UPGRADING STUDENTS' SPEAKING SKILL BY USING QUESTION WORD at SMKN 8 BAEBUNTA

A THESIS

Submitted to the English Study Program of TarbiyahDepartment of State Institute of Islamic Studies (IAIN) Palopo For Undergraduate Degree in English Education

Composed By,

ENGKI KURNIAWAN

REG.NUM. 12.16.3.0129

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE INSTITUTE OF ISLAMIC STUDIES (IAIN) PALOPO 2018

UPGRADING STUDENTS' SPEAKING SKILL BY USING QUESTION WORD AT SMKN 8 BAEBUNTA

IAIN PALOPO

A THESIS

Submitted to the English Study Program of Tarbiyah Department of State Institute of Islamic Studies (IAIN) Palopo
For Undergraduate Degree in English Education

Composed By,

ENGKI KURNIAWAN

REG.NUM. 12.16.3.0129

Supervised By:

Dr.Masruddin, S.S., M.Hum.

AmaliaYahya, S.E., M.Hum.

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE INSTITUTE OF ISLAMIC STUDIES (IAIN) PALOPO
2018

THESIS APPROVAL

This thesis entitled **"Upgrading Students' Speaking Skill by Using Question Word at SMKN 8 Baebunta"**, which is written by **Engki Kuurniawan**, Reg. Num.12.16.3.0129 S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Sunday, **28th of January 2019**, coincided with **21th** Rabi'ul-Akhir 1440 H, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, on January 28th 2019 M
Rabi'ul Akhir 21th 1440 H

COMMITTEE OF EXAMINATION

1.	Amalia Yahya, SE., M.Hum	Chairman	(……..)
2.	Syamsudarni, S.Pd. I.,M.Ed..	Secretary	(……..)
3.	Dr. Muhaemin, M.A	Examiner I	(……..)
4.	Andi Tendrisanna Syam, S.Pd.,M.Pd	Examiner II	(……..)
5.	Dr. Masruddin, S.S., M.Hum	Consultant I	(……..)
6.	Amalia Yahya, SE., M.Hum	Consultant II	(……..)

IAIN PALOPO

Approved by,

The Rector of IAIN Palopo	**The Dean of Tarbiyah and Teacher Training Faculty**
Dr. Abdul Pirol, M.Ag	**Dr. Kaharuddin, M.Pd.I.**
NIP. 19691104 199403 1 004	**NIP. 19701030 199903 1 003**

ABSTRACT

Engki Kurniawan, 2018, *"Upgrading Students' Speaking Skill by Qestion Word at the SMKN 8 Baebunta".* A thesis of English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institut (IAIN) Palopo. Supervised by consultant (I) Dr. Masruddin, S.S., M.Hum and consultant (II) Amalia Yahya, S.E., M.Hum.

Key Word : Speaking Skill, Question Word.

This thesis attempts to discover the effectiveness of question word at SMKN 8 Baebunta. The problem statements of this thesis: ***Is the use of Question word effective to improve students speaking skill at SMKN 8 Baebunta?***

Based on the description above, the researcher answers the objectives of the research to find out whether the use of Question Word effective to improve students speaking skill at SMKN 8 Baebunta. The result of this research was expected; 1) To be information and contribution in speaking field, by knowing a good way in teaching speaking. 2) To be information for all teachers and students in teaching and learning speaking, and also it will give contribution to develop the students' speaking skill.

This thesis applied pre-experimental method. The researcher got the score of three aspects in speaking skill; accuracy, fluency, and comprehensibility by using a test namely pre-test and post-test. The population of this research was the students of the second grade motocycle engineering department of SMKN 8 Baebunta. The sample was taken by using cluster sampling. The number of sample was 24 students of class A.

The result of the data analysis shows that t_{test} (9.3440) is higher than t_{table} (1,731). It indicates that the Question word is effective in upgrading students' speaking skill at the SMKN 8 Baebunta.

THESIS APPROVAL

This thesis entitled **"Upgrading Students' Speaking Skill by Using Question Word at SMKN 8 Baebunta"**, which is written by **Engki Kurniawan**, Reg. Num.12.16.3.0129 S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Sunday, **28th of January 2019**, coincided with **21th** Rabi'ul-Akhir 1440 H, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, on January 28th 2019 M
Rabi'ul Akhir 21th 1440 H

COMMITTEE OF EXAMINATION

1.	Amalia Yahya, SE., M.Hum	Chairman	(.....)
2.	Syamsudarni, S.Pd. I.,M.Ed..	Secretary	(.....)
3.	Dr. Muhaemin, M.A	Examiner I	(.....)
4.	Andi Tendrisanna Syam, S.Pd.,M.Pd	Examiner II	(.....)
5.	Dr. Masruddin, S.S., M.Hum	Consultant I	(.....)
6.	Amalia Yahya, SE., M.Hum	Consultant II	(.....)

Approved by,

The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Kaharuddin, M.Pd.I.
NIP. 19701030 199903 1 003

IAIN PALOPO

TABLE OF CONTENT

TITLE PAGE i

THESIS APPROVAL ii

CONSULTAN APPROVAL iii

NOTA DINAS PEMBIMBING iv

PRNOUNCEMENT vi

ACKNOWLEDGEMENTS vii

TABLE OF CONTENT x

LIST OF TABLE xii

ABSTRACT xiii

CHAPTER I INTRODUCTION

A. Background 1

B. Problem Statements 2

C. Objectives of the Research 3

D. Significances of the Research 3

E. Scope of the Research 3

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Research Findings 4

B. Theory of Speaking 4

1. Definition of Speaking 4
2. Element of speaking 5
3. The problem of speaking 7
4. How learn to speak language 8
5. Type of Classroom Speaking Performance 10
6. Characteristic of A Succesfull Speaking activities 11
7. Aspect of Assessing Speaking Skill 13
8. Principles for Teaching Speaking 14
9. Strategies for Developing Speaking Skill 15

C. Language Teaching Method 17
D. Question Words 20
E. Relation Speaking and Question 24
F. Conceptual Framework 25
G. Hypothesis 26

CHAPTER III RESEARCH METHOD

A. Research Method 27
1. Research Type 27
2. Research Design 27
3. Variables of The Research 27
4. Population and Sample 28
5. Technique and Instrument of The Research 28
6. Procedure of Collecting Data 29
7. Data Analysis Technique 31

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings..... 33
B. Discussions..... 57

CHAPTER V CONCLUSIONS AND SUGGESSTIONS

A. Conclusions..... 69
B. Discussions..... 69
BIBLIOGRAPHY 71
APPENDIXCES 73
AUTOBIOGRAPHY .....

LIST OF TABLE

Table **Page**

Table 41. The scores of students' speaking skill in the pre-test 37

Table 4.2. The scores of students' accuracy in pre-test 38

Table 4.3. The mean scores of students' accuracy in pre-test..... 39

Table 4.4. The rate percentages score of the students' accuracy in pre-test 40

Table 4.5 The score of students' fluency in pre-test 41

Table 4.6 The mean score of students' Fluency in pre-test..... 42

Table 4.10 The Rate Percentages score of students comprehensibility 46

Table 4.12 The score of students' accuracy in post-test 47

Table 4.21 The paired samples statistics of pre-test 58

Table 4.22 Paired samples correlations..... 58

Table 4.23 The paired samples test of pre-test and post-test 59

CHAPTER I

INTRODUCTION

A. Background

Speaking is an important skill in learning a language beside reading, listening and writing.[1]Everyone should have the ability to speak, especially in English because the fact shows that, without a language, we would find difficulties in our life especially in communication, cause language which has become the key to enter the door of global communication.

However, in fact there are still cases at which the students still hardly to understand in English. Although they have been learning it for quite long time. In condition, they also study in elementary and high school but they have not possessed good basic English skill. Perhaps, they could the test because when they do the test they just try to memorize the subjects which are tested in their short-term memories or we can say that they learn just for purpose.[2]Some of the cases why the students cannot speak English because the students are lazy to memorize vocabularyand practice it. Then they are lazy to make question when the students meet each other at the classroom. Although they practice their English but, they are not consistent. So

[1]Rever M. Wilga, *Teaching Foreign Skill*. (Second Edition;Chicago and London:U , 1981)p, 138

[2] Akbar, "*The Student Effectivenes of Oral Drill In Improving Speaking Skill*(*an Experimental on The first Year Students of Tourism Department at SMKN 1 Palopo Academic Year 2008/2009*)", An Unpublished Thesis (Palopo; STAIN Palopo,2009),p,1.

that iswhy they do not get the improvement. So, the teacher finds the problem that has to be solved.

To develop the students' speaking skill, the teacher has to create a method in classroom which involvesthe student knowledge about English and possibility to makes students can develop their speaking. Based on the preliminary observation at SMKN 8 Baebunta especially at the nine class, the teacher look for alternative solution by giving question word because, Question word can make students speak with pronunciation, structure and grammar correctly. Question word can make students speak about something without long pause. Question word can make student to master of the subject that they would speak.

This title consist of three word, they are:

a. Upgrade

is one of instrumental to improve the quality or usefulness of something, or change it for something newer or of a better standard.[3]

b. Speaking

is one of four language skill (reading, writing, istening and speaking). It is the means thtough which learners can communicate with others to achieve certain goals or to express their opinions, hopes and view points. In addition, people who know language are referred to as 'speaker' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

c. Question words

[3] https://dictionary.cambridge.org/dictionary/english/upgrade

is a function word used to ask a question, such as what, when, where, who, why and how. They are sometimes called wh-words, because in English most of them start with "wh''.[4]

Related to explanation above, the writer is going to conduct a research under the little "Upgrading Student's speaking skill Using Question Words at SMKN 8 Baebunta"

In another paper that is one of the considerations for English language teachers to make their lessons interesting. This study aims to prove one important method that is rarely used by English teachers. In other that alternative solution method is question word.

B. Problem Statement

Based on the Explanation in the background above, the researcher formulates the problem statements, as follows:

1. Is the use of Question Word effective in upgrading the students' speaking skill upgraded at SMKN 8 Baebunta?

C. Objective of the Research

To find out of the research would be as follow:

1. To find out whether the use of Question Word effective Upgrading students' speaking skill at SMKN 8 Baebunta.

D. Significances of the Research

[4] Crystal David, A *Dictionary of Linguistics Phonetics* 2nd Ed. (The Language Library 1985), p.254

1. For teacher, this research can give information how to teach speaking skill and improve the students' speaking skill.

2. For students, it can improve students' speaking skill by knowing the good way in learning speaking skill.

3. For other research, it can be reference for the researcher as contribution to develop speaking skill at the School.

E. Scope of the Reseacrh

The scope of the research was be restricted to speaking teaching by question word for the all of students SMKN 8 Baebunta.The researcher used question words in stimulating the students to speak by responding the questions and improving the speaking accuracy, fluency, and comprehensibility.

CHAPTER II

RIVIEW OF LITERATURE

A. Previous studies

1. Yusuf in his thesis under the title of improving students speaking skill in retelling story through picture at the third semester students of STAIN Palopo. He suggests to use retelling story through picture method is formulated as a teaching speaking skill techniques is effective in improving the speaking ability, because students to be more active in the classroom.[1]

2. Sunyan in his research under the title of teaching speaking through WH-Questions technique at SMP N 1 Toba showed that the students had good progress in speaking by using WH-Question technique and also student showed the interest and improvement on speaking. These researches are same because the research uses WH-Question in improving speaking skill. The different is the previous research used classroom research and this research uses experimental research.[2]

3. The research, Nurhasan had conducted research entitled "*Teaching Speaking Procedure Text Using Pictures"*.[3] He concluded that Procedure Text using

---

[1]Yusuf, *The Improving Students Speaking Skill in Retelling Story Through Picture at The Third Semester of STAIN Palopo,* (Palopo: STAIN Palopo, 2009), p.57.

[2]YohanesSunyan, et, al. *Teaching Speaking Through WH-Questions Technique*, (JurnalPendidikandanPembelajaran Vol. 2, No. 10, 2013). P. 1.

[3]Nurhasan, *Teaching Speaking Procedure Text Using Pictures, A Thesis S1* (STAIN Palopo, 2011),p.10.

Pictures Method is formulated as a teaching speaking technique is pictures are able to develop student speaking skill and the writer would like to give suggestions in correlation with teaching procedure text.

B. Theory of speaking

1. Definition

Speaking skill is fundamentally an instrument act.[4] Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them to prove information. They request thing to get them to do thing for them and they promise, bet, warn and exclaim to affect them in still other ways. The nature of speech act should therefore play a central role in the process of speech production. Speaker begins with intention of affecting their listeners in a particular way and they select and utter a sentence theory believes will bring about just theory this affect.[5]

2. Elements of speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language "on the spot".

a. Language Features

---

[4] Herbert H. Clark and Eve V Clark, *Psychology and Language*, (United States of America: Harcourt Brace Joranovich, ich., 1997), p. 223.

[5]SalihiAndriani, A thesis on title *Improving Students' Speaking Skill Through Demonstration Method At The Eleventh Year Students Of SMA Negeri 2 Palopo,* (Palopo: STAIN Palopo, 2008), p.6.

Among the elements necessary for spoken production, are the following:

1. Connected speech: in connected speech, sound id modified assimilation omitted, added, or weekend. It for this reason that we should involve students in nativities designed specially to improve their connected speech.

2. Expressive Devices: the use of device contributes to the ability to convey meanings. The allow the extra expression of emotion and intensity. Students should be able to develop at least some of such supra segmental features and device in the same way if they are to be fully effective communicators.

3. Lexis and Grammar: spontaneous speech is marked by the use of all number of common lexical phrases, especially in the performance of certain language function.

4. Negotiating Language: effective speaking benefits from the negotiator language we sue to seek clarification and show the structure of what we are saying.

b. Metal/Social Processing

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above.

1. Language Processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in form that are not only comprehensible, but also convey the meanings that are intended.

2. Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

3. (On-The-Spot) information processing: quite apart for our response to others feeling we also need to be able to process information they tell us the mint we get it. The teachers' task will two folds: to given them (learners) confidence in English and to equip them with hitherto unknown skills in either their own mother tongue or English.[6]

3. The problems of speaking

Sometimes the learners unmotivated to learn English as the second language because some of problems those make them uninteresting to learn. There are some characteristics can make speaking difficult demonstrator some characteristic of spoken language can make oral performance easy as well as in easier difficult:[7]

a. Clustering

Fluent speech is phrasal-not words. Learner can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

---

[6]EkaNingsih, *Improving Speaking skill by Using Classroom Observation TechnuqueAt the Eight Year in SMP PMDS Putra Palopo,* (Palopo: STAIN Palopo, 2013), p.8-9.

[7]Brown H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New York: Prentice Hall, 2001), p.270-271.

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

c. Reduce Form

Contraction, elision, reduce vowel, etc. all forms, especially problem in teaching spoke English.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you manifest a certain number of performance hesitations, pauses backtracking and correction.

e. Colloquial Language

Make sure your student's reasonable well acquainted with the word, idioms, and phrases of colloquial language and that they get practice reducing these form.

f. Rate of Delivery

Another silent characteristic of fluency is rate of delivery. How to help learner achieves acceptable speed along with other attribute of fluency.

g. Stress, Rhythm, and Intonation

The stress timed rhythm of spoken English and its intonation patterns convey important message.

4. How to Learn to Speak Language

Rivers states that we learn to speak a language by speaking. Other teachers persuade themselves that if they speak the new language exclusively in the classroom the students will, at some time, begin to speak it fluently to, this is justified by the argument that the students now have the opportunity to learn speak a second or a fifth language as they learned their native as a child. This reasoning ignores the fact that little children learn to speak their language by continual patting for most their waking hours, frequently using incorrect forms, that they are continually being spoken to, often in specially adapted language, and uttering comprehensible speech enable them to gain things for which they feel a great need (physical satisfaction or their parents attention and praise). Students of a new language will not learn to speak fluently merely by hearing speech in class, although this is most important for familiarizing them practice in the receptive side of communication teachers will need to give their students may opportunities to practice speaking. They will need to use their imagination in deceiving situation which provoke the use of language in the expression of students own meaning, even the students has very limited resources on which to draw. From this early experiment with the language, students became aware of the extraordinary potentially for the creation of new meaning that recombination and rearrangement of language elements provide.[8]

The active practice of speech cannot be left to a "later stage" when the students presumably "know the language" from dissection reassembling of the writer

[8]Wilga M. Rivers, *Teaching Foreign Language Skill*, (Chicago: The University of Chicago Press, 1981), p.188-189.

language. By this time, many students will have developed certain inhibition about making strange sound in public, and will find it difficult to express themselves orally in the complex form of the literary code they have been taught. Students should be given the opportunity, throughout their period of language study, to develop ever greater skill encoding their thoughts in ever more complicated structural pattern of the new form of speech and in consolidating the muscular control involved in the acceptable production of sound sequences. Prolonged practice they require in working with the code must not be delayed. For this reason, speaking the language should be natural activity from the first lesson.

5. Types of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance that students expected to carry out in the classroom:[9]

a. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating "human tape recorder speech where for example learner practice an intonation contour or try to pinpoint a certain vowel sound

b. Intensive

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

[9]Brown H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Prentice Hall, 2001), p.274.

c. Responsive

A good deal of student speech in the classroom is responsive short replies a teacher or student, initiated questions or comments. Such speech can be meaningful and authentic.

d. Transactional (dialogue)

Transactional language carried out more for the purpose of conveying or exchanging specific information in the extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal language carried out more for the purpose of maintaining social relationship than for the transmission of the fact and information.

f. Extensive (monologue)

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

6. Characteristic of A Successful Speaking Activities

Hymes states successful communication involves more than just the mastery of the "rules of grammar" that is the linguistic forms of a language, but also the understanding and appropriate application of the "rules of use". Thus effective teaching of oral skills would naturally involve developing "communicative competence" or "pragmatic competence" in the learners.[10]

[10]Foley J.A., *New Dimensions in The Teaching of Oral Communication,* (Singapore: SEAMEO, Regional Language Centre, 2005), p.55.

Penny Ur stated that there are four characteristics of speaking activities, as follow:

a. Learner to talk

b. As much as possible of the period or time allocated to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses

c. Participation is even

A minority of talkative participants does not dominate classroom discussion, all get change to speak, and contribution is evenly distributed.

d. Motivation is high

Learner are eager to speak, because they are interested in the topic and have something new to sat about it or because they want to contribute to achieving a task objective.

e. Language is of an acceptable

Learner expresses themselves is utterance that are relevant. Easily comprehensible to each other and of acceptable level of language accuracy.[11]

7. Aspects of Assessing Speaking Skill

Theory with a book that written by J. B. Hilton, rating scale to value the digress of speaking learners ability the rating scale includes accuracy, fluency and

[11]Penny Ur, A., *Course in Language Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p.21.

comprehensibility.[12] Base on the statement, the writer divide speaking skill in to three main components, as follows:

a. Fluency

Fluency is the ability to produce one wish to say smoothly and without undue hesitation. Speaking without to great and effort with a fairly wide ranges of expression in the past researches Tasyid and Nur found that in the student speaking skills there were fairly fluent in interaction with speak of 75 – 89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

b. Accuracy

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

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and repharasing. Comprehension is exercise to improve one understanding.

[12]J.B. Heaton, *Writing English Language Tests,* (United Kingdom: Longman Group, 1991), p. 100.

Based on the opinion above, the researcher concludes that comprehensibility is one criterion of the speaking assessment which focus on how far are the speakers are able to understand what their interlocutor mean when performing speaking.

After knowing the some criteria of speaking assessment by the opinion above, it will be easier for researchers to conduct the speaking assessment of this research in other to data collected.

8. Principles for Teaching Speaking

There are five principles for teaching speaking as follows:

a. Be aware of differences between second language and foreign language learning context.

b. Give students practice with both fluency and accuracy.

c. Provide opportunities for the students to talk by using group work or pair work and limiting teaching talk.

d. Plan speaking tasks that involve negotiation for meaning.

e. Design classroom activities that involved guidance and practice in booth transactional and international meeting.[13]

[13]Ilham, A thesis on title *Upgrading Student's Speaking Skill Through Telling Anecdote Technique At Eleventh Year Students of SMA Guppi Padang Sappa,* (Palopo: SekolahTinggi Agama Islam Negeri, 2011), p.16-17.

9. Strategies for Developing Speaking Skills

Students often think that the ability to speak language is a product of language learning, but speaking is also a crucial part of the language learning process. Effective Teachers teach students using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.[14]

a. Using minimal responses

Language learners who lack confidents in their ability to participate successfully in oral interaction always listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them to build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

[14]http://www.nclrc.org/essentials/speaking/stratspeak.htm. Accessed on July 15, 2013.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, Teachers can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occur, and by responding positively when they do, teachers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

C. Language Teaching Method

Below is a description of the basic principles and procedures of the most recognized methods for teaching a second or foreign language as follows:

1. Visual Method

This method is one the method in teaching that using visual sense of the students by seeing or watching the object in a learning process.Visual methods can actually aid participation because images are often more accessible to students that dense academic text, and they also have a novelty factor which is likely to keep students stimulated and engaged in the learning process for longer. There are a range of visual methods which can be used: photography, painting and drawing, sculpting, filming, and any others. Not all of the methods will be suitable for every individual or group of students, so, they should be tailored to suid the needs of those involved.[15]

[15]Richads Naomi, *Realities Toolkit: Using Participatory Visual Methods*, (United Kingdom: The University of Manchester, 2011), p.2.

D. Question Words

1. Definition of Question Words

Question words is a function word used to ask a question, such as what, when, where, who, why and how. They are sometimes called wh-words, because in English most of them start with "wh''.[16] As Betty states in her book " question word is question that asks for information.[17] Question word consist of two word, they are:

a. Question

In oxford pocket dictionary, question is ask somebody question about something especially. In other hand David crystal say in his book that question is the way how to express a desire for more information, usually requesting a reply from the listener.[18]

b. Word

Word is thing that you say in oxford pocked dictionary.[19] From definitions of question word above, the writer concludes that question word is a technique to stimulate the students' to answer the question and giving about information. the situation makes the studens to begin a conversation. This technique include question that challenge different fields to identify problems. During conversation, some question which come up. The students begin to realize that there are really some great

[16] Crystal David, A *Dictionary of Linguistics Phonetics* 2nd Ed. (The Language Library 1985), p.254

[17]Oxford, Learner's Pocket Dictionary. (Oxford University Press, 2008), p. 513.

questions for getting a conversation going and keeping them flowing along in order to get to[i] know a person better. The students can really start to have some fun with using different questions during conversation.

2. Technique English speaking using question words

Most of the students often face difficulties when their teacher asks them to write. One of the reasons that make them difficult to write is because they sometimes do not know what they will write because of lacking of experiences, and ideas. It is also caused by the grammatical rules, words choice, spelling, developing ideas, and the other things are needed in speaking, especially speaking a English. First, they have problem to choose the best word (word choice) for their speaking. Second, the students also have problem how to organize generi text structure such as orientation, events, and reorientation. The third, they often make mistakes in language features of English.

For those reasons, in teaching learning process, the teacher has an important role in making the good atmosphere in classroom and making the student's ability in speaking English. Therefore, the teacher expected to make speaking become an activity that will make thestudens easier to write and become interested in speaking, especially in speaking a English. Therefore,the teacher must apply the technique in teaching English speaking in order to make a good atmosphere in a classroom and get the students' ability in speaking English. Considering the situation, the writer will apply guided WH-questions as a technique in teacing English speaking.

Teaching English speaking using guided WH-questions can help the students in speaking easily especially in improving speaking skill. Guided WH-question can be as a guide for the students because the answers of WH-question can develop the ideas of students to make English. WH-questions consist of what, who, where, when, why, and how. These questions are asking about what happened, who was involved, where it took place, and when it happened. These answers are appropriate withthe details in English. The students put the answers into paragraphs and develop them become a good English. Derewianka states that, when we tell someone what happened, we can call it recount.[18] In a recount, we reconstruct past experience. A recount is unfolding of a sequence of events or time. We are using language to keep the past alive and help us to interpret experience.

In appliying guided WH-questions in speaking English, the writer must have the procedures to be followed in order to apply it successfully. The procedures of this research will be applied by the writer as follow:

1.The writer tells the students about the topic that is going to be studied. Here the writer tells the students that they are going to study about speaking English using guided WH-questions.

2. The writer explains to the studens what is WH-question.

3.The writer gives an example of WH-question to the students.

---

[18]Derewianka,.*Exploring How Texts Work*. Australia: Primary Teaching Association.Beverly.1990)p.11

4. The writer explains WH-questions as guide is speaking English .

5. The writer also explains how to make WH-questions, how to answer, and develop the answers become a English.

6.Kinds of Question words

There are some of question words are:

	Question	Answer	Explanation
When	When did you arrive?	Yesterday	When is used to ask questions about abot time
Where	Where do you study?	In the SMKN 1 Baebunta	Where is used to ask question about place
Why	Why did he leave early?	Because he was ill	Why is used to ask about reason
How	How did you come to school?	By bus	How generally ask about manner
Who	Who can answer that question?	I can	Who is used as the subject of a verb or preposition
Whom	Whom did you see	I saw Rian	Whom is used as the object of a verb or preposition
Whose	Whose did you borrow?	David's	Whose asks question about possession
What	What did you need?	I needed the book	What is used as an object
Which	Which book do you want?	The blue one	Which is used instead of what, when, a question concerns choosing from a definite, known quantity or group

E. Relation Speaking and Question

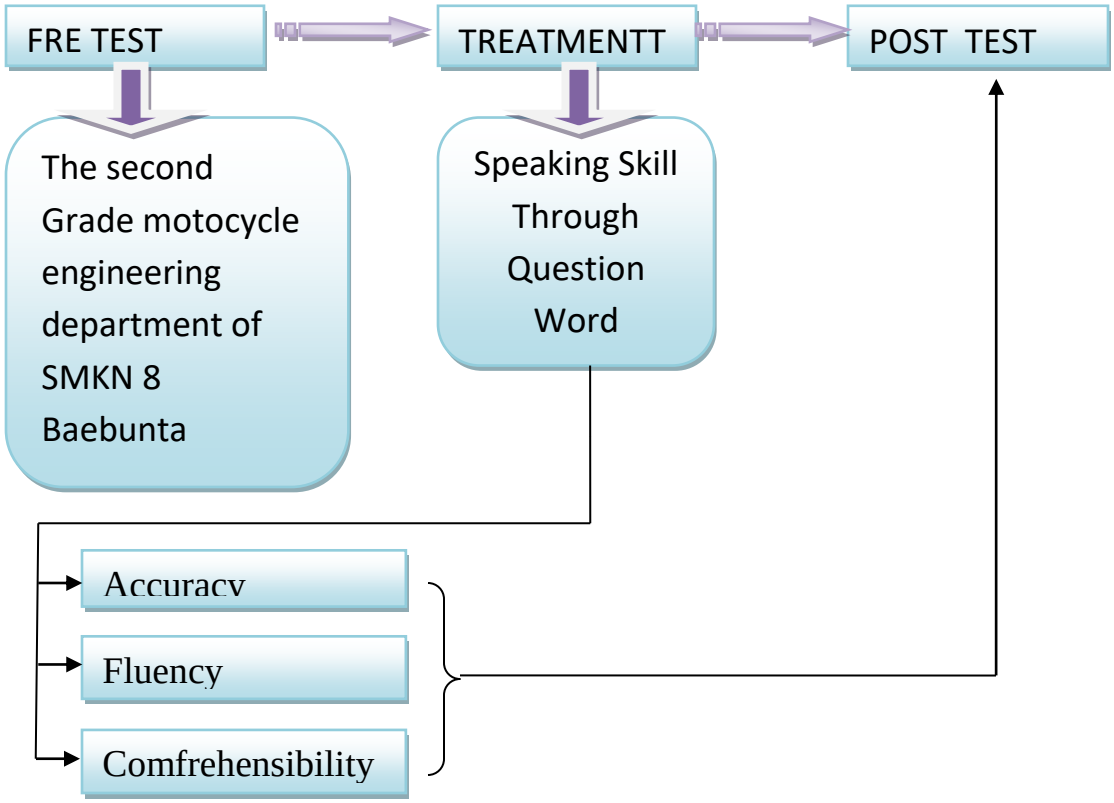
Question words has closed relation with speaking skill. Question words is one of technique to improve speaking skill. In accuracy aspects, Question words can make students speak with pronunciation, structure and grammar correctly. In fluency aspect, by Question words students can speak about something without long pause. In comprehensibility aspect, questions words can make students to mastery the mastery that they would speak. Further more, the students can makethe listener understand that they speak. Question is one of they ways for the students in stimulating the ideas. Question make students to think. It means that question can practice the students in order to stimulate the ideas. The questions give the chance for the studens to think and encourage their thoughts which are expressed in speaking. And also help the students to use the correct tense especially past tense in speaking English.

F. Conceptual Framework

In this research, the researcher took some of sample from the population where the students will be given pre-test by researcher to know their basic ability in speaking before given treatmens. It this case, called input. After knowing students' ability in speaking. Researche gave some treatments as a process of learning speaking by using question word. This process is expected to give development to the students' knowledge.

After conducting both items, the researcher come to the last it is namely giving test to know any significance development to the students or output after giving treatment.

Those process are formulate as follow:



G. Hypothesis

There are two hypothesis of this research, they are:

1 Ho = There is no significant developments of the students' speaking ability after using question words.

2 Ha = There is significant developments on students' speaking skill ability after using Question words.

CHAPTER III

RESEARCH METHOD

A. Research Method

1. Research Type

This research applied pre-experimental method aims to find out whether the effectiveness of question words to improve speaking skill at the second grade motoecycle engineering department program of SMKN 8 Baebunta.

2. Research Design

The method used in this research pre-experimental research method. The formula as follow:

O_1	X	O_2

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test[1]

[1] Suharsimi Arikunto, Prosedur Penelitian, 1997, p.78

3. Variables of The Research

In this research, there were two variables as follows:

a. Dependent variable is the student' depelopment on speaking skill after teaching using question word.
b. Independent variable is the question word in english teaching.

4. Population and Sample

a. Population

The researcher took population from students of SMKN 8 Baebunta at the Second grade motocycle engineering department of SMKN 8 Baebunta. 50 students from two classes.

b. Sample

In this research applied purposive sampling technique. The researcher would take one class A. This class consisted all of students. The sample of population that could be representative for all[2]. The researcher chose this class because students of this class good appreciate support to this research.

Based on observations researchers found a condition in this school that the level of interest of women choosing this department was very low. it is inseparable from the view of the community towards the world of world-based education in employment plus the viewpoint of the community partriarch is

still very thick, that the area of choice for women's work must be in the domestic space.

the school is located in the geographical area of the north luwu district of Baebunta sub-district, Mario village, Katonantana village. the natural conditions there are very erratic, when the rainy season seems like it is always flooded which results in the school being closed. based on facilities, researchers see there are still many shortcomings related to learning facilities. including about motorcycle learning tools included in the development of English.

5. Technique and Instrument of The research

The researcher would use six question words as the speaking test and also the researcher uses the order instruments that relational to question words and speaking to collect all of information.

a. Test

In this case the researcher would use oral test to make sure and to find out students' speaking ability in the pre-test and post-test by using recorder. The researcher gave question to the students. The researcher gives six 6 questions to students to measure the level of students' responses to language learning.

6. Procedure of collecting data

The data collect by using the procedures as bellow:

a. Pre-test

The test in the first meeting was to make the researcher easy to measure and know the students' speaking ability. In pre-test, the researcher asked the student to answer the question. For example:

1. what is your name?

2. How are You ?

3. where Do you live ?

b. Treatment

The researcher gave treatments in the classroom after pre-test. The researcher would conduct treatment for six meeting, steps were follows:

Treatment 1

The researcher explained the definition about question words to the students in that class. After giving the explanation the researcher gave the example to students.

Treatment 2

The researcher asked to the students how to know the kinds of question word and also understand about tell the meaning.

Treatment 3

The researcher gave some of the questions to the students and asking the students to answer it.

Treatment 4

The researcher gave the chance to the students how to make the question with their friends in that class.

Treatment 5

The researcher faired the students and asking to come forward how to demonstrate about question words.

Treatment 6

The researcher asked the students about the difficult of the question words after demonstrating.

c. Post-test

After giving treatments to the students, the researcher would give post-test to find out the achievement of the students. The researcher would ask the students to speak and ask them to practice about question the in front of their friends.

7. Data analysis Technique

To analyze the data, the researcher used the following steps:

a. There were three criteria that reside in speaking skill. These all evaluation the following marking scene (using a 6-point scale) as follow:

Accuracy	**Fluency**	**Comprehensibility**
6. Pronunciation is only very slightly influenced but the mother-tongue. Two or three minor grammatical and lexical errors.	Speak without to great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.

5. Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
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.	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 success in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3. Pronunciation is influenced by the	Has to make an effort for much of the time. Often	The listener can understand a lot of what

mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	is said, but he must constantly seek clarification Cannot understand many of the speaker's more complex or longer sentences.
2. Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker.
1. Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts,

mastered any of the language skills and areas practiced in the course.	Very limited range of expression.	the speaker is unable to clarify anything he seems to have said.[2]

The scoring Classification of the students based on the scale of scoring in the speaking skil

Looking for mean score and standard deviation the researcher use SPSS 21. Criteria hypothesis of acceptability

t-table < t-test :Reject null hypothesis

t-test > t-tabel :Receive null hypothesis[3]

to find out the percentage of students in questionnaire assessment by using the formula bellow:

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

[2]J.B. Heaton, *Writing English Language Tests* (UK England: Longman Group, 1991), p. 100.

[3] Suharsimi Arikunto, *Prosedur Penelitian*, (cct, IV; R Cipta, 1997), p.156

Where:

P =the percentage from the students' respond

F =the frequency

N = the total number of students.[4]

[4] Husaini Usman 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 Student Of SLTP 8 Palopo",* (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007),p.30.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter the researcher analyzed finding and discussion of the data.

A. *Findings*

The findings of the research were showed to describe the result of the data that analyzed were statistically. It comprised of the students' score in pre-test and post-test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students' pre-test and post-test.

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

a. Pre-test

In this section, the researcher showed the complete score of 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 was tabulated by following table:

Table 4.1
The Scores of Students` Speaking Skill in the Pre-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	1	1	2	4
R2	2	1	2	5
R3	2	1	2	5
R4	2	2	2	6
R5	2	2	3	7
R6	3	2	2	7
R7	2	1	3	6
R8	3	2	2	7
R9	2	1	2	5
R10	3	3	3	9
R11	2	2	2	6
R12	2	2	3	7
R13	2	2	3	7
R14	2	2	2	6
R15	1	1	2	4
R16	2	2	3	7
R17	2	2	3	7
R18	2	2	2	6
R19	2	1	1	4
R20	3	3	4	10
R21	3	2	3	8
R22	3	2	3	8
R23	2	2	2	6
R24	4	2	2	9
N=24				∑Y=156

Speaking skill consist of three aspects; they are accuracy, fluency and comprehensibility. So in this section, the researcher present and tabulate the mean score of

the students' speaking ability one by one. All of those would explain for more clearly by following tables:

1) Accuracy

Table 4.2
The Score of Students' Accuracy in Pre-test

Respondents	Accuracy
R1	1
R2	2
R3	2
R4	2
R5	2
R6	3
R7	2
R8	3
R9	2
R10	3
R11	2
R12	2
R13	2
R14	2
R15	1
R16	2
R17	2
R18	2
R19	2
R20	3
R21	3
R22	3
R23	2
R24	4
N24	54

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

Table 4.3
The Mean Score of Students' Accuracy in Pre-test

		Accuracy
N	Valid	24
	Missing	0
Mean		2.2500
Median		2.0000
Std.Deviation		67566
Variance		457
Range		3.00
Minimum		1.00
Maximum		4.00

From the table 4.3, it showed that the highest score of students is 4.0, and the lowest score is 1.0, the sum is 78. Beside it also indicate that the range score is 3.0. And the mean score of students' accuracy in pre-test is 2.25.

In other side, the researcher also wrote the students' score of accuracy before giving treatment by using Question method and it presents through the table rate percentage scores. The table showed as follows:

Table 4.4
The Rate Percentages Score of the Students` Accuracy in Pre-test

Classification	Score	Frequency	Percentage
Very good	5	0	0%
Good	4	1	4%
Average	3	6	24%
Poor	2	15	63%
Very Poor	1	2	8%
Total		24	100%

The table 4.4 indicated that students` score in accuracy of pre test. It showed that there are none of students (0%) who got very good.And there is 1 students (4%) who got good. Beside that, there are 6 students (24%) who got everage. And there are 15 students (63%) poor. And the last there are 2 students (8%) who got very poor.

2) Fluency

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

Respondents	Fluency
R1	1
R2	1
R3	1
R4	2
R5	2
R6	2
R7	1
R8	2
R9	1
R10	3
R11	2
R12	2
R13	2
R14	2
R15	1
R16	2
R17	2
R18	2
R19	1
R20	3
R21	2
R22	2
R23	2
R24	2
N24	43

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

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

		Fluency
N	Valid	30
	Missing	0
Mean		1.7917
Median		2.0000
Std. Deviation		65386
Variance		346
Range		2.00
Minimum		1.00
Maximum		3.00

From the table 4.6, it showed that the highest score of students is 3.0, and the lowest score is 1.0, and the range is 2.0. Beside it also indicated that the mean score of students' accuracy in pre-test is 1.7.

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

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

Classification	Score	Frequency	Percentage
Very good	5	0	0%
Good	4	0	0%
Average	3	2	8%
Poor	2	15	62%
Very Poor	1	7	29%
Total		24	100%

The table 4.7 indicated that students` score in the frequency of pre-test. It showed that there are none of the students (0%) who got very good and good, Beside that there are 2 students (8%) who got average and there are 15 students (62%) who got poor. The last, it also showed there are 7 students (29%) who got very poor

3) Comprehensibility

Table1 4.8
The Score of Students' Comprehensibility in Pre-test

Respondents	Comprehensibility
R1	2
R2	2
R3	2
R4	2
R5	3
R6	2
R7	3
R8	2
R9	2
R10	3
R11	2
R12	3
R13	3
R14	2
R15	2
R16	3
R17	3
R18	2
R19	1
R20	4
R21	3
R22	3
R23	2
R24	2
N24	58

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

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

		Comprehensibility
N	24	24
	0	0
Mean		2.4167
Median		2.0000
Std. Deviation		65386
Variance		428
Range		3.00
Minimum		1.00
Maximum		4.00

From the table 4.9, it showed that the highest score of students is 4.0, and the lowest score is 1.0, and the range is 3.0. Beside it also indicates that the mean score of students' comprehensibility in pre-test is 2.41.

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

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

Classification	Score	Frequency	Percentage
Very good	5	-	0%
Good	4	1	4%
Average	3	9	37%
Poor	2	13	54%
Very Poor	1	1	4%
Total		30	100%

The table 4.10 indicated that students` score in the comprehensibility of pre-test. The table shows that there are none of the students (0%) who got very good and there is 1 student (4%) who got good In other side, there are 9 students (37%) who got everage. There are also 13 students (54%) who got poor. And the last there is 1 student (4%) 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 Scores of Students` Speaking Skill in the Post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	2	2	7
R2	2	2	2	6
R3	2	2	3	7
R4	3	3	2	8
R5	3	3	4	10
R6	4	4	3	11
R7	3	2	4	9
R8	4	3	5	12
R9	4	2	3	9
R10	5	5	5	15
R11	4	3	3	10
R12	3	2	4	9
R13	3	2	3	8
R14	2	3	2	7
R15	2	2	3	7
R16	4	2	3	9
R17	3	3	3	9
R18	4	3	4	11
R19	2	1	2	5
R20	5	5	6	16
R21	4	3	3	10
R22	5	4	3	12
R23	3	2	3	8
R24	5	3	3	11
N24				∑Y=226

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 follows:

1) Accuracy

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

Respondents	Accuracy
R1	3
R2	2
R3	2
R4	3
R5	3
R6	4
R7	3
R8	4
R9	4
R10	5
R11	4
R12	3
R13	3
R14	2
R15	2
R16	4
R17	3
R18	4
R19	2
R20	5
R21	4
R22	5
R23	3
R24	5
N24	82

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

		Accuracy
N	Valid	24
	Missing	0
Mean		3.4167
Median		3.0000
Std. Deviation		1.01795
Variance		1.036
Range		3.00
Minimum		2.00
Maximum		5.00

From the table 4.13, it showed that the highest score of students is 5.0, and the lowest score is 2.0, and range is 3.0. Beside it also indicates that the mean score of students' accuracy in post-test is 3.41.

In other side, the rechearcher also has written score of the students' accuracy who had been given treatment by using discussion method and it presents through the table rate percentage scores. The table was showed as follows:

Table 4.14
The Rate Percentages Score of Students` Accuracy in Post-test

Classification	Score	Frequency	Percentage
Very good	5	4	16%
Good	4	7	29%
Average	3	8	33%
Poor	2	5	20%
Very Poor	1	-	0%
Total		30	100%

Based on table 4.14, the percentages of the students` accuracy score in post-test indicated that there are 4 the students (16%) who got very good. And there are 7 students (29%) who got good. In other side there are 8 students (33%) who got average and 5 students (20%) who got poor. And the last there are none of students (0%) who got very poor.

2) Fluency

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

Respondents	Fluency
R1	2
R2	2
R3	2
R4	3
R5	3
R6	4
R7	2
R8	3
R9	2
R10	5
R11	3
R12	2
R13	2
R14	3
R15	2
R16	2
R17	3
R18	3
R19	1
R20	5
R21	3
R22	4
R23	2
R24	3
N=24	66

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 follows:

Table 4.16
The Mean Score of Students' Fluency in Post-Test

		Fluency
N	24	24
	0	0
Mean		2.7500
Median		3.0000
Std. Deviation		98907
Variance		978
Range		4.00
Minimum		1.00
Maximum		5.00

From the table 4.16, it showed that the highest score of students is 5.0, and the lowest score is 1.0, and the range is 4.0. Beside it also indicated that the mean score of students' fluency in post-test is 2.75.

In other side, the researcher also had written score of the students' fluency who had been given treatment by using question word and it presented through the table rate percentage scores. The table was showed as follow:

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

Classification	Score	Frequency	Percentage
Very good	5	4	16%
Good	4	7	29%
Average	3	8	33%
Poor	2	5	20%
Very Poor	1	0	0%
Total		30	100%

Based on the table 4.17, the percentages of students' fluency score in post-test indicated that there are 4 students (16%) who got very good. And there are also 7 students (29%) who got good, 8 students (33%) who got everaget, there are 5 students (20%) who got poor and there are none of student (o%) got very poor.

3) Comprehensibility

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

Respondents	Comprehensibility
R1	2
R2	2
R3	3
R4	2
R5	4
R6	3
R7	4
R8	5
R9	3
R10	5
R11	3
R12	4
R13	3
R14	2
R15	3
R16	3
R17	3
R18	4
R19	2
R20	6
R21	3
R22	3
R23	3
R24	3
N24	78

For looking the mean score of students' comprehensibility 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 4.19
The Mean Score of Students' Comprehensibility in Post-Test

		Comprehensibility
N	24	24
	0	0
Mean		3.2500
Median		3.0000
Std. Deviation		1.03209
Variance		1.065
Range		4.00
Minimum		2.00
Maximum		6.00

From the table 4.19 it showed that the highest score of students is 6.0 and the lowest score is 2.0, the sum is 114, and the range is 4.0. Beside it also indicated that the mean score of students' accuracy in pre-test is 3.2.

In other side, the researcher also had written score of the students' comprehensibility who had been given treatment by using question method and it presented through the table rate percentage scores. The table show as follows:

Table 4.20
The Rate Percentages Score of Students` Comprehensibility in Post-test

Classification	Score	Frequency	Percentage
Very good	6	1	4%
Good	2	2	8%
Average	4	4	16%
Poor	3	12	50%
Very Poor	2	5	20%
Total			100%

The table 4.20 indicated the percentages of students` comprehensibility score in post-test. The table showed that there is 1 students (4%) who got very good. And there are also 2 students (8%) who got good. And beside it, there are 4 students (16%) who got everage, there are 12 students (50%) who got poor and the last there are 5 students (20%) who got very poor.

Beside it showed about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also present the total mean score and standard deviation in pre-test and post-test, and then compare both of them. The result present in to the table descriptive statistic as follows:

Toknow whether the pre-test and post-test are 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 show in the table of paired samples statistics, paired samples correlations, and paired samples test. It presented in the following tables:

The Table 4.21
The paired samples statitistics of pre test and post test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	6.5000	24	1.58800	.32415
	Post-test	9.4167	24	2.61960	.53472

The table paired samples statistics of pre-test and post-test above indicate that the value of standard deviation in pre-test is 1.58 and 2.61 in post-test. Beside it the standard deviation error in pre-test is 0.2 and in post-test is 0.2. The table above also showed that mean score in pre-test is 6.5 and in post-test is 9.41. It concluded that the students' score improved from 6.5 to 9.41. And the rusult of samples correlations of pre-test and post-test showed in the table of paired sample correlation and sample correlation test present in the following tables:

Table 4.22 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Tes& Post-tes	24	.847	.000

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment is 0,7. It means that there was a significant correlation of students' ability in teaching speaking by using question word before and after treatment because 0,7 $\geq$ 0,05. And the result of paired samples of pre test and post test showed in the table of paired sample in the following tables:

Table 4.23 The Paired Samples Test of Pre-test and Post-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	Pre-test - Post-test	-2.91667	1.52990	.31229	-3.56268	-2.27065	9.340	23	.000

From the table samples test 4.23, the researcher get the data that t_0 (t_{count}) = 9.340 and df (degree of freedom) = 23. According to the gay the value of t_t = 1,713.[1]

9.3440> 1,713.

It is the standard of signification 0.05 with degree of freedom (df) = 23. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

[1]Wiratna sujarweni, *SPSS untuk penelitian*, (Yogyakarta pustaka baru press, 2015),h. 244.

Related to the result that ($t_0 > t_t$) the t_{count} higher than t_{table}. It concluded that there is a significance difference in teaching speaking before and after using question word. Because of that, the researcher assumes believed that the question method is effective in teaching speaking at the second grade motorcycle majors of SMKN 8 Baebunta.

B. *Discussions*

1. Speaking Test

This section presents the result of data analysis in findings. It discuss about the using question word in improving speaking at the second grade motorcycle majors of SMKN 8 Baebunta. Since the pre-test until post-test had been conducted.

In pre-test, there are some questions that give to the students to get the score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test. From the result show that in accuracy there are none of students (0%) got very good. But there are1 students (4%) who got good, there are 6 students (24%) who got average, there are 15 students (63%) who got poor, and the last there are 2 students (8%) got very poor. Where as in fluency show that there is also none of students (0%) who got very good and good, and there are 2 student (3%) got average. there are 15 students (62%) got poor, and there are 7 students (29%) who got very poor. In comprehensibility, there are none of students (0%) got very good. And there is 1 students (4%) got good, 9 students (37%) got average, 13 students (54%) got poor, And the last There is 1 students (4%) who got very poor. The result of students' speaking record could be seen, for examples:

a. Pre test

1. Respondent V

Researcher : Okay, can i have your name?

Respondent : *My name is andika suardi*

Researcher : Can you Introduction your self?

Respondent : *Ok would like to introduce myself, my name is andika suardi, I am from tandung, I was born on in tandung 22 mei 2002, I llive in tandung, I have two brothers and 1 sister, my hobbie is Fishing, may favorite food is bakso, my ambition is Polri.*

Question

Researcher : What is your mother and father name?

Respondent : *My father name is rahman and my my mother name is darmawati.*

Researcher :Why do you like bakso?

Respondent :*I like bakso, because delicious*

Researcher :Ok thank you.

2. Respondent 16

Researcher : How are you?

Respondent : *well, mr.*

Researcher : What is your name?

Respondent : *my name is Muhammad nasir, you can call me nasir.*

Researcher :OK. Can you introduction your self ?

Respondent : *my name is Muhammad nasir, you can call me nasir, I am from Mario, I was born in Mario, 4 agustus 2003. I have two brothers, my hobby is Play football, my ambition is mechanics. My favorite food is kapurung. I study in SMKN 8 Baebunta. I think that's all mr.*

Question

Researcher : Ok. Where do you live?

Respondent : *I live in Mario mr.*

Researcher : How old you ?

Respondent : *I'm fifteen years old.*

Researcher : Do you like study English?

Respondent : little.

Researcher : Why do like that?

Respondent : Because difficult.

Researcher : ok. thanks

3. Respondent XVII

Researcher : How are you?

Respondent : *I am ok*

Researcher :Where are you from ?

Respondent : *I' m from tandung.*

Researcher : {Can you introduction your self?}

Respondent : *Ohh ok. I would like introduce my sellf, my name is muh rit fatil, you can call me fatil, I from tandung, my home near from mousque, I was born in tandung 10 Aflril 2002, my hobbie is play football, my favorite foot is coto Makassar, my ambition is football player, I stay in my home with my father dan mother and my broteh and sister. Maybe that's all.*

Question

Researcher : Ok how old you now?

Respondent : *I'm fourteen years old.*

Researcher : Who is your idol football player.

Respondent : *My idol football player is Lionel messi*.

Researcher : Why do you like him?

Respondent : *Because Messi is great*.

Researcher : Which you will choose Ronaldo or Messi?

Respondent : Messi.

Related to the analysis of the table of classification and percentage rate of the students in pre-test and the students' mean score, the researcher concluded that the students' speaking skill was still low.

In post test, the researcher gave questions to the students. The post-test was done after giving seven treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post-test and to know the students' speaking skill improvement. It was found that in accuracy there are 4 students (16%) got very good. But in this

time, there are 7 students (29%) got good, 8 students (33%) got everage, 5 students (20%) got poor, and there are none of them got very poor in post-test. In fluency, it presents that there are also 4 students (16%) got very good. There were 7 students (29%) got good, 8 students (33%) got average. 5 students (20%) got poor. The result showed that there are none of students (0%) got very poor. While, in comprehensibility there were 1 the students (4%) got very good. there are 2 students (8%) got good, 4 students (16%) got everage, 12 students (50%) got poor . and the last there are 5 students (20%) very poor. It was proven by the students speaking record, for examples:

b. post test

1. Respondent V

Researcher : {Can I have your name?}

Respondent : *My name is Andika suardi*

Researcher : {can you introduction your self?}

Respondent : *Ok would like to introduce myself, my name is andika suardi, I am from tandung, I was born on in tandung 22 mei 2002, I llive in tandung, I have two brothers and 1 sister, my hobbie is Fishing, may favorite food is bakso, my ambition is Polri. I have 2 brothers and 1 sister, my father job is Farmer, and my mother job is housewife. I think that's all.*

Question

Researcher : {What is your nick name?}

Respondent : *you can call me andika.*

Researcher : {what is your father and mother name ?}

Respondent : My father name is rahman and my mother darmawati

Researcher : {why do you like bakso?}

Respondent :*Ok I like bakso because delicious and cheap*

Researcher *: {what is your ambition?}*

Respondent : *my ambition is mechanic.*

Researcher : {Ok thank you so much}

2. Respondent XVI

Researcher : {How are you?}

Respondent : *I'm fine.*

Researcher : {can you introduction your sellf?}

Respondent : *well. my name is Muhammad nasir, you can call me nasir, I am from Mario, I was born in Mario, 4 agustus 2003. I have two brothers, my hobby is Play football, my ambition is mechanics. My favorite food is kapurung. I study in SMKN 8 Baebunta. I think that's all mr.*

Question

Researcher : where do you live

Respondent : *I live in Mario.*

Researcher : How old you?

Respondent : *I'm fifteen years old.*

Researcher : Do you like study English?

Respondent : *yes I don't know.*

Researcher : Why ?

Respondent : *Because difficult. And I don't have many vocabulary.*

Researcher : ohh. Ok thank you.

Respondent : *ok, you are welcome mr.*

3. Respondent XVII

Researcher :{How are you?}

Respondent : *I'm ok*

Researcher : {can you introduction your self?}

Respondent : *yes, Ohh ok. I would like introduce my sellf, my name is muh rit fatil, you can call me fatil, I from tandung, my home near from mousque, I was born in tandung 10 Aflril 2002, my hobbie is play football, my favorite foot is coto Makassar, my ambition is football player, I stay in my home with my father dan mother and my broteh and sister. I think that's all.*

Question

Researcher : How old you?

Respondent : *I'm fourteen years old*

Researcher : what is your ambition?

Respondent : *My ambition is Fotball player*

Researcher : Why did you choose it ?

Respondent : *Because I want to be a national team player*

Researcher : Who is your idol football palyer ?

Respondent : *Lionel andreas Messi from Barcelona.*

Researcher : Why do you like him?

Respondent : Because Messi is great.

Researcher : What about Ronaldo ?

Respondent : *No Ronaldo is not good, different with Messi.*

Researcher : well thank you very much.

In addition, during the learning process in treatments, most of the students got their motivation when they tried to answer the questions during the question. It occurred because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students who were taught by question method is easier to present their ideas, opinions, and arguments.

In fact, by question method that focused on the question make the students more active in learning process. The students could be free to express and share their ideas and opinion about the problems that had been faced. Beside that they could work together with their friends to answer the questions.

Question word could facilitate the students to have more motivation to use English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students, and also they can practice. Motivation is yet another affective variable to consider in learning language because motivation is a star player in the cast of characters assigned to language learning scenarios

around the world. For countless studies and experiments in human learning have shown that motivation is a key to learning in general.[2] Based on that statement we can conclude that if the students have high motivation it will help them to reach the good achievement and so does in learning language particularly speaking. Then the question strongly supports the development of speaking students, because speaking is a means for students to communicate with other people to achieve certain goals or to express their opinions, hopes and views.

[2]H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education. Inc. 2007), p. 168.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

The discussion in this chapter indicated conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher draw conclusions as in following:

Having implemented the treatments by using Question method, the researcher find that the mean score of post-test (9.41) is higher than pre-test (6.50). The data analyze by using (t_t) standard of significant 5% with degree of freedom (df) = 23, got t_t = 1,713. And standard of signification 0.05, the result of t_0 (t count) is 9.3440. From this result the researcher give interpretation that t_0(t count) is higher that t_t(t table), 9.3440>1,713. It means that there is a significance difference between students' ability before and after giving treatment. It could be conclude question word is effective in teaching speaking at the second class semester majoring in motorcycle engineering of SMKN 8 Baebunta.

B. Suggestions

The success in teaching did not depend on the lesson program only, bu tmore important was how the teacher presents the lesson and using question word to manage the class more lively and enjoyable. The method also helped the teacher and lecturer, and giving much opportunity for the students to be active in teaching

learning process. Regarding to the teaching speaking by Question word, the researcher gave some suggestion for the teacher and students as follow:

1. For the lecturer and teacher, they need to make Question word so that the teaching and learning process become more enjoyable, fun and interesting. The enjoyment ought to be the for most aims which hopefully would have good effects to the students. Teaching speaking using question word could motivate students to practice speaking more, and it improved student's speaking skill. The researcher suggested the teacher and lecture to use this method because it encouraged students to speak in speaking class.

2. For the students, they should still be active and speak up in class having applied this activitives.

Finally, the researcher realized that this thesis was far from being perfect and because of that; constructive critics and advice were really expected for the perfection of the thesis. The researcher hoped that the results of this research could be useful for the readers. It was hoped that the readers would have more information about interactive activities technique. This research could be one of the references for the next researcher in conducting other researchers with more detailed information about question word to improve students speaking skills.

BIBLIOGRAPHY

Akbar, *The Student Effectivenes of Oral Drill In Improving Speaking Skill*(*an Experimental on The first Year Students of Tourism Department at SMKN 1 Palopo Academic Year 2008/2009*)", An Unpublished Thesis (Palopo; STAIN Palopo,2009

Brown H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, New York: Prentice Hall, 2001

Crystal David, A *Dictionary of Linguistics Phonetics* 2nd Ed. (The Language Library 1985), p.254

Derewianka,. *Exploring How Texts Work*. Australia: Primary Teaching Association.Beverly.1990

Eka Ningsih, *Improving Speaking Skill by Using Classroom Observation Technique At The Eight Year In SMP PMDS Putra Palopo*, Palopo: STAIN Palopo, 2013

Evelyn R Elsjelyn, *English Made Essay*, Jakarta: Kesaint Black, 2016

Foley J.A., *New Dimensions in The Teaching of Oral Communication*, Singapore: SEAMEO, Regional Language Centre, 2005

Harmer, Jeremy, *The Practice of English Language Teaching*, Ed.III; England: Pearson Educational Limited, 2001

Herbert H. Clark and Eve V Clark, *Psychology and Language*, United States of America: Harcourt Brace Joranovich, ich., 1997

Ilham, A thesis on title *Upgrading Student's Speaking Skill Through Telling Anecdote Technique At Eleventh Year Students of SMA Guppi Padang Sappa*, Palopo: Sekolah Tinggi Agama Islam Negeri, 2011

J.B. Heaton, *Writing English Language Tests*, United Kingdom: Longman Group, 1991

J.B Heaton, *Writing English Language Tests*(UK England: Longman Group, 1991

Rever M. Wilga, *Teaching Foreign Skill*. (Second Edition;Chicago and London:U , 1981)p, 138

Penny Ur, A., *Course in Language Teaching, Practice and Theory*, Great Britain: Cambridge University Press, 1996

Oxford, Learner's Pocket Dictionary. Oxford University Press, 2008

Richads Naomi, *Realities Toolkit: Using Participatory Visual Methods,* United Kingdom: The University of Manchester, 2011

Salihi Andriani, A thesis on title *Improving Students' Speaking Skill Through Demonstration Method At The Eleventh Year Students Of SMA Negeri 2 Palopo,* Palopo: STAIN Palopo, 2008

Suharsimi Arikunto, Prosedur Penelitian, cet.IV; R Cipta 1997

Husaini Usman 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 Student Of SLTP 8 Palopo",* (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007),

Wilga M. Rivers, *Teaching Foreign Language Skill,* Chicago: The University of Chicago Press, 1981

http://www.nclrc.org/essentials/speaking/stratspeak.htm. Accessed on July 15, 2013.

Yusuf, *The Improving Students Speaking Skill in Retelling Story Through Picture at The Third Semester of STAIN Palopo,* (Palopo: STAIN Palopo, 2009)

Brown H. Douglas, *Principles of Language Learning and Teaching,* (New York: Pearson Education. Inc. 2007), p. 168.

The first meeting giving pre test to the students

Demonstrative Questin word

Asking the student to question word in front of their friends

The last meeting