

## WH-QUESTIONS TECHNIQUE GUIDE FOR MASTERING AND IMPROVING THE STUDENTS' SPEAKING SKILL

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### Abstrak

Penelitian ini dilakukan dengan menggunakan desain penelitian tindakan kelas melalui dua siklus. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana teknik Guided WH-Questions mampu meningkatkan keterampilan berbicara siswa di Sekolah Menengah Pertama. Penelitian dilakukan di SMP Al-Islamiyah Teja Barat Pamekasan. Itu terbatas hanya pada kelas satu dan kelas terdiri dari 19 siswa. Data dikumpulkan melalui lembar observasi, catatan lapangan, tes siswa dan angket. Dalam analisis data, peneliti menggunakan deskriptif kuantitatif. Data hasil observasi dan tes siswa dianalisis menggunakan analisis statistik. Hasil penelitian menunjukkan bahwa keterlibatan siswa dalam proses pembelajaran menunjukkan keberhasilan belajar mengajar jika pada siklus 1 pertemuan 1 sebesar 77% dan pertemuan 2 sebesar 85,7%. Kemudian Pada siklus kedua pertemuan 1 keterlibatan siswa meningkat menjadi 91, 4% dan pertemuan 2 adalah 97%. Penyempurnaan itu terlihat dari kemajuan poin bicara rata-rata siswa. Dalam studi pendahuluan, skor rata-rata berbicara siswa adalah 54, 8. Ini meningkat menjadi 71 pada siklus 1 dan 82 pada siklus 2. Sedangkan hasil angket siswa menunjukkan siswa terpesona dan senang belajar berbicara melalui Guided WH-Question. n.

**Kata kunci:** panduan teknik pertanyaan W-H question, keterampilan berbicara.

### Abstract

This research was conducted using a classroom action research design through two cycles. The purpose of the study is to know how Guided WH-Questions technique are able to increase the speaking skill of the students at Junior High School. The research was conducted at SMP Al-Islamiyah Teja Barat Pamekasan. It is limited only at the first grade and the class consists of 19 students. The data was collected through observation sheets, field notes, the students' tests, and questionnaires. In data analysis, the researcher utilized descriptive quantitative. The data from the outcome of observation and the students' test are analyzed utilizing statistical analysis. The findings showed that the students' involvement in learning process indicated the success of the teaching and learning if in the cycle 1 of meeting 1 was 77% and meeting 2 was 85,7%. Then. In second cycle of meeting 1 the students' involvement improved to be 91, 4% and meeting 2 was 97%. The refinement was

*seen from the advance of the students' average speaking points. In preliminary study, the students' speaking average score was 54, 8. It improved to 71 in cycle 1 and 82 in the cycle 2. While the students' outcome of the questionnaire showed the students were fascinated and enjoyed in studying speaking through Guided WH-Question.*

**Keywords:** *Guided W-H questions technique, Improve, and speaking skills.*

## **INTRODUCTION**

Some research that analyze about speaking skill in learning a foreign language such as the research conducted by Aljumah (2011) about the expanded students' speaking skill in Saudi Arabia utilizing an interactive approach. The main result of this research is Some point noted from his research is that the colorable of studying English ought to take some matters such as comprehension, teamwork, motivation, familiarity, integration, writing the task, presenting the task, and students-centered approach. It is important for teachers of English foreign language to verify the elements, situations, and constituents that emphasize speaking effectiveness to assist students speak English fluently. Therefore, the teacher must have a special ability in designing and implementing learning strategies that are considered compatible with the interests, talents and in accordance with the level of student growth and teaching is one of ways to develop students' behavior, characteristic, belief, ability and attitude in real life, as stated (Brown, 2007).

(Rao, 2018) adds that students also need a real-time exposure that is implemented by the teachers with a set of classroom activities developed in a dynamic interactive learning environment where both teachers and learners collaborate and cooperate with one another to create a comfortable, relaxed and safe atmosphere for a perfect productive talk in the classroom environment. Moreover, for the second language such as english, learners need environment where they can express or practice their language. The process of speech occurs in not only official but also inofficial, it is more important to the second language.

According to Richards and Renandya (2002) to the different objectives of speaking are as follows: a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends. b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information. c. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request. Even, The matters implicated in the assessment of speaking ability happen in some kinds of language testing. Writing and speaking are a complicated ability need the common function of a lot of unlike capabilities that expand frequently at distinct assesses. Harris (1969) stated that these are five components to evaluate speaking performances, they are Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. By mastering all the factors, people can produce good speech. In learning speaking, students often get a problems to talk.

There are some possible problems faced by the students in learning speaking, they are (1) Mother tongue is the first language spoken by the people where they lived and it is very difficult to forget because it has been a habit for them.; (2) Pronunciation is the important one in speaking because it is the way when students produce the words to speak.; (3) Structure or Grammar is The knowledge that handle of the fundamentals of language, the study of language, and their connections each other, the knack attented to the true utilize assist practice of the rules of a language.; and (4) Vocabulary is one of the important factors in teaching and learning English besides sound system, grammar, and culture.

The problems above are often found by the teacher in the class, therefore, there must be a creative solution and a medium to make the students easily to speak and communicate with their friends. One of manners can be performed by teacher is providing the students a simple and interesting concept of teaching so that they can

understand easily the material at the subject they learn. Here the use of WH-questions is very needed to help the students in learning speaking skill. Some types of method can be used to teach speaking in the class such as imitative, intensive speaking, and responsive speaking. WH-Questions guide is one of the techniques in teaching speaking belongs to cooperative learning where there are the questioners and the respondents. Each student has an opportunity to be a questioner and a respondent as well. Brown (2001) explains that there are many kinds of class room speaking performance; they are intensive, responsive and transactional. Intensive speaking technique could be self-initiated or it could even form section of any partner work actions, that the learners would be more specific form of speech. Responsive technique is one of speaking performances types where short responds were adequate and did not lengthen into conversation.

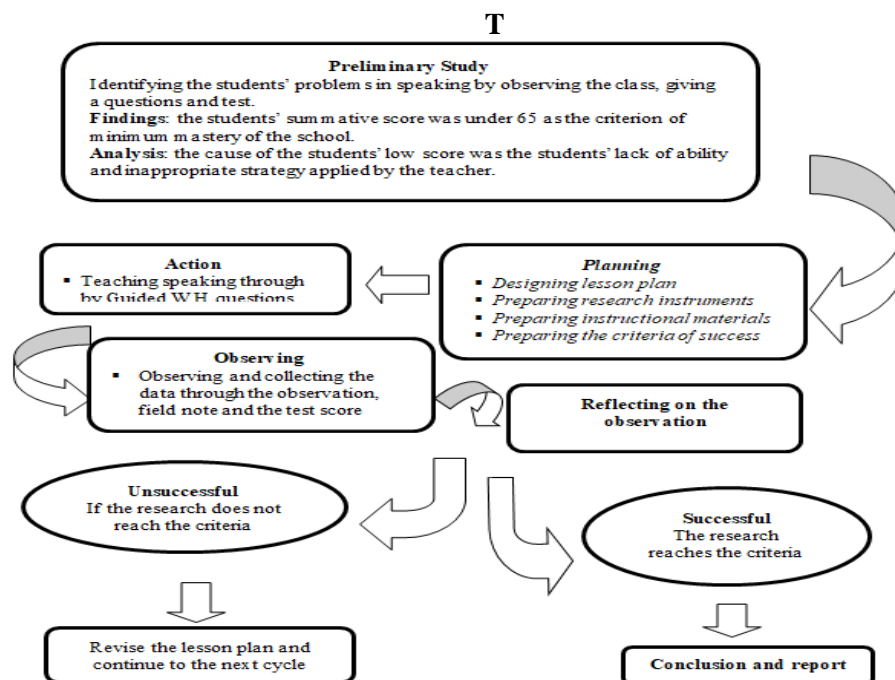
The students have difficulties in word choice for speaking. For the reasons, in teaching learning speaking, the teacher should be able to create the interesting learning situation. So, the speaking teaching-learning process becomes enjoy and fun. Beside, the teacher also provide the appropriate method in teaching speaking. The teacher should implement the appropriate technique in teaching speaking. So, it can create fun learning or enjoyable in the class. So, the students' speaking ability can increase. WH-questions guide is the technique which the teacher can be implemented to stimulate the students' ideas in conversation, for the questions are good to make the students reflect. Brown and Wragg (1993) state that inquiry exercises to push learners to opine. So, the question makes the students are able to convey their thought. So, the students express their thought through speaking. The teacher implemented WH-Questions for guiding the students in speaking learning process. These WH-Questions are able to aid the students in conveying their though through speaking. The questions from teacher that used *word question* stimulate the students to give long answer.

Cenderato (2010) investigates the effects of guided W.H questions in instruction *Hortatory Exposition Speaking*, the finding showed the learners were instructed through guided W.H questions had performed better in their speaking. Yunus (2011) conducted research about how to improve learners' Speaking ability use Question Words with inside outside circle technique at the first level students of SMA Wahid Hasyim Malang and The finding showed the students can convey their thought in speaking after being taught by using guided questions with inside outside circle technique. This research implemented guided WH-questions technique to teach speaking focus on daily routine context.

The observation at the first level students of SMP Al-Islamiyah Teja Barat Pamekasan showed learners' speaking ability was poor. in preliminary study proved that the students had some problems in speaking, most the students could not speak English, Express their ideas and thought, could not communicate with their friends by using English especially in asking and answering their daily routine. The researcher concluded that the problems were happened because they did not know how to make questions well especially W.H questions, so the teacher should provide a creative and innovative technique to solve the students' problems especially in making questions in order that the learners' have capability to convey their taught by asking everything to their friends. As Khaydarovna (2022) states that the use WH-questions as a guide in speaking more detail, in order that the students understand what the purpose of each questions using WH, how they should answer, combine and develop them become good English speaking. The advantages of clue WH-questions technique to be implemented in speaking class was push the students to express their thoughts that conveyed speaking class. This research want to analyze How can Guided WH-Questions technique increase the students' speaking competence at the first grade of SMP Al-Islamiyah Teja Barat Pamekasan.

## METHOD

Research design of this research was Classroom Action Research (CAR). It refers to the strategy to increase the students' speaking ability. Kemmis & Taggart (1992) state that CAR is conveying the ideas in practice as mean of improvement and develop knowledge about teaching-learning process. This researcher was conducted at SMP Al-Islamiyah Teja Barat Pamekasan. Population of this research was the students of the first level of SMP Al-Islamiyah Teja Barat Pamekasan, the number of the students at the first class of SMP Al-Islamiyah Teja Barat Pamekasan was 19 students, 11 male students and 8 female students. The researcher also collected the data in the end of the cycle by scoring the students' achievement in test. After gathering the data, the researcher and the collaborative teacher analysed the data. The analysis of the data was performed in the reflection on the basis of evaluation, and the outcome of the reflection determined if the action was success or not.



(Adapted from Kemmis & Taggart, 1988)

The data was analyzed quantitatively to determine the validity and quality of the product. The Gregory Formula was used in this study which refers to the judge results from the experts. Obtaining the quantitative data from instrument results by changing the data into this following table In data analysis, the researcher used descriptive analysis. It was to illustrate the situation in increasing element attainment in each cycle, and to portray the triumph of the studying speaking process through guided WH-questions technique on daily routine context in increasing students' speaking ability.

## **FINDINGS AND DISCUSSION**

### **Findings of the Action in Cycle 1**

In the first meeting indicated at the very students were actively implicated the speaking learning. It could be seen that 77% of the learners' entrant achieved throughout the performance of the way. The reseacher stimulated the students by asking them some questions about their daily routine but they were rather confused to answer the researcher questions because they did not use to express their daily routine in speaking. The researcher explained the use of W-H questions (What, where, when, why and how) to the students and told the use of it grammatically, after that the researcher told W.H questions to the students in the form of sentences on daily routine context. W-H questions in the form of sentences on daily routine context given by the researcher as follow: "What time do you get up in the morning? what do you do after taking a bath, why do you get up early? and where do you have a breakfast?".

In the second meeting, the data showed 85,7% of the students participated actively, firstly the students were stimulated givng them several inquiries about their daily routine and they answered enthusiast, then the researcher checked the students' homework results, most of the students answered the dialogue correctly. Afterword,



the students got the explanation about W-H questions again and they mostly paid their attention well. The researcher got the learners to make a dialogue about the students' daily routine in pair; the students did the duty enthusiast in pair. In conclusion, the first meeting ran well and could be categorized as a successful instruction and studying legal action. In the second meeting, the learners showed enthusiastic to pay attention seriously in all activities done in the classroom. The students enjoyed the duty given by the researcher and they were spirit in working in pair. In practicing in pair in front of the class some students were still fearful of establishing errors and rather shy.

**Table 4.1 Summary of the students' participation in cycle 1**

Meeting	Students' participation	Percentage	Interpretation
<b>I</b>	Paying attention to the researcher' explanation	<b>77%</b>	<b>Good</b>
	Involving in brainstorming activity		
	Responding and asking in the classroom about daily routine		
	Answering the questions given by the researcher in the form of dialogue.		
	The students' ability on asking questions using W.H questions		
<b>II</b>	The students' activeness in asking a question during the speaking learning.	<b>85,7%</b>	<b>Good</b>
	The students' activeness during working with their friends		
	Paying attention to the researcher' explanation		
	Involving in brainstorming activity		
	Responding and asking in the classroom about daily routine		
<b>I</b>	Answering the questions given by the researcher in the form of dialogue.	<b>85,7%</b>	<b>Good</b>
	Participating in pair and practice in front of the classroom about daily routine		
	The students' ability on asking questions using W.H questions		
	The students' activeness in asking a question throughout the instruction and studying legal action.		
	The learners' activeness during working with their friends		



### *Students' Speaking Achievement in Cycle 1*

The data score was gotten from speaking test. From the students' speaking achievement test, it can be seen that 12 students (63%) could reach the minimum passing degree (KKM 65) and 7 students (36%) still failed.

### **Findings of the Action in Cycle 2**

#### *Students' activities and participation in the teaching and learning process of Cycle 2*

The data obtained from the observation check list in the first meeting of cycle 2 showed that at the very students were actively implicated the speaking learning. It could be seen 91.4% of the students achieved since the applying of the technique. In the second activity, the data showed 97% of the students participated actively.

**Table 4.3 Summary of the Students' Participation in Cycle 2**

<b>Meeting</b>	<b>Students' participation</b>	<b>Percentage</b>	<b>Interpretation</b>
<b>1</b>	Paying attention to the researcher' explanation Involving in brainstorming activity Responding and asking in the classroom about daily routine Answering the questions given by the researcher in the form of dialogue. The students' ability on asking questions using W.H questions The students' activeness in asking a question throughout the instruction and studying legal action The learners' activeness during working with their friends	<b>91,4%</b>	<b>Excellent</b>
<b>II</b>	Paying attention to the researcher' explanation Involving in brainstorming activity Responding and asking in the classroom about daily routine Answering the questions given by the researcher in the form of dialogue. The students' ability on asking questions using W.H questions The students' activeness in asking a question since the speaking learning. The students' activeness during working with their friends	<b>97%</b>	<b>Excellent</b>

The students' activities were analyzed through the finding of the observation check lists and the outcome of field notes. When the outcome indicated at very of the students were actively implicated in the speaking class and the criterion had been reached, the researcher considered not to conduct to the next cycle and the classroom action research should be stopped in cycle 2.

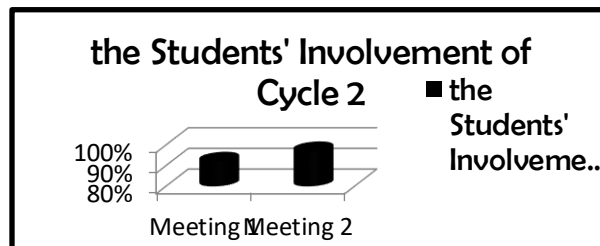


Figure 4.3: The Students' Involvement of Cycle 2

***The Students' Speaking Achievement in Cycle 2***

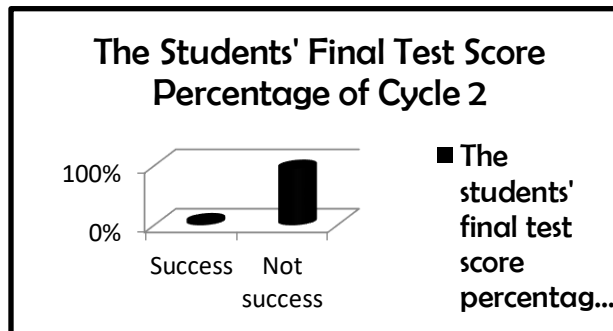
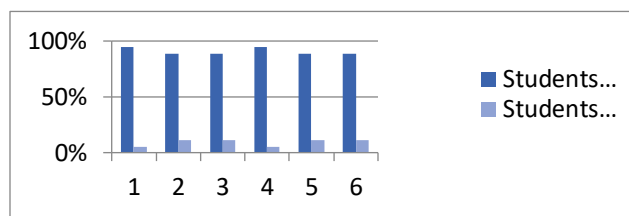


Figure 4.4: The Students' Final Test Score Percentage of Cycle 2

***The Students' Responses on the Implementation of Guided W.H question technique on Daily routine context in Cycle 2***

To sum up the students' response on number one to number six could be seen from figure 4.5



**Figure 4.5: The Students' Response on teaching and Learning Process in the Classroom**

The comparison of the students' involvement based on observation sheet in each cycle was shown in table 4.4.

**Table 4.4. The students' Involvement in Each Cycle**

The students' involvement	Cycle 1		Cycle 2	
	Meeting 1	Meeting 2	Meeting 1	Meeting 2
	77%	85,7%	91,4%	97%

The students' speaking score percentage from preliminary study, cycle 1 and Cycle 2 could be seen in the table 4.5.

**Table 4.5. The Students' Speaking Score Percentage in Each Cycle**

The students' Speaking score percentage	Preliminary Study	Cycle 1	Cycle 2
	47%	63%	95%

And the students' speaking average score was shown in table 4.6.

**Table 4.6. The Students' speaking Means Score in Each Cycle**

The students' Speaking mean score	Preliminary Study	Cycle 1	Cycle 2
	54,8	71	82

## Discussion

### *The Participation of the Students in the Teaching Learning Process*

The research showed that the learners' participation in meeting 1 of the first cycle was not really satisfying because they were still shy and they were not used to interacting with their friends in speaking English. Scrivener (2005) states it seems to be some problem in changing language from passive to active form. The students felt nervous dan shy to speak without practicing. They felt fear to make mistake. So, they evade the teacher's corrective feedback. To stimulate the students' activeness in the classroom, the researcher motivated the students. As UR (1991) declares that "motivation is very strongly related to achievement in language learning." Then, the

researcher taught the students about W.H questions and daily routine. Before implementing the technique, firstly the students were stimulated by giving them several inquiries about their daily routine but they were rather confused to answer the researcher questions because they did not use to express their daily routine in speaking and they still did not understand well to the questions given by the researcher using W.H questions, then the students got the explanation about W.H questions and they mostly paid their attention well. At the second meeting, the involvement of the students was increasing. The students practiced actively in pair, and asked about their friends' daily routine using W.H guided questions well. Richards & Schmidt (2002) stated Pairwork is a learning activity which involves learners to work together in pairs. Furthermore Students feel enjoy and free to make conversation each other. Therefore, work in pairs aids them to create their confidence for dialogue. In the second cycle, the students' participation was improved; they were participated and implicated actively in learning activity using guided W.H questions about daily routine in the classroom.

### *Students' Speaking Skill*

After the researcher conducted and implemented guided W-H questions on, the students' speaking score improved. The students' improvement on each aspect has gained through the strategy of guided W.H questions and the researcher's guidance during the teaching process. Khaydarovna (2022) argues the benefit of guided WH-questions technique in speaking English is enables students to encourage their thoughts or ideas which are expressed in English speaking with good grammatical rules. The advantage of W-H questions used in speaking class is make learners to push their thinkings to be conveyed in speaking class used the grammatical rules. It can be said open-ended question is the appropriate way to stimulate the students to convey their thought. These questions clue the students to expand the feeling and

their thought so that the students are able to ask and response their friends questions easily.

### ***Students' Responses on Implementation of W-H Question technique.***

The students responded enthusiast, they were interested in and enjoyed teaching and learning speaking using guided W.H question technique. The results of students' questionnaire showed that 89% of the students understood well to the researcher's explanation about teaching and learning through guided W.H questions on daily routine context, 89 % of the students felt happy in practicing speaking through W.H questions on daily routine context, and related to the students' interest to the researchers' method in teaching in the classroom. It showed that 94,7% of the students liked the researcher's method in teaching in the classroom. Then, the results of students' questionnaire showed that 89% of the students could master well the use of W.H questions in making questions especially about daily routine. Most of the students could adapt very well and enjoyed the implementation of the strategy through cooperative learning and process approach. Harmer (2007) told interaction pay attention on a stability between fluency and accuracy. This technique gave the students opportunities to share with their friends in pair. It was also proven improving the speaking skill of the students which could be known from the achievement test after the conducting of the strategy or technique.

### **CONCLUSION**

Speaking ability could be improved through guided W-H questions technique. The increase could be known from the progress of the students' average speaking points. The students understood well about studying speaking using guided W-H questions on daily routine context. The students felt happy in practicing speaking through W-H questions, and related to the students' interest to the researchers'

method in teaching in the classroom. The students easily understood the instruction given by the researcher or not.

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