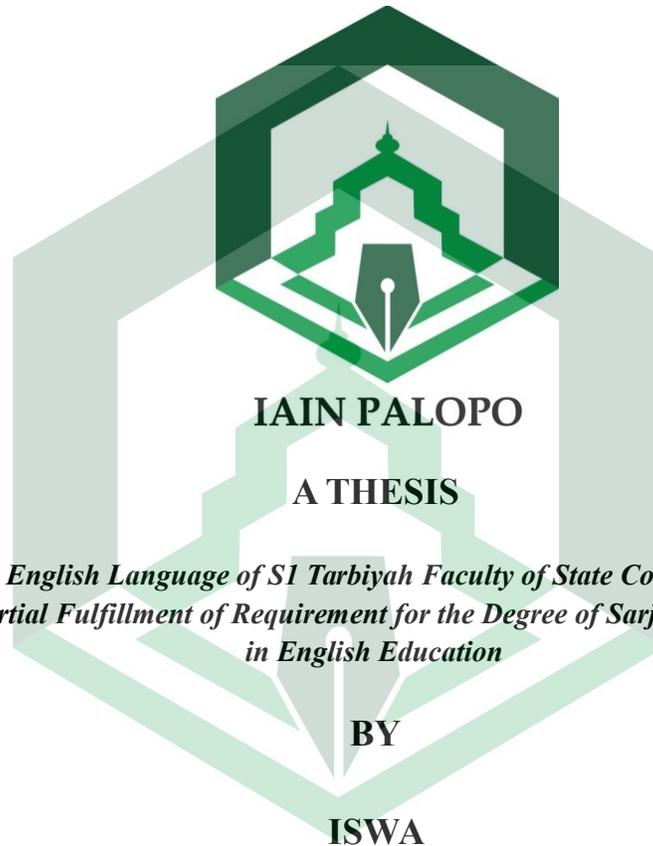


**IMPROVING SPEAKING SKILL THROUGH GUIDED
QUESTION TECHNIQUE AT THE EIGHT GRADE STUDENTS
OF MTSN MODEL PALOPO**



*Submitted to the English Language of S1 Tarbiyah Faculty of State College for Islamic Studies
of Palopo in Partial Fulfillment of Requirement for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education*

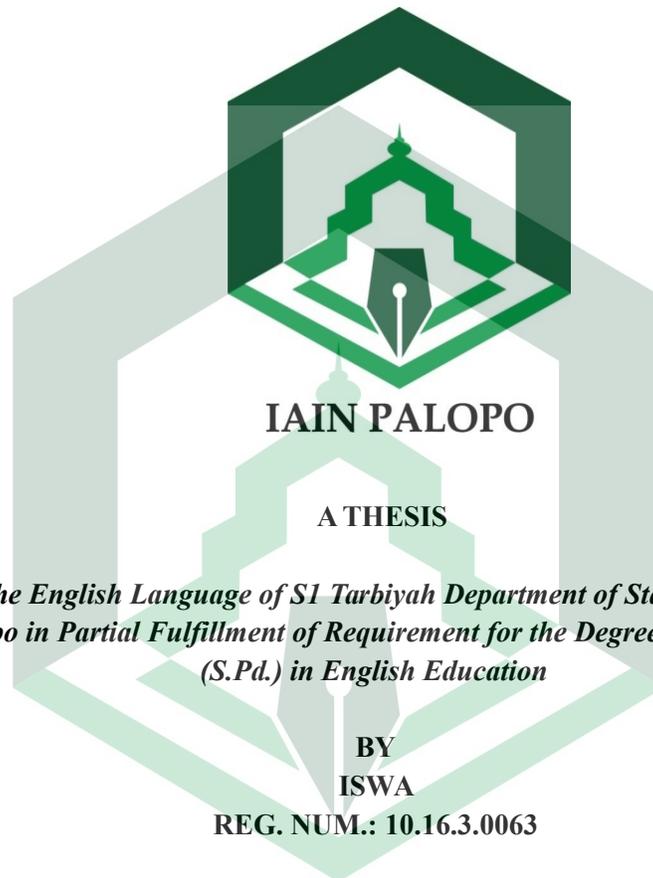
BY

ISWA

IAIN PALOPO
REG. NUM.: 10.16.3.0063

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
2015**

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IAIN PALOPO

A THESIS

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**BY
ISWA**

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
2015**

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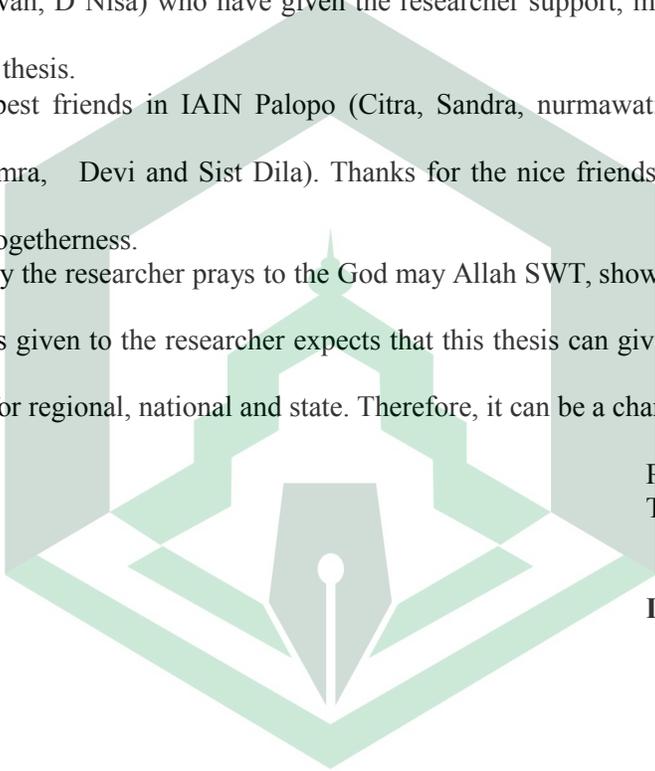
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Palopo, September
The researcher

ISWA

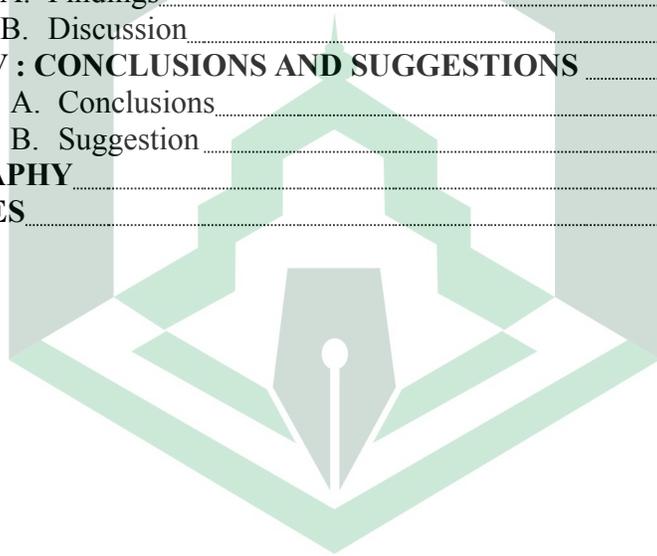


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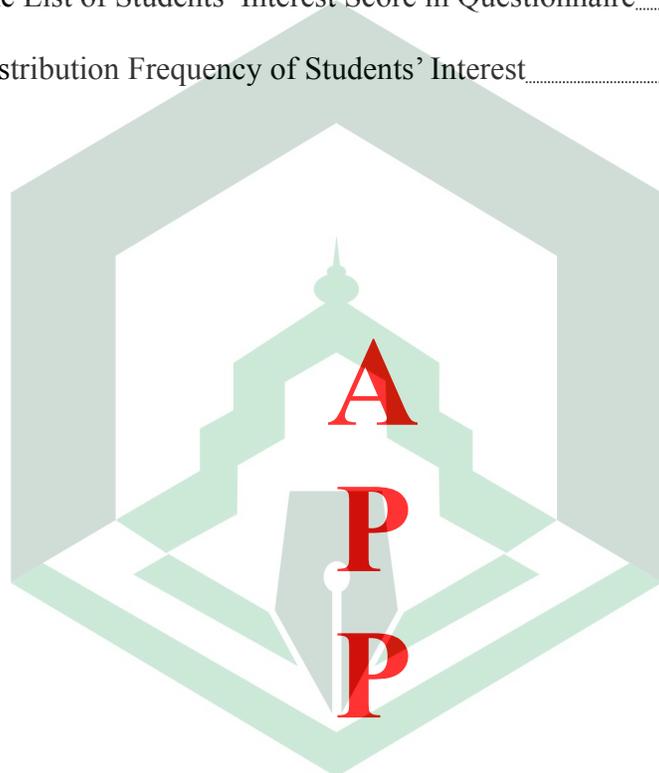
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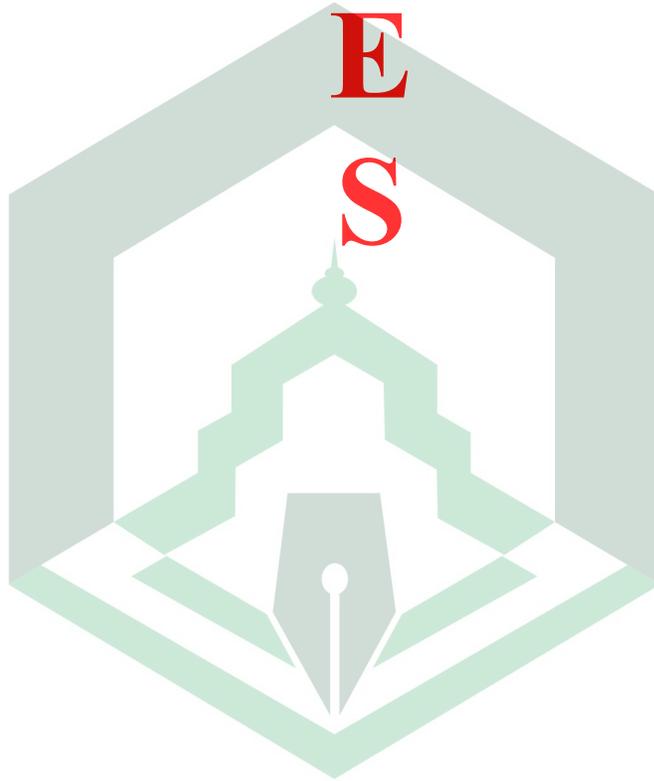


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ABSTRACT

Iswa, 2015, **Improving Students' Speaking Skill Through Guided Question Technique at The Eight Grade of Students MTSN Model Palopo**. Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Under Supervisor: Amalia Yahya, SE., M.Hum as the first consultant and Wahibah. S. Ag., M.Hum as the second consultant.

Key Words: Improving, speaking skill, guided question.

This thesis focuses on improving student' speaking skill at MTSN Model Palopo by using guided question. This thesis focuses on research questionare is : "Is the use of guided question effective to improve the students ability in speaking at MTSN Model Palopo? And "How are the students' interest toward guided question?"

This research used pre experimental method with pre-test and post-test design. The pre test was given to know basic ability of the students in speaking and the post test was given to know the students' improvement in speaking skill after giving the treatment, and researcher used guided question as technique.

The population of this research was the eight year students of MTSN Model Palopo in 2015 academic year and the researcher purposive sampling technique which taken from class C that consist of 20 students as the samples applied sampling technique.

The result of this research showed that there were significant improvements on students' speaking skill at the eight year students of MTSN Model Palopo after conducting the treatments by using guided question. In which the score of t_{test} (7.479) is bigger than the score of t_{table} (2.093). It means that guided question gives significant improvement to students' speaking skill.

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CHAPTER I

INTRODUCTION

A. Background

Language as a means of communication and it is an integral part of human life. By using language the people can express their ideas, desires, and feeling. It is used as a medium to interact with one another to fulfill their daily need. So, without language they can not communicate well to another.

English is one of communication language in the world. Therefore, using English is the good way to communicate with the other people from the other country about many topics such as education, politic, economy, etc. As we know that there are four parts of skill in English, which are writing, speaking, reading and listening. The language will be useful for us, if we can improve our language skills. Therefore the students must attempt to increase their knowledge about speaking as one of the important skills in English. It means that we have to learn and improve about our speaking skills as one of important skill in English. Speaking is the right tool to help people represent their idea in their mind. By speaking we can't communicate with another people and also we can understand about what are other people thinking.

The point speaking skill is not just speaking fluency but also accuracy and comprehensibility. Students always think that good speaker can speak fluency, but it is useless when speaker talking so fluency but listener do not understand what speaker talking about. Comprehensibility is one aspect that support speaker to be better, because he/she can be success full when his/her speaking is understandable.

Therefore it is considered that the most important aspect in speaking is comprehensibility.

Nowadays, Indonesian students skill face many problems in learning English, especially in speaking. This happen because many reasons, such as less confidence, not eager with learning method or in the learning media, it can be several reason why English is so difficult to learn by the students or just because they difficult to understand what people mean and they difficult to express their respond.

The good teachers or trainers should give learners the motivation by using a suitable way such as through media. For the reason, the process of teaching English particularly English speaking, it will be success if it is supported by some factors such as qualified teacher, supplementary materials, teaching methods and teaching media. Each of those factors must have function in teaching learning process. The function of teaching media and teaching technique, this media is considered affective to motivate the students to speak English.

MTSN Model Palopo is one of the Junior High School in Palopo which has strategy location, because it is easy to reach it by using public transportation. This school still interested by many graduats from elementary school from Palopo and out of Palopo. So that this school heterogenic students, in other word all the students have different character.

From the different character of the students the researcher tries to do a research about English, especially how to improve speaking skill through guided question. A guided question is the fundamental query that directs the search for

understanding. Everything in the curriculum is studied for the purpose of answering it.

A guided question is one way how to improve students speaking skill. Through this technique, the students will have more times to practice their speaking in learning process. In addition, this technique can facilitate students to increase their vocabulary.

Based on explanation above, the researcher interested in doing a research that focus on improving the speaking skill through guided question at MTSN Model Palopo.

B. Problem Statement

Based on the background above the research formulates question as follows:

1. Is the use of guided questions effective to improve the students ability in speaking at MTSN Model Palopo?
2. How are the students' interest toward guided questions?

C. Objective of the Research

Relate to the problem statement above, The objective of the research are :

1. To find out whether or not guided question is effective at the second year students of MTSN Model Palopo.
2. To find out the students' interest toward the use of guided questions in term of speaking skill improvement.

D. Significance of the Research

The result of this research is expected to be useful for :

1. The students to improve their speaking and add their knowledge about speaking.
2. For the English teacher of MTSN Model Palopo, They can use this technique in teaching speaking.

3. This research will give meaningful contribution to the next researcher to conduct a research related to this topic.

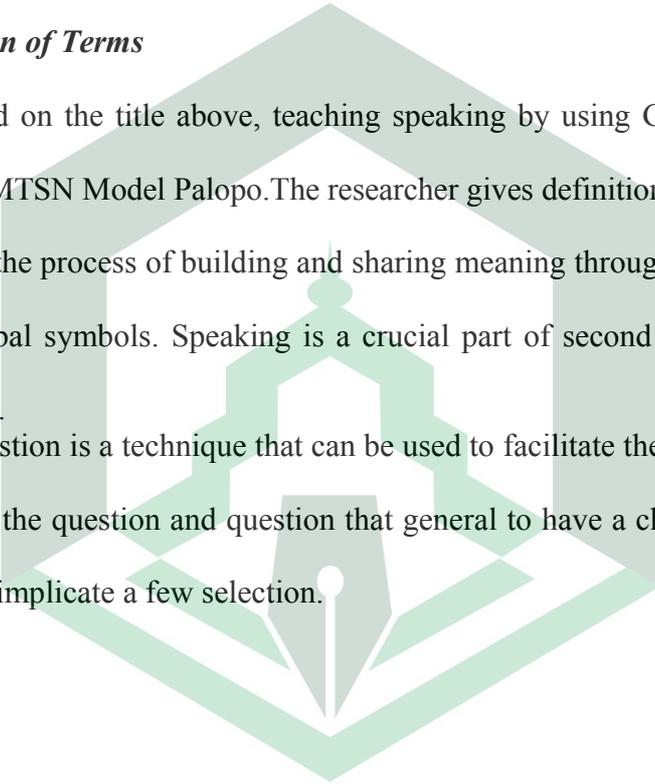
E. Scope of the Research

The scope of the research is limited to teaching speaking by using guided Question at the eight class of MTSN Model Palopo. In guiding the students, the researcher applied WH question: what, who, when, where, how, and why.

F. Definition of Terms

Based on the title above, teaching speaking by using Guided Question at the class of MTSN Model Palopo. The researcher gives definition as follows :

1. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching.
2. Guided Question is a technique that can be used to facilitate the students speaking by giving in the question and question that general to have a characteristic can to discuss also implicate a few selection.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researchers related to this research.

1. Asri Ahmad (2013) about Developing the Communicative Competence of the Third Semester Students of English Department of STAIN Palopo through the Use of Interactive Classroom Activity and this activity and he found students' perception toward the use of Interactive Classroom Activity that this activity can help students to create or make something in the classroom that can enable the students develop their communicative competence.¹
2. A research was done by Sitti Arifah Syarif (2009) had conducted research about The Use of Question Answer and Discussion Method in Improving Students' Speaking Skill at the Eleventh Years Students of MAN Palopo. She state that Question-Answer and Discussion method are both effective to improve students speaking skill.²

Based on the previous researches above, it can be seen that there are some ways in improving students' speaking skill. Those ways can be various based on the media used. Therefore, in this research the writer chooses guided question as a

1 Asri Ahmad, "Developing the Communicative Competence of the Third semester Students of English Departement of STAIN Palopo Through the Use of Interactive Classroom activities" (Unpublished Thesis, 2007) p 68.

2 Sitti Arifah Syarif, "The Use of Question Answer and Discussion Method in Improve Students' Speaking Skill at the Eleventh Years Students of MAN Palopo" (Unpublished Thesis, 2010) p 71.

technique in teaching speaking to students in order the students can speak well and fluently.

B. Speaking Skill

1. Theories of Speaking

Speaking is fundamentally an instrument act. Speakers talk in order to have some effects on their listeners. They asserts things to change their state of knowledge. They assert things to change their state of knowledge. They ask them questions to get them to provide information. “They request things to get them to do things for them”³

Speaking is used for many different purposes, and each purpose involve different skill. When we use casual conversation. When we engage in discussion with on the other hand, the purpose may be to seek or express opinions to persuade someone about something or to clarify information. In some situation we use speaking to give intruction or to get thing done.

2. Speaking as Productive Skill

Speaking is said to relate to language expression though the aural medium, another way to prevent this skill is by the reference not to the medium but the activity of the language user. It explains that speaking is active or productive and make use or the aural medium.

To begin with an act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other form of verbal exchange what is said, therefore, is depend or an understanding of what else

³ Herbert H.Clark and Eve V.Clark,*psychology and language*. (New York:Harcourt Brace jovanovich .publishers,1997),p.233

has been said in interaction for example, it is said something in the course of a conversation it the course of a conversation it will not isolate. Remark which has no references to what have been said previously but will in some way.

Deriving from the understanding of what other people have already said, speaking as an instance of use, therefore, is part of areciprocal exchange in which but receptive and productive participation, speaking feeds on listening, this precedes it. Usually one person speaks and the other respond through attending by means or the listening process in fact, during interaction every speaker plays double role both as a listener and as a speakers .”while listening learners must comprehend the text by”.⁴

Retaining information in memory”. Integrate it with what follow and continually adjust their understand of what they hear in the light of prior knowledge and of incoming information.

If one can not understand what is said, one is certainly unable to respond so speaking involves not only the production of sound but also the use of gesture, the movements of the muscles or the face an indeed of the whole bodies, all of these non-vocal accompaniments of speaking. As a communicative activities are transmitted through the visual medium.

When people think of speaking in this way, therefore it is no longer true that it is associated solely with the oral medium.⁵ Communication is more than just a

⁴ Jack C Richard and willy A.Renandya,*Methodology in language teaching* .(united state of America :Cambridge university press,2002),p.201

⁵H.G Widdowson,*Teaching language as communication*,(London: oxford university press; 1983).p.57

message being transmitted from a speaker to a listener. The speaker is at the same time both subject and the same time both subject and object of his own message.

Communication involve not just the unidirectional transfer of informasi to the other, but the very constitution of the speaking subject in relation to its listener. Communicatoion is an exchange which is incomplete without a feedback reaction from the destine of the message.

At any point in a speech event speakers can rephrase what they are saying: they can speed up or slow down, this will often to be done in respond to the feedback they are getting from the listener who will show through a varetly of gesture expression and interruptions that they don't understand and in a face interaction the speakers can use a whole range of facial expression, gesture and general body language to convey the message. "Communication competence becomes the central element to improve the learns' ability in speaking proficiency communicative competence includes".⁶

a. Grammatical Competence

Grammatical competence is an umbrell concept that includes increasing expertise in grammar (morphology, syntax, vocabulary, and mechanics) the term mechanics refers to the basic sound of letter and syllable, pronunciation of words, intonation, stress, and fluency.

b. Discourse Competence

⁶ *Ibid*, p.205

Which is concerned with inferential relationship in this course, whether formal or informal the roles of cohesion and coherence apply. Which aid in holding communication in a meaningful way. Effective speaker should acquire a large repertoire of structures and discourse markers to express ideas, show relationship of time, and indicate cause contrast and emphasize.⁷

c. Sociolinguistic Competence

Learners must have competence which involves knowing what is expected socially and culturally by users of the target language. "That is learners must require roles and norms governing the appropriate timing and realization of speech acts".⁸

Understanding the sociolinguistic side of language help learners to know what comment is appropriate.

d. Strategic Competence

Strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems.

⁷ J.B.Heaton, writing english language tests (Longman Group, UK England, 1991), p

⁸ Jeremi Harmer, The practice of English language teaching, (New York :Logman Group UK, 1991), p.53

The writer compares this theory with a book that written by J. B. Hilton, rating scale to value the digress of learness of speaking ability the rating scale includes accurarcy, fluency and comprehensibility.⁸ Base on the statement, the writer divide speaking skill in to three main compenents,as follows:

3. Principles for Teaching Speaking

- a. Be aware of differences between second language and foreign language learning context. Speaking is learned in two broad context: foreign language and second language situation. The challenge you face as a teacher are determined partly by the target language context.
- b. Give students practice with both fluency and accuracy.
Accuracy is the extend to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word searches, ect.

4. Principle for Designing Speaking Techniques

- a. Use techniques that cover the spectrum of learner needs, from language based focused on accuracy to message-based focus on accuracy to message-based focus on interaction, meaning, and fluency;
- b. Provide intrinsically motivating techniques;
- c. Encourage the use of authentic language in meaningful contexts;
- d. Provide appropriate feedback and correction;
- e. Capitalize on the natural link between speaking and listening;
- f. Give the students of portunities to initiate oral communication;
- g. Encourage the development of speaking strategy.

5. The Problem of Speaking

Learning speaking is more difficult than the other skills in english because in speaking we have to understand what the speaker say. Sometimes we don't know what to say. It is supported by the statement. Richards and Willy A. Renandya, that.

Speaking a language is especially difficult for foreign language learners because effective oral communication require is the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal

communication , but also paralinguistic elements of speech such as pitch, stress and intonation.

Besides according to H. Douglas Brown, there are some characteristics can make speaking difficult when student perform speaking difficult student perform speaking. those characteristics are:

a. Clustering

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

b. Redundancy

The speaker has an opportunity to make meaning clear through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduce Forms

Constrution, elisions, reduced vowels, ect; all form special problem in teaching spoken english.

d. Performance Variables

One of the advantage of spoken language is that the process of thinking as you speak allows you to manifest a certain numbers of performance hesitations, pauses, backtraching an language.

e. Colloquial Language

Make sure your students' reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

The most important characteristic of english pronunciation, as will be explained below. The stress time rhythm of spoken english and its intonation pattern convey important messages.

h. Interaction

Learning to produce moves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

6. Characteristic of a Successful Speaking Activity

State that there are four characteristics of speaking activities, as follows:

- a. Learners talk as much as possible of the period of time allotted to the activity is in fact occupied by learners' talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation in even classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly evenly distributed.
- c. Motivation is high: learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

According to Kathleen M. Bailey, teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation although speaking in a language other than our own is anything but simple.

7. Types of Classroom Speaking Performance

In speaking, teachers have to know the situation in the classroom; in other words, they know how to manage the classroom condition. A teaching by principles, H.

Douglas Brown says that there are six types classroom speaking performance that students are expected to carry out in the classroom, they are :

a. Imitative

A very limited portion of classroom speaking time may legitimately be recorder speech .

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of student speech in the classroom is responsive shout reflies a teacher or student. Initiatd quetions or comments. Such speech can be meaningful and autentic.

d. Transactional (Dialogue)

Transactional language carried out for conutyng or exchanging social relationship than for the transmissionof facts and information.

e. Extensive (Monologue)

Students at intermediate to advanced leves are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speches.

8. The Main Aspect in Assessing Speaking Skill

Assessing in speaking is very important, in other we can know how is the students ability or achievement during studyng the language. Based on opinion of some experts, there are at least three main aspects of speaking assessment, hamely,

fluency, accuracy, and comprehensibility for further explanation, it will be explained as follow.

a. Fluency

Fluency based on Rivers, is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Fluency is a speech and language pathology term that means the smoothness, syllables, words and phrases are joined together term that means the smoothness, syllables, words and phrases are joined together when speaking quickly. Fluency is designed to let you speak, than give you feedback as to how you did-what to correct it.

b. Accuracy

Accuracy based on Brown is achieved to some extent by allowing students to focus on the elements of phonology grammar and discourse in their spoken output.

c. Comprehensibility

Comprehensibility based on Martin H. Manser, is an exercise to improve one's understanding.

9. The Abilities Underlying in Speaking Proficiency

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange. Structured interpersonal exchange in which many factors interact.

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and with mechanics.

C. Guided Question

1. Definition of Guided Question

A guiding question is the fundamental query that directs the search for understanding. Everything in the curriculum is studied for the purpose of answering it." Guiding questions help provide focus and coherence for units of study. According to pioneer Traver says that guided question is a technique that can be used to facilitate the students' speaking by giving in the question. Guided question technique through WH question: what, who, when, where, how, and why.⁹

Guided Question is a technique that can be used to extend and develop text speaking during independent speaking. It involves a teacher who guides a small group of students in their attempts to create individual speaking, responds to students attempt and extends students thinking during the process.¹⁰

Guided question is one of the easiest punctuation symbols to use in speaking, it is easy to misuse it. In part, this may be due to try to making it work harder when it doesn't need to be used, or it just might be because it is not well understood that not all question type statements need a question mark.

Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This turn leads to

⁹Trave,R, Guided Question.Online.<http://academic.evergreen.edu/w/waltonsl/Gquestions.htm>. accessed date:November 12,2012.

¹⁰Department of education Tasmania School of education Division,Guided Question. Online :<http://wwwfp.education.tas.go.au/english/guidedspeak.htm>.accessed date:November 20,2013

exciting conversations that bring together the students' lives, the course content, and The world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas. Guiding questions are a framework for a topic. Using them takes the onus of the teacher to convey all of the concepts and information and puts it on the students to investigate the questions and find answers that can apply in their everyday lives.

2. The Effective Uses of Question in Teaching Speaking

In order to write effective guiding questions, we have to consider a few things first: What do we want the students to get out of this unit? What real world issues do we want the unit to address? How much time do we have to implement the unit? It's important for our students to see success. We need to be sure that they can get a full understanding of the topic and go far in investigating the topic and before we run out of time.

A list criteria that guiding questions must fulfill, including:

- a. A guiding question “addresses the ‘heart of the discipline’ being studied. Essential disciplinary knowledge will be required to answer it.
- b. A guiding question “is open-ended, possible to content, arguable. It must be complex enough to house multiple perspectives and possible answers.”
- c. A guiding question “possesses emotive force, intellectual bite, or edginess.” Students should be able to engage in quality discussions about the topic.
- d. A guiding question “may lead to new questions asked by the students.”

Using these question, the students investigate and evaluate various alternative justice programs across the world and how communities should deal with troubled

teens, and design their own alternative justice program that addresses the issues raised in class.

Besides that, the use of questions can help writers or students to probe ideas that will be expressed in their speaking. They are assigned to speaking a paragraph about a certain topic by answering some question given. The questions should be well formed on order that the answers of it will produce a coherent paragraph.

The following are teaching procedures that can be possibly in teaching speaking by using questions.

- a. First the teacher determines one topic and speaking it on the board, for example “a tour object”.
- b. From the topic, the teacher possesses questions and explains to the students how to answer the question.
- c. The teacher asks the students to arrange the answer of the questions into speaking.

Through using guiding questions, we are asking the students to find the answers. It's very motivating. We ask the questions the necessary material, then the students investigate.

3. The Characteristics of Guided Questions

State that there are four characteristics of guided question, as follow:

- a. Good guiding questions are open-ended yet focus inquiry on a specific topic.
- b. Guiding questions are non-judgmental, but answering them requires high-level cognitive work.
- c. Good guiding questions contain emotive force and intellectual bite.

- d. Guiding questions are succinct. They contain few words but demand a lot.

4. Advice for Developing Good Guiding Questions

- a. Determine the theme or concept you want students to explore
- b. Brainstorm a list of questions you believe might cause the students to think about the topic but that don't dictate conclusions or limit possible directions of investigation. Wait to evaluate and refine the list until you have several possibilities.
- c. If the unit is multi-disciplinary, the question must allow for multiple avenues and perspectives.
- d. Consider the six queries that newspapers answer: who, what, when, where, how, and why.

5. Sample Guiding Questions for Particular Content Areas:

- a. Environmental Studies: Who will survive? or, What is waste?
- b. History and Cultural Studies: Whose America is It? What makes an American self?
What is worth fighting for?
- c. Physics: Where do waves come from?
- d. Health: What is health?

- e. Civics: When are laws fair?
- f. Education: Can we have equity and excellence in public education

Question

1. Definition of Questions

A question in verbal utterance that seeks a response to whom is directed. It is a means of finding out and interpretation information however it is more than a logical grouping of words punctuated by question mark.

Question is sentence in a form intended to elicit information.

Question is something asked in interrogative sentences that requests an answer.

2. The Form of Question

There are three main form of question, namely Yes/No question, W/H question, and Tag question.

a. **Yes / No Question**

Yes / No question that may be answered by Yes or No without any explanation. Below are some examples of Yes/No Question:

1) Does she study English ? →

2) Did you do **-Yes, she does** your homework last night ?

3) Can you **-Yes, I did** help me ?

-Yes, I can →

-No, I can not

If **Be** used in these questions, Be used in the response, example :

-Yes, I can

-No, I am not

1. Are you student of STAIN ? →

2) Is she a teacher ?

-Yes, she is

- No, she is not

3) Was Diana in the class ?

-Yes, she was

b. WH – -No, she was not Question

WH – Question is a question asks for information by using a question word. It also called an information question. It should be answered with a quite long answer / response. There are nine main form questions namely : **who, what, whom, which, where, when, whose, why, and How.**

Some example of the information question are presented as follows :

1) What

- My name is Nia

- She is Nia

is your name ?

2) Where do you study ?

3) How

- I study at MTSN

- At MTSN Palopo

do you go to school ?

c. Tag

-I go to school by

car

-By car

Question

A

made of

tag question is rather like a reply question. It is auxiliary verb followed by personal pronoun. It

is put at the end of a sentence to ask for confirmation of something that we are not sure about, or ask for arguments. Below are some example:

- 1) He is your father, isn't he ?
- 2) Dina lives there, doesn't she ?
- 3) Dini can finish her thesis, can't she ?

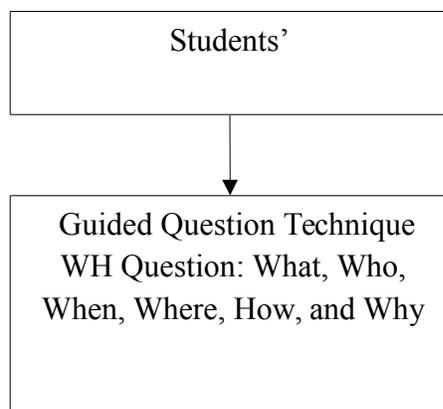
Based on the example above, we can see that the sentence before the question tag is normally statement. The most common way of using question tag is that an affirmative sentence has a negative tag, and the negative sentence has an affirmative tag.

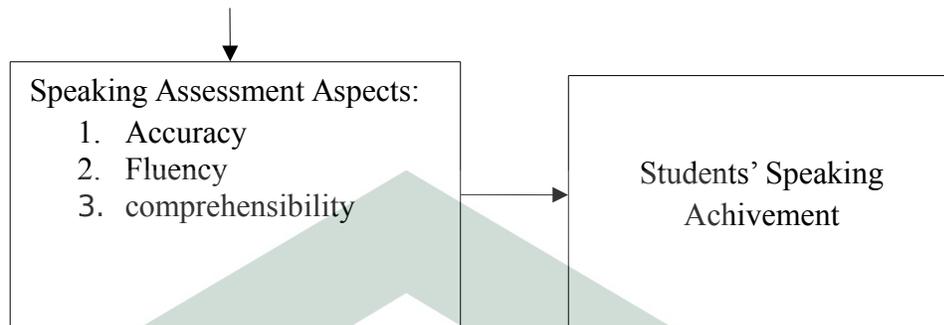
E. Conceptual Framework

The conceptual framework in this research explains about the use of Guided question in teaching learning to improve students speaking skill. According to Traver says that guided question is a technique that can be used to facilitate the students' speaking by giving in the question. Guided question technique through WH question: what, who, when, where, how, and why.

Speaking is one of problem in mastering English especially at the eighth grade students of MTSN Model Palopo. There are many methods to teach speaking, one of method is guided question. Guided question technique to help the students and will be easy to learn speaking. Guided question technique is independent variable and speaking is dependent variable. Through this technique leads the students to improve their speaking. The students of MTSN Model Palopo especially the eighth grade are given pre-test, post-test, and treatment. Treatment is as a process of learning speaking which focuses on six themes.

Those processes are formulated as follows:





F. Hypothesis

There were two hypothesis of this research, they are:

1. Ho (Null hypothesis) = guided question technique is not effective to develop students' ability in speaking skill at the eighth grade students of MTSN Model Palopo.
2. Ha (Alternative hypothesis) = guided question technique is effective to develop students' ability in speaking skill at the eighth grade students of MTSN Model Palopo.

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CHAPTER III

METHOD OF RESEARCH

A. Research Design

1. Method

This research applied pre experimental method. It aims for giving description about the effect of guided question technique to improve the students' speaking skill of the students at MTSN Model Palopo.

2. Design

The writer can explain about that experimental group which receives treatment. The design of the research involved one group that was given pre test and post test, as follows:

$$E = O_1 \times O_2$$

Where :

Pattern : Experimental

O_1 : Pretest

X : Treatment

O_2 : Post-test¹

B. Variabel and Operational Definition

1. Variables

- a. Independent Variable is guided question
- b. Dependent Variable is improving speaking skill

2. The Operational Definition

- a. Guided Question

¹ Suharsimi Arikunto, *Prosedure Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Cipta, 1998), p. 84.

Guided question is a technique that can be used to facilitate the students' speaking by giving in the question.

b. Speaking Skill

Speaking skill is the process of building and sharing meaning through the use of verb and non-verbal symbols. Speaking is a crucial part of second language learning and teaching.

C. Population and Sample

1. Population

The Population of this research is the students of the eight year of MTSN Model Palopo in 2013/2014 academic year. There are six classes and the total numbers of the students were 126 students. The researcher took 20 students to be sample in class C.

2. Sample

In this research, the researcher used purposive sampling, based on the students' ability. The researcher took 20 students to be sample in class C, because based on the observation that the researcher did at the class C, the researcher found that the students in class C were still low in speaking skill, so that the researcher interested to do the research at that class.

D. Instruments of the Research

For collecting data from the students, the researcher used two kinds of instrument, namely;

1. Speaking test

Speaking test consists of pre test and pos test. Pre test used to measure the students speaking ability before treatment was given by the teacher. Post test used to measure the students speaking performance after treatments have been given.

2. The questionnaire

This instrument, the researcher prepare the sheets of questionnaire where the researcher gives some list of questions about speaking skill and the students' perception to tell guided question in improving speaking. There are four choices in the questionnaire namely, strongly agree, agree, disagree, and strongly disagree.

3. Video recording

The researcher used video recorder to record the students' performance.

E. Procedure of Data Collection

The procedure of data collection as follows:

1. Pretest

The pre-test applied to find out the students' ability of speaking that use interview test. The tests which will be given to the students explain about a thing especially the definition, characteristics and the functions of the thing with their own words. After that, the researcher asked the Then ask them students one by one to tell their experience in front of the class and every 4 minutes to tell his/her experience by used video recorder. This test is to make researcher easy to measure and know students' prior ability speaking skill by focusing on the students' accuracy, fluency and comprehensibility.

2. Treatment

This research conducted treatment. The researcher do it for sixth meetings.

The steps are as follow:

- a. The first step, warming up.
- b. The second step, explain the procedure of guided question.
- c. The third step, The researcher gave a students' response or answer about guided question .
- d. The fourth step, The researcher made a group of four
- e. The fifth step, The researcher gave one topic and question.

f. The sixth step, the students arranged the answer of the question into speaking.

3. Post-Test

After giving treatments to the students for sixth meetings, the researcher gave

Post test. In the post test the researchers gave the same test as in the pretest to the students.

F. Technique of Data Analysis

1. Scoring Classification

In analyzing the data which has been collected, the researcher has to determine the scoring classification which includes of accuracy, fluency and comprehensibility. Those assessment criteria explained-by J.B, Heaton as followed:

a) Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue (Indonesia language). Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion.

Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical 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.

b) Fluency

Classification	Score	Criteria
Excellent	6	Speaker without too great and 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 at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and to search for words, they 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. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
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.

1. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker say is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.

Average	3	The listener can understand a lot what is said about he must constantly seek clarification. Cannot understand many of time 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 used to listening to the speaker.
Very poor	1	Hardly anything of what is said can be understood; Even when the listeners makes a great effort or interrupts, the speaker is unable to clarity anything he seems to have said.

Beside the technical of scoring through six scales above, the researcher also made rating classification to measure the students' speaking ability. The following is rating scale classification:²

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	25	1

(Adopted From Heaton)³

² Daryanto, *Evaluasi Pendidikan* (Jakarta PT : Rineka cipta, 2007), p. 211.

³ J .B Heaton, *Writing English Language Test* (Ed. 1:New York Inc,1998), p. 211.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of two main items namely finding and the discussion of finding.

A. Findings

The findings of the research deals with the rate percentage of students score in pre test and post test, analysis of test in the area of accuracy, fluency and ,comprehensibility, analysis of test from the raw score of pre test and post test, percentages students' participation and the analysis of questionnaires.

1. The analysis students' speaking score in pre test and post test.

a. Pre-test

In this section, the researcher shows the complete score of the students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher would present them in the tables and calculate the score by using SPSS 21. For more clearly, at first the researcher would show the complete students' score speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulated by following table

Table 4.1

Respondent	The aspect of speaking skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	2	3	8
R2	4	3	4	11
R3	3	3	2	8
R4	2	4	3	9
R5	3	2	3	8
R6	4	3	3	10
R7	3	3	3	9
R8	3	2	3	8
R9	3	2	2	7
R10	2	3	3	8
R11	1	3	2	6
R12	3	2	3	8
R13	3	2	2	7
R14	4	3	3	10
R15	1	3	2	6
R16	2	2	3	7
R17	2	1	3	6
R18	3	1	2	7
R19	3	3	1	6

R20	2	2	3	7
N=20				$\Sigma Y=156$

Speaking skill consisted of three aspects; they were accuracy, fluency and comprehensibility. There for in this section, the researcher present and tabulate the mean score of the students' speaking ability one by one. All of the those are explained for more clearly by following tables:

1) Accuracy

Table 4.2
The score of students' Accuracy in Pre-test

Respondents	Accuracy
R1	3
R2	4
R3	3
R4	2
R5	3
R6	4
R7	3
R8	3
R9	3
R10	2
R11	1
R12	3
R13	3
R14	4
R15	1
R16	2
R17	3
R18	3
R19	2
R20	3
	2

N=20

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.3
The Mean Score of Students' Accuracy in pre-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	20	3.00	1.00	4.00	55.00	2.7500	.19022
Valid N (listwise)	20						

Table 4.3 shows that the highest score of students was 4 and the lowest score was 1. In addition, it also indicates that the mean score of students' accuracy in pre-test 2.6 and standard deviation error was 0.19022.

In other side, the researcher also had written the students' score of accuracy before giving treatment by using guided question and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.4
The Rate Percentage Score of the Students' Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very good	71 – 85	5	-	0%
Good	56 -70	4	3	15%
Average	41 – 55	3	11	55%
Poor	26 – 40	2	4	20%

Very poor	≤ 25	1	2	10%
Total			20	100%

Table 4.4 indicates the students' score in accuracy of pre-test. It shows that there was none of students got excellent (0%) and very good (0%). Besides, there were 3 students (15%) who got good and there were 11 students (40%) who got average. There were 4 students (35%) who got poor and the last there were 2 students (10%) who got very poor.

2) Fluency

Table 4.5
The Score of Students' Fluency in Pre-test

Respondents	Fluency
	2
R1	3
R2	3
R3	4
R4	2
R5	3
R6	3
R7	2
R8	2
R9	3
R10	3
R11	2
R12	2
R13	2
R14	3
R15	3
R16	2
R17	1
R18	1
R19	3
R20	2
N=20	

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.6
The Mean Score of Students' Fluency in Pre-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	3.00	1.00	4.00	49.00	2.4500	.16975
Valid N (listwise)	20						

Table 4.6 shows that the highest score of students was 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test was 2.4 and the standard deviation error was 0.16975.

In other side, the researcher also had written score of the students' fluency before giving treatment by using guided questions and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.7
The Rate Percentages Score of Students' Fluency in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	1	5%
Average	41-55	3	9	45%

Poor	26-40	2	8	40%
Very poor	≤ 25	1	2	10%
Total			20	100%

Table 4.7 indicates the students' score in the frequency of pre-test. It shows that there was none of the students (0%) who got excellent and very good. The other showed that there was 1 students (5%) who got good, there were 9 students (45%) who got average and there were 8 (40%) who got poor. The last, it also showed that there were 2 students (10%) who got very poor.

3) Comprehensibility

Table 4.8
The Score of Students' Comprehensibility in pre-test

Respondents	Comprehensibility
R1	3
R2	4
R3	2
R4	3
R5	3
R6	3
R7	3
R8	3
R9	2
R10	3
R11	2
R12	3
R13	2
R14	3
R15	2
R16	3
R17	3
R18	2
R19	1
R20	3
N=20	

For looking the mean score of students' comprehensibility in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.9
The Mean Score of Students' Comprehensibility in Pre-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	3.00	1.00	4.00	53.00	2.6500	.15000
Valid N (listwise)	20						

Table 4.9 shows that the highest score of students was 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' comprehensibility in pre-test is 2.6 and the standard deviation error was .15000.

In other side, the researcher also had written score of the students' comprehensibility before giving treatment by using guided question and it presents through the table rate percentages scores. The table is shown as follows:

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Table 4.10
The Rate Percentages Score of Students' Comprehensibility in Pre-test

Classificatio n	Score	Rating	Frequency	Percentage

Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	1	5%
Average	41-55	3	12	60%
Poor	26-40	2	6	30%
Very poor	≤ 25	1	1	5%
Total			20	100

Table 4.10 indicates the students' score in the comprehensibility of pre-test. The table shows that there was none of the students (0%) who got excellent and very good. In other that, there were 1 student (5%) who got and 12 students (60%) who got average. There were also 6 students (30%) that got poor and the last there were 1 student (5%) who got very poor.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The results of the students' score in post-test were presents in the tables. The complete of the students' scores speaking ability of accuracy, fluency, and comprehensibility in pre-test are tabulated as follows:

Table 4.11
The Score of Students' Speaking Skill in the Post-test

Respondent	The Aspect of Speaking Skill	Total
------------	------------------------------	-------

	Accuracy	Fluency	comprehensibilit y	
R1	4	3	4	11
R2	5	5	4	14
R3	3	3	3	9
R4	3	4	3	10
R5	5	4	5	14
R6	3	3	5	11
R7	4	4	3	11
R8	3	3	4	10
R9	4	3	4	11
R10	4	4	3	11
R11	4	3	4	11
R12	3	3	4	10
R13	3	4	4	10
R14	3	4	3	10
R15	2	3	3	8
R16	3	5	4	12
R17	4	4	5	13
R18	3	3	4	10
R19	3	5	4	12
R20	4	4	5	13
N=20				

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through the table distribution frequency and percentage. It could be shown as follow:

1) Accuracy

Table 4.12
The Score of Students' Accuracy in Post-test

Respondents	Accuracy
R1	4

R2	5
R3	3
R4	3
R5	5
R6	3
R7	4
R8	3
R9	4
R10	4
R11	4
R12	3
R13	3
R14	3
R15	2
R16	3
R17	4
R18	3
R19	3
R20	4
N=20	

To calculate the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. The result could be presented in to the table descriptive statistic as follows:

Table 4.13
The Mean Score of Students' Accuracy in Post-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	20	3.00	2.00	5.00	70.00	3.5000	.17014
Valid N (listwise)	20						

Table 4.13 shows that the highest score of students were 5 and lowest score were 2. Besides, it also indicates that the mean score of students' accuracy in post-test were 3.5 and the standard deviation error was 0.17014

In other side, the writer also has written score of the students' accuracy who had been given treatment by using guided question and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.14
The Rate Percentage Score of Students' Accuracy in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	2	10%
Good	56-70	4	7	35%
Average	41-55	3	10	50%
Poor	26-40	2	1	5%
Very poor	≤ 25	1	-	0%
Total			20	100%

Based on table 4.14, the percentages of the students' accuracy score in post-test indicate that there was none of the students (0%) who got excellent. Besides, it also

shows that there were 2 students (10%) who got very good and 7 students (35%) who good. There were 10 students (50%) who got average and 1 student (5%) who got poor. And the last there was none of students who got very poor.

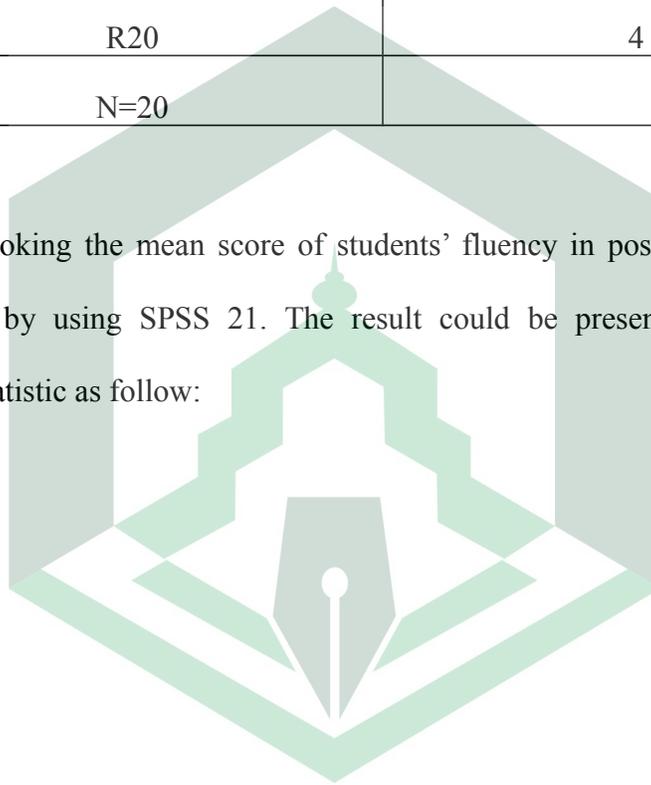
2) Fluency

Table 4.15
The Score of Students' Fluency in Post-test

Respondents	Fluency
R1	3
R2	5
R3	3
R4	4
R5	4
R6	3
R7	4
R8	3
R9	3
R10	4
R11	3
R12	3
R13	4
R14	4
R15	3

R16	5
R17	4
R18	3
R19	5
R20	4
N=20	

For looking the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 21. The result could be presented in to the table descriptive statistic as follow:



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Table 4.16
The Mean Score of Students' Fluency in Post-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	2.00	3.00	5.00	74.00	3.7000	.16384
Valid N (listwise)	20						

Table 4.16 shows that the highest score of students' were 5 and the lowest score were 3. Besides, it also indicates that the mean score o students' fluency in post-test is 3.7 and the standard deviation error was 0.16384.

In other side, the researcher also had written score of the students' fluency who had been given treatment by guided questions and it presented through the table rate percentage scores. The table is shown as follows:

Table 4.17
The Rate Percentages Score of Students' Fluency in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	3	15%
Good	56-70	4	8	40%
Average	41-55	3	9	45%
Poor	26-40	2	-	0%
Very poor	≤ 25	1	-	0%
Total			20	100%

Based, on the table 4.17, the percentages of students' fluency score in post-test indicates that there was none of the students' (0%) who got excellent. But there were 3 students' (15%) who got very good, 8 students (40%) who got good and 9 students (45%) who got average. The last, it shows that there was none of the students (0%) who got poor and very poor.

Comprehensibility

The table 4.18
The Score of Students' Comprehensibility in Post-test

Respondents	Comprehensibility
R1	4
R2	4
R3	3
R4	3
R5	5
R6	5
R7	3
R8	4
R9	4
R10	3
R11	4
R12	4
R13	4
R14	3
R15	3
R16	4
R17	5
R18	4
R19	4
R20	5
N=20	

For looking the mean score of students' comprehensibility in post-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.19
The Mean Score of Students' Comprehensibility in Post-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	2.00	3.00	5.00	78.00	3.9000	.16059
Valid N (listwise)	20						

Table 4.19 shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' comprehensibility in post-test is 3.9 and the standard deviation error was 0.16059.

In other side, the researcher also had written score of the students' comprehensibility who had been given treatment by guided questions and it presented through the table rate percentage score. The table is shown as follows:

Table 4.20
The Rate Percentage Score of Students' Comprehensibility in Post-test

Classificatio n	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	4	20%
Good	56-70	4	10	50%
Average	41-55	3	6	30%
Poor	26-40	2	-	0%

Very poor	≤ 25	1	-	0%
Total			20	100%

Table 4.20 indicates the percentages of students' comprehensibility score in post-test. It table shows that there was none of students (0%) who got excellent. But there were 4 students (20%) who got very good and 10 students (50%) who got good. Besides, there were 6 students (30%) and none of students (0%) who got poor and very poor.

Besides showing about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, the researcher also would present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result would be presented in to the table descriptive statistic as follows:

Table 4.21
The Mean Score and Standard Deviation of Pre-test and Post-test
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	6.00	11.00	156.00	7.8000	1.43637
Posttest	20	8.00	14.00	221.00	11.0500	1.60509
Valid N (listwise)	20					

Table 4.21 indicates that the standard deviation in pre-test were 1.43 and in post-test were 1.60. it also shows that mean score of the students in pre-test were 7.80 and the mean score of the students in post-test were 11.05. The result of the table above shows that the mean score of students in post-test was higher than the mean

score of students in pre-test. It is concluded that using reporting method was effective in teaching speaking.

To know whether the pre-test were significantly and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 21. The results can be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

Table 4.22
The Paired Samples Statistics of Pre-test and Post-test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	11.0500	20	1.60509	.35891
	Pretest	7.8000	20	1.43637	.32118

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & pretest	20	.187	.429

The table paired samples statistics of pre-test and post test above indicates that the table value of standard deviation in pre-test was 1.43637 and 1.60509 in post-test. Besides, the standard deviation error in pre-test was 0.32118 and in post-test was 0.35891. the table above also shows that mean score in pre-test was 7.8 and in post-test was 11.05. it could be concluded that the students' score improve from 7.8 to 11.05.

The table paired samples correlations of pre-test and post-test above presents that the t-test of the students' ability before and after treatment is 0.18. It means that

there was a significant improvement of students' ability in learning speaking by using guided question technique before and after treatment.

Table 4.23
The paired Sample test of pre-test

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest – pretest	3.2500	1.94327	.43453	2.34052	4.15948	7.479	19	.000

From the table sample test 4.23, the researcher got the data t_o (t_{count}) = 7.479 and df (degree and of freedom) = 19. According to the Gay the value of t_i = 2.093¹. It was the standard of signification 0.05 with degree of freedom (df) = 19. Based, on the result, the researcher concluded that t_o (t_{count}) was higher than t_i (t_{table}), $t_o > t_i$.

$$7.479 > 2.093$$

Related to the result that ($t_o > t_i$) the t_{count} was higher than t_{table} , it concluded that there was a significance difference in teaching speaking before and after using guided question. Because of that, researcher assumes that guided questions was affective in teaching speaking at the eighth grade students of MTSN Model Palopo.

2. Analysis of Questionnaires

¹ L.R. Gay. Geoffrey E. Mills. Pette airasian, education research.

To get data students' interest in learning speaking by guided questions, the researcher made questionnaire that consisted of 10 items. To find out the percentage of students in questionnaire assessment by guided questions the formula below:

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

Where:

P = the percentage from the students response²

F = the frequency

N = number of students.

The result and the percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

Table 4.24
The Students' Response About to Learning Speaking Trough guided question

Item of Choice	Frequency	Percentage
Strongly Agree	13	65%
Agree	3	15%
Disagree	4	20%
Strongly Disagree	-	0%
Total	20	100%

² Husaini Umar and R. Purnomo Setiadi Akbar, Pengantar Statistik in indar Susanti Thesis "The Influence of Attending English Course toward English Speaking Skill at the Eight Year Students of SLTPN 8 Palopo". (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007), p. 30.

Table 4.24 indicates that there were 13 students (65%) choose “Strongly Agree” and 3 students (15%) choose “Agree”. And 4 students (20%) choose “Disagree” But in fact, there was none of the students (0%) choose “strongly disagree”. It means that most of the student give positive response to the guided question method.

Table 4.25
The students’ interested in learning speaking trough guided questions

Item of Choice	Frequency	Percentage
Strongly Agree	16	80%
Agree	4	20%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.25 presents that there were 16 students (80%) chose “strongly agree” and 4 students (20%) chose “agree”. Besides, it shows that there was none of the students (0%) chose “disagree” and “strongly disagree”. It means that the students are interesting if the teacher applies guided question in their teaching.

Table 4.26
Guided question Can Motivate the Students to Speak English

Item of Choice	Frequency	Percentages
Strongly Agree	8	40%
Agree	12	60%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.26 indicates that there were 8 students (30%) chose “strongly agree” and there were 12 students (70%) chose “Agree”. The table indicates indicate that there was none of the students (0%) chose “Disagree” and “Strongly Agree”.

Therefore, researcher assumes that through guided question the students became active during the learning process. And it can be concluded that the students had big attention in learning speaking when applying the guided question technique.

Table 4.27
The students’ Response trough Guided Questions technique to Learning Speaking

Item of Choice	Frequency	Percentage
Strongly Agree	3	15%
Agree	16	80%
Disagree	1	5%
Strongly Disagree	-	0%
Total	20	100%

Table 4.27 indicates that there were 3 students (15%) chose “strongly agree”, 16 students (80%) choose “agree”, and 1 students (5%) “disagree”. But in fact, there was none of the students (0%) choose “strongly disagree”.

Based on the result above, the researcher concludes that the students at the eighth year students of MTSN Model Palopo could able to learn English easily when the teacher applies the quick thinking. Besides, the result shows that the students had a big attention in learning speaking by applying. It means that the students can know speaking easily.

Table 4.28
The Use Guided Question Can Improve the Students' Speaking Skill

Item of choice	Frequency	Percentage
Strongly Agree	6	30%
Agree	14	70%
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

Table 4.28 indicates that there were 6 students (30%) choose “strongly agree” and there were 14 students (70%) choose “agree”. From table above, it includes that there was none of students (0%) choose “disagree” and “strongly disagree”.

The fact that most of students choose “Agree” and “Strongly Disagree” showed that the students interest in learning speaking through guided question technique. Because of the students realize that the guided question technique was useful for them especially to improve their speaking.

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Table 4.29
Guided Questions Can Motivate the Students to Speak English

Item of choice	Frequency	Percentage
Strongly Agree	13	65%
Agree	7	35%
Disagree	-	-
Strongly Disagree	-	-

Total	20	100%
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Table 4.29 indicates that there were 13 students (65%) choose “strongly agree”, 7 students (35%) choose “agree”. From table above, it includes that there was none of students (0%) choose “disagree” and “strongly disagree”.

The result shows that there none of the students choose “strongly agree” and “agree”, it shows that the students were interested in learning speaking through guided question technique. Ate them to Because of the students realized that the guided question technique was useful for them especially to improve their speaking skill. One of the benefits that they got from guided question technique, it was could motivate them to speak.

Table 4.30
Through Guided Questions the students felt can uneasy

Items of Choice	Frequency	Percentage
Strongly Agree	3	15%
Agree	17	85%
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

Table 4.30 presents that there were 3 students (15%) choose “strongly agree” and 17 students (85%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”. It can be concluded that guided question make the students felt uneasy.

Table 4.31

The Use Guided Questions Can to Make Attend Self Confidence

Items of Choice	Frequency	Percentage
Strongly Agree	1	5%
Agree	19	95%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.31 indicates that there were 1 students (5%) choose “strongly agree” and 19 (95%) choose “agree”. But there was none of the students (0%) choose “disagree” and “strongly disagree”. It means that the students interested to the media in learning process by applying guided question technique. It shows from the result of students’ choices which were most of them more choosing strongly agree and agree. And there was none of them chose strongly disagree and disagree.

Table 4.32

The Students’ Happily to Speak English Trough Guided Questions

Items of Choice	Frequency	Percentage
Strongly Agree	5	25%
Agree	15	75%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.32 indicates that there were 5 students (25%) choose “strongly agree” and there were 15 students (75%) choose “agree”. But from the table above shows that there was none of the students (0%) choose “disagree” and “strongly disagree”. It because of the technique in learning speaking is very interesting. It shows from the result of students’ choices which are most of them more choosing strongly agree and agree. And there was none of them choose strongly disagree.

Table 4.33

Through Guided Question Technique the Students Can Learn English Happily

Items of Choice	Frequency	Percentage
Strongly Agree	7	35%
Agree	13	65%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.33 indicates that there were 7 students (35%) choose “strongly agree” and there were 13 students (65%) choose “agree”. But from the table above shows that there was none of the students (0%) chose “disagree” and “strongly disagree”. The fact that most of students choose “agree” and “strongly agree” shows that the students interested in learning speaking through guided question technique. Based on the data above, the researcher concludes that guided question technique made the students feel happy to study speaking.

Table 4.34

The List of Students’ Interest Score in Questionnaire

No	RES	Number of Items	Score
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		1	2	3	4	5	6	7	8	9	10	
1.	R1	4	3	3	4	3	4	4	3	4	3	35
2.	R2	4	4	3	3	4	3	3	3	3	4	34
3.	R3	3	4	3	3	3	4	3	3	3	3	32
4.	R4	4	3	4	3	3	4	3	3	3	3	33
5.	R5	4	4	4	3	4	4	3	3	4	4	37
6.	R6	3	4	3	2	3	3	3	1	3	3	28
7.	R7	4	3	4	4	3	4	3	3	3	4	35
8.	R8	2	4	3	3	3	3	3	3	3	3	30
9.	R9	2	4	4	3	3	4	4	3	4	3	34
10.	R10	4	4	4	3	4	4	3	3	3	3	35
11.	R11	4	4	3	3	3	4	3	3	3	4	34
12.	R12	4	4	3	3	3	3	3	3	3	3	32
13.	R13	3	4	4	4	3	4	3	3	3	4	35
14.	R14	2	3	3	3	3	3	3	3	3	3	29
15.	R15	4	4	3	3	3	3	4	3	4	3	34
16.	R16	4	4	4	3	4	3	3	3	3	4	35
17.	R17	4	4	3	3	3	4	3	3	4	4	35
18.	R18	2	4	3	3	3	4	3	3	3	3	31
19.	R19	4	4	3	3	4	4	3	3	3	3	34
20.	R20	4	4	4	3	4	3	3	3	3	3	34

Calculating the score of the students' answering toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was 28 and the highest score was 37.

The table distribution frequency about the students' interest score toward the learning process by guided questions was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make the table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that was needed to do, that was:

1. Finding out the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that H=36 and 28. After knowing the score of H and L, the researcher arranged the score of students' interest from up to down, it started from the highest score successively until the lowest score in the first column of table distribution frequency.
2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum N$) or (N). For more knowing about the students' spreading interest data, it could be seen in the following table:

Table 4.35
Distribution Frequency of Students' Interest

Score	Frequency	Percentage
37	1	5%
35	6	30%
34	6	30%
33	1	5%
32	2	5%
31	1	10%
30	1	5%
29	1	5%
28	1	5%
$\Sigma=289$	20	100%

Based on the table 4.35, it can be seen that the students who got the high score 37 were 1 students (5%) and only one student (5%) got the lowest score 28. The others got score 35, 34 was 6 student (30%) and there was 1 students (10%) got score 31.

B. Discussions

The description of the data through question as explained in the previous section showed that the students have some problem or difficulties in speaking skill. Students difficulties in speaking test at the second year students of MTSN Model Palopo. In speaking test, there are three items among the three items to the difficulties faced by at the second year students are the accuracy details, because the average students in speaking test carried there are some students who got a very minimal value of item is in speaking test. As for the difficulty problem answered by students of the second year students of MTSN Model Palopo:

Some examples of the students' record in pre-test and post-test:

Respondent 7 (R7) in pre test:

- Teacher: What is your name? (wɒt iz ju: neim?)
Students: My name is Lutfiah Mahira Attas (mai neim iz A.Tenri)
- Teacher: Where do you study? (weə r du: ju: 'stʌdi?)
Students: I study at MTSN Model Palopo. (I 'stʌdi ət MTSN Model Palopo)
- Teacher: What class are you? (wɒt klɑ:s ə r ju: ?)
Students: I am class in eight. (I əm klɑ : s ɪn eɪt.)
- Teacher: Who is the headmaster in your school? (hu: iz ðə head 'mistress ɪn ju: sku:l?)
Students: My headmaster eee. . in this is school is Dra. Hj. Ni'mah. (mai head 'mistress eee ɪn ðɪs iz sku:l iz Dra. Hj. Ni'mah.)
- Teacher: How about your school? (haʊ ə 'baʊt ju: sku:l?)
Students: My opinion about in MTSN Model Palopo is good, big, all students are smart, handsome handsome and beautiful. (mai ə 'pɪnjən ə 'baʊt ɪn MTSN Model Palopo iz gud, bɪg, ɔ:l 'stju:dnt ə r smɑrt, 'hænsəm 'hænsəm ənd 'bjʊ:tɪfl)

Criteria of score of components:

Accuracy (3) = Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Only

a few words that had grammatical and lexical errors. For example, the respondent said “*this is school is*” and the true words is “*this school is*”.

Fluency (3) = Has to make an effort to much time. Often has to search for the desire meaning. Frequently fragmentary and halting delivery, almost give up making the effort at times. It is limited range of pausing. For example, she often say “*eee*” while trying to look for another words.

Comprehensibility (3) = The listener can understand a lot what is said, but that is must constantly seek clarification to understand what are the students talking about.

Respondent 20 (R20) in pre test:

- Teacher : What is your name? (wɒt iz ju: neim?)
Students: My name is Lutfiah Mahira Attas (mai neim iz Lutfiah)
- Teacher: Where do you study? (weəɪ du: ju: 'stʌdi?)
Students: I study at MTSN Model Palopo. (I 'stʌdi ət MTSN Model Palopo)
- Teacher: What class are you? (wɒt klɑ:s əɪ ju:??)
Students: I am in the eight year student now. (I əm ɪn ðə eɪt jɪər 'stju:dnt naʊ.)
- Teacher: Who is the headmaster in your school? (hu: iz ðə head 'mistress ɪn ju: sku:l??)
Students: The headmaster eee. . in my school is Dra. Hj. Ni'mah. (ðə head 'mistress eee ɪn mai sku:l iz Dra. Hj. Ni'mah.)
- Teacher: How about your school? (haʊ ə 'baʊt ju: sku:l??)
Students: My school is locating in merdeka, e e e.... it has many rooms, emmm . . . they are classrooms, e e e... library, teacher's rooms, laboratory, WC, and canteen. My school Very nyaman eee...and tenang because far from vehicle crowded. (mai sku:l iz ləʊ 'keɪʃn ɪn merdeka, eee 'laɪbrəri, teacher's ru:m, lə 'bɒrətəri, WC, ənd kæn 'ti:n. mai sku:l 'veri nyaman eee ənd tenang bɪ 'kɒz fa :r frəm 'vi:əkl kraʊd)

Criteria of score of components:

Accuracy (2) = Her pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. There are many basic grammatical and lexical errors. For example, the respondent pronounces “Library” as “Librari” and “laboratory” as “Laboratori”, “vehicle” as “vehikel” these are Indonesia style. She should pronounce “Library” as “/’laɪbrəri/” and “Laboratory” as “/lə’bɒrəri/”, “Vehicle” as “/’vi:əkl/”.

Fluency (2) = she still has to make an effort to much time, very halting fragmentary delivery, almost give up making the effort at times. It is very limited range of pausing. For example, she always say “e e e” or “emmm” while trying to look for another words.

Comprehensibility (3) = Hardly anything of what she said and what are the message that she try to tell the listeners can be understood.

Respondent 7 (R7) post test:

- Teacher: What is Latuppa? (wɒt iz Latuppa)
Student: Latuppa is a tour place.(Latuppa iz ei tʊər pleɪs.)
- Teacher: Where is it locating ? (weər iz ɪt ləʊ ’keɪʃn?)
Student: It is locating in Palopo. (ɪt ləʊ ’keɪʃn ɪn Palopo)
- Teacher: How many times did you ever go to Latuppa? (haʊ ’meni taɪm did ju : ’evər gəʊ tə Latuppa)
Student: I ever go to Latuppa three times. (I ’evər gəʊ tə Latuppa θri : taɪm)
- Teacher: With whom do you always go to latuppa? (wið hu : m du : ju : ’wɪθ : lwetʒ gəʊ tə Latuppa.)
Student : I go to Latuppa with my family and my friends. (I gəʊ tə Latuppa wið mai ’fæməli ənd mai friend)
- Teacher: what do you think about Latuppa? (wɒt du : ju : θɪŋk ə ’baʊt Latuppa)
Student: I think Latuppa is one of four place . Latuppa very beautiful many people visit there every weekend or holiday. for place refreshing with family or friends. Latuppa have natural water and we can enjoy fresh make our body relax. Thank you (I θɪŋk Latuppa iz wʌn əv fɪ : r pleɪs. Latuppa

'veri 'bju:tɪfl 'meni 'pi:pl 'vɪzɪt ðeər 'evri week end ɔ:r hɒlədeɪ. fər ples rɪ 'freʃn wɪð 'fæməli ɔ:r frend. Latuppa həv 'nætʃrəl 'wɔ:tər ənd wi: kən ɪn 'dʒɔ:ɪ freʃ meɪk ɑ:r 'bɒdi ri 'læks.)

Criteria of score of components:

Accuracy (4) = Although that the pronunciation is still influenced by mother tongue, but we can quite understand of what is he talking.

Fluency (4) = Do not long pause anymore, and with a fairly wide range expression and there is no repetition sentences anymore, as in pre-test before treatment.

Comprehensibility (3) = The listener can understand a lot of what is said, but she must constantly seek clarification.

Respondent 20 (R20) post test:

- Teacher: What is Latuppa? (wɒt ɪz Latuppa)
Student: Latuppa is a tour place.(Latuppa ɪz eɪ tʊər ples.)
- Teacher: Where is it locating ? (weər ɪz ɪt ləʊ 'keɪʃn?)
Student: It is locating in Palopo. (ɪt ləʊ 'keɪʃn ɪn Palopo)
- Teacher: How many times did you ever go to Latuppa? (haʊ 'meni taɪm dɪd ju : 'evər ɡəʊ tə Latuppa)
Student: I ever go to Latuppa three times. (ɪ 'evər ɡəʊ tə Latuppa θri : taɪm)
- Teacher: With whom do you always go to latuppa? (wɪð hu:m du:ju: 'ɔ:lweɪz ɡəʊ tə Latuppa.)
Student : I go to Latuppa with my family and my friends. (ɪ ɡəʊ tə Latuppa wɪð maɪ 'fæməli ənd maɪ frend)
- Teacher: what do you think about Latuppa? (wɒt du:ju: θɪŋk ə 'baʊt Latuppa)
Student: I think Latuppa is one of four place that very interest and many people visit there every weekend or holiday. Latuppa have a beautiful view. We can enjoy fresh and natural water can make our body relax. Latuppa suitable refreshing with family or friends. (ɪ θɪŋk Latuppa ɪz wʌn əv fɔ:r ples ðæt 'veri 'ɪntrəst ənd 'meni 'pi:pl 'vɪzɪt ðeər 'evri week 'end ɔ:r 'hɒlədeɪ. Latuppa həv eɪ 'bju:tɪfl vju: . wi: kən ɪn 'dʒɔ:ɪ freʃ ənd 'nætʃrəl 'wɔ:tər kən meɪk ɑ:r 'bɒdi ri 'læks. Latuppa 'su:təbl rɪ 'freʃn wɪð 'fæməli ɔ:r frend)

Criteria of score components:

Accuracy (4) = Although that the pronunciation is still influenced by mother tongue, but we can quite understand of what is she talking.

Fluency (4) = Although she still has to make an effort at times to search the words, but there are not too many unnatural pauses, fairly smooth delivery mostly.

Comprehensibility (5) = Clear and the listener can understand a lot what is said.

The table paired samples correlations of pre-test and post-test above presents that there was a significant improvement of students' ability before and after treatment. It means that there was a significant improvement of students' ability in learning speaking by using guided questions after doing treatment.

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} was higher than t_{table} , it concluded that there was a significant difference in teaching speaking before and after using guided questions. Because of that, the researcher assumes that guided questions was effective in teaching speaking at the eighth grade students of SMPN Model Palopo.

Based on the result of the data analysis, it is proven that the students' score of speaking taught by using guided questions is better. It means that the use of guided questions in teaching speaking is quite effective. Another reason based on the students' responses is because most students find that guide questions is enjoyable. This reason leads to better attention in learning and stimulate them to participate in guided questions activities. But the problems that they faced mostly is lack of confidence and lack of vocabulary. In the early stages of the guided questions the students were uncomfortable and uncertain.

1. Analysis of questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students' interest in learning speaking by guided questions, it could be indicates that there were most of the students very interested in learning speaking by guided questions and the others were interested in learning speaking.

Learning speaking by guided questions was one of effective and interesting ways that could be applied in classroom. Besides, guided questions could motivate the students' to improve speaking skill. In this method the students' were expected to contribute ideas information, opinion and feelings to others, so that way the students' could get new solution in speaking skill. This technique could improve the students' vocabulary, make the students focus active during the learning process. By applying this technique we could learn enjoying.

In indication the students' interest in learning speaking by guided questions could be seen through the answers of the questionnaire by the students. Having analyzed the result of students' responses toward the technique applied by the researcher in this research, it shows where the data shows that there were 48% students chose strongly agree, 50% students chose agree, 2% students disagree, but there was none of the students chose strongly disagree. Many students chose positive choices in all the statements, it shows that the students gave positive response to this technique.



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CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, data analysis, and discussions in the previous chapter, the researcher draws conclusion as in following:

1. Having implemented the treatment by using guided question, it was found that the mean score of post test (11.05) was greater than pre test (7.8). The data analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 19, got $t_t = 2.093$ and standard of significant 0.05, the result of t_0 (t count) is 7.479. From this result the researcher gave interpretation that t_0 (t count) is greater than t_t (t table), $7.479 > 2.093$. On the other hand, the improvement of students' skill can be seen along the process. The students' speaking ability step by step changing inside the treatment, first the student have weak skill then they improve after doing speaking learning process trough guided question technique. It means that there is a significant difference between students' ability before and after treatment. So the researcher concludes that guided question is effective in upgrading students' vocabulary.
2. The students have positive perception in learning speaking by guided question technique to upgrade students' speaking. It is proved by looking their responses to the statements of the questionnaire. In questionnaire, the statement no 1 and 10 are related to learns speaking is very interesting and easy to understand if the teacher teaching by guided question.

B. Suggestions

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various method or technique to manage the class more lively and enjoyable. The method and technique also help

the researcher and lectures, and give much opportunity for the students to be active in teaching learning process. Regarding to teaching speaking by guided questions, the researcher gives some suggestion for the teacher, students and the next researchers as follows:

1. For the teachers, it is better to use positive topic which is very close to the students' live. The researcher suggest the teacher to use guided questions in teaching speaking because it can simulate and motivate the students to be active in speaking English.
2. For the students, they need to bring dictionary and they should be active and speak up in class having applied this activities. They should have braveness to express their ideas and do not be shy or afraid to make grammatical error in speaking because to have a good speaking we have to always practice. Guided question technique is suitable for SMA or PT because this technique cannot be applied well if the students don't have enough vocabulary, cannot speak English well.
3. For the next researchers, this research can be one of the references for them in conducting other researchers with more detailed information about interactive activities to improve students' speaking skill.

Finally, the researcher realized that this thesis is far from being perfect and because of that; construction critics and advice are really expected for the perfection of this thesis. The researcher hopes that the result of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique in teaching speaking.

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