

A THESIS PROPOSAL

**TEACHING SPEAKING SKILL THROUGH STIMULATING
QUESTION TECHNIQUE AT THE ELEVENTH STUDENTS
OF MAN PALOPO (CLASSROOM ACTION RESEARCH)**

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

By

YUSWAN

NIM 08.16.3.0115



Submitted to

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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2013**

THESIS APPROVAL

This thesis entitled *“Improving Students’ Speaking Skill By Using Stimulating Questions At The Second Year Students of SMA Negeri 4 Palopo”* which was written by **Surahman**, Reg. Number **07. 16. 3 0098**, English Study Program of Tarbiyah Department of State College for Islamic Studies Palopo, and had been examined and defended in MUNAQASYAH session which was carried out on Thursday, **December 1st 2011**, coincide with **Muharram 5th 1433 H**, it was authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

December 1st 2011 M
Palopo, _____
Muharram 5th 1433 H

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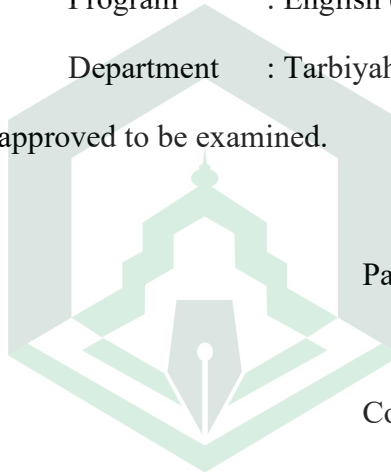
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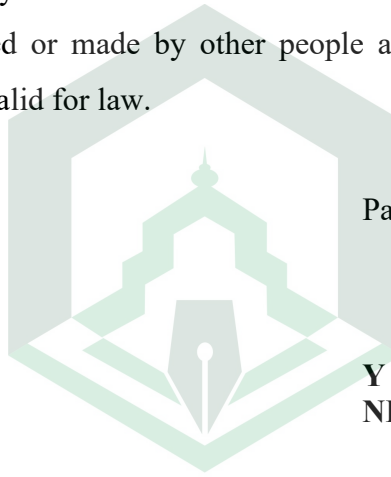
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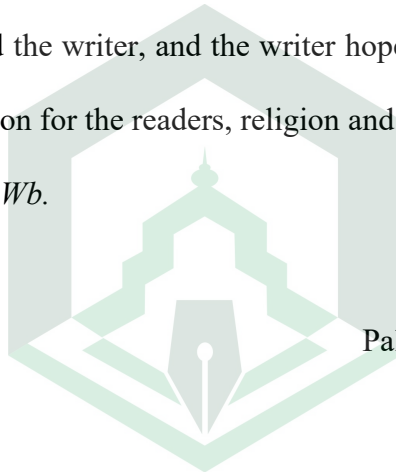
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Palopo, April 2013

IAIN PALOPO *The Writer*

TABLE OF CONTENTS

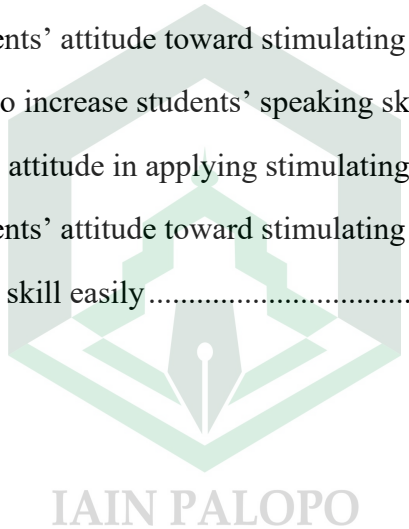
COVER PAGE	i
TITLE PAGE	ii
THESIS APPROVAL	iii
CONSULTANT APPROVAL	iv
PRONOUNCEMENT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	x
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	3
C. Objective of the Research	4
D. Significance of the Research	4
E. Definition of Terms	5
F. Scope of the Research	5
G. Sequence of the Research	5
CHAPTER II REVIEW OF RELATED FINDINGS	7
A. Previous of Related Findings	7
B. Speaking	8
1. Theory of Speaking	8
2. The Problem of Speaking	9
3. How to Learn Speak Language	11
4. Characteristic of A Successful Speaking Activities	12

5. Aspects of Assessing Speaking Skill.....	13
6. Principles For Teaching Speaking.....	15
7. Strategies For Developing Speaking Skill.....	16
8. The Roles of Speaking Communication.....	18
C. Definition of Stimulating Questions	19
D. Example of Stimulating Questions.....	23
E. Relation Between Speaking and Stimulating Question	24
F. Hypothesis	25
G. Conceptual Framework	25
CHAPTER III METHOD OF THE RESEARCH	27
A. Method and Design	27
B. Variable of the Research	28
C. Operational Variable Definition.....	28
D. Population and Sample.....	29
E. Instruments of the Research	30
F. Procedure of Collecting Data	31
G. Data Analysis Technique	32
CHAPTER IV FINDING AND DISCUSSION	36
A. Findings	36
B. Discussion	60
CHAPTER V CONCLUSSION AND SUGGESTION.....	63
A. Conclusion.....	63
B. Suggestion	64
BIBLIOGHRAPHY	65
APPENDIXES	

LIST OF TABLE

Table	3.1	The table of population	29
Table	3.2	Table of assessing students' speaking skill	32
Table	4.1	The criteria and percentage of the students' accuracy in pre-test .	38
Table	4.2	The criteria and percentage of the students' fluency in pre-test....	39
Table	4.3	The criteria and percentage of the students' comprehensibility in pre-test	40
Table	4.4	The students' score of accuracy, fluency and comprehensibility in pre-test.....	41
Table	4.5	The criteria and percentage of the students' accuracy in post-test	42
Table	4.6	The criteria and percentage of the students' fluency in post-test ..	43
Table	4.7	The criteria and percentage of the students' comprehensibility in Post-test	44
Table	4.8	The students' score of accuracy, fluency and comprehensibility in Post-test	45
Table	4.9	The gain (d) between pre-test and post-test.....	46
Table	4.10	The standard deviation (Xd) and squared deviation (X ² d).....	49
Table	4.11	The mean score.....	52
Table	4.12	The result of "t" test.....	52
Table	4.13	The students' attitude toward stimulating question method.....	54
Table	4.14	The students' attitude toward stimulating question method.....	54
Table	4.15	The students' attitude toward stimulating question method in Improving students' speaking skill.....	55

Table 4.16	The students' attitude toward stimulating question in supporting Students' speaking skill.....	56
Table 4.17	The students' attitude toward stimulating question in improving Students' speaking skill easily.....	56
Table 4.18	The students' attitude toward media in supporting the improvement of students' speaking skill	57
Table 4.19	The students' attitude toward stimulating question as the only one solution in improving students' speaking skill.....	58
Table 4.20	The students' attitude toward stimulating question in giving solution to increase students' speaking skill	58
Table 4.21	Students' attitude in applying stimulating question method	59
Table 4.22	The students' attitude toward stimulating question can improve Speaking skill easily.....	60



ABSTRACT

Yuswan, 2013. Teaching Speaking Skill Through Stimulating Question at The Eleventh Year Students of MAN Palopo Thesis, English Study Program of Educational Department of State College for Islamic Studies (STAIN) Palopo. Consultants: Madehang, S.Ag. M.Pd. as the first consultant and Syamsudarni, S.Pd.I., M.Pd. as the second consultant.

Key Words, Speaking Skill, Stimulating Question

This study attempts to discover students' ability in speaking skill through stimulating question at the eleventh year of MAN Palopo. There were two research questions that discussed, namely can stimulating question improve students' speaking skill of MAN Palopo and how is the students' attitude toward stimulating question to improve their speaking skill at the eleventh year of MAN Palopo.

This research was done through classroom action research, it was held for two cycles which include four steps for each namely planning, acting, observing, and reflecting. This research took place in the eleventh year students of MAN Palopo, it was exactly in classroom XI IPA 3 consisted of 15 students in it, the students in the classroom were found still low in speaking as the result of oral speaking test. In this research, the teaching technique to aid in encouraging students to speak English is questions stimulate. As the scope of the research, the researcher uses stimulating question. Furthermore, the researcher uses three kinds of instruments namely observation checklist, questionnaire, and interview. The first instrument was used to know the students' active participation, the second one was used to know the students' perception, and the third one was used to support the first and the second instrument.

To apply the educational media, researcher presented opinion one of question stimulate. The students were asked to discuss, explore and speak out their mind based on the question they got. They did it in groups at first then separately or one by one. Where the final result in the cycle two proved that 80% students were very active, and the result of the students' perception through questionnaire indicated that the respondents showed positive perception toward the use of stimulating question in speaking class.

TABLE OF CONTENT

Cover Page.....	i
Title Page.....	ii
A. BACKGROUND	1
B. PROBLEM STATEMENT	4
C. OBJECTIVE OF THE RESEARCH	4
D. SIGNIFICANCE OF THE RESEARCH.....	5
E. SCOPE OF THE RESEARCH	5
F. REVIEW OF LITERATURE	5
1. Previous Related Findings	5
2. Speaking.....	7
a. Theory of Speaking.....	7
b. The Problem of Speaking	8
c. How to Learn to Speak Language.....	9
d. Characteristics of a Successful Speaking Activities	10
e. Aspects of Assessing Speaking Skill	11
f. Principles for Teaching Speaking	13
g. Strategies for Developing Speaking Skill.....	14
h. The Rules of Speaking in Communication	16
i. Speaking Skill	17
j. Teaching Speaking.....	18
k. Definition of Teaching.....	22
l. Definition of Speaking	23
3. Stimulating Question	25
a. Definition of Stimulation Question.....	25
b. Example of Stimulating Question.....	29
c. Relation Speaking and Stimulating Question	30
4. Classroom Action Research.....	30
a. Definition of Classroom Action Research.....	30
b. Procedure of Classroom Action Research	31
c. Type of Classroom Action Research	34
G. RESEARCH OF METHOD.....	35
1. Research Design.....	35
2. Research Participant.....	37
3. Technique and instrument of Data Collection	37
4. Technique of Data Analysis.....	38
5. Action Research Procedures	39
a. Planning	39
b. Acting.....	39
c. Observation.....	40
d. Reflecting.....	40
BIBLIOGRAPHY.....	41

CHAPTER I

INTRODUCTION

A. Background

There are four skills in English consists of speaking, writing, reading, and also listening. Speaking is a part of daily life that we take for granted. Speaking is one of skills that should be paid much attention by the students, if they interact to another people in their surrounding, moreover if they want to talk to the foreigner.

As an international language, English used in around the world. For example, Indonesia is one of the South East Asia country, many segments namely education, politic, economic use English.

Speaking is an important skill in learning a language beside reading, listening, and writing. 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, because we cannot communicate with the other people, we cannot express our feeling, thoughts, idea and give a name for something. In this modern era, language which has become the key to enter the door of global communication is English.

However, in fact there are still cases at which the students still hardly understand those skills although they have been learning English for quite long time and have passed the English final exam in elementary and high school but they have not possessed good basic English skill. Perhaps, they could do the test because when they do the test they just tried to memorize the subjects which were

tested in their short-term memory or we can say that they learn just for short purpose.¹ Above all, the teacher also has an important role in determining the students' success. So, the teacher has to do *an inquiry of practice from within* to know that there something is needed to be managed and repaired in the practice of teaching and learning which has been done recently. Strictly, the care of teachers towards the quality of teaching and learning process which has been managed is the beginning of the problem that has to be solved.

The average person produces tens of thousand words a day, although some people like auctioneer or politician may produce even more than one. So natural and integral is speaking that forget how we once struggle to achieve this ability until we have to learn how to do it all over again in a foreign language.² To develop the students' speaking skill, the teacher has to create a method in classroom which involve students' knowledge about English and possibility to make students can develop their speaking by giving a stimulating questions.

Stimulation question technique is "student stimulate" a real-life encounter (such as to be richman) as if they were doing so in the real word, it can be use to encourage general oral fluence are to try students for spesivict situation. The fact, there are many students who still can not speaking english well because they are lacking in practicing the language. One of the factors that hinders the students in speaking english is the lack of practice.

¹ Akbar, "*The Effectiveness Of Oral Drill in Improving Speaking Skills(an Experimental on The First Year Students Of Tourism Department At SMKN 1 Palopo Academic Year 2008/2009)*", (Palopo; STAIN Palopo,2009), p. 1

² Scott Thornbury, *How to Teach Speaking*, England: Printed in Malaysia Long Man, 2005), p. 1

The curriculum in the book of eleventh years of MAN Palopo especially the basic competence about speaking, in teaching speaking skill make the students is boring, because just make and give conclusion from the reading text.

Most of the students do not pay attention and follow the learning process optimally, there are plays games, distrub their friends, drawing, writing something beyond the material being taught and they seldom joint in speaking class. Among their reasons, the most significant problem, they are affraid if the teacher ask them to speak, because they have less vocabulary and when they want to speak English they are shy if make mistake when speaking. That is way, the researcher use stimulating question technique because this technique can stimulte students to speak up.

One of the problem when the students begin to speak is what should they speak, the students begin to speak is how to make discussion and give opinion.. Therefore, according to Mc Callum one of the method to develop the students' speaking is stimulating questions. Stimulating question is an activity to stimulate conversation through the use of hypothetical situation and it is better assigned as homework for discussion at the next class.³ In hypothetical situation the students give opinion by free, and not afrain to false.

The most important by using of stimulating question is to get capability of speaking when they begin to talk in discussion.

By using stimulating question the student have more skill to practice English speaking skill. This research, the researcher focused on improving

³ Jhon and Liz Soars, *Headway (A Students' Book)*, (New York: Oxford Universiy Press, 1999) p. 58

students speaking skill through stimulating question at the eleventh year students of MAN Palopo particularly for generating open discussion in classroom.

B. Problem Statement

Related to the issues put forward in the background, the writer formulates research questions as follows:

1. How is the application of stimulating question to improve the students to speak English ?
2. How are the students' attitude toward the stimulating questions to improve their speaking skill at the eleventh year students of MAN Palopo?

C. Objective of the Research

The objective of the research are:

1. To know the way to improving the students to speak English by stimulating question.
2. To find out the students' attitude toward stimulating question at the eleventh year students of MAN Palopo?

D. Significance of the Research

1. Theoretically

The purpose of this research is to know how to improve the students speak English through stimulating question. Furthermore, the writer hopes that this work would be useful for the English teachers in developing their teaching method and further would revolutionize their teaching.

2. Practically

The result of this study is expected to be useful information for all teachers and learners of English as foreign language in general and especially for those who want to upgrade their English speaking through stimulating question.

E. Scope of the Research

This research will intend to present some matters about the improvement students' speaking skill through stimulating question at the eleventh year students of MAN Palopo. It is focus on three aspects of speaking namely : fluency, accuracy and comprehensibility.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

In writing this research proposal, the researcher finds some researchers related which make the writer eager to hold the research, those are:

1. The researcher, Asri Ahmad had conducted a research about Developing the Communicative Competence of the Third Semester Students of English Department of STAIN Palopo Through The Use of Interactive Classroom 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. The researcher, Mulidah basir had conducted a research about motivation of the eighth year students of MTS Batusitanduk in learning English. She concludes that factors that can arise motivation are physical and physique, studying place (classroom), method factor that used by teacher and media factor that be used for teaching English.²

¹ Asri Ahmad, " *Developing the Communicative Competence of the Third Semester Students of English Department of STAIN Palopo*, (STAIN Palopo:2007) p. 63

² Mulidah Basir, *Motivation Of The Eighth Year Students Of MTS Batusitanduk In Learning English*, (Palopo: STAIN Palopo, 2009), p. 57.

Based on the previous of finding above, the researcher concluded that a appropriate teaching method is needed by English teacher in improving students' speaking skill. For example in presenting teaching material in the classroom.

It needs a method that can be useful and interested for learners in learning process. The students used the questions to express their opinion, critics, etc., and they have to use stimulating question. Therefore, the teacher should consider to preference students learning style and it can be realized through the application of stimulating question.

B. Speaking

1. Theory of Speaking

Speaking a language is specially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.³ According to Jack. C. Richard and Willy A. Renandya, speaking is used for many different purposes and each purposes involves different skill. For example, speaking is used to make social contact with people, when we engage in discussion with someone. In other hand, the purpose may be to

³Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press), p. 200

seek or express opinions or to describe thing to complain about people's behavior.⁴ In other view, speaking is fundamentally act.⁵

Speaker talks in other to have some effects on their listeners. They assert things to change their state of knowledge. They ask them question to get them to provide information.

They request things to get them to do things for them and they promise, warn, explain to effect them in still other ways. The nature of the speech act should therefore play a control role in process of speech production, speaker begin with the intention on effecting their listeners in a particular way. And they select and utter a sentence they would bring just this effect.

2. The Problem of Speaking

According to Brown, there are some characteristics of difficulties of speaking can make oral performance easy as well as in some cases difficult, as below:

a. Clustering.

Fluent speech is phrasal. Not word by word. 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 clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

⁴*Ibid.*, p. 201

⁵Herbert H. Clark and Eve V. Clark, *Psychology and Language an Introduction to Psycholinguistic*, (USA: Harcourt Javanich Inc., 1977), p. 223

c. Reduced Forms.

Contractions, elisions, reduced vowels, etc., all forms special problem in teaching spoken English.

d. Performance Variable.

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

e. Colloquial language

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

f. Rate of Delivery.

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

g. Stress, rhythm, and intonation.

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

h. Interaction.

As noted in the previous section, learning to produce waves of language in a vacuum-interlocutors-would rob speaking of its richest component the creativity of conversational negotiation.⁶

3. How to Learn to Speak Language

Rivers states that we learn to speak a language by speaking. Others teachers persuade themselves that if they speak the new language exclusively in the classroom the students would, at some time, begin to speak it fluently too; this is justified by the argument that the students now have to the opportunity to learn speak a second or a third 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 to them to gain things for which they feel a great need (physical satisfaction or their parents attention and praise). Students of a new language would not learn to speak fluently merely by hearing speech in class, although this is most important for familiarizing them with accepted forms and the flow of authentic speech, as well as for giving them practice in the receptive side of communication

⁶H. Douglas Brown, *Teaching by Principles An Interview Approach to Language Pedagogy*, (Second Edition San Fransisco State University: Longman, 2001), p. 270-271

teachers will need to give their students many opportunities to practice speaking. They would need to use their imagination in devising situations which provoke the use of language in the expression of the students' own meaning, even though the students have very limited resources on which to draw. From these early experiments with the language, students become aware of the extraordinary potential for the creation of new meanings that recombination and rearrangements of language elements provide.⁷

The active practice of speech can not be left to a "later stage" when students presumably "know the language" from the dissection and reassembling of the writer's language. By this time, many students would have developed certain inhibitions about making strange sounds in public, and would 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 patterns 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 a natural activity from the first lesson.

4. Characteristics of a Successful Speaking Activities

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

⁷ Wilga M. Rivers, *Teaching Foreign Language Skill*, (Chicago: The University of Chicago Press, 1981), p. 188-189

a. Learner to talk

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.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants, all get chance to speak, and contribution are fairly evenly distributed.

c. Motivation is high

Learner 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

Learner express themselves in utterance that are relevant. Easily comprehensible to each other and of acceptable level of language accuracy.⁸

5. Aspects of Assessing Speaking Skill

According to Brown, there are five aspects of assessing speaking skill such as conversational discourse, teaching pronunciation, accuracy, and fluently.⁹

⁸Penny Ur, A. *Course in Language Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p. 21

⁹H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (Second Edition San Fransisco State University: Longman, 2001), p. 267-269.

In other view, Rasyid and Hafsa J. Nur device speaking skill into two features, firstly is competency features that consists of fluency and accuracy. Second is performance features that consists of content and interaction.¹⁰

Based on statement above, the speaking skill are divided into three main components, as follows:

a. Fluency

Fluency is ability to produce what one wishes to say smoothly and without undue hesitation and searching.¹¹ Speaking without to great and effort with a fairly wide ranges of expression in the past researches. Rasyid and Nur found that in the students' speaking skill, they were fairly fluent 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 in using target language clearly intelligible pronunciation, particular grammatical and lexical and accuracy. Brown said that achieved to some extend by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

c. Comprehensibility

¹⁰Muhammad Amin Rasyid and Ahmad J. Nur, *Teaching English as a Foreign Language (TEFL) in Indonesia*, (Ujung Pandang; Department of English Education, 1997), p. 198

¹¹Wilga M. Rivers, *Teaching Foreign Language Skill*, (London; The University Chicago Press, 1981), p. 372

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

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 interlocutors mean when performing speaking.

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

6. Principles for Teaching Speaking

Speaking is a specially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately in social interaction. There 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 teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and international speaking.

7. Strategies for Developing Speaking Skill.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students' speaking strategies using minimal response, 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.

a. Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and others 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.

b. Recognizing Scripts

Some communication situations are associated predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions

that are influenced by social and cultural forms 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 speakers' turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of scripts for different situations so that they can predict what they would hear and what they will need to say in response. Through interactive activities, instructors 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 when they realize that a conversation partner has not understood them. Instructors 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 using encouraging students to use clarification phrase in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students would gain confidence in their

ability to manage the various communication situations that they may encounter outside the classroom.¹²

8. The Roles of Speaking in Communication

Speaking is means of communication. Communication is contact relation inter or between human beings in individual or group. According to Richard and Willy A. Renandya that speaking is one the central elements of communication. The functional of spoken language are interactional and transactional, because much of our daily communication remains interactional.

As Rivers states that in speaking, we are not conveying to the receiver a meaning clothed in word but by our words we are arousing within the receiver association and expectation which would enable that person to form an interpretation of intention of our message. Nida maintains that receivers of messages are often encoding parallel message as they listen. They are choosing from alternative the meaning, they think the emitter is trying to convey. In this case Nida in Rivers says is shown by the fact that when the speakers pauses, listeners often supply what they consider to be appropriate words.¹³

Spoken language abilities involve a certain amount of knowledge about the language (grammar, vocabulary, use of appropriate forms with functions) and skills

¹² Rahmat MS., *Improving Students' Speaking Skill Through English Meeting on The Third Semester at STAIN Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2010), p.21

¹³ Nurhayati Usman, *Improving Students' English Speaking Skill at The Tenth Year of Pesantren Modern Datok Sulaiman Putri Palopo Through Language Learning Community*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008), p.10

for communicating the message (use of verbal formulas and speech adjustments: rephrasing, repetition, fillers and hesitation devices). In interactive situations, students have to learn, among other things, how to negotiate meaning, how to introduce or changes topics, and how to open and close conversations with different participants.

Communication happens as consequence of social relation. The society consists of two or more that interact among one and other, this interaction cause social interaction. The interaction happens is caused intercommunication.

9. Speaking Skill

Speaking is one of integrative skill taught at schools. However, most of the students are not able to use English as a tool of communication. In this case, a teacher of English had better use the appropriate techniques, appropriate methods and interesting media to the students.

As a human being we always need communication to express our idea to do everything, what's more as students or learners, they have to speak with their teacher as long as in learning process to express their idea. As Kang Shumin in Richards said that:

“Communication in the classroom is embedded in meaning-focused activity. This requires teacher to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skill develop.

Consequently, the give and take exchanges of messages will enable them to create discourse that conveys their intention in real life communication”.¹⁴

Therefore, in formal environment between teacher and learners have to always interact to make communication so that everything can be under controlled which is related to our daily communication. Being able to interact in a language is very essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using learner-learner interaction as the key to teach language for communication because it derives essentially from interaction.

Speaker talks in order to have some effect on their listeners. 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. And they promise, warn, and exclaim to affect them in still other ways. The nature of speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. And they select and utter a sentence they will bring just this effect.

10. Teaching Speaking

In Indonesia, as it generally happens in the most country in the world, speaking lesson is the most favorite one among others, even though some students assume it as “haunted” to be worried. Although it is interesting in the other view, but

¹⁴ Jack C Richard and Willy a Renandya, “*Methodology in Language Teaching*”, (first Edition; South Africa: Cambridge University Press, 2002) p. 210

some admit that the lesson is hard to be practiced. Because of speaking lesson is interrelates to the other abilities, so the writer "Jodih Rusmajadi" in his book says that speaking lesson explanation is more longer than others. He also says that although a student has been studying English for more or less six year in the high school and few years taking course, but the ability in speaking English is still disappointing. By other words, why is in English found a failure in teaching English and why could it be happened? There are some causes why the English of high school graduation are not satisfying, as follows:

- a. In some high school in Indonesia, in English class, the more frequent attention for the teaching process emphasized on the mastery of grammar and reading comprehension than communication competence. It shows that teachers are not giving opportunity to the students to upgrade creativity in speaking. While the teachers are only acting as preacher, then the students being passive.
- b. Mostly teaching process and English practice takes place in a classroom, where the teachers act as the only one input of language source. Rarely or never take an outdoor class or send their students to English competition.
- c. Learning objective is national examination oriented. So that, all the efforts are directed to get the maximal examination result. The examination materials do not cover fluency of language. The accuracy becomes the most priority and the mastery of standard grammar. If the speaking practice is applied, it is only making sentences

grammatically. The activities in the class dominated by doing essays and reading comprehension activity, explaining grammar or vocabularies.

d. The failure is considered from the teachers' factor. There are still teachers who cannot communicate orally. If there some "able to communicate orally", but they are still unwell and clumsy in the pronunciation, that is why it does not sound well. Do not forget, that a language must be spoken out and must be well sounded. The beauty of speaking English is the pronunciation words by words and sentences by sentences well and furthermore has good intonation and the stressing as well.¹⁵

According to Darwis sasmedi, students' learning outcome, which is still considered as unsuccessful, has always been the focus of criticism towards the failure of teaching of English in Indonesia. As a consequence English teachers are demanded to be responsible for the failure in making the students capable of using English for communication both productively and receptively. To alleviate this ordeal, educators, practitioners, and policy makers quite often pay very much attention to research dealing with the curriculum, methodology and teachers excluding such significant variables as the learner perspective. They have rarely taken the learner perspective into consideration as a very important contribution to the learning process. Does the failure have any relations to these factors? Some English textbooks written for young learners seem to neglect these factors. As a matter of fact, many research findings have shown the powerful role of the students in improving their learning outcome.

¹⁵ Jodih Rusmajadi, *Terampil Berbahasa Inggris*, (Jakarta: Indeks, 2010), p. 52

Teaching speaking in Indonesia is considered to be the most difficult, pronunciation, structure, discourse, and the social context of culture and situation. In short, it needs the mastery of the linguistic and the cultural competence. Besides, as speaking is difficult, more effort is required on the part of the students and teachers. It is not enough for the students to listen or to speech only. The teachers need to give the students' activities to practice the new speech among the four basic skills of language. Bourdons in Nunan stated that spoken language needs the mastery of vocabulary habit. This means that practice speaking needs much time to fulfill the requirements of the mastery of spoken English, either from school or the environment.

Teaching English at Senior High School in Indonesia as stated in Curriculum 1994 revised in 1999 covers abilities of language. One of them is speaking ability. Paultson and Brunder stated that the objective of the language teaching is the production of the speaker's competence to communicate in the target language. Rivers stated that the teacher should give the students opportunities to practice speaking. She further stated that if the students are able to practice the new speech habit throughout as the children do in his native language, the problem of speaking fluency of foreign language would be lessened.

Teaching speaking at Senior High School in Indonesia is one of the main focuses in the English teaching. The principle of teaching English is all processes of teaching should be communicative because the graduates of the students of Senior High School are directed to have life skill for communication to meet the need for job

opportunity, besides they can continue their study to the higher level. Therefore the English teachers should find out the effort on searching and creating a new model in presenting materials, in order to increase the students' ability to speak English.¹⁶

Relate to the cases above, the writer concludes that failure of students in studying is not only from themselves but also from the teachers' factor. Language teacher should really consider the students' feeling since at the beginning learning a foreign language often makes students feel uncomfortable and depressed. Comfortable feeling can be created if first language classes are enjoyable and the students can maintain their self-esteem. Language learners begin to speak in the target language by producing one or two words; they often begin to speak by responding to *yes/ no* questions.

11. Definition of Teaching

Generally teaching is not only transferring knowledge or tough to the student, but it is guiding the students in order that they are able to be success. The process of teaching has three main components, the components are teacher who teacher, students who accept the knowledge and the last is material or knowledge itself which is taught. Menwhile R, kohlshocker and Herber in their book "Teaching involves the ability to entertain the class, keep the student alert, and show them as a good interesting aspect of what they are supposed to learn".

¹⁶ Darwis Susmedi. *Improving the Students' Ability to Speak English Using Their Own Pictures through Pair Work*. <http://www.lpmpsulse.net/v2/index>, 2010. Accessed on October, 26th 2012.

From the statement above shows that teaching is the unique way to create the good situation in teaching learning process; teacher will keep students paying attentions about what teacher is conveyed. Thus, the material can be easier Obtained by students.

Teaching also one of the effort of teacher in guiding the students in learning and also facilitating everything which has related to the material. Teaching also can be defined as creating the condition for learning. As H. Douglas Brown states in his book “Teaching is guiding and facilitating learning, enabling the learner to learn getting the condition for learning.

12. Definition of Speaking

Speaking is one of the branch English skills which should be mastered by student. By speaking student may convey themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking or offering for something. Some people suppose that somebody master English well if he or she has a good performance in speaking. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of contexts. This definition explain that focusing speaking should have partner, thus somebody can share their mind and thought to each other so the communication among of them will occur.¹⁷

Speaking is the skill that the students would be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first

¹⁷Swust. *Teaching Speaking*. ,<http://zy.swust.net.cn/06/1/zxyjcyj/unit 9 teaching speaking. htm>, 2008. Accessed on October 24th 2012

impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom and the testing room. Speaking is a skill, just like swimming, driving a car, or playing ping-pong. Too often, in the traditional classroom, the learning of English has been relegated to linguistic knowledge only with little or no attention paid to practicing language skills.¹⁸

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¹⁸ *Ibid*

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C. Stimulating Question

1. Definition of Stimulating Question

There are some definition of stimulate question based on expert’s opinion, some of them as follows:

- a. Within Oxford Learner Pocket Dictionary, stimulate is encourage somebody or something to develop.
- b. Webster says that stimulate is to make someone feel interested in learning new things.¹⁹
- c. Mc Callum stated that stimulating questions is an activity that can provoke students to use their language through the use of hypothetical situation.²⁰ This is a good activity to stimulate conversation through the use of hypothetical situation and is better assigned as homework for discussion at the next learning process.

From the definitions of stimulate question above, researcher concludes that stimulating question is a method to stimulate the students’ language in the

¹⁹Webster, *stimulate*, on line, [http: // MAC MILLAN DICTIONARY](http://MACMILLANDICTIONARY) accessed on 5th October 2012

²⁰Jhon and Liz Soars, *Headway (A Students’ Book)*, (New York: Oxford University Press, 1999) p. 58

hypothetical situation what would they begin to speak in a beginning a conversation.

This method includes questions that challenge different fields to identify problems.

During conversation, some questions which come up. The students begin to realize that there are really some great questions for getting a conversation going and keeping them flowing along in order to get to know a person better. The students can really start to have some fun with using different questions during conversation.

There are some characteristics of a really good conversation question namely:

- 1) Ask a question that allows for an easy answer.
- 2) It should not be a question which could be interpreted as offensive.
- 3) It should be one that is open to everyone.
- 4) People should not feel they would be judged by their responses.

Take note of that last point because it is an important. Students in general are more reluctant to open up if they feel their responses would be judged. What that means is students need to be aware of timing, tone and the state of the conversation when posing a question to keep it non-threatening.

Stimulating questions allow the students to get to know the personalities of other while still allowing them to feel comfortable with the conversation. They are good to use for learning process and having fun while trying to get to someone a little better.

This is not something students want to turn into an interrogation by pulling out the questions and just listening for the answers. Be familiar with the questions and

just insert them into conversation. Listen to the answers and comment, add your own answers and ask related questions to keep the conversation flowing naturally. Most of all just have fun with it and enjoy the conversation.

The strength of stimulating question is the students can be provoked to speak English during the classroom by asking some questions and the students can speak what's ideas, opinion, suggestion, on their mind. By stimulating questions the focus is on providing students with questions, not answers, by modeling inquiry and probing. As a result, students develop the ability to reason in a disciplined, self-assessing manner. Students also benefit by communicating with their peers in the classroom setting. The weakness of stimulating question is the students feel difficult to explain their answer. There is of course no right or wrong answers to the question which make them useful for generating open discussion.

In order to achieve the goal of the learning process by stimulating questions, the researcher should:

a) Make an environment conducive to discussion. Develop a base relationship among the class members before expecting extensive participation in discussion. Students are more likely to participate if they feel they are among friends. Facilitating activities that help students learn each other's names and interest can do this. The researcher should also learn all the students' names and take some time to chat with them individually and informally. If possible, arrange the seating in the room into a semicircle so that all class members can see one another.

b) Keep the discussion focused by providing questions that advance the discussion. These questions should not only stimulate student thinking, but also hold students accountable for their thinking. Plan ahead for the many different directions that the dialogue might take, and be prepared to think on your feet. However, limit your own comments. The discussion should be about the students developing their own answers and solutions.

c) Keep the discussion intellectually responsible by dealing carefully and fairly with contributions from every member of the class. Show respect for each student's thoughts and opinions. By modeling this behavior as the instructor, students will also show respect for their peers' thoughts and opinions.

d) Stimulate the discussion with probing questions ("what," "how," and "why" questions are open-ended and further discussion; "can," "are," and "do" questions are closed.) When modeled by the instructors, stimulating questions become internalized by students, who in turn ask themselves the same things.

e) Periodically summarize what has and what has not been dealt with or resolved in regards to the topic of discussion. This provides participants in the discussion with a road map to guide the rest of the dialogue.

f) Incorporate as many students as possible into the discussion. If everyone feels that his or her contributions to the discussion are valued and respected, participation will come more naturally.

g) Take a nonjudgmental attitude, listen, share something of yourself, and be honest. All of these things will contribute to critical rapport-building with your students, and affect future discussions.

2. Example of Stimulating Question

The example of stimulating questions are as follow:

- a. Someone has left you a million dollar. What are you going to do with it?
- b. A scientist has discovered a drug which will cause to remember everything that has happened to you. He has also discovered one which causes you to forget everything that has happened to you. You must choose one of these two drugs which will it be?
- c. A machine has been invented which will make you invisible for 48 hours. How do you want to spend these two days?
- d. In the newspaper is a picture and story about someone wanted for crime. The person resemble you although of course it is not you. What are you going to do?
- e. You have to make a decision about two jobs. One is exactly what you have wanted all our life, however it doesn't pay a lot of money. The other job pays a very good salary but it is not at all interesting to you. Which job will you choose and why?
- f. Your car has broken down. You are in the jungle. You have not eaten for two days. Your foot is injured and it is difficult for you to walk. If you follow the road, it will be a at least two days before you reach civilization, if you take a shortcut through the jungle you will get to a village within less than a day. The jungle is full of wild animals. Should you stay on the road or go through the jungle?

- g. You are on the way to an important job interview when you slip and fall in the mud. There is not time to go home and change your close. You must be at the interview within the next five minutes. What will you do?
- h. What if everybody in the world spoke the same language?

3. Relation Speaking and Stimulating Question

Stimulating question has closed relation with speaking skill. Stimulating question is one of method to improve speaking skill. In accuracy aspects, stimulating question can make students speak with pronunciation, structure and grammar correctly. In fluency aspect, by stimulating question students can speak about something without long pause. In comprehesibility aspect, stimulating question can make students to mastery the matery that they will speak. Further more, the students can make the listener understand that they speak.

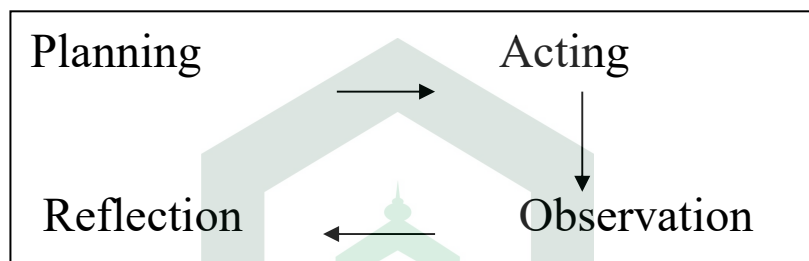
D. Classroom Action Research

1. Definition of Classroom Action Research (CAR)

Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in with the research is actively involved in the cause for which the research is conducted. Both qualitative and quantitative methods can be used in action research.²¹ According to Stephen Kemmisasquoted D.Hopkinsin his book entitled A Teacher's Guide to

²¹Gnony,Djunaidi.*PenelitianTindakanKelas*, (UIN-Malang Press, 2008). p .7

Classroom Research, stated that action research is: a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out. To achieve these objectives perform the PTK review process cyclical, which comprises four stages as follows :



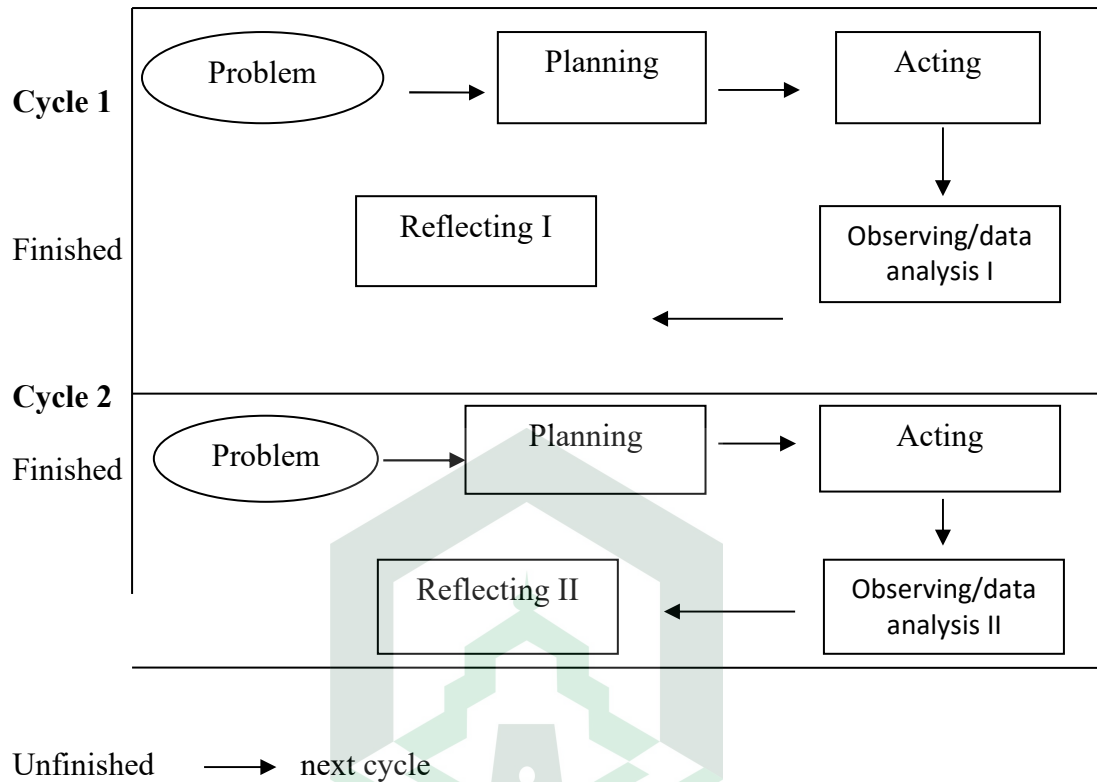
2. Procedure of Classroom Action Research

It is the assessment process through the system cycle of various learning activities, according to Raka Joni there are five stages, namely:

- a. The development focus of the research problem
- b. Planning corrective actions
- c. Implementation of corrective action, observation and interpretation
- d. Analysis and reflection
- e. Planning follow-up.²²

²²<http://c-masnawi.blogspot.com/2009/11/karakteristik-penelitian-tindakan-kelas.html.2009>.

Accessed on December, 13th 2012.



In practice, CAR begins with an awareness of the problems which disturb perceived, which is considered hinder the achievement of educational objectives that have been identified unfavorable impact on the process and / or learning outcomes audiences students, and school programs or implementation of something. Starting from the awareness of the existence of these problems, which still reflected the possibility of a blur, teachers - either alone or in collaboration with faculty LPTK who became his partner and then define the problem in a more sharply focused if necessary to collect additional field data in a more systematic and / or conduct studies relevant literature.

In turn, with a sharper formulation of the problems that can be made diagnosis possible cause of the problem more closely, so there are opportunities to explore alternatives to the necessary remedial action. An alternative to overcome the problem which was considered the best, then translated into the corrective action program will be tested. The experimental results are assessed and corrective action is reflected by reference to criteria-criteria that the desired improvements, which have been set previously.

Determination Focus / Issues Research, which includes:

- 1) Sensing a problem
- 2) CAR Problem Identification
- 3) Problem Analysis
- 4) Formulation of the problem

Action Plan, which includes:

- 1) Formulation of a solution in the form of hypothetical action.
- 2) Eligibility Analysis Hypothesis Actions
- 3) Preparation Action

Implementation of Action and Observation-Interpretation

- 1) Implementation Actions
- 2) Observation and Interpretation
- 3) Discussion of feedback (reviews discussions)

Analysis and Reflection

1) Data Analysis

2) Reflection

Follow-up Planning

1) Observation Procedures

2) Some Action

3. Type of Classroom Action Research

There are four types of CAR, namely: (1) CAR diagnostic, (2) CAR participants, (3) CAR empirical, and (4) experimental CAR.

For more details, here presented in brief about the four types of CAR. They are:

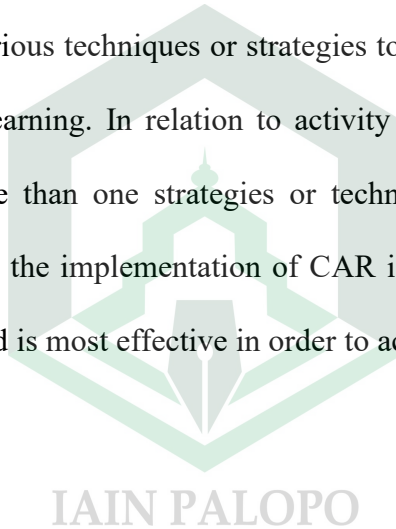
1. CAR Diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

2. CAR participants; a study participant was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participation can also be done at school as well as examples in item a

above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

3. Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

4. Experimental CAR, which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is possible there are more than one strategies or technique that is set to achieve an instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.²³



²³Iskandar, *Penelitian Tindakan Kelas*, GP. Press, Ciputat, 2009, p. 27-28.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Type

This research followed the principal working of Classroom Action Research (CAR) that contains of four stages; they are: planning, implementation of action, observation, and reflection.

This research will hold around two cycles. They are first and second cycle and each cycle is the series of activities which have close relation. Where, the realization of the second cycle is continue and repaire from the first cycle.

B. Research Design

In this research, the writer will apply descriptive method. It is aimed at giving description about the effect of stimulation question method to increase the students of MAN palopo to speak English through stimulation question.

Nowadays, the students actually realize that English is very important, but they did not find themselves encouraged to use English especially to speak English. Through the case, the researcher who acted as teacher applied a method to encourage them to speak English. The researcher realized that, there should be a new effort to improve the learning and teaching process so that the result of learning could be increased. Based on the characteristic of CAR which includes:

1. *An inquiry of practice from within* (a research starts from restlessness of a teacher).

2. *Self-reflective inquiry* (the main method is self reflection, flexible, but it follows the rules of research).

3. The research is focused on teaching and learning activity.

4. Its aim: to improve teaching and learning.

Teacher is assumed as the right person to do CAR because: (1) teacher has autonomy to assess his/her work, (2) the finding of traditional research is often complicated to be implemented to improve teaching and learning, (3) teacher is a person who knows the situation in the class very much, (4) the interaction between teacher and students goes uniquely, and (5) the involvement of teacher in all innovative improvement activities indicates that the teacher is able to do research in his/her class.¹

C. Research participant

Furthermore, the sources of the data in this research consist of few sources.

They are as follows:

1. Student

To get data about the result of learning and the students' active participation in the learning and teaching process.

2. Teacher

¹Igak Wardani and Kuswaya Wihardit, *Penelitian Tindakan Kelas*, (Jakarta: Universitas terbuka, 2008), p.1.15

To see the level of teaching implementation success with cooperative model by using STAD (*student team achievement divisions*) type and the result of studying and students' activity in teaching and learning process.

3. Partner and collaborator

Partner and collaborator are intended to be the source of data to see the implementation of CAR comprehensively, either from the students or teacher.²

D. Technique and instrument of data collection

The technique and instrument of the data collection in this research were providing observation, interview, discussion, questionnaire and camera.

1. Observation: it will use to collect data about students' participation in learning and teaching, and the implementation of STAD.

2. Interview: will use to get data about the level of teaching implementation success with cooperative model by using STAD.

3. Discussion among the teacher, partner, and collaborator to reflect the result of each cycle in CAR.

4. Questionnaire technique, this method that be use with made list question then is give to the respondent by letter and is answered by letter too. In this case writer uses five alternative choices as follows:

- a. Strongly agree (5)
- b. Agree (4)

²Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta; Rajagrafindo Persada, 2008), p. 279.

c. Uncertain (3)

d. Disagree (2)

e. Strongly disagree (1).³

5. Camera, is use to take the picture of students' teacher's and partner's activity.

6. Question list, the researcher use question list as the media to improve the students to speak English.

E. Technique of Data Analysis

To give score or get nominal percent which analyze the students' active participation and the questionnaire to know the students' perception, the researcher uses the following formula:

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

Explained:

F = Cumulative frequency

N = Total number of respondent

P = Percentage.⁴

³ Mulidah basir, *Motivation of The Eighth Year Students of MTS Batusitanduk in Learning English*, (Palopo: STAIN Palopo, 2009), p. 25.

⁴ *Ibid.*, 26.

F. Action Research Procedures

Cycle I

1. Planning

- a. In this section, the researcher (teacher) will prepare the materials that are give to the students.
- b. Making lesson scenario or lesson planning based on the curriculum, and arranged the material of lesson planning and it should be speaking oriented.
- c. Making the observation checklist for observing the condition of learning process.

2. Acting

- a. Engage: giving questions then they are ask to give their statement. The students listen the questions and respond to that question by commenting in accordance whit what he have in his mind, so there are no wrong question
- b. Activate: making the students to be active in the class, the students will answer and explain the willingness and reason of the given reason.
- c. Study: the teacher talk work to improve the pronunciation and the use of certain expressions and asking the other students whether they understand or not on a question that has given by the teacher.

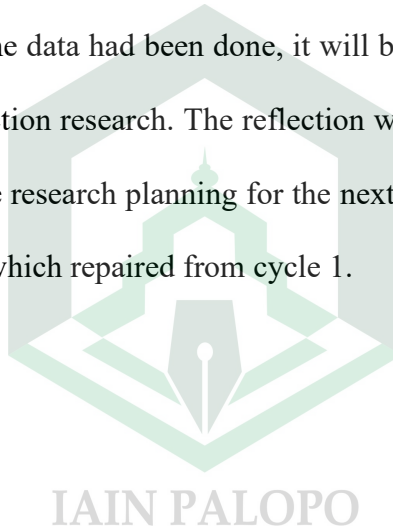
So, by doing the way the teacher knows that students are able to pronounce, say or talk all of the points on the common objects, as is the orientation of language skill.

3. Observation

- a. Identifying and making note about all of problems that the teacher get when teaching and learning process.
- b. Doing evaluation which use the result of the study to know how far the students had improvement.
- c. Giving the students a chance for giving suggestion in action research.

4. Reflecting

The result of the data had been done, it will be continue until could be make as the reflection after action research. The reflection will discuss with a partner while the teacher should make research planning for the next cycle. The research plan is the plan for the next cycle which repaired from cycle 1.

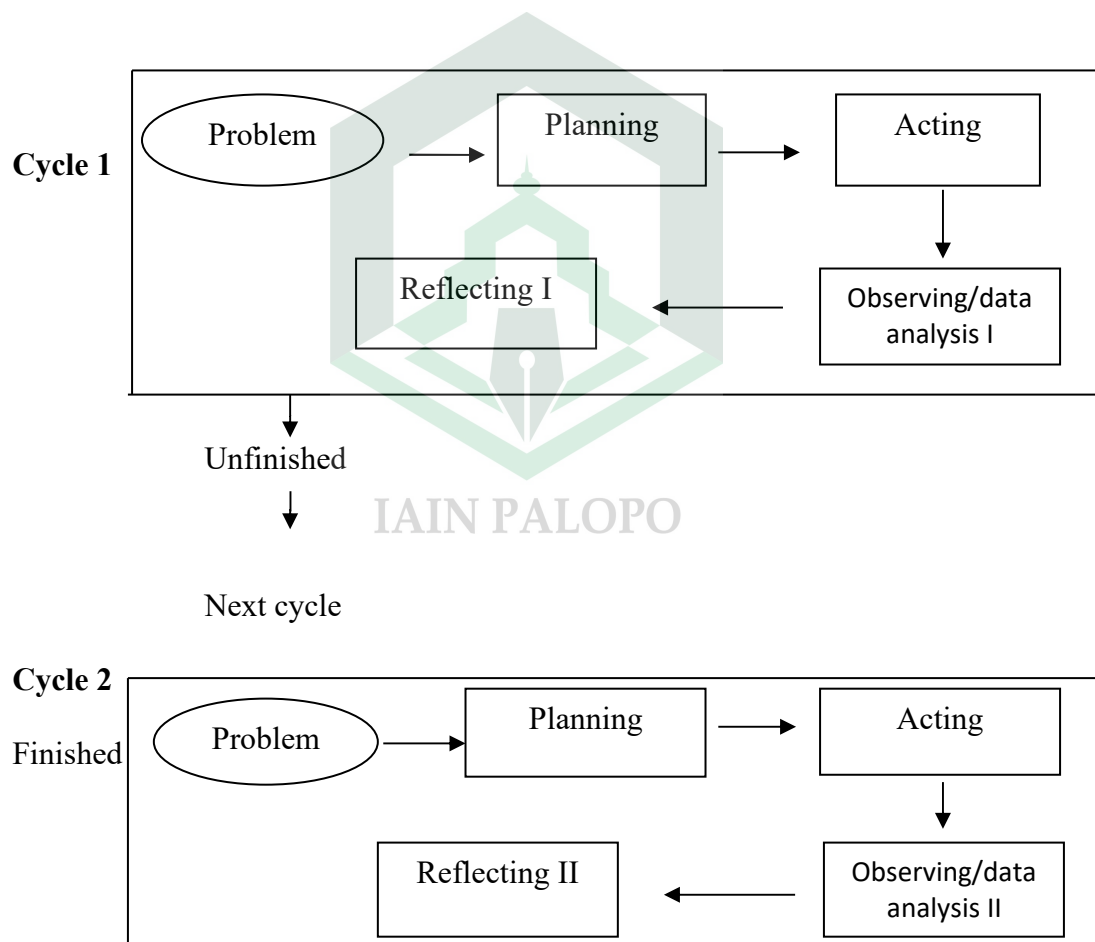


CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the research finding and discussion. Before proceeding to the findings, it is important to explain the cycles of the research. In this case, there were two cycles, it can be see in general through the following chart:



Cycle I

1. Planning

In planning section, the researcher prepared to carry out the action research class that required different tools which had been created and developed previously, In this section, the preparations which were prepared by the researcher before acting in the cycle I are:

- a. Analyzed the curriculum especially the basic competence after doing the need analysis of the eleventh yeas students at MAN Palopo.
- b. Learning implementation plan (LIP/RPP).
- c. Made a lesson plan about the use of stimulating question technique in teaching speaking skil.
- d. Prepared the questions stimulate.
- e. Made the instruments which use in cycle of classroom action research..
- f. The researcher, partner, and collaborator discussed about the students' problem and activity since they teach in the Classroom.

2. Acting

Action based on the schedule of the students' regular days, they are Thursday and Saturday in eleventh years students of MAN Palopo. The material that had been presented in the cycle 1 was talking about willing of questions stimulate.

The researcher started the class by telling the importance of speaking skill in English. In this stage, the researcher gave the students material and explain about speaking skill through stimulating question technique, then the reseacher told the

steps and formed the students into three (3) groups, each groups consisted of five (5) students. the reseacher gave the question stimulate, and asked the students to prepare their opinion in a few minutes.

After the students made their statement, the reseacher invited for each groups to tell about their willing. The students were asked to stand and tell the statement. And furthermore, the other students wera also supposed to responce or suggestion and, the student must speak up about their statement. Meanwhile, the reseacher and partner studied and observed the students' active participation and once in a while the reseacher corrected the students' mistake in pronouncing and using the form of exact pattern.

3. Observation

Based on observation activity made by researcher and partner (observer) in the cycle 1, the researcher and observer that the questions stimulate had been already good which was proved by the activity of most students were encouraged to speak that were shown by their active participation in speaking class. But the partner found that there were still some of the students were less active caused by the domination of his/her group member in speaking or responding the material, so that she/ he got a little chance to speak. They actually wanted to speak, it was claimed After giving a chance to the students to give suggestion and interviewed some of them. It was the problem that attracted the researcher and partner to rearrange the students' seat positions, then gave the students just two questions stimulate and had them answer, it means that each student got same question and being spokesman by their own way.

This was done to repair the weakness in cycle 1 in order to know and get the better result.

Here were the interviews done by researcher towards some students:

R: “hi”

Sa: “hi”

R: “how do you find the learning process today?”

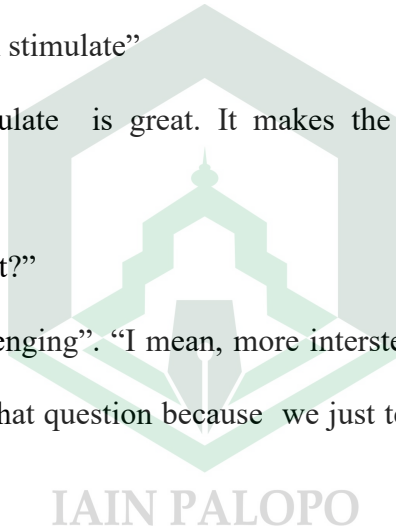
Sa: “I enjoyed it”

R: “what about question stimulate”

Sa: “the question stimulate is great. It makes the lesson too easy. It does not challenge me”.

R: “so what do you want?”

Sa: “anything but challenging”. “I mean, more intersted question stimulate, honestly it is so easy to answer that question because we just tell our opinion about what we want.”



IAIN PALOPO

The next, the researcher was with another student called. This was the interview:

R: “Good morning?”

Sb: “Good morning sir...”

R: “ You look passive during the speaking class...,Why..?”

Sb: “Well...,actually...I wanted to speak but I do not like to be in a group because some of my group members dominated the time, so...I did not get enough opportunity to speak. Furthermore, the series questions was confusing me because it

has too much appearance. What if the students are given the single question only and tell it one by one, not in a group...sir!!!?”

Sb: “Ok,thanks for the nice suggestions...,i am going to give the solution for the problem. See you...!”

Table 1

The result of students' active participation

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

Where:

1. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.
2. **Active:** the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.
3. **Less active:** the student pays attention and gives responses once in a while.
4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 2
The percentage of students' active participation in cycle 1

Classification	Frequency	Percentage (%)
Very active	2	13,33 %
Active	4	26.66 %
Less active	7	46,66 %
Not active	2	13,33 %

4. Reflection

.Based on research data in the cycle 1 which is shown by the description above that included 15 respondents, there were 2 student were very active in the speaking class by using stimulating question as the educational media, and the percentage reached 13,33 %. The active students were 4, and the percentage reached

26.66 %. The less active students were 7, and the percentage reached 46,66 %. And there was 2 students who was not active and the percentage 13,33 %. To reach the requirement criteria of success which is determined 75 %, the two very active and active classifications were accumulated but only reached 39.99 %. It was not the expected nominal percentage.

Referred to the result of cycle 1, the researcher and partner intended to continue the research to the cycle 2 by repairing and making planning and doing the action to reach the criteria of success in the learning process. The both researcher and partner found that actually the students in the cycle 1 were most active to participate but there were still some who were less active and even not active caused by the domination of their active friends in group so that they did not get opportunity to speak out their mind. And the thing to be repaired or rearranged were the students' seats position and giving them various questions stimulate in order to get them all to speak, because some of the students in the cycle one were not active because some of the students said that they wanted to speak but they had no enough opportunity to speak.

Cycle II

1. Planning

The researcher hoped in the cycle 2 the students would be more active in the class than before. The plan in the cycle 2 was closely same with cycle 1. In the cycle 2 the researcher made the students to be active in speaking class by using stimulating question as the selected educational media. But in the cycle 2 the researcher and partner had a little different plan as it had been done in cycle 1, such as:

- a. The researcher gave the simple question, it means that, the students eazy to give their statement.
- b. The researcher asked the students to sit separately not in groups, because not speak up all of the students.
- c. Rearrange the positio of chair in U models. The position of the chair influence the students in accepted the material. The teacher can face and explain the material near from all the students in this model, and it can influence the students to understand the material.
- d. Giving motivation to the students in orders to be active in learning process. The motivation can stimulate and influence the students to study hard.

2. Acting

All actions in this cycle were based on the revised plan. The material in the cycle 2 was explain one question. At the beginning of the meeting of this cycle, the researcher did apperception such as asking some questions related to the previous

material then gave the students some motivational words by telling them how important the English speaking skill is. When the students were ready to study, the researcher asked the students to sit separately not in a group like in the previous meeting in the cycle 1, and the position the chair in U models.

It was different from cycle 1, at this cycle the researcher did not arrange the students to sit in groups but separately and position of the chair in U models.

The stimulating question which tells about ambitions every students and corruption, because related with their ambitions. Were given to the students and the researcher let them to find out their opinion about corruption. The researchers also got the students to be more speak up. For example, they were also allowed to combine with Indonesia language if they don't know in English. It was fifteen minutes given to the students to prepare their statement. After fifteen minutes, then each of students was invited one by one to tell their statement. Once in a while, the researcher helped and activated the students to do activity by posing questions and invited the other students to ask.

When the researcher posed questions, all of the students surprisingly answered and spoke out their mind more and more and they correctly found themselves success in speaking class.

3. Observation

Based on the observation activity made by researcher and partner in the cycle 1, the researcher and partner observed the learning activity about condition of the learning and teaching process that covered the students' active participation in the

speaking class by using stimulating question. As it was mentioned before that the students found themselves success in speaking class with was proved through the all students found their confidence, they found English as an easy language to speak. The researcher said to them that indeed English is easy. Then the researcher said to the students that he would give them more challenge. The students greeted the challenge enthusiastically.

The students were really encouraged, the researcher and partner knew this from their face and manners. This is a pretty good condition for the learning and the researcher is sure that they would fill the empty call outs with their best answer. Furthermore, here were the partner's observation results in the cycle 2:

1. The students were able to speak up easily.
2. The students were more active than in the cycle 1 because they got much opportunity to speak.
3. The students were able to make their own creation by speaking out their mind by using stimulating question.
4. The students found themselves being encouraged, because the stimulation question helped them to speak. They found the stimulating question as the right technique to be used in every speaking class.
5. The students were all involved in the learning process; this would improve the successfulness of learning.

Then, the researcher (R) made interview with some students to prove the success of the learning and teaching activity. Here was one of the interviews:

R: “good morning”

Sa: “good morning sir”

R: “does the stimulating question help you to speak?”

Sa: “yes, I can understand the material easy and fast”.

R: “according to you, what makes you understand it easily?”

Sa: “every student got enough opportunity to speak, and the combine language make me easy to speak.

Based on the observation activity made by the researcher and partner, it was satisfying because most students were active compared with the condition in cycle1.

Table 3
The result of students’ active participation to speak by using stimulating question

Respondents	Very active	Active	Less active	Not active
1				
2				
3				
4				
5				
6				

7				
8				
9				
10				
11				
12				
13				
14				
15				

Table 4
The percentage of students' active participation

Classification	Frequency	Percentage
Very active	8	53,33 %
Active	4	26,66 %
Less active	3	20 %
Not active	-	-

Based on research of data analysis can be known that from 15 respondents, there were 8 students were observed *very active* in the speaking class by using

stimulation question, and the percentage reached 53,33%. There were 4 students were observed as the *active* ones, and the percentage reached 26,66%. And there were still 3 student who was *less active* with the percentage reached 20% and surprisingly, no *not active* student in the cycle 2 was found. Based on the result of data analysis above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1. Because in the cycle 2, the students sat separately not in group so every student got enough opportunity to speak. The researcher also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 80%.

4. Reflecting

The researcher believes that stimulation would be an effective technique to learn English especially to speak English. The process of evaluation that used observation checklist done by researcher and partner proved that at the last cycle (cycle 2), the students were totally involved in the learning process. They were also motivated and encouraged.

Based on the both explanation of cycle 1 and 2 above, in this research the data collected by questionnaire, observation, interview and discussion among the teacher, partner and collaborator. The data were presented which covered two fields, namely the findings about students' active participation to speak English by using stimulating question which the descriptions were explained by the result of observation checklist, and the next one is to know the students' perceptions which were explained by the result of questionnaire.

The Questionnaire Result of the Students' Perception

To get more valid data to know the students' perception, the researcher used questionnaire to know whether the students were encouraged or not to speak by using stimulating question. The results are as follows:

Table 5
The result of students' perception through questionnaire

Questionnaire	Strongly agree (SA)	Agree (R)	Uncertain (U)	Disagree (D)	Strongly disagree (SD)
1	12	3			
2	11	4			
3	13	2			
4	10	4	1		
5	13	2			
6	9	5	1		
7	10	4	1		
8					15
9			3	7	5
10	12	3			
11			1		14

12	5	10			
13	14	1			
14	15				
15	15				

Based on the table 5 above, most of the respondents show positive perception towards the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 7, 10 and, 12 to 15. And the statements which show the negative perception are from number 8 to 9 and number 11, and only some of the statements got the uncertain perception.

The following tables are the detail description or explanation of the data that were used to know the students' perception about picture of illustration as the media to encourage them to speak English.

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Table 6
By using stimulating question, the students can improve their bravery and mentality (self confidence) in speaking English.

Classification	Frequency	Percentage
Strongly agree	12	80 %
Agree	3	20 %
Uncertain	-	-

Disagree	-	-
Strongly disagree	-	-

The table 6 above indicates that most of the respondents said strongly agree that by using stimulating question, they can improve their bravery and mentality (self confidence) in speaking class. There were 12 (80%) respondents said strongly agree, three (20%) respondents said agree, and none of the respondents said uncertain, disagree, and strongly disagree. It means that by using stimulating question in speaking class, it can improve the students' bravery and mentality to speak English.

Table 7
Studying in speaking class by using stimulating question, it can improve the students' English speaking skill early compared with other method

Classification	Frequency	Percentage
Strongly agree	11	73.33 %
Agree	4	26.66 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 7 above indicates that most of the respondents said strongly agree that studying in speaking class by using stimulation it can improve the students' English speaking skill early compared with other method. Where eleven (73.33%) respondents said strongly agree, four (4) respondents said agree and none of the respondents said uncertain, disagree, and strongly disagree. It can be concluded that using stimulating question in speaking class can improve the students' speaking skill earlier than other technique.

Table 8
Speaking English by using stimulating is more interesting and it is easier to speak out the idea or concept than use other technique

Classification	Frequency	Percentage
Strongly agree	13	86.66 %
Agree	2	13.33 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 8 above indicates that most of the respondents said strongly agree that speaking English by using stimulating question is more interesting and it is easier to speak out the idea or concept than use other methods. Where, thirteen (86.66%)

respondents said strongly agree, two (13.33%) respondents said agree, and none of the respondents said uncertain, disagree, and strongly disagree.

Table 9
By using stimulation question, the students can improve other knowledge which is closely relates to English especially the technique toward the material that is being taught.

Classification	Frequency	Percentage
Strongly agree	10	66.66 %
Agree	4	26.66 %
Uncertain	1	6.66 %
Disagree	-	-
Strongly disagree	-	-

Table 9 shows that there were ten (66.66%) of respondents that said strongly agree, four (26.66%) of respondents said agree, and none of the respondents said uncertain, disagree, and strongly disagree. It means that using stimulating question, the students can improve other knowledge which is closely relates to English especially the comprehension toward the material that has been taught.

Table 10
By using stimulating question, studying is more fascinating than using other media

Classification	Frequency	Percentage
----------------	-----------	------------

Strongly agree	13	86.66 %
Agree	2	13.33 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 10 above indicates that there were thirteen (86.66%) of respondents said strongly agree, two (13.33%) of respondents said agree and none of the respondents said uncertain, disagree, and strongly disagree. Based on the description, the researcher concluded that studying by using stimulating question is more fascinating than other methods.

Table 11

Studying by using stimulin question in speaking class can enrich the mastery of vocabulary because of the process of English communication is very good

Classification	Frequency	Percentage
Strongly agree	9	60 %
Agree	5	33.33 %
Uncertain	1	6.66 %
Disagree	-	-
Strongly disagree	-	-

Table 11 above shows that most of respondents said strongly agree that studying by using stimulating question in speaking class can enrich the mastery of vocabulary because of the process of English communication is very good. It was proved that there were nine (60%) of respondents said strongly agree, five (33.33%) of respondents said agree, 1 (6.66%) of respondents said uncertain, and none of the respondent said disagree and strongly disagree. It means that by using the technique, it can enrich the students' vocabulary mastery because of the process of English communication is very good through the technique.

Table 12
Studying by using stimulating question is done by way of relaxing, than the other methods are seriously.

Classification	Frequency	Percentage
Strongly agree	10	66.66 %
Agree	4	26.66 %
Uncertain	1	6.66 %
Disagree	-	-
Strongly disagree	-	-

Table 12 above indicates that most of the respondents said strongly agree that studying by using stimulating question is done by way of relaxing, than the other methods are seriously. It was proved that, there were 10 (66.66%) of respondents said strongly agree, 4 (26.66%) said agree, one (6.66%) said uncertain, and none of

respondents said disagree and strongly disagree. It can be concluded that studying by stimulating question is relaxing and the students did not find themselves seriously when they used the media.

Table 13
Studying in English speaking class by using stimulating question is wasting the time only

Classification	Frequency	Percentage
Strongly agree	-	-
Agree	-	-
Uncertain	-	-
Disagree	-	-
Strongly disagree	15	100 %

Table 13 above shows that all of the respondents said strongly disagree that studying in English speaking class by using stimulating question is wasting the time only. It is proved that there were fifteen (100%) of respondents strongly agree. It can be concluded that the respondents found the media is precious to be used in English speaking class not to waste the time.

Table 14
The student who is lacking of self confidence or having psychology trouble will be shy to practice her/his English speaking skill by using stimulating question.

Classification	Frequency	Percentage
----------------	-----------	------------

Strongly agree	-	-
Agree	-	-
Uncertain	3	20 %
Disagree	7	46.66 %
Strongly disagree	5	33.33 %

Table 14 indicates that there were seven (46.66%) of respondents said disagree, five (33.33%) of respondents said strongly disagree, three (20%) of students said uncertain, and none of respondents said agree and strongly agree. Because most of them found that not all of the students who have psychology trouble or lack of self confidence will be shy to practice their English speaking skill as it was proved by the table above.

Table 15

The students who use stimulating question in speaking class, they are able to tell an activity which relates to his/her daily life (daily activities) in English

Classification	Frequency	Percentage
Strongly agree	12	80 %
Agree	3	20 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 15 above indicates that most of respondents said strongly agree that the students who use stimulating question in speaking class, they are able to answered the question in English. It was proved that there were twelve (80%) of respondents said agree, three (20%) of respondents said agree, and none of them said uncertain, disagree, and strongly disagree. It means that most of the students are able to answered the question in English by using stimulating question.

Table 16
Using stimulating question does not have significant influence for the students' English speaking skill

Classification	Frequency	Percentage
Strongly agree	-	-
Agree	-	-
Uncertain	1	6.66 %
Disagree	-	-
Strongly disagree	14	93.33 %

Table 16 shows that most of respondents said strongly disagree that using stimulating question does not have significant influence for the students' English speaking skill. As the table above shows that there were 14 (93.33%) of respondents said strongly disagree, one (6.66%) of respondents said uncertain, and none of

respondents said disagree, agree, and strongly agree. It is concluded that the students got significant influence for their English speaking by using stimulin question.

Table 17
During using the stimulating question in speaking class, the students' English speaking skill is better than before

Classification	Frequency	Percentage
Strongly agree	5	33.33 %
Agree	10	66.66 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 17 above shows that most of respondents said agree that during using the stimulating question in speaking class, the students' English speaking skill is better than before where there were ten (66.66%) of respondents said agree, 5 (33.33%) of respondents said strongly agree, and none them said uncertain, disagree, and strongly disagree. It means that all of the respondents found their English speaking skill is better than before during they use the stimulating question as the technique to speak English.

Table 18
Studying by using stimulating question, it eases the students or someone to explain their statement without presenting the real one or explain that case which is being discussed

Classification	Frequency	Percentage
Strongly agree	14	93.33 %
Agree	1	6.66 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 18 shows that most of respondents said strongly agree that studying by using stimulating question eases the students or someone to explain the reason or the statement without presenting the real one or doing which is being discussed. There were fourteen (93.33%) of respondents said strongly agree, one (6.66%) of respondents said agree, and none of them said uncertain, disagree, and strongly disagree. It means that stimulating question eases students or someone to explain their statement without presenting or doing to tell or to speak.

Table 19
Studying by using stimulating question, it eases the students or someone to explain their statement without presenting the real one or explain that case which is being discussed

Classification	Frequency	Percentage
----------------	-----------	------------

Strongly agree	15	100 %
Agree	-	-
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 19 above shows that all of the respondents (15/ 100%) said strongly agree that the students' interest in English speaking class is getting well if the English speaking materials are transferred by using stimulating question. None of them said the negative ones.

Table 20

Using stimulation question can stimulate the students' sense organ to work actively, so that the use of questions stimulate is very helpful to encourage the students to speak English

Classification	Frequency	Percentage
Strongly agree	15	100 %
Agree	-	-
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 20 above shows that all of the respondents (15/ 100%) said strongly agree that Using picture of illustration can stimulate the students' sense organ to work actively so that the use of picture is very helpful to encourage the students to speak English. And surprisingly none of the student said the negative perception for the statement. It means that all of the respondents agree and strongly agree of the use of the media to give them courage to speak English.

Basically, the eleventh years students of MAN Palopo in classroom C shows positive perception which is indicated by the positive inputs and attitude toward the using stimulating question to encourage the students to speak English. It was detail described in every item of questionnaire through tables.

A. Discussions

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

1. In relation to the observation checklist to know the students' active participation in speaking English by using stimulating question in the cycle 1, it was found that there were 2 students were *very active* in the speaking class by using stimulating question as the educational media, and the percentage reached 13,33%. The *active* students were 4, and the percentage reached 26.66%. The *less active* students were 7, and the percentage reached 46,66%. And there were 2 the *not active* student and the percentage 13,33%. To reach the criteria of success which is determined 75%, the two *very active* and *active* classifications were accumulated but only reached 39.33%. It was not the expected nominal percentage. In this cycle, it

was based on the plan and action that to encourage the students to speak out their idea, the researcher made different question stimulate to the students then asked them to have discussed it with their group members. And after few minutes the researcher (teacher) asked them to gave opinion that tells about willing, asked them to respond the questions. Some students were able to speak out by their own way and actively spoke but there were some observed less active and even not active as it was explained above. It was just because of some students did not like to be in groups, they wanted to sit and get one question for one student to tell.

The problem in the cycle 1 attracted the researcher and partner to continue to the next cycle. In the cycle 2, the researcher (teacher) did new plan such as rearranged the students' seat positions, then gave the students the question of stimulate and had them prepare their statement about the question, it means that each student had different statement and being spokesman by their own way. The question which were gave statement like their ambition and opinion caused of corruption. The researcher also got the students to be more flexible. For example, they were also allowed to combine if they did know in English. It was fifteen minutes given to the students to prepare the statement. After fifteen minutes, then each of students was invited one by one to present the opinion willing and reasons. Once in a while, the researcher helped and activated the students to do activity by posing questions and invited the other students to ask. By doing the procedures above, the researcher and partner found that there were 8 students were observed *very active* in the speaking class by using stimulating question, and the percentage reached 53.33%. There were 4

students were observed as the *active* ones, and the percentage reached 26,66%. And there were still 3 student who was *less active* with the percentage reached 20% and surprisingly there was no *not active* student in the cycle 2 were found. Referred to the result of data analysis, the researcher found that the students' active participation was better than the result in the cycle 1. The researcher also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 80%.

Based on the describing above, the researcher concluded that one of important point that the teacher should have full attention in teaching especially in speaking skill for English teacher is the use of technique in the classroom. Teacher must choose technique which has purpose to improve students' speaking skill. As example, to teach speaking skill one of method that the teacher can choose is stimulating question. In making the students more active to speak by giving an interesting topic that can be spoken by the student involved students' knowledge and students' experience.

When treatment had been conducted, the researcher observed that the students had good response toward this method. Finally, the researcher found the change of students' in learning English especially speaking skill. The changes of the students were:

- a. Students have motivation in learning English.
- b. The students interest with this method.
- c. Students feel help in learning English especially speaking skill.

The table 6 until 20 had shown the table of questionnaires which was used to find out the interest of the students in learning English speaking skill by stimulating question.

2. In relation to the students' perception which is indicated through the result of questionnaire, most of the students gave positive perception toward the stimulating question to encourage the students to speak English. It is showed by the high percentage of positive statements of the each item in the questionnaire.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After finishing the research, the researcher concludes that stimulating question is quite effective in teaching speaking skill to the eleventh years students of MAN Palopo. The effective way in teaching speaking skill through stimulating question technique could be described as follow:

1. Stimulating question in improving students' speaking skill at the eleventh grade students of MAN Palopo was effective, based on the data analysis in the cycle 2 can be know that from 15 respondents, there were 12 students were observed very active and active and the percentage reached 80%, means the students' speaking skill is improved. By stimulating question, students could express their opinion and thoughts without pressure, they get honor to talk and they are enjoy in getting interesting topic that discussed. The result of their learning processed improved.

2. Stimulating question is a better technique can be applied in classroom. Using stimulating question technique in teaching reading comprehension is the effective way in develop students' speaking skill. Because by using stimulating question technique in teaching speaking skill, the students more easy to speak and easy to answer the questions, they can understand about the material. The students had positive perception that by using stimulating question technique can develop the their speaking skill. Teaching speaking skill through stimulating question

technique is one of the effective way in teaching, since this technique effective and easy ways that can be applied in classroom.

3. Based on the questionnaire answered by the students, learning english especially for speaking skill the students should do much practice to discuss an interesting situation which applied in stimulating question and then try to express the opinion and thoughts in speaking. Much practice in improving our english effective way to get our success in english.

B. Suggestions

Based on the conclusion above, the researcher suggested those who have read this thesis that:

1. English teacher in teaching process should pay attention to choose method because every skill (listening, writing, speaking and reading) has different method in learning process. To get the purpose of learning the teacher should choose a method which has correlation between material and purpose of teaching.

2. To make deal classroom in learning process, especially in language teaching the teacher should minimize students account in class because based on theoretical of ideal class in teaching language only 15 students. This is hoped every students have chance to do practice in learning process especially in learning speaking because the more we practice the more we can be better.

3. One of the effective method to improve students' speaking skill is stimulating question. So if the teacher wants to improve students' speaking achievement, they should try this method.

4. The lecturee should know the quality of learning is affected by the quality of teaching.

5. Aviod teacher centered. Where, the teacher just giving the knowledge to the students and the students only as the object. There is not feedback between the teacher and the student.

6. The lecturer should always activate the students to use English.



LESSON PLAN

School	: Madrasah Aliyah Negeri (MAN) Palopo
Class	: Eleventh
Subject	: Bahasa Inggris (speaking)
Time Allocation	: 2 X 45
Description	: Students must answer the question about stimulating question in every situation that tell them personally in oral test

A. Standard of Competency

To ask and answer the questions using stimulating question.

B. Basic Competency

Identifying comment a situation.

C. Indicators

1. Students are able to ask and answer question using stimulating question.
2. Students are able to comment a situation.

D. Equipment/media

- Guiding book
- White board
- Marker
- Dictionary

E. Material

1. Stimulating questions.
2. A situation will be told to the students.

➤ Language focus

Within Oxford Learner Pocket Dictionary, stimulate is encourage somebody or something to develop.

Webster says that stimulate is to make someone feel interested in learning new things.

Example :

1. Someone has left you a million dollar, what are you going to do with it?
2. If one day you meet a president of America, what are going to do with him?

F. Method : Communicative Approach

G. Learning Activities

1. Preliminary Activity

- Greeting and praying
- Preparing the students to study.
- Telling the importance of the lesson and speaking skill.
- Telling the steps of the learning process to the students.
- Pose some questions to the students about the material of the last speaking class to know whether they are encouraged or not

2. Core Activity

- Give a brief explanation about how to ask and answer the question using stimulating question.
- Give a brief explanation about the learning procedures using stimulating question.
- Give the example:
 - o Someone has left you a million dollar, what are you going to do with it?
 - o If one day you meet a president of America, what are going to do with him?
- Student A and student B complete their task by asking and answering question to each other.
- Practice in front of class.

3. Closing

- Concluding
- Giving preparation (vocabulary/related lesson) for the next meeting.

Researcher

Yuswan

NIM.08 16 3 0115

LESSON PLAN

School	: Madrasah Aliyah Negeri (MAN) Palopo
Class	: Eleventh
Subject	: Bahasa Inggris (speaking)
Time Allocation	: 2 X 45
Description	: Students must answer the question about stimulating question in every situation that tell them personally in oral test

A. Standard of Competency

Talking questions using stimulating question about a situation in a newspaper.

B. Basic Competency

Identifying about a situation in a newspaper.

C. Indicators

1. Students are able to ask and answer question using stimulating question.
2. Students are able to comment a situation in a newspaper.

D. Equipment /media

- Guiding book
- White board
- Marker
- Dictionary
- Newspaper

E. Material

1. Stimulating Questions.
2. A situation about rubbish in outskirts of Palopo town.
 - Language focus

NEWSPAPER

RUBBISH IN SALOBULO WAS NOT CLEANED

In along of outskirts of Palopo town full of rubbish. Such as in along of round way of Palopo town, Friday 20th May 2012. Most of rubbish were made of things that people can not use again.

According the situation above, what the Government should do?

F. Method : Communicative Approach

G. Learning Activities

1. Preliminary Activity
 - Greeting and praying
 - Doing apperception such as ask some questions related to the material (1,2, or 3 questions)
 - Telling the steps of learning and teaching process.
2. Core Activity
 - Give opening question by asking one of your students “what the Government of Palopo town should do toward the rubbish in along of outskirt of Palopo town?”
 - Give a brief explanation about the learning procedures using stimulating question.
 - Give the situation and respond it about what the Government of Palopo town should do toward the rubbish in along of outskirt of Palopo town?
 - Student A and student B complete their task by asking and answering question to each other.
 - Practice in front of class.
3. Closing
 - Concluding

Patner

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LESSON PLAN

School	: Madrasah Aliyah Negeri (MAN) Palopo
Subject	: Bahasa Inggris (speaking)
Time Allocation	: 2 X 45
Description	: Students must answer the question about stimulating question in every situation that tell them personally in oral test

A. Objectives:

1. Students will learn how to ask and answer the questions using stimulating question about a situation in a newspaper.
2. Students will comment a situation.

B. Indicators

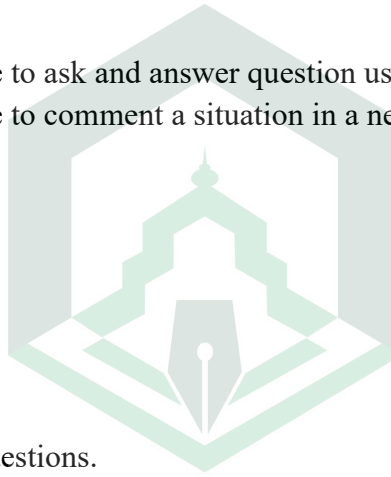
1. Students are able to ask and answer question using stimulating question.
2. Students are able to comment a situation in a newspaper.

C. Equipment/media

- Guiding book
- White board
- Marker
- Dictionary
- Newspaper

D. Material

1. Stimulating Questions.
2. A situation about a child steals a helm.
 - Language focus



NEWSPAPER

A CHILD UNDER 8 EIGHT YEARS OLD HAD STOLEN A HELM

Palopo. A child under 8 years old was brought to Police Headquarter of Palopo, Friday 10th June 2011 about at 11.00 am yesterday. The with initial name AN was brought to Police Office because of stealing a helm in parking area of PT. TELKOM Office on Andi Djemma Street, Palopo.

AN himself is a Carede Street people. At the beginning, AN was saved by local society the they brought to the Police. The child was cached do the

action. “ the child tried to get off the helm of the motorcycle was parked , but he was known by the people.” Said a sum witness at the location.
This accident was believed by the head of SPK III Aiptu Yulianus.

If you see the child steal a helm what are going to do toward the boy?

E. Method : Communicative Approach

F. Teaching and Learning Process

1. Opening

- a) Give opening question by asking one of your students “what are you going to do toward a child steal a helm?
- b) Your students will give the answer based on their knowledge “I will catch the boy and I ask him to return the helm. Then I will advice in other to he doesn’t do the action again”
- c) Give a brief explanation about how to ask and answer the question using stimulating question.

2. Main Activity (Practice use Stimulating Question Method)

- a) Give a brief explanation about the learning procedures using stimulating question.
- d) Give the situation and respond it about what are you going to do toward a child steal a helm?
- b) Student A and student B complete their task by asking and answering question to each other.
- c) Observe students’ activity while process of information exchange in order to keep them concentration to the process and to record the activity.

3. Post Activity

- a) Practice in front of class.

G. Assessment

The assessment is an ongoing process and there will be a test to evaluate students’ capability in speaking skill at the end of learning using specific rubric for speaking skill.

Palopo, 2011
Researcher

Yuswan
08.16.3.0115

LESSON PLAN

Offering	: Natural Science A/ 2011
Subject	: Bahasa Inggris (speaking)
Semester	: I (one)
Time meeting	: 100 minutes
Description	: Students must answer the question about stimulating question in every situation that tell them personally in oral test

A. Objectives:

1. Students will learn how to ask and answer the questions using stimulating question about a situation in a article.
2. Students will comment a situation.

B. Indicators

1. Students are able to ask and answer question using stimulating question.
2. Students are able to comment a situation in a article.

C. Equipment/media

- Guiding book
- White board
- Marker
- Dictionary
- Article

D. Material

1. Stimulating Questions.
2. A situation about drug in Indonesia.

➤ Language focus

ARTICLE

Hundreds of Indonesians overseas jailed for drugs

More than 400 Indonesians overseas were arrested for drug smuggling in 2010, with 305 arrested in Malaysia alone, a year-end report by the National Narcotics Agency (BNN) said. Indonesian drug smugglers were arrested in 21 countries, including China, where 33 Indonesians were arrested, Japan (13 arrests), Hong Kong (10 arrests) and Australia (five arrests).

Eight Indonesians were also arrested on drug charges in various countries in Central and South America. The BNN said 35 of the Indonesians arrested this year

were sentenced to death. At home, the BNN arrested 64 Indonesians and 24 foreigners on drug charges, while 58 drug offenders received the death sentence in 2010, 41 of them foreigners. Most of the foreigners sentenced to death are Nigerian, Chinese, Dutch, Australian and Pakistani nationals. The BNN added that it was still hunting for 23 suspects still at large.

According to the case above, what will Government of Indonesia do to prevent the case?

E. Method : Communicative Approach

F. Teaching and Learning Process

1. Opening

- a) Give opening question by asking one of your students “what will Government of Indonesia do to prevent the case?”
- b) Your students will give the answer based on their knowledge “I think the government of Indonesia prevent import of drugs from foreign.
- c) Give a brief explanation about how to ask and answer the question using stimulating question.

2. Main Activity (Practice use Stimulating Question Method)

- a) Give a brief explanation about the learning procedures using stimulating question.
- d) Give the situation and respond it about what will Government of Indonesia do to prevent the case
- b) Student A and student B complete their task by asking and answering question to each other.
- c) Observe students’ activity while process of information exchange in order to keep them concentration to the process and to record the activity.

3. Post Activity

- a) Practice in front of class.

G. Assessment

The assessment is an ongoing process and there will be a test to evaluate students’ capability in speaking skill at the end of learning using specific rubric for speaking skill.

Palopo, 2011
Researcher

Surahman
07.16.3.0098

LESSON PLAN

Offering	: Natural Science A/ 2011
Subject	: Bahasa Inggris (speaking)
Semester	: I (one)
Time meeting	: 100 minutes
Description	: Students must answer the question about stimulating question in every situation that tell them personally in oral test

A. Objectives:

1. Students will learn how to ask and answer the questions using stimulating question about a situation in a short story.
2. Students will comment a situation.

B. Indicators

1. Students are able to ask and answer question using stimulating question.
2. Students are able to comment a situation in a short story.

C. Equipment/media

- Guiding book
- White board
- Marker
- Dictionary
- Short story

D. Material

1. Stimulating Questions.
2. A situation about a old woman is not able to put her goods into her car.
 - Language focus

SHORT STORY

Sofia has a friend. His name is Tio. Tio is very clever and smart. His parents are farmers. They are not rich. This holiday, he takes a walk to the store. He buys book for school. When he back home, he looks a old woman hanging his goods into her car, but the old woman is not able to do it her things are too much. She is just alone, no one helps her.

If you are Tio, what are you going to do?

E. Method : Communicative Approach

F. Teaching and Learning Process

1. Opening

- a) Give opening question by asking one of your students “what will you do if you are Tio toward the old woman who is not able to put his goods into her car?”
- b) Your students will give the answer based on their knowledge “I will help her to put her goods into her car.
- c) Give a brief explanation about how to ask and answer the question using stimulating question.

2. Main Activity (Practice use Stimulating Question Method)

- a) Give a brief explanation about the learning procedures using stimulating question.
- d) Give the situation and respond it about what will you do if you are Tio toward the old woman who is not able to bring her goods into her car?
- b) Student A and student B complete their task by asking and answering question to each other.
- c) Observe students’ activity while process of information exchange in order to keep them concentration to the process and to record the activity.

3. Post Activity

- a) Practice in front of class.

G. Assessment

The assessment is an ongoing process and there will be a test to evaluate students’ capability in speaking skill at the end of learning using specific rubric for speaking skill.

Palopo, 2011
Researcher

Surahman
07.16.3.0098