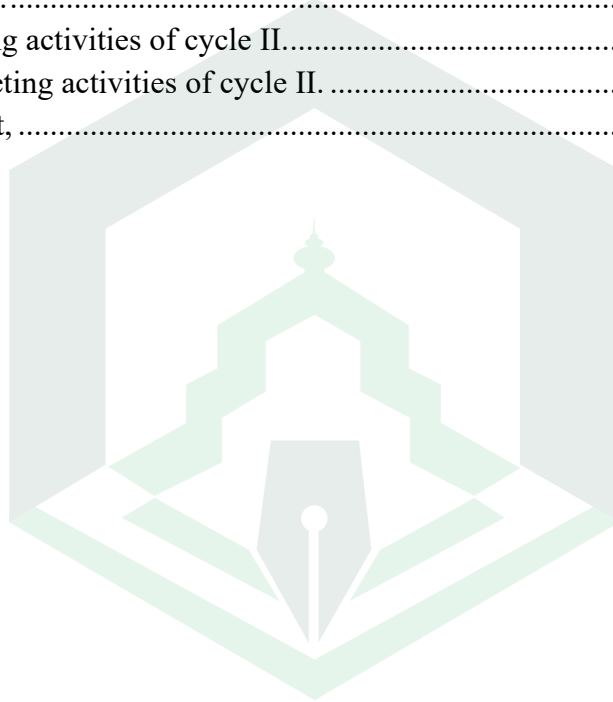
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ABSTRACT

Susi purnika sari, 2014. “*Improving students’ speaking skill by using WH-question at the eleventh year of SMA negeri 2 palopo*”. Thesis, English Study Program of Educational Department in state College for Islamic Studies (STAIN) Palopo. Supervised by Madehang and Wahibah.

Key words: Improving, Speaking, WH-question.

This thesis focused on improving students’ speaking skill at SMA negeri 2 palopo by Using WH-question technique. This thesis is only focused in one research question: “Is WH-question effective to improve the students’ speaking skill at the eleventh year of SMA 2 palopo?”

In this research I used Classroom Action Research (CAR) with two cycles. In collecting data I used observation sheet, test, video tape recorder, and questionnaire. Each cycle consist of four parts: planning, action, observation, and reflection.

The result of data analysis and findings of the research found that effective way in teaching speaking skill by using WH-question at the eleventh year of SMA Negeri 2 palopo are: (1) do not set the words or the sentence to be used by students for describing interesting topic/let students describe the topic by using their own words or their own sentences. (2) I brought interesting topic as technique to be use by students to give opinion in practice speaking, (3) in speaking practice by using WH-question, students are better practice in pair or in group. Besides that, students bring English dictionary in every meeting (4) give students motivation about how lucky the people who can speak English, especially the people who are able to describe or give opinion about something or update news.

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CHAPTER I

INTRODUCTION

A. Background

The ability to use English is a necessity in this era of globalization as a means of communication. Therefore, mastery of the English language at the senior high school is emphasized, with a mastery of English for the students to be individual who are ready to take an active role in global competition today and for the future.

Learning is not just simply to know, learning have to know the study and understand well. “Learning to be able to speak fluently and correctly is one of the main objectives for language learners, especially Foreign Language including English.”¹ Many people define a person’s speaking skill as the ability to speak in front of public or delivering a speech at a formal event. But Brown (1981) gives a broader definition, he defines speaking skill as activities that reflect a variety of settings, and may be between a man and many people, communication in small groups, one with someone, or the mass media.”² The one of important thing in learning English is speaking (besides Reading, Writing, and Listening), because the core of a communication is how a person or another person understand what we say.

¹Kasihani K.E Suyanto, *English For Young Learners*, (Cet.1; Jakarta: Bumi Aksara, 2007), p.57.

²Sholikin, *Proses Belajar Mengajar Speaking Skill*, (Cet. IV; Surabaya: Putra Bangsa, 2000), p.67.

In daily life humans are essentially social beings communicate the essence is to convey thoughts, feelings and needs.

Based on the pre observation that I have done at the eleventh year students of SMA Negeri 2 Palopo. When invited some of the students in the class to make conversation in English, most of them were still unable to speak English well. This is because most of the teaching is always practice speaking by using sentence on the book/the writer's sentence to express their speaking ability. The students just given several times by teacher to see and read the sentence, tried to understand the meaning. And then, the students were practice speaking by using it, in front of the class with the teacher or with their friends. There is no creativity of the students to make the sentence using their own words choice or their own sentence to express about something to improve their speaking ability. So, when they talk out of discussions that they have learnt, they have difficulty in expressing and paraphrase what they want to express or talking. Based on the problem above, I want to conduct the study at the school by using "WH-question". WH-question is technique which directly in form of give opinion.³ In this study I used WH-question to improve the students' speaking skill. I brought topic that they know like, Internet, gadget and traffic jam. I was brought it and asked to all students. And then, the students have to speak about it, to describe a topic using their own words or their own sentences according to topic that they saw.

³Ibrahim and Nana Syaodah, *Perencanaan Pembelajaran*, (Cet. II; Jakarta: Rineka Cipta, 3002), p.118.

Though presentation of this material like that, I hope it can improve the students' speaking skill. So, they would be able to speak English well.

B. Problem Statement

Based on the background of the issues that I described above, I formulated the problem statement as follows: what is the effective way to improve students' speaking skill by using WH-question at the eleventh year of SMA Negeri 2 Palopo?

C. Objective of the Research

Based on the existing formulation of the problem, the goal of researcher in this research was to find out the effective way to improve students' speaking skill by using WH-question at the eleventh year of SMA Negeri 2 Palopo.

D. Significance of the Research

I expected that the result of this research has two significances, as follows:

1. Practically significances, as follows:
 - a. Students can improve their speaking skill by using their own words or their own sentences in describing a topic that they have seen.
 - b. Students are able to describe well about news or something to her friends or other
2. Theoretically significances, as follows:
 - a. To give contribution to English teacher about the ways of teaching speaking by using WH-question.

- b. To give contribution to English students especially for the students at SMA Negeri 2 Palopo about the ways of learning speaking by using WH-question.

E. Operational Definition

Based on the title is improving students' speaking skill by WH-question at the eleventh year of SMA Negeri 2 Palopo. I give definition, as follows:

1. "Improving is becoming or making something better".⁴
2. "Speaking skill is the act of generating words that can be understood by listeners".⁵
3. "WH-question is giving opinion that can be brought to the classroom for teaching aids".⁶

F. Scope of the Research

The scope of the research is limited on discussing about improving speaking skill at the eleventh year students of SMA Negeri 2 palopo by WH-question. I applied WH-question technique, especially by using *what, why, when, where, who* and *how* at the eleventh year students of SMA Negeri 2 palopo to improve students speaking skill especially in expressing social situation.

⁴Della summers, *Longman Handy Learner's*, (Fourth Edition; China: Pearson Education, 2003), p.207.

⁵Jeremy Harmer, *Listening and Speaking*, (First Editon; London: marshall Cavendish, 2004), p.140.

⁶Peter Colean And Gabiella Hermon, *The Typology Of WH-Question Technique* (China: University Of Deleware, 1998), p.22.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are some researcher have conducted in relation to the students skill in speaking English. The previous findings were described to find out the good way and different techniques. Some of them are presented as follows:

1. Zainal Abidin in his thesis entitle teaching writing through WH-question at the tenth year of MA AL-FALAH Lemah Abang. He suggests that the teacher uses WH-question in teaching students writing as one of alternative teaching technique among some other teaching technique to stimulate the students' interest and to improve the students' writing.⁷ Besides that, based on the result of his research he concluded that "There is significance difference between the students' writing at tenth year students of MA AL-FALAH Lemah Abang through WH-question the students will have a good skill in English learning. Besides that, the students have basic to practice speak English".

2. Muh. Takdir said that, having conducted the treatment by using explaining word technique, it is found that this technique can give significant development toward the students' speaking ability in English. It means that explaining word

⁷Muh. Zainal Abidin, *Teaching Speaking Through WH-question at the Tenth Year Students of MA Al-Falah Lemah Abang*, Skripsi Sarjana (Palopo: STAIN Palopo, 2008), p.61.td

technique can develop speaking skill at the second year English study program of STAIN Palopo.⁸

3. Hasriani said that, one of the effective techniques to improve students speaking skill is debating activity especially by using Australian Parliamentary debate system. So if the teacher wants to improve students' speaking achievement they should try this way.⁹

Based on previous related research finding above, in this research I was used WH-question as a technique to improve the students' speaking skill.

B. Some Pertinent Ideas

1. WH-question

a. Definition of WH-question

What is used as an interrogative expressing inquiry about nature or value of an object or matter. *Why* is used redundant in the expression the reason. *Where* is used for asking what place someone or something that happens. *When* is used for asking at what time something happens. *Who* is used for asking which person is involved in something. *How* is used for asking or talking about the method of doing something.¹⁰

⁸Muh. Takdir, "*Improving speaking Skill By Explaining Word To the Second Year Students' English Study Program of STAIN Palopo*", Skripsi Sarjana (Palopo : STAIN Palopo,2010), p.73.td

⁹ Hasriani, *Improving Students' Speaking Skill Though Debating Activity at the Elevent Grade of SMA Negeri 2 Palopo*, (Palopo : Perpustakaan STAIN palopo, 2009), P.1,td

¹⁰Akhmad Kardimin, *English Grammar*, (Third Edition;Yogyakarta: Pustaka Pelajar, 2005), p.355.

Question is a sentence worded or expressed so as elicit information.¹¹ While, technique is way of doing something, especially one that needs special skill, skill with which somebody is able to do something practical. So, judging from the understanding then researchers can conclude that the WH-question technique is a technique in language learning by giving opinion about the topic that is given by the researcher, whether it is about people or other issue.¹² The other sense of the WH-question technique are:

WH-question technique is one technique in learning a foreign language, where the technique is to train students to giving opinion by a WH-question, that requires information in answer.¹³

WH-question is one of technique to teaching English. In this research WH-Question was used to improve speaking skill of students to describe a topic that they know, like global warming, traffic jam, drugs or other interesting topic. The students have to speak about the topic using their own words or their own sentences.

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¹¹Peter Colean And Gabiella Hermon, *The Typology Of WH-Question*, (China: University Of Delaware, 1998), p.22.

¹²Victoria Bull, *learner's pocket dictionary* (Fourth Edition; China: Oxford University Press, 2008), p.456.

¹³*Ibid*, p.30.

b. The advantages of WH-question

According to Ibrahim and Nana Syaodah that there are some advantages in using WH-question, as follows:

1) It can give opportunity to students for learning something or doing assignment in real situation.

2) It can give opportunity to students for getting experience in real and training their skill by using topic to give opinion which is being discussed.

3) It can show the topic to all students which led to the topic.

4) It can facilitate in students performance, if students' physical or their skill will use in working.

c. The difficulties to teaching by WH-question

There are some difficulties in teaching by using WH-Question, as follows:

1) If students are brought to get out of school, sometimes causing accidents and other things.

2) Difficult, because some of students do not understand about the topic that is being discussed.

3) Usually it cannot give description all of topic, such as enlarge the part of topic. So that, the teaching must be supported with another topic.

4) Usually it is difficult to control studying result.

d. Teaching Speaking by Using WH-question

Example for teaching speaking by using WH-question: Teacher can bring a box of topic paper.

(Take one topic paper from the box. Tell and ask students about the topic. And then, point the students randomly to give opinion).

I : What do you think about freedom?

R : Freedom is beginning step to increase the construction in many aspects; economic, education, politic, agriculture and many others.

I : Why does Indonesia get freedom?

R : because of struggling of Indonesian patriots through many organizations.

I : Where does Indonesian people proclaim our freedom?

R : In Jl. Pegangsaan east. No.56 jakarta center.

I : When does Indonesian patriots proclaim our freedom?

R : Indonesia patriots proclaim on 17th August 1945.

I : Who is responsible for our freedom?

R : Of course, all of Indonesian people.

I : How to keep our freedom?

R : Let's fill up for this freedom by creating and doing the best activity for developing our beloved country.

There were so many words and sentence that students can be use to describe the topic. The researcher gave opportunities for students to speech for practice speaking with her friends or only herself. With the presentation of this material like that, the researcher hopes it can made the students feel interesting or at least not be bored to learn speaking. So, they can improve their speaking skill and their speaking skill can be better.

2. Technique

a. Definition of Technique

1) “Technique is the all something which of the sense the function as medium or instrument of communication process or English teaching process.”¹⁴

2) “AECT (Association for Education and Communication Technology) define technique is all the forms of utilized to process of information channeling. While gay puts technique as source. Definition of technique as the component of learning source that can stimulate students in learning.”¹⁵

3) “Technique is a set of helping way or object which can be used by the teacher or education to communicate with the students.”¹⁶

¹⁴Rohani Ahmad, *media instructional education*, (Cet.III; Jakarta: PT. Rineka Cipta, 1997), p.3.

¹⁵Azhar Arsyad, *Teknik Pembelajaran*, (Cet.1; Jakarta: Raja Grafindo, 2004), p.4.

¹⁶Danin Sudarman, *Media Komunikasi Pendidikan*, (Cet.II; Jakarta: Bumi Aksara, 1995), p.7.

b. The Function of Technique

Technique can solve the behavior factor of learning namely internal factor and external factor. Through the technique, teacher can be given same perception through one thing or certain even to the students in the class.

The functions of Technique are:

- 1) Technique can be implementation the basic concept, real and realistic. In using media like news, films, modeling, etc.
- 2) Technique can increase new desire and interest.
- 3) Technique can increase the motivation and stimulate students to study.

Technique can give integral experience from the concrete to the abstract thing. News about something or event which cannot be seen by the students directly will give concrete about the meaning of believe culture, etc.¹⁷

c. The function of learning Technique

The effectiveness of teaching and learning process is highly influenced by the factors of learning techniques and media used. Both are intertwined, where the selection of a particular method will affect the type of technique that will be used. In the sense that there must be conformity between them to achieve learning goals while there are other things that also need to be considered in the selection of technique,

¹⁷Asnawir and Basyiruddin Usman, *Media pembelajaran*, (Cet. IV; Jakarta: Ciputat press, 2002), p.29.

such as: learning context, learner characteristics, and task or response is expected from learners.¹⁸

The technique functions (medium of education) in general, as follows: (i) clarify the presentation of the message (ii) overcome the limitations of space, time, and the sense, objects that are too large to be brought to class can be played back through the film, video (iii) enhance the excitement of learning, allowing students to learn on their own based on interests and abilities, and overcome the passive attitude of students, and (iv) provide the same stimuli, can equate the experiences and perceptions of students towards the content.

Based on some of the function of instructional technique above, it can be concluded that the use of technique in teaching and learning activities have a considerable influence on the means of the senses. Towards understanding the content, logically it can be argued that with the use of technique will further ensure a better understanding of the students. Students who learn through only listening will be different levels of understanding and length of memory to survive than the students who learn through seeing and listening.

¹⁸ Buhanuddin, *Improving Students' Listening Achievement through Running Dictation Game at SMK 1 Watansoppeng*, Skripsi Sarjana, (Makassar: State University of Makassar, 2011), p.29

3. Speaking

a. Definition of Speaking

There are definition of speaking as follows:

- 1) Speaking is oral communication in expressing ideas or information to others.

To communicate is to express a certain attitude, and the type of speech act being Expressed. For example, a statement express a belief, a request something, and an apology expresses regret.¹⁹

- 2) Speaking is the productive aural /oral skill . it consist of producing systematic verbal utterances to convey meaning.²⁰

- 3) Speaking is the act of generating words that can be understood by listeners.²¹

- 4) The action of conveying information or expressing one's thoughts and feelings in spoken language.²²

- 5) Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people-like auctioneers or politicians-may produce even more than that. So natural and integral is

¹⁹ Risma Wardi, "Teaching The Eleventh Year Students English Speaking Skill Through Self Talk Strategy At SMA Negeri 4 Palopo", Skripsi Sarjana (Palopo: STAIN Palopo, 2010), p.7.td.

²⁰ David Nunan, *Practical English Language Teaching*, (First Edition; Singapore: Mc Graw Hill, 2003), p.47.

²¹ Martin H. Manser, *Oxford Learners Dictionary*, (Second Edition; China: Oxford University Press, 2005), p. 414.

²² Cilve McKeough, et.al., *Dictionary Of American English*, (Fifth Edition; China: Pearson Education Limited, 2000), p. 415.

speaking that we forget how we once struggled to achieve this ability-until, that is, we have to learn how to do it all over again in a foreign language.²³

Speaking is not only a voice and give sound but how the others can see and understand what we want to convey or to put others know about what we think, feel and what we need. Based on the definition that has been presented, the researcher can make a conclusion that speaking is an oral communication where other people can understand what we say or we deliver whatever that.

b. Component of Speaking

I divided speaking into three components, as follows:

1) Accuracy

Accuracy is the ability in use target language clearly, intelligible, pronunciation, particular, grammatical, and lexical accuracy. Brown says that accuracy is achieved in some extend by directing the students to focus on the elements of phonology, grammar and discourse in their spoken output.²⁴

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²³Rives, Wilga M, *Teaching Foreign Skills*. (First Edition; London: The University of Chicago Press, 1981), p.221.

²⁴Scott Thornbury, *How to Teach Speaking*. (First Edition; New York :Longman,1993), p. 1.

2) Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Speaking without too great an effort with a fairly wide range of expression.²⁵

3) Comprehensibility

Comprehensibility is the ability to understand what is well to the nomination with the considerable repetition and comprehension. It is exercise to improve other understanding.²⁶

c. Characteristics of Successful Speaking

Teacher in teaching speaking to be a success it must ensure that students have the opportunity to practice it (talk). Other characteristics of successful speaking activities include:

- 1) Making sure that student participation is not dominated by a few talkative students.
- 2) Making sure that students want to speak because they are interested about the topic.
- 3) Making sure that students have something relevant to say.
- 4) Making sure that students can be understood by everyone.

²⁵ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (Second Edition; San Francisco: Longman, 2001), p.268.

²⁶ Martin H. Manser, *Oxford Learners Dictionary* (Fourth Edition, Oxford University Press, 2003), p.10.

- 5) Making sure that there aren't frequent interruptions while a student is speaking.

Based on the characteristics describe above, to made students successful in speaking the researcher brought interesting topic that they known to used by students in practice speaking. So, the students feel interesting to describe it.

d. Principle for Teaching Speaking

- 1) Be aware of the differences between second language and foreign language learning contexts.

A foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking very challenge for students in FL context, because they have very few opportunities to use the target language outside the classroom. A second language (SL) is one where the target language is the language communication in the society. Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skill, but many others progress to a certain proficiency level and then go, no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the students' ability to communicate by speaking.

- 2) Give Students Practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly, with few hesitations or unnatural pauses, false starts, word searchers, etc. in language lessons-especially at the beginning and intermediate levels-learners must be given opportunities to develop both their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency-building practice and realize that making mistake is a natural part of learning a new language.

3) Provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that students get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the students take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification)

4) Plan speaking tasks that involve negotiation for meaning.

Students make progress by communicating in the target because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations

during conversations, students get the people they are speaking with to address them with language at a level, they can learn from that and understand.

5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do for interaction or transactional purposes. Interactional speech is communicating with someone for social relationship. Transactional speech involves communicating with someone for social purposes. It includes establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. Conversations are relatively unpredictable and can range over many topics, with the participants talking turns and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language students will have to speak the target language in both transactional and interactional settings.

e. Classroom Speaking Activities

1) Acting from a script

We can ask our students to act out scenes from plays or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

When choosing who should come out to the front of the class we need to be careful not to choose the shyest students first, and we need to work to create the right

kind of supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogues or play extract, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before they give their final performances, we ensure that acting out is both a learning and a language producing activity.

2) Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences.

3) Discussion

One of the reasons the discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to it, many students feel extremely exposed in discussion situation.

The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of that eventual whole-class performance is reduced.

4) Prepared Talks

A popular kind of activity is the prepared talk where a students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more ‘writing-like’ than this. However, if possible, students should speak from notes rather than from a script.

Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can them form the basis written work, discussions, or prepared talks.

6) Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Students 'simulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

7) The Roles of the Teacher

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities described above. However, three have particular relevance if we are trying to get students to speak fluently:

a) Prompter

Students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively-without disrupting the discussion, or forcing students out of role-it will stop the sense of frustration that some students feel when they come to a 'dead end' of language or ideas.

b) Participant

Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

c) Feedback Provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriacy of the feedback we give in particular situations.

When students have completed an activity it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well. We will respond to the content of the activity as well as language used.

f. The Problem of Speaking

There are some characteristics can make speaking difficult. As Brown demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc. all form special problem in teaching spoken English. Students who do not learn colloquial contractions develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance variables

One of the advantages of spoken language is that process of thinking as you speak allows you manifest a certain number of performance hesitations, pauses, backtracking, and correction. Learners can actually be taught how to pauses and hesitate.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is most important characteristics of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its pattern convey important message

8) Interactions

As noted in the section, learning to produce waves of language in a vacuum—without interlocutors—would rob speaking skill of its richest component: the creativity of conversation negotiation.²⁷

Speaking activities can fail miserably due to some very real problem in the ESL class. The most common problem is student inhibition. Speaking activities require a student to have all eyes on him and exposure to an audience can often give students

²⁷H. Douglas Brown, *teaching by principle an interactive approach to language pedagogy*, (Second Edition; San Francisco: Longman, 2001), p. 270.

stage fright. They may also be worry about making mistakes, being criticized or losing face in front of the rest of the class.

Another common problem is that students sometimes think they have nothing to say on a particular topic. In reality, they may be bore or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity. ESL students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

There will always be dominant students in an ESL class making it difficult for more reserved students to express themselves freely. Dominant students who interrupt frequently or who constantly look for the teacher's attention tend to create an environment in the ESL class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating.

Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Student must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lessons and slow down oral progress.

As for the other problem that researcher want to add to the problems in learning speaking other than those described, namely the lack of opportunities given to them (students) to better express themselves and ordered according to their creative language when they are asked to speak in English.

g. Solution to Speaking Problems

Teaching English as a second language means being able to solve problems students may have in acquiring certain language skills. There are a number of resources and activities available to get round these common speaking problems:

1) Group Work

Group Work increases the amount of time available for oral practice and allows more than one students to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

a) Easy Language

Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentence and rich language.

b) Interesting Topic

Choosing a topic according to the interests of the class ensure student motivation. If the material and task instructions are presented clearly and enthusiastically students will be more likely to meet the challenge set for them.

c) Clear Guidelines

Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make sure that dominant students

leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

d) English Monitors

A monitor can be appointed to each group to remind students speaking their mother tongue to switch back to English. A lack of classroom management and discipline will encourage students, who do not feel that there is resistance to their mother tongue, to easily revert back to it as soon as they have problems expressing themselves. A humorous points system or yellow and red football card system often works well.

e) Purpose of Speaking

English language learning goals set by the government through decree No. 22 in 2006 intended that learners have the following capabilities:

- 1) Developing competence to communicate in spoken and written form to achieve the level of informational literacy.

- 2) Have an awareness of the nature and importance of English to improve the nation's competitiveness in global society.

- 3) Develop an understanding of the students about the relationship between language and culture.

Referring to the learning objectives of the above, it can be the common thread that all the English learning activities so that learners have the competencies active communication both orally and in writing, with the ability to have the above expected

output competitiveness and playing an active role in the word arena that will be winner in understanding of global culture, because we are part of that society.²⁸

The purpose of speaking through WH-question technique in this research is how to creative the students speak with express opinion by the topic.

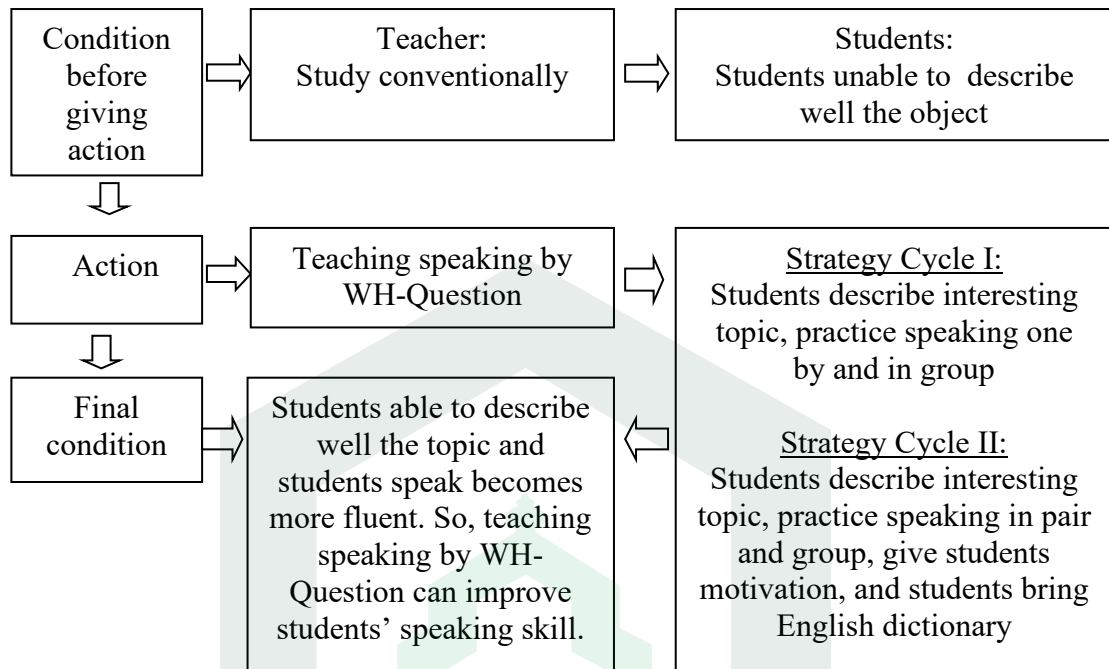
C. Conceptual Framework

The conceptual framework shows the condition of students before giving action and final condition of students after giving action. Before giving action students were unable to describe well the topic, and after giving action students become able to describe well the topic. Speaking skill through WH-Question was used in the classroom action research that consisted of two cycles. Students have to describe the object using their own words or their own sentences. In the cycle I students describe about global warming and traffic jam, students were practice speaking one by one and in group. In the cycle II students describe communication tools and musical instruments, and students were practice speaking in pair and in group.

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²⁸Sholikin, *Proses Belajar Mengajar Speaking Skill*, (Cet. IV; Surabaya: Putra Bangsa, 2000), p.67.

The conceptual framework in this research can be seen in the diagram below:



CHAPTER III

RESEACH METHOD

A. Type of Research

The type of research in this research was used Classroom Action Research (CAR). “Classroom Action Research is research that use of teacher in the classroom itself through self-reflection, with the aim of improving its performance as a teacher, so that student learning outcomes be improved.”²⁹

There are three words you need to know its meaning one by one, the following explanation:

1. Classroom: in this sense is not bound to a classroom, but in more specific terms. As has long been recognized in the field of education and teaching, the meaning of the term class is a group of students at the same time, receive the same lessons from the same teacher as well.

2. Action: point to something intentional motion activities with a specific purpose. In a series of cycles in the form of research activities for students.

²⁹IGAK Wardhani, et.al., *Penelitian Tindakan Kelas* (Cet.11; Jakarta : Universitas Terbuka, 2010),p.14.

3. Research: is an activity to see an object using a specific methodology and rules to obtain data or information that is useful in improving the quality of the interesting and important for researcher.³⁰

“Action research is a study of four series of activities done in repeated cycles. There are four activities in each cycle, including planning, action, observation, and reflection.³¹

Based on the opinions that have been there, I concluded that Class Action Research (CAR) is a method in the study as a measure to improve the management of students in the classroom in order to achieve the desired objectives.

B. Time and Place of the Research

This research started on 1 August 2014- 1 October 2014 conducted at the eleventh year of SMA Negeri 2 Palopo Academic year 2014.

C. Data and Data Source

1. Data

The data in this study will obtain from observations and interview on location and the results of the final test scores at each cycle.

2. Source of data

Source of data in action research is all of student at the eleventh year of SMA Negeri 2 Palopo, with 30 students semester academic year 2014.

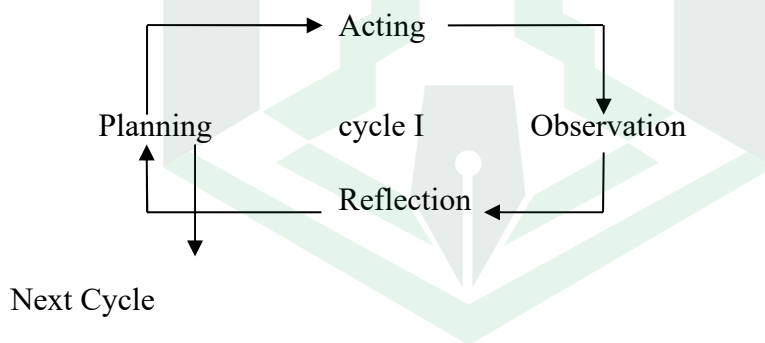
³⁰ Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas*, (Cet. VI; Jakarta: Bumi Aksara, 2007), p. 2.

³¹ *Ibid*, p.74.

D. Research Design

Model Kurt Lewin's of a fundamental reference or base of the various action research modes to another, especially Class Action Research (CAR). It is because he was the first person introduced the action research or Classroom Action Research. According to The concept of principal Kurt Lewin's in Anita thesis that action research model consists of four components: planning, action, observation, reflection.³²

The design of this research I was design such as the design model of Kurt Lewin, the following diagram design:



Each cycle consisted of 4 implementations that planning, action, observation, and reflection. The results of cycle I was used as the reference to the next cycle (cycle II) in order to achieve the desired goal.

³²Anita, *Improving Students' Speaking Skill Through Realia at the Eleventh Year Of SMA PMDS Putri Palopo*, skripsi sarjana, (palopo, STAIN Palopo, 2013), p. 31. td.

E. Research Procedure

This study begins with identifying the problem of speaking skill of students at the eleventh year of SMA Negeri 2 Palopo by conducting a pre observation that most of students were still unable to speak English well.

Procedure of the research in this study was conducted in two cycles, each cycle consisting in 3 meetings. Meeting 1-2 in each cycle was used as learning process, and the last meeting (the third meeting) in each cycle was used as students' test.

Explanation of the procedure as follows:

1. Cycle 1

a. Planning

1) I design a lesson plan which described teacher's step and students' step in solving the students' problem of speaking skills.

2) I prepared all facilities needed in doing learning teaching process by WH-Question, such as, the camera, students' test, observation sheet and questionnaire.

3) I determined the success indicators of this using WH-Question in form of Classroom Action Research.

b. Action

1) I implemented the activities which had been planned before based on lesson plan.

2) I showed a topic to all students in every meeting like (traffic jam, gadget and internet)

3) I gave opportunities for students to practice speaking with their friends (pairs and group), before they would be speaking one by one in front of the researcher.

4) I would call the students one by one to do practice speaking using their own words by using WH-question, if there is an error in speaking the researcher gave corrections. So, the students knew their mistake when they were speaking.

5) If in the first meeting I saw that the students feel not enjoy or dislike to practice speaking with me, in the next meeting the researcher would give new strategy.

c. Observation

Collaborator and I observed the process of study during the students were studying, likes condition of students when they were studying, attendance, and student activity. In doing this, I was given collaborator the students' observation sheet.

d. Reflection

In this reflection activities, I analyzed the result of the observation sheet that has done. Are the students making progress or not in speaking? Data from the observation was used by researcher as a reference to the activities in the next cycle (second cycle), to got better results as expected.

2. Cycle II

After doing the first cycle, there were still many weaknesses then based on the reflection part, I would do the second cycle. It also consists of planning, action, observation, and reflection.

a. Planning

I made a lesson plan based on the result of reflection in the first cycle.

“I gave freedom to the students to determine their own topics that students are more interested in the topic, with a topic of their own choosing, they can express their opinion by their own words or own sentences”.

b. Action

I taught the student's speaking ability by using WH-question technique based on the planning in the second cycle.

“In this section, students would practice in pair and group”.

1) Students practice in pair “each student should be paired with another student. Teacher may choose whether to assign pairs or let students pick their own partner.”³³

2) Students practice in group “A study group is a small group of people who regularly meet to discuss shared fields of study.”³⁴

³³Cathy Allen, *Strategy Guide*, (First Edition; Urbana: Note, 2014), p.1.

³⁴ Cathy Allen, *Op.Cit.*

c. Observation

The collaborator and I did the observation during the students were studying by using WH-question. In doing this, I was given collaborator the students' observation sheet.

d. Reflection

In this reflection activities, I did the reflection toward the second cycle.

F. Data Collection Technique

Data collection techniques were used in this research, namely:

1. Observation, it was about condition of students during learning process and students active participation in following the process of learning which taken during the learning process was going on, which included in the observation sheet that has been made.
2. Giving test, the tests were given at the end of cycle.
3. Video, taken from the first meeting. I took to see students' speaking improvement.
4. Questionnaire, it was used to find out the students' perception about learn speaking by using WH-Question as media to improve their speaking skill.

G. Data Analysis Technique

Data from students was analyzed by using observation, they were given scores on their accuracy, fluency, and comprehensibility.

According to Heaton J.B that analysis technique to speaking skill as follows:

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by mother the tongue. Two or three minor grammatical lexical error.
Very good	5	Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

2. fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort and search for words, nevertheless, smooth delivery on the whole and only a few unnatural pauses.
good	4	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.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery, almost give up

		making the effort at times. Limited range of expression.
poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speakers' intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listeners for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	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. ³⁵

³⁵Heaton J.B, *writing English language test*, (First Edition; New York: Longman Group UK Company, 1998), p. 100.

a. Students score:

$$\text{students score} = \frac{\text{score obtained} + 2}{20} \times 100$$

b. Scoring classification.

Table 4
Scoring classification

Alphabet	Numbers 0-4	Numbers 0-100	Numbers 0-10	Classification
A	4	85-100	8,5-10	Very good
B	3	70-84	7,0-8,4	Good
C	2	55-69	5,5-5,9	Average
D	1	40-54	4,0-5,4	Poor
E	0	0-39	0,0-3,9	Very poor. ³⁶

c. Calculating the mean score of the students' speaking test by using following formula.³⁷

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

Where:

X = Mean score

$\sum X$ = Total Raw Score

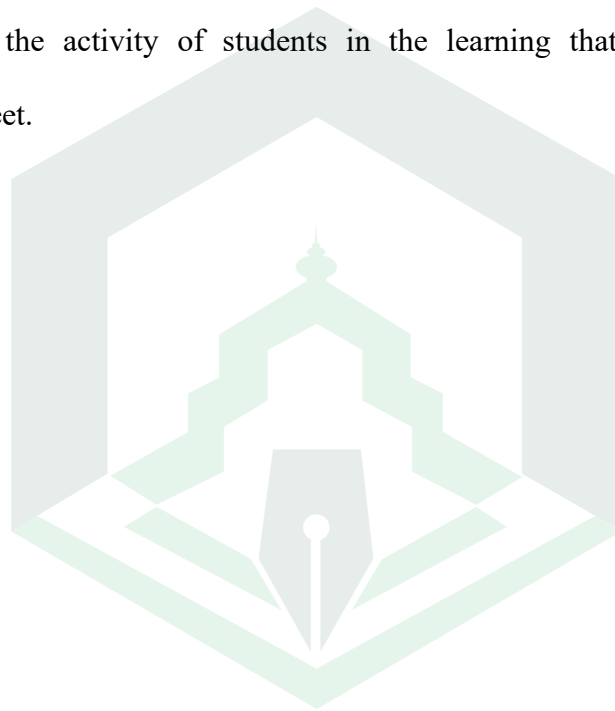
N = Total Sample

³⁶Oemar Hamalik, *Tenik Pengukuran dan Evaluasi Pendidikan*, (First Edition; Bandung: Mandar Maju, 1989), p 122.

³⁷Suharsimi Arikunto, *Manajemen Penelitian*, (cet. IV, Jakarta: Rineka Cipta Press, 1996), p. 307.

H. Working Indicators

Successfully in this action research, if the value of students learning would have an improvement. According to the criteria of completeness of material that is established by SMA Negeri 2 Palopo for English subject, there would be changes in attitudes of students during learning process is characterized by increased attendance, attention, and the activity of students in the learning that can be seen in the observation sheet.



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The findings are presented by using observation sheet, test, and questionnaire.

A. Findings

The findings explain the cycles of this research.

1. Explanation of cycle I

a. Planning

In planning section, I prepared all tools that needed to carry out the study in the class, such as topic paper, students' test, observation sheet, questionnaire, and the camera. In this section, the preparations prepared by me before doing action in the cycle I are:

- a) I design a lesson plan which described teacher's step in solving the students' problem in speaking skills.
- b) I prepared all facilities in doing learning teaching process by WH-question, such as topic paper, the camera, students' test, observation sheet and questionnaire.
- c) I determined the success indicators before begin this research.

b. Action

The action started on 6 august 2014, at the first lesson at 07.30 am. For the first meeting of the cycle I. I opened the class by greeting all the students and then, I introduced myself and my collaborator. After that, I asked condition of students and gave explanation about WH-question as a technique to teach speaking, and how to learn speaking by using WH-question. The next, I showed to all students about WH-question (internet) that they have to use for practice speaking. They have given five minutes to think about the topic to prepare their speaking, before they would practice speaking in pairs. Students choose their mates, one of them in charge of providing question using WH-question , and then their partner answer the questions.

By the end of the class, I closed the class by a conclusion as appreciation to all students that the students had done well in learning although still there were some of them unable to describe well the topic. And then, I told the students about the topic that they would use in the next meeting.

Here was topic of WH-question at the first meeting of cycle 1, and first meeting activities.

The First Topic
Topic of WH-question at the first meeting of cycle 1

“Internet”

Picture 1
First meeting activities of cycle 1



The second meeting continued on 13 august 2014 at 7:30 a.m. I started the class by greeting the students and asked their condition. I reminded the students about the previous lesson and relate it back to the current lesson. Like action in the first meeting I gave the topic (gadget) to all students. But, in this meeting they were divided in 5 groups and there were 6 students in a group. They had to discuss with their member in group about what would they speak to describe about the topic that they knew. After that, I asked some of students in each group to speak about the topic. Before I closed the class, I gave conclusion that they had been better than yesterday meeting. I suggested to all students to study hard, because in the next meeting one by one they would describe one of two topics that they have described like before. So, the students would study to describe both of them. About which one of the topics that they would describe in speaking test, it is become a surprise something in the next meeting.

Here is topic of WH-Question at the second meeting of cycle 1 and second meeting activities.

The Second Topic
Topic of WH-question at the second meeting of cycle 1

“Gadget”

Picture 2
The second meeting activities of cycle 1



The third meeting continued 20 august 2014 at 7:30 a.m. I opened the class by greeting the students and asked their condition. Next, I told the students that the topics which used to describe at the meeting was traffic jam in jakarta. Every student looks ready to describe it. Afterwards, I called the students one by one to practice speaking. At the moment, I found that there were only several students who were able to speak or explain the topic well. The collaborator and I planned to fix it in the cycle II. Before class is closed, I gave the students' questionnaire to be filled and collected again to me.

Here were some of the data transcriptions and score that respondent got in cycle 1 test.

The students who got very poor scores are:

R 14

- I : What do you think about traffic jam?
- R : I... I think traffic jam is... is... e... e... the big problem for us.
- I : Why does traffic jam happen in Jakarta?
- R : Because of ...e... e... many private of...of ... of vehicle.
- I : When does the traffic jam happen?
- R : it... it... happen every day.
- I : Where does the traffic jam take place?
- R : Traffic jam takes place in... in... the centre of... “*apa ya*” e... capital and...in the big e... city.
- I : Who is responsible for the traffic jam?
- R : All... all of people.
- I : How to prevent traffic jam?
- R : We can reduce e... e... personal transportation.

Criteria of components score:

A (2) = pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.

F (1) = Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

C (1) = 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.

R 11

I : What do you think about traffic jam?

R : I... I think... think traffic jam is... is... e... e... a stuck on the street.

I : Why does traffic jam happen in Jakarta?

R : Because of ...e... e... many... many transportations.

I : When does the traffic jam happen?

R : Traffic jam happen every day.

I : Where does the traffic jam take place?

R : In... in... "*apa ya*" in the city.

I : Who is responsible for the traffic jam?

R : All... all... of Indonesian people.

I : How to prevent traffic jam?

R : Minimize the... the... use of transportation.

Criteria of component score:

A (2) = Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.

F (1) = Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

C (2) = Only small bits (usually short sentences and phrase) can be understood and then with considerable effort by someone who is listening the speaker.

The students who got poor score

R 1

I : What do you think about traffic jam in Jakarta?

R : I think, traffic jam is... is... the problem for government and... and... and Indonesian people.

I : Why does traffic jam happen in Jakarta?

R : Because,... Because many transportation in Jakarta.

I : when does the traffic jam happen?

R : it is... is “*apa ya*”, happening now.

I : where does traffic take a place in Jakarta?

R : Traffic jam takes place in... the... e...e... big city

I : Who is responsible for the traffic jam?

R : The first is e... e... the government, and then, Indonesian people.

I : How to prevent traffic jam?

R : e... e... we can stop of... of private cars.

Component of score criteria:

A (3) = pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause of which confusion.

F (2) = Long pause while he searches for the desired meaning. Frequently fragmentary and halting delivery.

C (3) = The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

R 16

I : What do you think about traffic jam in Jakarta?

R : I think, traffic jam is the big problem that... that... must be solve by the government.

I : Why does traffic jam happen in Jakarta?

R : Because... because... because the use of... of many transportation in Jakarta. Like... like... like private cars, private motorcycles, etc.

I : When does the traffic jam happen?

R : Traffic jam happen every... every day, at... at... morning, afternoon. and evening.

- I : Where does traffic take a place in Jakarta?
- R : Traffic jam takes place in... the... e...e... big city
- I : Who is responsible for the traffic jam?
- R : All of Indonesian peop...peop... people. Especially the government.
- I : How to prevent traffic jam?
- R : The solution for the... the... traffic jam is... is... build more facilities like... like... highways and stre... street.

Criteria of components score:

A (3) = Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause of which confusion.

F (3) = Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery, almost give up making the effort at times. Limited range of expression.

C (2) = The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

The students who got average score

R 10

- I : What do you think about traffic jam in Jakarta?
- R : I think, traffic jam is e... e... when Indonesia getting stuck. Because the use of private cars and private motorcycles. They do not want to use public transportation. So that... that, on street get the name off stuck.
- I : Why does traffic jam happen in Jakarta?
- R : Traffic jam happen in Jakarta because of many... many... vehicles. They use private vehicles because the e... the public transportation is not safety anymore.
- I : When does the traffic jam happen?
- R : Every day, e... e... Traffic jam happen in Jakarta.
- I : Where does traffic jam take a place?
- R : Traffic jam takes a place in the centre of... of... city.
- I : Who is responsible for the traffic jam?
- R : The Government must... must... responsible, the government must make safety and comfortable the public transportation.
- I : How to prevent traffic jam?
- R : To prevent the traffic jam, we can e... e... minimize the use the use of private transportation and use public transportation.

Criteria of component score

A (3) = pronunciation is influenced by the mother tongue only a few seriously phonological errors, some of which cause confusion.

F (3) = Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery, almost give up making the effort at times. Limited range of expression.

C (3) = the listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

R 2

I : What do you think about traffic jam in Jakarta?

R : I think, traffic jam is... is... a condition when our street more crowded and long stuck

I : Why does traffic jam happen in Jakarta?

R : Traffic jam happen in Jakarta because of many vehicles. They use private vehicles because e... e... the public transportation is not safety anymore.

I : When does the traffic jam happen?

R : Every day, Traffic jam happen in Jakarta.

I : Where does traffic jam take a place?

R : Traffic jam takes a place in the centre city.

I : Who is responsible for the traffic jam?

R : The Government must responsible, the government e... must make safety and comfortable the public transportation.

I : How to prevent traffic jam?

R : To prevent the traffic jam, we can minimize the use of... of... private transportation and use public transportation.

Criteria of components score:

A (4) = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion.

F (4) = 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.

C (3) = The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

The students who got good score

R 4

I : What do you think about traffic jam in Jakarta?

R : I think, traffic jam in Jakarta is... the big problem for the government. Because, every morning Jakarta has been always and always enjoy with the e... name of stuck.

I : Why doe traffic jam happen in Jakarta?

R : One of the cause is the number of vehicles in Jakarta. There are many buses, cars, motorcycles, and other kinds of public in the streets.

I : When does the traffic jam happen?

R : It happening now, has been for a while.

I : Where does traffic jam take a place?

R : Traffic jam takes place in the centre of capital and in the big city of Indonesia.

I : How to prevent traffic jam?

R : There are many ways to solve the problem. One of ways is reduction of private vehicles. Yes indeed, almost every head of family has... a personal vehicle. But, all of this can we reduce the government a lot of money, funds allocation and so on. Make public transport comfortable, safe, plentiful, easy to reach, etc. with this people will switch to not use private vehicles.

I : Who is responsible for the traffic jam?

R : The government and Indonesian people.

Criteria of component score

A (4) = pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion.

F (4) = 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 successes in conveying the general meaning, fair range of expression.

C (4) = clear but several interruptions are necessary to help him convey message or to seek clarification. Most of what speaker says is easy to follow. His intention is always.

R 3

- I : What do you think about traffic jam in Jakarta?
- R :I think, traffic jam is... the difficulties to get one place from another, because many transportation on the street. So that, getting stuck all day.
- I : Why does traffic jam happen in Jakarta?
- R : Some of the causes are many private vehicles and there is no public transport that safe and comfortable.
- I : When does the traffic jam happen?
- R : Traffic jam happening every day in jakarta.
- I : where does traffic jam takes a place?
- R :Traffic jam takes a place in Jakarta, and in the suburbs like tangerang, bekasi, depok, and bogor.
- I : who is responsible for the traffic jam?
- R : the government and Indonesian people
- I : how to prevent traffic jam?
- R :There are many ways to solve the problem. One of ways is reduction of private vehicles. Yes indeed, almost every head of family has a personal vehicle. But, all of this can we reduce the government a lot of money, funds allocation and so on. Make public transport comfortable, safe, plentiful, easy to reach, etc. with this people will switch to not use private vehicles.

Criteria of components score:

A (5) = Pronunciation is slightly influenced by the mother tongue. A few minor grammar and lexical errors but most utterance are correct.

F (4) = 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.

C (4) = Clear but several interruptions are necessary to help him convey message or to seek clarification. Most of what speaker says is easy to follow. His intention is always.

Picture 3
Cycle I test



c. Observation

Based on the observation done by the collaborator and I found that students were interested to describe the interesting topic, internet, gadget, etc, that used in the first meeting and the second meeting.

Through observation sheet that filled by myself as observatory found that: (1) students seem enthusiastic in learning speaking by using WH-question (enough), (2) students seem not awkward to give opinion the topic using their own words and their own sentences (was not success), (3) students seem more confidence to speak English

by using WH-question (enough), (4) the use of WH-question can help students to improve their speaking ability in speaking English (enough), (5) students be more motivated to speak longer after using WH-question (enough), (see appendix 3).

Through students' active participation I found that: (1) there were 4 students seem responsive and participated fully in all activities in the learning and teaching process (very active). (2) 19 students responded to the material by listening, speaking, interacting with others, whether to collaborator or me (active). The classification both of very active students and active students were accumulated and reached 76.66%.

Through students' test the mean score of students reached 56.83. I found that there were still some students who cannot express their speaking well, especially in fluency and comprehensibility, those characterized by some of students look awkward to say some words because they doubt about the meaning of the words, and halting delivery that made their speaking sometimes hardly to understand. So, the collaborator and I made conclusion that WH-question has successful as technique of English teaching learning process, but it needs some different techniques to make students speaking be better.

Through questionnaire the collaborator and I found that WH-question was an appropriate technique to learner English, especially in speaking. It can be seen from their questionnaires, among 30 students who filled the questionnaire most of them had positive responds about learning speaking by using WH-question to improve their speaking skill. In which, almost of all students only chose strongly agree and agree in every statement. (see appendix 2).

d. Reflection

The reflection was done by the collaborator and I, caused there were still weakness in implementation or using WH-question as technique in teaching speaking, this is have problems in fluency and comprehensibility. And not active in learning process, but most of them were able to describe well and more active. It has shown good responds to question.

2. Explanation of cycle II

a. Planning/revised plan

I hoped in the cycle II the students be better especially in fluency and comprehensibility. The plan in the cycle II was closely same with the cycle 1, but in the cycle II the researcher made different strategy such as I gave key word for the question. If the question using “*what*” is used for asking somebody to specify one or more things, place, people, etc. if the question using “*why*” is used for asking reason or purpose. If the question using “*where*” is used for asking what place someone or something that happens. If the question using “*when*” is used for asking at what time something happens. If the question use “*who*” is used for asking which person is involved in something. If the question used “*how*” is used for asking or talking about the method of doing something. Besides that, every student must bring the English dictionary in every meeting, and before they were practice speaking they can look for the dictionary, because in the first cycle I found that there were some students look awkward to speaking caused they were doubt with their words chose. In this cycle I gave freedom to the students to determine their own topics that students are more

interested in the topic. With a topic of their own choosing, they can express their opinion by using their own words or own sentences.

In this section, the students be more discipline, and they were practice in pair with her friend and in group, so they can made little discussion with their friends about what they have to described or discussed from the topic. At the end of cycle II, the students were not giving the questionnaire anymore because they had given positive respond to the topic such as in their motivation, and their increasing ability in speaking. It can be seen from all statements of the topic, almost of all students only chose strongly agree and agree. I hope students' speaking in the cycle II can be better.

b. Action

All actions in this cycle were based on the revised plan. The topic that used in this cycle was different from cycle 1, because the students determined their own topics, that students are more interested in the topic. The first of this cycle started on 21 august 2014 at 7.30 a.m. At the beginning of the first meeting of this cycle, I gave apperception such as asking some questions related to the material. I asked the students about the topic that would be discussed at the time. And then, the students said "*Korean style*". I permitted all students to show their dictionary on the table as they seriously to speak well than before.

In the first meeting of this cycle the students were practice speaking in pair. I paired students with partners for discussion in turn. Here was topic of WH-question at the first meeting of cycle II, and first meeting activities.

The fourth topic
Topic of WH-question at the first meeting of cycle II

“Korean Style”

Picture 4
First meeting activities of cycle II



The second meeting continued on 3 September 2014 at 7.30 a.m., I continued the meeting to second lesson at the day. Before they were practice speaking the students showed the topic (drugs) to me. In this meeting they were divided in 5 groups and there were 6 students in a group. They have to discuss with their member in group about what would they speak to describe about the topic that they choose. After that, I asked some of students in each group to describe about the topic. Before I closed the class, I gave the conclusion as appreciation to all students that they have been better than yesterday meeting. I gave motivation to all students about how lucky the people who can speak English? Especially the people who are able to explain a topic or describing something well, and then I suggested to all students to study hard, because

in the next meeting one by one they would explain a topic that they have to explain like in the cycle 1 test.

Here was topic of WH-question at the second meeting of cycle II, and second meeting activities.

The second topic
Topic of WH-question at second meeting of cycle II
"Gadget"

Picture 5
Second meeting activities of cycle II



The third meeting was continued on 10 September 2014 at 7.30 a.m. I opened the class by greeting the students and asked their condition. Next, I asked the students about topic which would be use for explain of students' at the meeting, and the students said "*Global warming*", every student looks ready to explain it. Afterwards, I called the students one by one to practice speaking. In this test moment, all students showed their progress in speaking. Before class is closed, I told the students that they have great improvement. I told the students that the day was the last meeting, and she

also said many thanks to all students for their participation during teaching learning process. And I gave them motivation to keep study hard, especially to learn English speaking.

Here was some of the data transcription that show students' improvement in cycle II.

The students who got very poor scores in cycle I and in cycle II they got:

R 14, got poor score

I : What do you think about global warming?

R : In my... my... opinion global warming is condition when our world getting hotter because of... of... natural phenomena.

I : Why does global warming happen in the world?

R : Global warming happen because of modern fabric and... limited trees in the world.

I : When global warming happen?

R : It is happening now.

I : Where does global warming take place?

R : Global warming take a place in our world.

I : Who is responsible for global warming?

R : all... of people in world.

I : How to prevent global warming?

R : There are four ways to prevent global warming, such as: 1. Limit carbon dioxide emission, 2. Plan more trees, 3. Do not eat too much meat, 4. Recycle and reuse.

Criteria of score components:

A (4) = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion.

F (4) = 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.

C (4) = clear but several interruptions are necessary to help him convey message or to seek clarification. Most of what speaker says is easy to follow. His intention is always.

R 11, got poor score

I : What do you think about global warming?

R : I think global warming natural phenomena.

I : Why does global warming happen in the world?

R : Global warming happen because of... limited trees in the world.

I : When global warming happen?

R : It is... happening now.

I : Where does global warming take place?

R : Global warming take place in... world.

I : Who is responsible for global warming?

R : all... of people.

I : How to prevent global warming?

R : We... can plan many trees.

The students who got poor score in cycle I and in cycle II they got:
R 1, got average score

I : What do you think about global warming?

R : I think, global warming is an average temperature raising of earth surface.

I : Why does global warming happen in the world?

R : Global warming happen because of... limited trees in the world.

I : When global warming happen?

R : It is... happening at the time.

I : Where does global warming take place?

R : Global warming take place in... world.

I : Who is responsible for global warming?

R : all... of people.

I : How to prevent global warming?

R : We can plan many trees and limit carbon dioxide emission. So that, our world will be cold.

Score Criteria of components:

A (4) = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion.

F (4) = 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.

C (5) = The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarifications are necessary.

R 16, got average score

I : What do you think about global warming?

R : I think, global warming is one of the most seriously natural phenomena, like raising the temperature.

I : Why does global warming happen in the world?

R : Global warming happen because of... limited trees in the world and increase carbon dioxide.

I : When global warming happen?

R : It is... happening now.

I : Where does global warming take place?

R : Global warming take place in... world.

I : Who is responsible for global warming?

R : all... of people in the world.

I : How to prevent global warming?

R : We prevent it. According to scientists there are ways to prevent global warming such as: use alternative transportation to decrease carbon dioxide emission and plan more trees.

Criteria of score components:

A (4) = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion.

F (4) = 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.

C (4) = Clear but several interruption are necessary to help him convey message to seek clarification. Most of what speaker says is easy to follow. His intention is ways.

The students who got average score in cycle I and in cycle II they got:

R 10, got good score

I : What do you think about global warming?

R : In my opinion, global warming is serious natural phenomena because of average raising temperature of earth surface.

I : Why does global warming happen in the world?

R : Global warming happen because of increase carbon dioxide, Beside that, so many modern fabric and transportation that can make pollution in the world.

I : When global warming happen?

R : It is happening now, I mean global warming happen every day.

I : Where does global warming take place?

- R : Global warming take place in world, especially in the barren earth.
- I : Who is responsible for global warming?
- R : Of course, all people in the world.
- I : How to prevent global warming?
- R : There are some ways to prevent global warming such as: plan more trees, decrease carbon dioxide, etc. In other hand, we can minimize some kinds of the gas of glass houses, most of the gas of glass house are resulted from burning fossil materials of transportation, modern fabric and source of electrical power.

Components of score criteria:

A (5) = Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.

F (4) = 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.

C (5) = The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.

R 2, got good score

- I : What do you think about global warming?
- R : Global warming is the rise in the average temperature of earth's atmosphere and oceans since the late 19th century and its projected continuation.

I : Why does global warming happen in the world?

R : Global warming happens because of several things that keep occurring. One major cause is the gases that keep getting released into the atmosphere.

I : When does global warming happen?

R : It is happening now. Has been for a while haven't you notice the change in the weather around the world? It's scary because we don't know how to stop it.

I : Where does global warming take place?

R : It takes place in the world.

I : Who is responsible for global warming?

R : All people in the world.

I : How to prevent global warming?

R : If you've been wondering how to prevent global warming, you're not alone. People around the world are concerned with the negative impact human activity is having on our atmosphere.

Criteria of score components:

A (5) = Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.

F (4) = 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.

C (5) = The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.

The students who got good score in cycle I and in cycle II they got:

R4, got very good score

- I : What do you think about global warming?
- R : Global warming is a dramatically urgent and serious problem. We don't need to wait for governments to find a solution for this problem, each individual can bring an important help.
- I : Why does global warming happen in the world?
- R : Global warming happens because of pollution. One kinds of pollution is electrical pollution.
- I : When global warming happen?
- R : It is happening now, has been for a while. It happens from day to day.
- I : Where does global warming take place?
- R : Global warming takes place in world.
- I : Who is responsible for global warming?
- R : All people in the world, especially the government.
- I : How to prevent global warming?
- R : There are some ways to prevent global warming, such as: plan a tree, because a single tree will absorb one ton of carbon dioxide over its lifetime. Besides that, we can turn off electronic devices, simply turning off your television, DVD player, stereo and computer when you not using them. It will save your thousands of pounds of carbon dioxide a year.

Components of criteria score:

A (5) = Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.

F (5) = Has to make an effort and search for words, nevertheless, smooth delivery on the whole and only a few unnatural pauses.

C (5) = The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.

R 3, got very good score

I : What do you think about global warming?

R : Global warming is the collection of carbon dioxide in the atmosphere. Carbon dioxide and other pollutants trap heat from the sun, making the planet warmer.

I : Why does global warming happen in the world?

R : Global warming happens because of green house, effect traps the heat from sun increase levels of green house. Gases in the atmosphere from our burning of fossil fuels.

I : When global warming happen?

R : It is happening at the time.

I : Where does global warming take place?

R : Global warming takes place in our world.

I : Who is responsible for global warming?

R : Of course, all people in the world.

I : How to prevent global warming?

R : There are some ways to prevent global warming, such as: plan a tree, because a single tree will absorb one ton of carbon dioxide over its lifetime. Besides that, we can turn off electronic devices, simply turning off your television, DVD player, stereo and computer when you not using them. It will save your thousands of pounds of carbon dioxide a year.

Criteria of score components:

A (5) = Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.

F (5) = Has to make an effort and search for words, nevertheless, smooth delivery on the whole and only a few unnatural pauses.

C (5) = The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.

The second topic
Topic of WH-question at second meeting of cycle II
"Global Warming"

Picture 6
Cycle II test



c. Observation

Based on the observation activity made by the collaborator and I in the cycle II, in this cycle the students were interested to describe global warming because there were many words and sentences can be aroused from the global warming, they were being more active in learning process than the previous cycle.

Though observation sheet in this cycle students were not awkward to describe the object using their own words and their own sentences. Besides that, students' speaking becomes more fluent than the previous cycle (see appendix 4).

Through students active participation the collaborator and I observed and found that classification both of very active students and active students reached 89.99% whereas in the cycle 1 only 76.66%.

Through students' test there were great improvement in speaking test in which mean score of students' test in cycle 1 is 56.83 and in the cycle II become 74.5. and there were improvement in every component.

d. Reflection

I believed that WH-question was an effective technique to learn English especially in English speaking.

The learning process of cycle II has observed by the collaborator and I found that students have shown the great improvement in their speaking skill. All of this statement can be seen from observation sheet, test, and questionnaire.

Here are the findings:

1. Findings in cycle 1

Table 1
The observation result of students active participant of cycle 1

Respondents	Very active	Active	Less active	Not active
R 1		√		
R 2		√		
R 3	√			
R 4	√			
R 5		√		
R 6			√	
R 7		√		
R 8		√		
R 9		√		
R 10		√		
R 11		√		
R 12	√			
R 13				√
R 14				√
R 15		√		
R 16				√
R 17	√			
R 18		√		
R 19		√		
R 20		√		
R 21				√
R 22		√		
R 23		√		
R 24		√		
R 25			√	
R 26			√	
R 27		√		
R 28		√		
R 29		√		
R 30		√		

Where:

1. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

2. **Active:** the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.
3. **Less active:** the student pay attention and give responses once in a while.
4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and something leaves the class.

Table 2
The percentage of students' active participant of cycle 1

Classification	Frequency	Percentage (%)
Very active	4	13.33%
Active	19	63.33%
Less active	3	10%
Not active	4	13.33%

$$P = \frac{F}{N} \times 100$$

Where:

P = percentage

F = frequency

N = total of students³⁸

Based on the my observation data in cycle 1 which is shown by the description above the include 30 respondents, there were 2 students very active in the speaking class by using WH-question as one of media to learn speaking, and the percentages reached 13.33%. The active students were 19 and the percentage reached 63.33%. The less active students were 3 and the percentage reached 10%. And there were 4 students who were not active and the percentage 13.33%. the classification both of very active students and students were accumulated and reached 76.66%.

³⁸ Sudjana, *Metode Statistika*, (Cet.1; Bandung: Tarsito Bandung,1992), p.73.

Table 3
The result of students' scoring of speaking test of cycle 1

Respondent	Three components of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
R 1	3	2	3	50
R 2	4	4	3	65
R 3	5	4	4	75
R 4	4	4	4	70
R 5	4	3	4	65
R 6	3	3	3	55
R 7	3	2	3	50
R 8	4	3	4	65
R 9	3	2	4	55
R 10	3	3	3	55
R 11	2	1	2	35
R 12	4	4	4	70
R 13	2	1	2	35
R 14	2	1	1	30
R 15	3	2	3	45
R 16	3	3	2	50
R 17	3	2	3	50
R 18	5	4	4	75
R 19	3	2	4	55
R 20	4	3	3	60
R 21	4	3	4	65
R 22	4	2	4	60
R 23	4	3	4	65
R 24	3	3	4	60
R 25	2	1	2	35
R 26	3	2	4	55
R 27	4	3	4	65
R 28	3	3	4	60
R 29	5	3	4	70
R 30	3	3	4	60
				$\Sigma D=1705$

Calculating the mean score of the students' speaking test of cycle 1

$$Md = \frac{\Sigma D}{N}$$

$$= \frac{1705}{30}$$

$$= 56.83$$

Table 4
The students' accuracy score of cycle 1 test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	3	10%
Good	4	10	33.33%
Average	3	13	43.33%
Poor	2	4	13.33%
Very poor	1	0	-

The table above shows that score of accuracy of cycle 1 varieties: in where there were no students (0.00%) got 'excellent', 3 students (10%) got 'very good', 10 students (33.33%) got 'good', 13 students (43.33%) got 'average', 4 students (13.33%) got 'poor', and there were no students (0.00%), got 'very poor', classification.

Table 5
The students' fluency score of cycle 1 test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	5	16.66%
Average	3	13	43.33%
Poor	2	8	26.66%
Very poor	1	4	13.33%

The table above shows that score of fluency of cycle 1 varieties: in where there were no students (0.00%) got 'excellent' and 'very good', 5 students (16.66%) got

‘good’, 13 students (43.33%) got ‘average’, 6 students (26.66%) got ‘poor’, and 4 students (13.33%) got ‘very poor’, classification.

Table 6
The students’ comprehensibility score of cycle 1 test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	17	56.66%
Average	3	8	26.66%
Poor	2	4	13.33%
Very poor	1	1	3.33%

The table above shows that score of comprehensibility of cycle 1 varieties: in where there were no students (0.00%) got ‘excellent’ and ‘very good’, 17 students (56.66%) got ‘good’, 8 students (26.66%) got ‘average’, 4 students (13.33%) got ‘poor’, and 1 student (3.33%), got ‘very poor’, classification.

2. Findings in cycle II

The observation result of students active participation of cycle II

Table 7
The observation result of students active participation of cycle II

Respondents	Very active	Active	Less active	Not active
R 1		√		
R 2		√		
R 3	√			
R 4	√			
R 5		√		
R 6		√		
R 7		√		
R 8		√		
R 9		√		
R 10		√		
R 11		√		
R 12	√			
R 13			√	
R 14			√	
R 15		√		

R 16			√	
R 17	√			
R 18		√		
R 19		√		
R 20		√		
R 21		√		
R 22	√			
R 23		√		
R 24		√		
R 25		√		
R 26		√		
R 27		√		
R 28		√		
R 29		√		
R 30		√		

Table 8
The percentage of students' active participation of cycle II

Classification	Frequency	Percentage
Very active	5	16.66%
Active	22	73.33%
Less active	3	10%
Not active	-	-

This observation data was collected and classification like in cycle 1. Based on the my observation data in cycle II which is shown there were 5 students very active in the speaking class by using WH-question as one of technique to learn speaking, and the percentage reached 16.66%. The active students were 22 and the percentage reached 73.33%. The less active students were 3 and the percentage reached 10%. And there is no student who was not active. The classification both of very active students and active students were accumulated and reached 89.99%.

Table 9
The result of students' scoring of speaking test of cycle II

Respondent	Three component of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	

R 1	4	4	5	75
R 2	5	4	5	80
R 3	5	5	5	85
R 4	5	5	5	85
R 5	5	4	5	80
R 6	5	4	4	75
R 7	5	3	4	70
R 8	5	4	5	80
R 9	5	4	4	75
R 10	5	4	5	80
R 11	5	3	4	70
R 12	5	5	5	85
R 13	5	3	4	70
R 14	4	4	4	70
R 15	4	4	5	75
R 16	4	4	4	70
R 17	4	3	5	70
R 18	5	5	4	80
R 19	5	3	4	70
R 20	5	4	5	75
R 21	5	4	5	80
R 22	5	3	4	70
R 23	5	4	4	75
R 24	5	4	4	75
R 25	5	3	4	70
R 26	5	3	4	70
R 27	5	4	4	75
R 28	4	4	5	75
R 29	5	4	5	80
R 30	5	4	4	75
				$\Sigma D = 2235$

Calculating the mean score of the students' speaking test of cycle II

$$\begin{aligned}
 Md &= \frac{\Sigma D}{N} \\
 &= \frac{2235}{30}
 \end{aligned}$$

= 74.5

Table 10
The students' accuracy score of cycle II test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	24	80%
Good	4	6	20%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of accuracy of cycle II were still varieties but there were some improvements: in which there were no students (0.00%) got 'excellent', 24 students (80%) got 'very good', 6 students (20%) got 'good', and there were no students got 'average', 'poor', and 'very poor' classification.

Table 11
The students' fluency score of cycle II test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	4	13.33%
Good	4	18	60%
Average	3	8	26.60%
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of fluency of cycle II were still varieties but there were some improvements: in which there were no students (0.00%) got 'excellent', 4 students (13.33%) got 'very good', 18 students (60%) got 'good', 8 students (26.66%) got 'average', and no students (0.00%) got 'poor', and 'very poor' classification.

Table 12
The students' comprehensibility score of cycle II

Classification	Score	Frequency	Percentage
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Excellent	6	-	-
Very good	5	14	46.66%
Good	4	16	53.33%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of comprehensibility of cycle II were still varieties but there were some improvements: in which there were no students (0.00%) got 'excellent', 14 students (46.66%) got 'very good', 16 students (53.33%) got 'good', and no students (0.00%) got 'average', 'poor', and 'very poor' classification.

3. Findings of students' perception through questionnaire

Table 13
The result of students' perception through questionnaire

Questionnaire	Strongly Agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
1	14	16	-	-	-
2	23	7	-	-	-
3	16	13	-	1	-
4	13	15	2	-	-
5	13	14	3	-	-
6	22	8	-	-	-
7	14	16	-	-	-
8	11	15	4	-	-
9	18	12	-	-	-
10	9	16	5	-	-

The table above shows the common result of students' perception through questionnaire. Most of them had positive responds about learning speaking by using

WH-question to improve their speaking skill. In which, almost of all students only chose strongly agree and agree in every statement. The following tables are the detail description or explanation of the data that were used to know the students' perception about WH-question as the technique to learn English, especially in learning speaking.

Table 14
After using of WH-question I feel interesting to learn speaking than before

Classification	Frequency	percentage
Strongly agree	14	46.66%
Agree	16	53.33%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that after using WH-question they feel interesting to learn speaking than before. There were 14 (46.66%) respondents said strongly agree, 16 (53.33%) respondents said agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that after using WH-question students feel interesting in learning speaking.

Table 15
Learning speaking by using WH-question can improve my speaking skill

Classification	Frequency	percentage
Strongly agree	23	76.66%
Agree	7	23.33%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that learning speaking by using WH-question can improve their speaking skill. There were 23 (76.66%) respondents said strongly agree, 7 (23.33%) respondents said

agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that learning speaking by using WH-question can improve students' speaking skill.

Table 16
Learning speaking by using WH-question makes me not feel awkward to speaking by using my own words and my own sentences

Classification	Frequency	Percentage
Strongly agree	16	53.33%
Agree	13	43.33%
Uncertain	-	-
Disagree	1	3.33%
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that learning speaking by using WH-question makes them were not feel awkward to speaking by using their owns words and their owns sentences. There were 16 (53.33%) respondents said strongly agree, 13 (43.33%) respondents said agree. And none of the respondents said uncertain, but 3 (3.33%) said disagree, and none students said strongly disagree. It means that learning speaking by using WH-question makes students were not feel awkward to speaking by using their own words and their owns sentences.

Table 17
Learning speaking by using WH-question presenting my confidence for speaking

Classification	Frequency	Percentage
Strongly agree	13	43.33%
Agree	15	50%
Uncertain	2	6.66%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that learning speaking by using WH-question presenting their confidences for speaking. There were 13 (43.33%) respondents said strongly agree, 15 (50%) respondents said agree. 2 respondents said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by using WH-question presenting their confidences for speaking.

Table 18
Learning speaking by using WH-question makes me dare to express my opinion

Classification	Frequency	Percentage
Strongly agree	13	43.33%
Agree	14	46.66%
Uncertain	3	10%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that learning speaking by using WH-question makes them dare to express their opinion. There were 13 (43.33%) respondents said strongly agree, 14 (46.66%) respondents said agree. 3 (10%) respondents said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by using WH-question makes the students dare to express their opinion.

Table 19
The use of WH-question really required to help me increase my speaking skill

Classification	Frequency	Percentage
Strongly agree	22	73.33%

Agree	8	26.66%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that the use of WH-question really required to help them increase their speaking skill. There were 22 (73.33%) respondents said strongly agree, 8 (26.66%) respondents said agree, and none of the students said uncertainly, disagree, and strongly disagree. It means that the use of WH-question really required to help students increase their speaking skill.

Table 20
I feel happy and comfortable to learn speaking by using WH-question

Classification	Frequency	Percentage
Strongly agree	14	46.66%
Agree	16	53.33%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that the students feel happy and comfortable to learn speaking by using WH-question. There were 14 (46.66%) respondents said strongly agree, 16 (53.33%) respondents said agree, and none of the students said uncertainly, disagree, and strongly disagree. It means that the students feel happy and comfortable to learn speaking by using WH-question.

Table 21
I feel was motivated to learn speaking by using WH-question

Classification	Frequency	Percentage
Strongly agree	11	36.66%
Agree	15	50%
Uncertain	4	13.33%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that they feel was motivated to learn speaking by using WH-question. There were 11 (36.66%) respondents said strongly agree, 15 (50%) respondents said agree, 4 (13.33%) said uncertain, and none of the students said disagree, and strongly disagree. It means that students feel was motivated to learn speaking by using WH-question.

Table 22
Learning speaking by using WH-question makes me more easily to understand the material because I can see the topic directly

Classification	Frequency	Percentage
Strongly agree	18	60%
Agree	12	40%
Uncertain	-	-
Disagree	-	-
Strongly	-	-

The table above indicates that most of the respondents said strongly agree that learning speaking by using WH-question made them more easily to understand the material because they can saw the topic directly. There were 18 (60%) respondents said strongly agree, 12 (40%) respondents said agree, and none of the students said uncertain, disagree, and strongly disagree. It means that learning speaking by using WH-question made students more easily to understand the material because they can saw the topic directly.

Table 23
Learning speaking by using WH-question pushed me harder to learn speaking

Classification	Frequency	Percentage
Strongly agree	9	30%
agree	16	53.33%
Uncertain	5	16.66%
disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that learning speaking by using WH-question pushed them harder to learn speaking. There were 9 (30%) respondents said strongly agree, 16 (53.33%) respondents said agree, 5 (16.66%) respondents said uncertain, and none of the students said disagree, and strongly disagree. It means that learning speaking by using WH-question pushed the students harder to learn speaking.

B. Discussions

Based on the result of the previous findings, it can be discussed that:

1. The First Cycle

a. The result of observation sheet that filled by myself as observatory found that:

(1) Students seem enthusiastic in learning speaking by using WH-question (enough), (2) students seem not awkward to describe the topic using their own words and their own sentences (was not success), (3) students seem more confidence to speak English by using WH-question (enough), (4) the use of WH-question can help students to improve their speaking ability in speaking English (enough), (5) students be more motivated to speak longer after using WH-question (enough).

b. The result of students' active participant in teaching learning process by using WH-question as a technique in cycle 1, it was found that there were 4 students *very active* in learning speaking by using WH-question as one of technique to learn speaking, and the percentage reached 13.33%. The *active* students were 18 and the percentage reached 63.33%. The *less active* students were 3 and the percentage reached 10%. And there were 4 students who were *not active* and the percentage reached 13.33%. The classification both of very active students and active students were accumulated and reached 76.66%.

c. The result of students' test I found that some of students who still got low scores in fluency and comprehensibility. In fluency classification showed that the students' score were varieties: in which there were no students (0.00%) got 'excellent' and 'very good', 5 students (16.66) got 'good', 13 students (43.33%) got 'average', 8 students (26.66) got 'poor', and 4 students (13.33%) got 'very poor', classification. In comprehensibility classification showed that the students' score were varieties: in which there were no students (0.00%) got 'excellent' and 'very good', 17 students (56.66%) got 'good', 8 students (26.66%) got 'average', 4 students (13.33%) got 'poor', and 1 students (3.33%), got 'very poor', classification. The mean score of students in this cycle were 56.83%. in this cycle there were some of students got score test under the criteria of completeness of material according to working indicators. Although like that, but students have shown progress in their speaking skill than before/ when the researcher was doing pre observation before conduct this research.

2. The second cycle

a. *The result of observation sheet* in the cycle II students were not awkward to describe the topic using their own words and their sentences, and students' speaking becomes more fluent than the previous cycle. This result shows the increased attention and the activity of students in the learning process by using WH-question. It was closely related to the relevant material in the previous chapter about the function of technique that "technique can increase the motivation and stimulate students to study".³⁹ And it also closely related to the previous research done by Sulistiani in her thesis entitle *Teaching Vocabulary Through WH-question at the Tenth Year Students SMA Negeri 1 Baebunta*. She suggests that the teacher used WH-question in teaching students vocabulary as one of alternative teaching technique among some other teaching media to stimulate the students' interest and to improve the students' vocabulary.⁴⁰ Besides that, based on the result of her research she concluded that "There is significance difference between the students' speaking at the tenth year students of SMA Negeri 1 Baebunta before giving WH-question and after giving WH-question. It means that WH-question is a good technique to improve students' speaking at the tenth year students SMA Negeri 1 Baebunta. Through WH-question

³⁹ Asnawir and Basyiruddin Usman, *Technique Pembelajaran*, (Jakarta: Ciputat Press, 2002), p.29.

⁴⁰ Sulistiani, *Teaching Writing Through WH-question at the Sixth Year Students of SMA 1 Baebunta*, (Palopo: STAIN Palopo, 2008), P.61.

the students will have a good skill in English learning. Besides that, the students have basic to practice English.⁴¹

b. The result of students' active participant in the cycle II found that there were 5 students very active in learning speaking by using WH-question as one of technique to learn speaking, and the percentage reached 16.66%. The active students were 22 and the percentage reached 73.33%. The less active students were 3 and percentage reached 10%. And there is no student who was not active. The classification both of very active students and active students were accumulated and reached 89.99%. This result shows the increased attention and the activity of students in the learning process by using WH-question. According to working indicators that one of criteria of successfully is characterized by increased attendance, attention, and the activity of students in the learning process. It means that students' active participation in this research has shown one of the criteria of success study.

c. The result of students' test, to solve the problem I planed to fix the lack. So, in the cycle II I gave students different strategy from the previous cycle to got good score. In the next cycle the students has be more discipline than before and in the every meeting they have to brought an English dictionary, and they allowed to open the dictionary if they found something of the topic which they did know how to describe it, before they practice speaking. But if there were mistakes when they were practice speaking I was giving corrections, so they can know their mistakes. I does not set the

⁴¹ Sulistiani, *Teaching Writing Through WH-question at the Sixth Year Students of SMA 1 Baebunta*, op.cit., p.59.

words or sentences to use by students to describe the topic, because there are many sentences can be used to describe one thing. And besides that, why the researcher chose WH-question as technique in this research? Because I want the students improve their speaking skill by using their own words or their own sentences, so they can speak more to improve their speaking skill. Besides that, I gave them motivation about how lucky the people who can speak English, especially the people who are able to describe the topic or something well.

All actions in cycle II were based on the revised plan to improve the students' speaking skill. I gave freedom to the students to determine their own topics that students are more interested in the topic. With a topic of their own choosing. They can express their opinion by using their own words or own sentences.

This action was closely related to the relevant material in the previous chapter that is characteristic of successful speaking, in there said "teachers in teaching speaking to be a success it must ensure that students have the opportunity to practice it (talk)".⁴² And I was taught students like the statement above in every meeting and it was gave the positive effect to improve the students' speaking skill. It can be seen in cycle II students got great improvements, although there were no students got excellent classification in every component, but their scores were very good. The students' accuracy score of cycle II were still varieties but there were some improvements: in which there were no students (0.00%) got 'excellent', 24 students (80%) got 'very

⁴²David Nunan, *Practical Language Teaching*, (Singapore: Mc Graw Hill, 2003), p.47

good', 6 students (20%) got 'good', and there were no students got 'average', 'poor', and 'very poor' classification.

The students' fluency scores of cycle II were still varieties but there were some improvements: in which there were no students (0.00%) got 'excellent', 4 students (13.33%) got 'very good', 18 students (60%) got 'good', 8 students (26.66%) got 'average', and no students (0.00%) got 'poor', and 'very poor' classification.

The students' comprehensibility scores of cycle II were still varieties but there were some improvements: in which there were no students (0.00%) got 'excellent', 14 students (46.66%) got 'very good', 16 students (53.33%) got 'good', and no students (0.00%) got 'average', 'poor', and 'very poor' classification. This result shows the improvements of the students in every component that I conducted in this study that is accuracy, fluency, and comprehensibility.

In this cycle (cycle II) there were no students got very poor score, and there were increased attention and the activity of students in the learning process that can be seen in the observation sheet. So, in this research I found that WH-question has successful to improve students' speaking skill with in fact that there were no students in cycle II got very poor score. Mean score of students reached 74.5. Pair work and group work in this research has given great improvement in students speaking skill, because though pair work and group work the students can give their opinion by using their own words or own sentences. It was closely related to the relevant material in the previous chapter about principle for teaching speaking, in there said that one of principle for teaching speaking is "provide opportunities for the students to talk by

using group work or pair work, and limiting teacher talk”.⁴³ And it was proved in this study that teaching students like that can improve the students’ speaking skill.

3. Students’ perception through questionnaire

The result of students perception through questionnaire shows that most of the respondents gave positive responds in every item about learning speaking by using WH-question to improve their speaking skill. For the **first statement** in questionnaire “after using of WH-question I feel interesting to learn speaking than before”. Indicated that most of the respondents said agree that after using WH-question they feel interesting to learn speaking than before. There were fourteen (46.66%) respondents said strongly agree, sixteen (53.33%) respondents said agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that after using of WH-question students feel interesting in learning speaking. In teaching learning process in this research I brought the topic that not foreign for them and interesting. So, in this research they feel interesting to practice speaking. In which they can saw the topic directly. It was closely related to the relevant material in the previous research that “ technique can increase the motivation and stimulate students to study”.⁴⁴

The second statements “learn speaking by using WH-question can improve my speaking skill. Indicated that most of the respondents said strongly agree, that learn speaking by using WH-question can improve their speaking skill. There were twenty

⁴³ David Nunan, *Op.Cit.*, p.47.

⁴⁴ Asnawir dan Basyiruddin Usman, *Teknik Pembelajaran*, (Jakarta: ciputat press, 2002), p.29.

three (76.66%) respondents said strongly agree, seven (23.33%) respondents said agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that learn speaking by using WH-question can improve students' speaking skill.

The third statement "Learn speaking by using WH-question makes not feel awkward to speak by using my own words or my own sentences". Indicated that most of the respondents said strongly agree that learn speaking by using WH-question makes them were not feel awkward to speak by using their own words or their own sentences. There were sixteen (53.33%) respondents said strongly agree, thirteen (43.33%) respondents said agree. And none of the respondents said uncertain, but three (3.33%) said disagree, and none students said strongly disagree. It means that learn speaking by using WH-question makes students were not feel awkward to speak by using their own words and their own sentences. It was closely related to the relevant material of speaking, especially in solution to speaking activity problems. In point (b) said that one of solution to speaking activity problems is easy language. Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentences and rich language. Most of the students said strongly agree that learn speaking by using WH-question makes them not feel awkward to speak by using their own words and their own sentences. It is because in this study the researcher allow to students to speak using their own words choice and their own

sentences. With essential vocabularies they can improve their speaking skill in some phrase or sentence. So, they were did not feel awkward to practice speaking to improve their speaking ability.

The fourth statement “learning by using WH-question presenting my confidence for speaking”. Indicated that most of the respondents said agree that learn speaking by using WH-question presenting their confidence for speaking. There were thirteen (43.33%) respondents said strongly agree, fifty (50%) respondents said agree. Two (6.66%) respondents said uncertain, and none of the students said disagree and strongly disagree. It means that learn speaking by using WH-question presenting their confidence for speaking where the students have self confidence, so in practice speaking they can express about what they have to express without doubt feelings. The students can express it with her friends, to the researcher, and the other people. With the ways like that the students can improve their speaking skill.

The fifth statement “Learning speaking by using WH-question makes me dare to express my opinion.” Indicated that most of the respondents said agree that learn speaking by using WH-question made them dare to express their opinion. There were thirteen (43.33%) respondents said strongly agree, fourteen (46.66%) respondents said agree, three (10%) respondents said uncertain, and none of the respondents said disagree and strongly disagree. It means that learn speaking by using WH-question made the students dare to express their opinion. In speaking, someone must able to express their opinion about the topic. Speaking is how to make someone or the others people understand about what we say or to express in speaking about something in

our minds. According to relevant material of chapter two of definition of speaking point (1), said that speaking is oral communication in expressing ideas or information to others. To communicate is to express a certain attitude, and the type of speech act being expressed. For example, a statement expresses a belief, a request something, and an apology expresses regret.⁴⁵ The result of the fifth statement “Learn speaking by using WH-question makes me dare to express my opinion” shows that the respondents has given positive responds about WH-question as a technique to improve their speaking skill. The students can free to express about their opinions to other about something.

The sixth statement “The use of WH-question really required to help me increase my speaking skill”. Indicated that most of the respondents said strongly agree that the use of WH-question really required to help students increase their speaking skill. There were twenty two (73.33%) respondents said strongly agree, eight (26.66%) respondents said agree, and none of the students said uncertainly, disagree, and strongly disagree. It means that the use of WH-question really required helping students increase their speaking skill.

The seventh statement “I feel happy and comfortable to learn speaking by using by WH-question”. Indicated that most of the respondents said agree that they feel happy and comfortable to learn speaking by using WH-question. There were fourteen (46.66%) respondents said strongly agree, sixteen (53.33%) respondents said agree,

⁴⁵ Risma Wardi, *Teaching the Eleventh Year Students English Speaking Skill Through Self Talk Strategy at SMA Negeri 4 Palopo*, (Palopo: STAIN Palopo, 2010), P.7.

and none of the students said uncertainly, disagree, and strongly disagree. It means that the students feel happy and comfortable to learn speaking by using WH-question. During the researcher conduct the study at the eleventh year of SMA Negeri 2 Palopo, while the students practice speaking process most of them looks enjoy and comfortable during practice speaking. This is because they can practice speaking to their friends about what they want to express from the topic that they saw, and besides that they were not confused to think about what they have to describe above, because they saw the topic directly so the students can be describe it well and clearly. Another that, the students was practice speaking by using interesting and funny topic, so while they saw and touch the object they feels happy caused they saw and practice speaking by using interesting and funny topic. It was made the students happy and feels comfortable in learning speaking.

The eight statement “I feel was motivated to learn speaking by using WH-question”. Indicated that most of the respondents said agree that they feel was motivated to learn speaking by using WH-question. There were eleven (36.66%) respondents said strongly agree, fifteen (50%) respondents said agree, four (13.33%) said uncertain, and none of the students said disagree, and strongly disagree. It means that students feel was motivated to learn speaking by using WH-question. According to the relevant material in chapter two about the concept of technique, especially in the function of technique, in the first point in there said that “Technique can increase

the motivation and stimulate students to study”.⁴⁶ This statement was proved in the result of respondents of the eight questionnaire of this research. In which there were most of the students said agree that they feel was motivated to learn speaking by using WH-question as technique to learn speaking.

The ninth statement “Learn speaking by using WH-question makes me easily to understand the material because I can think about the topic directly”. Indicated that most of the respondents said strongly agree that learn speaking by using WH-question made them easily to understand the material because they can think about the topic directly. There were eighteen (60%) respondents said strongly agree, twelve (40%) respondents said agree, and none of the students said uncertain, disagree, and strongly disagree. It means that learn speaking by using WH-question made students easily to understand the material because they can saw the topic directly. So, the students were easy to understand about the material, about what they have to talk about the topic. They can describe about the topic, it help the students to describe more.

The last statement “Learning speaking by using WH-question pushed me harder to learn speaking”. Indicated that most of the respondents said agree that learning speaking by using WH-question pushed them harder to learn speaking. There were nine (30%) respondents said strongly agree, sixteen (53.33%) respondents said agree, five (16.66%) respondents said uncertain, and none of the students said disagree, and strongly disagree. It means that learning speaking by using WH-

⁴⁶ Asnawir dan Basyiruddin Usman, *Teknik Pembelajaran*, (Cet.III; Jakarta: Ciputat Press, 2002), p.29.

question pushed the students harder to learn speaking. This is because there were so many words and sentences can be aroused from the WH-question. So, this is pushed the students to speak more. From those questionnaires I found that the eleventh year students of SMA Negeri 2 palopo showed great perceptions, in which most of the respondents gave positive responds about learning speaking by using WH-question to improve their speaking skill.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestion based on the data analysis and the findings in the previous chapter.

A. Conclusion

The conclusion that can be drawn from this study is WH-Question can improve students' speaking skill at the eleventh year of SMA Negeri 2 palopo with some effective ways, as follows: (1) do not set the words or sentence to be used by students for giving opinion a topic/let students give opinion the topic by using their own words or their own sentence. (2) I give an interesting topic as technique to be used by students to give opinion in practice speaking, (3) in speaking practice by using WH-Question, students are better practice in pair or in group. Besides that, students bring electronic English dictionary in every meeting. (4) give students motivation about how lucky the people who can speak English, especially the people who are able to give opinion about something or update news.

The improvement can be seen through mean score of students' test in cycle I is 56.83 and in the cycle II become 74.5, besides that, there were increased attention and the activity of students in the learning process: students more active, motivated and students' speaking becomes more fluent. So, they were able to give opinion well the topic.

B. Suggestion

Based on the conclusions above I put some suggestion as follows:

1. According to the result of this study the researcher suggest to anyone who want to teach English, especially a teacher who want to improve students' speaking skill can use WH-Question to improve students' speaking skill.

2. In teaching speaking by using topic, I have to bring interesting topic as technique to be explained by students. So, the students can enjoy practice speaking, and if their practice enjoy, they will speak more because they have motivation that is given by myself.

3. In teaching speaking by using WH-Question, I have to drive students in some groups or in pair. So the students feel not awkward to speak with their friends. Besides that, students can exchange ideas about what should they explain of the topic. And it can make the students to speak more.

4. To learn speaking by using WH-question as a technique the students not only explain about something real happen that they know. But, they also can speak more about the function of the topic, where do people can find, and other questions can be aroused from the topic.

5. In learning speaking skill by using WH-Question, do not set the words or the sentence for students to use. Let them decide what words or sentences that they can be use for giving opinion the topic. Because there are some different words or sentences which can use for giving opinion a topic.

6. In teaching speaking by using WH-question, the teacher has to use topics that there are many things that can be discussed or explained from the object. So, the students can speak more.

7. Give students motivation about how lucky the people who can speak English. Especially the people who are able to explained a topic or something well. Besides that, students have to bring English dictionary in every meeting.



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Appendix 1
LESSON PLAN

School : SMA NEGERI 2 PALOPO

Subject : English

Class : XI IPA 2

Time allotment : 2 x 45

Language focus : Speaking skill

Meeting : 1st – 6th

A. Standard of Competency : Speaking

- Express meaning in transactional and interpersonal conversations in the context of daily life.

B. Basic Competency

- Express meaning in text using a range of simple monologue spoken language accurately, fluently and comprehensibility in the context of daily life in the form of text: *narrative, descriptive, and news item*.

C. Indicators

- Using simple sentence to explain *news item* or *person*.

D. Purpose of Learning

- Students can speak fluently.
- Students can explain *news item* or *person*.

E. Learning Objectives

- Students will be able to give opinion by using WH-Question
- Students will be able to speak well, especially in accuracy, fluency, and comprehensibility in give opinion about the topic that is being discussed.
- Students will be able to make the other people can understand about what they say while giving opinion or explaining something.

F. Steps in Learning

First Meeting

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Asslm. Wr. wb. and good morning everybody, my name is Susi purnika sari, you can call me k'Usi,...	5 min
2.	Pre-activities Speaking material by WH-Question	T → S	Give explanation to the students about WH-question and how to learn speaking by WH-question, and I give example about it. Further I show the topic that they have to describe at the meeting.	15 min
3.	Main-activities Practice Speaking	T → S	Give practice speaking to the students in pairs by using WH-question.	60 min
4.	Closing	T → S	Giving conclusion as appreciation to all students that the students have done well in learning. And tell the students about the topic that they have to explain in the next meeting.	10 min

Second Meeting

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Greet the students and ask the condition of students. And introduce the topic that they have to explain at the day.	5 min
2.	Pre-activities Speaking material by WH-Question	T → S	I remind the students about the previous lesson and it back to the current lesson. I give the topic to all students for describing it like before, but at the meeting I tell them that they are divided in some groups.	15 min

3.	Main-activities Practice Speaking	T → S	Give practice speaking to the students in some groups by using WH-question.	60 min
4.	Closing	T → S	I give the conclusion that they have been better than yesterday meeting. I suggest to all students to study hard.	10 min

Third Meeting

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Greet the students and ask the condition of students. And I determine the topic that they have to explain at the test.	5 min
2.	Pre-activities Speaking material by WH-Question	T → S	I remind the students about the previous lesson and relate it back to test at the day.	15 min
3.	Main-activities Practice Speaking	T → S	Give speaking test to the students one by one by using WH-question.	60 min
4.	Closing	T → S	Before class is closed the researcher gives them questioner and filled again at the day.	10 min

Fourth Meeting

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Greet the students and ask the condition of students, do the students bring dictionary or not?. And ask the students about the topic that they have to choose at the day.	5 min
2.	Pre-activities Speaking material by	T → S	I give apperception such as asking some questions related to the material, I tell again about the result of students' speaking test is good, although still there	15 min

	WH-Question		are problems	
3.	Main-activities Practice Speaking	T → S	Give practice speaking to the students in pairs by using WH-question.	60 min
4.	Closing	T → S	I give conclusion as appreciation to all students that the students had done well in learning, I give motivation to all students about how lucky the people who can speak English?	10 min

Fifth meeting

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Greet the students and ask the condition of students, do the students bring dictionary or not?. And ask the students about the topic that they have to choose at the day	5 min
2.	Pre-activities Speaking material by WH-Question	T → S	I divide the students in five groups. And each groups consist of six students. Students choose the topic that they will be discussed.	15 min
3.	Main-activities Practice Speaking	T → S	Give practice speaking to the students by using WH-question.	60 min
4.	Closing	T → S	I give conclusion as appreciation to all students that the students had done well in learning, I give motivation to all students about how lucky the people who can speak English? Before class is closed I remembering students to study hard because in the next meeting they will explain other topic that have to explain like in the cycle 1 test.	10 min

Sixth Meeting

No.	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → S	Greet the students and ask the condition of students. And I determine the topic that have to describe at the test.	5 min
2.	Pre-activities Speaking material by WH-Question	T → S	I remind the students about the previous lesson and relate it back to test at the day.	15 min
3.	Main-activities Practice Speaking	T → S	Give speaking test to the students one by one by using WH-question.	60 min
4.	Closing	T → S	I give some conclusion about the test at the day and tell the students that they give greet improvement in speaking skill through WH-question. And tell the students at the day is the last meeting. Before class is closed I say many thanks to all students for their participant during teaching learning process. And I give them motivation to keep study hard.	10 min

Appendix 2 QUESTIONNAIRE

Keterangan : daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang peranan WH-Question dalam meningkatkan kemampuan speaking. Untuk itu anda diharapkan memberikan jawaban sejujur-jujurnya sehingga hasil penelitian dapat diperoleh dengan baik. Atas partisipasinya diucapkan banyak terima kasih.

Petunjuk: 1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.)
 2. pada setiap pertanyaan disediakan lima (5) poin yaitu, Sangat Setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).
 3. Berilah tanda check list () pada pilihan anda.

Identitas Respondent.

Nama :
 Nis :
 kelas :

NO	PERTANYAAN	SS	S	RR	TS	STS
1.	setelah menggunakan WH-Question technique saya lebih tertarik belajar speaking dibandingkan sebelumnya.					
2.	Belajar speaking menggunakan WH-Question technique dapat meningkatkan kemampuan speaking saya.					
3.	Belajar speaking menggunakan WH-Question technique membuat saya tidak merasa canggung untuk speaking menggunakan kata-kata dan kalimat saya sendiri.					
4.	Belajar speaking menggunakan WH-Question technique menghadirkan rasa percaya diri saya untuk speaking.					
5.	Belajar speaking menggunakan WH-Question technique menumbuhkan keberanian pada diri saya untuk mengemukakan pendapat.					
6.	Penggunaan WH-Question benar-benar diperlukan untuk membantu siswa meningkatkan speaking mereka.					
7.	Saya merasa senang dan nyaman belajar belajar speaking menggunakan WH-Question technique.					
8.	Saya merasa termotivasi untuk belajar speaking menggunakan WH-Question.					
9.	Belajar speaking menggunakan WH-Question technique membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.					
10.	Belajar speaking menggunakan WH-Question technique mendorong saya lebih giat mempelajari speaking.					

Ket : No. 1-10 adalah pernyataan positif.

Appendix 3
LEMBAR OBSERVASI
SIKLUS 1

Berilah tanda (✓) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	SK	Cat
1	Students seem enthusiastic in learning speaking by using WH-question			26 S 86,66%			
2	Students seem not awkward to describe the object using their own words and their own sentences				17 S 56,66%		
3	Students seem more confidence to speak English by using WH-question			21 S 70%			
4	The use of WH-question can help students improve their speaking ability in speaking English			19 S 63,33%			
5	Students be more motivated to speak longer after using WH-question			22 S 73,33%			

Catatan: Sangat Baik (SB) : jika 90% - 100% dari siswa (berhasil)

Baik (B) : jika 75% - 89% dari siswa (berhasil)

Cukup (C) : jika 60% - 74% dari siswa (berhasil)

Kurang (K) : jika 45% - 59% dari siswa (gagal)

Sangat kurang (SK): jika 0% - 44% dari siswa (gagal)

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Observer

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Appendix 4
LEMBAR OBSERVASI
SIKLUS 2

Berilah tanda (✓) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan)

No	Pernyataan	SB	B	C	K	SK	Cat
1	Students seem enthusiastic in learning speaking by using WH-question	28 S 93,33%					
2	Students seem not awkward to describe the object using their own words and their own sentences		26 S 86,66%				
3	Students seem more confidence to speak English by using WH-question		25 S 83,33%				
4	The use of WH-question can help students improve their speaking ability in speaking English		24 S 80%				
5	Students be more motivated to speak longer after using WH-question		26 S 86,66%				

Catatan: Sangat Baik (SB) : jika 90% - 100% dari siswa (berhasil)

Baik (B) : jika 75% - 89% dari siswa (berhasil)

Cukup (C) : jika 60% - 74% dari siswa (berhasil)

Kurang (K) : jika 45% - 59% dari siswa (gagal)

Sangat kurang (SK) : jika 0% - 44% dari siswa (gagal)

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Appendix 5
LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES
PEMBELAJARAN SPEAKING MELALUI WH-QUESTION
SIKLUS 1

Nama peneliti : Susi purnika sari

Tanggal :

Pukul :

Petunjuk : Berilah penilaian dengan menuliskan tanda (√) pada kolom yang tersedia

No	ASPEK YANG DIAMATI	PENILAIAN			
I	PERSIAPAN (secara keseluruhan)	1	2	3	4
II	PELAKSANAAN				
	A. PENDAHULUAN				
	1. Membuka kelas				
	2. Memotivasi siswa				
	3. Menghubungkan materi pelajaran sekarang dengan sebelumnya				
	B. KEGIATAN INTI				
	1. Menerangkan tentang WH-question				
	2. Melatih siswa dalam mendeskripsikan suatu topik				
	3. Mengawasi siswa dalam praktik speaking				
	4. Memberi kesempatan pada siswa untuk latihan speaking				
	5. Memberikan bantuan kepada siswa untuk latihan speaking				
	6. Feedback dari guru				
	C. PENUTUP				
	1. Menyimpulkan materi pada akhir pelajaran				
III	PENGELOLAAN WAKTU				
IV	TEKNIK BERTANYA GURU				
V	SUASANA KELAS				
	➤ Berpusat pada guru				
	➤ Berpusat pada siswa				
	➤ Guru antusias				
	➤ Siswa antusias				

Keterangan: 1. Tidak baik 2. Kurang baik 3. Cukup baik 4. Baik

Catatan:

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 Pengamat,

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Appendix 6
LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES
PEMBELAJARA SPEAKING MELALUI WH-QUESTION
SIKLUS 2

Nama peneliti : Susi purnika sari

Tanggal :

Pukul :

Petunjuk : Berilah penilaian dengan menuliskan tanda (√) pada kolom yang tersedia

No	ASPEK YANG DIAMATI	PENILAIAN			
I	PERSIAPAN (secara keseluruhan)	1	2	3	4
II	PELAKSANAAN				
	D. PENDAHULUAN				
	4. Membuka kelas				
	5. Memotivasi siswa				
	6. Menghubungkan materi pelajaran sekarang dengan sebelumnya				
	E. KEGIATAN INTI				
	7. Menerangkan tentang WH-question				
	8. Melatih siswa dalam mendeskripsikan suatu topik				
	9. Mengawasi siswa dalam praktik speaking				
	10. Memberi kesempatan pada siswa untuk latihan speaking				
	11. Memberikan bantuan kepada siswa untuk latihan speaking				
	12. Feedback dari guru				
	F. PENUTUP				
	2. Menyimpulkan materi pada akhir pelajaran				
III	PENGELOLAAN WAKTU				
IV	TEKNIK BERTANYA GURU				
V	SUASANA KELAS				
	➤ Berpusat pada guru				
	➤ Berpusat pada siswa				
	➤ Guru antusias				
	➤ Siswa antusias				

Keterangan: 1. Tidak baik 2. Kurang baik 3. Cukup baik 4. Baik

Catatan:

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Appendix 7

RESEARCH DOCUMENTATION

1. Cycle 1

The first meeting activities of cycle 1



I explained to all students about how to learn speaking by using WH-question, and showed the topic to all students. After that, students were practice speaking in pair with their partner.

The second meeting activities of cycle 1



Students were practice speaking in groups

Cycle 1 test



Students were
practice speaking
in cycle 1 test

2. Cycle II

The first meeting activities of cycle II



Students were practice
in pairs, all students
bring an English
dictionary

The second meeting activities of cycle II



Students were practice speaking in groups and all students bring dictionary

Cycle II test



Students were practice speaking in cycle II test



CURRICULUM VITAE

Susi purnika sari, She was born on 27th December 1991 in Sukaraya, as the third child from the happy and simple family. Her father's name is Marjuni and her mothers' name is Siti Ruminah. She has one brother "Rahmat Margo S.Pd" and one sister "Arim Nirmala Sari" who always give support to continue her studying.

She was starting her studying at the Elementary School Num. 342 Sukaraya in 1999 and graduated 2004 and continued it in Islamic Junior High School Al-falah in 2007. She graduated it and then continued her studying in Islamic Senior High School Al-falah and graduated in 2010. After that, she continued her studying at the State College for Islam Studies (STAIN) palopo and taking English Department and She finished her studying at the State College for Islamic Studies (STAIN) palopo in 2014.

During her studying in STAIN palopo, She ever joined in some organizations, namely:

1. English Students Association (HMPS BIG) STAIN palopo
2. Institute Mission Campus (LDK) Al-misbah STAIN Palopo
3. Get U Club
4. Muhammadiyah students association