

Improving Students' Speaking Skill through Questioning Paper at Poltekkes English Club Meeting

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Abstract

Speaking is a key component of language learning thus students should become proficient speakers in order to respond to enquiries effectively and appropriately. In this situation, teachers must teach students effective speaking techniques in order to help them break the bad habits of word-by-word speech, excessive attention to form, and heavy dictionary use. An efficient method for this is guided speaking, which teaches students how to communicate in a variety of contexts and for a variety of goals. Writing questions on paper with the intention of encouraging self-practice anywhere is known as a questioning paper. It is an alternate method of enhancing their ability to speak. Students use the questioning paper technique to guess and have conversations based on pre-provided questions. It can encourage and support students in having conversations. The researcher conducted the research using a pre-experimental methodology in this research, using a pretest-posttest design for a single group. The group received both pre- and post-tests. Students' speaking abilities are evaluated by a pretest. After the pretest was finished, the researcher gave the students instructions on how to use the questioning paper. A posttest was given as the last step to see how well the treatment was working. The posttest results demonstrate the degree of improvement in the students' speaking abilities. As demonstrated by the students' noticeable increase in speaking after doing the treatment, using the questioning paper method is an excellent way to help students become more skilled speakers.

Keywords: Questioning paper strategy, speaking ability

INTRODUCTION

In our real live language is the most vital component to express our innermost feelings and ideas. Language helps us learn how to communicate with others, make sense of complicated and abstract ideas, satisfy our needs and wants, set norms, and preserve our culture. The true universal language is English. English is the language of the global media, pop music, TV, films, and computers, scholars and educated people can understand it practically everywhere. To understand what other people says must know many English words, including their pronunciation and meaning. It takes effective communication to comprehend others.

Speaking is a vital skill for researcher to perform tasks, although having English discussions can be difficult at times. Speaking is challenging for those researching a second foreign language when students think that learning to speak English as a second language is challenging. It is the teacher's duty to make sure that students love researching and have fun, as researcher believes that altering the environment in public speaking lessons is a unique difficulty. A teacher must be able to inspire students' enthusiasm in researching English using a variety of teaching strategy.

The teaching strategy must be beneficial and appropriate for the students. It is preferable if the teacher employs the method to support the lesson in order to keep the students' attention and spark their curiosity.

There are several methods for practicing speaking skills both inside and outside of the classroom, according to Harmer (2007:325). The teacher must make a decision about these three areas: researching various speaking genres, encouraging creative speaking—either alone or collaboratively—and emphasising the speaking process over the final output.

communicative approach is technique that can be used in English language teachig as mentioned by Richards (2001:153-223). Specifically, context-based instruction, task-based language acquisition, whole physical reaction, communicative language education, and natural method. Cooperative language learning will be used in this research to teach English. Students require a method that gives them chances to participate more actively in the teaching and learning process. According to this, language teaching strategies make use of the developing disciplines of psychology and linguistics to suport a number of

recommendations for more efficient and theoretically sound teaching strategies. In the classroom, speaking can be one of the most satisfying and enjoyable activities for teachers and students. Therefore, speaking is the most challenging skill. Although it can sometimes be difficult for students to understand what they mean, the most challenging language skills they will gain are easier speaking and clearer thinking. Speaking is an important component in acquiring English as one of productive skills.

According to Stevens (2010: 89), speaking is a powerful way to express oneself and interact with other people. Social media can also be used to communicate with a wider audience through formal or informal publications, fast and simple copying, and information and communication technology. He also emphasized that speaking is arguably the most significant and contemplative learning method that exists. When teaching speaking, teachers should inspire their students by emphasizing that speaking English is simple as long as they understand the vocabulary and context. Effective speaking is defined as using vocabulary appropriately and following the steps that are important for students to learn when they first start speaking the language. Students will get more comfortable speaking if they can appropriately employ language and the procedures for producing effective speech. When speaking for conversation, speaking is frequently the most challenging ability for students learning English as a second language to master.

Researcher has carried out observations to obtain information regarding the teaching and learning process on poltekkes kemenkes. Researcher found a number of problems, for example students seemed confused when asked to guess even simple topics. They were at a loss for words because according to the problem identification findings data, **only 35% of the 38 students had a standard score of 70**. Therefore, the question paper was used by researchers to help students become better at speaking in order to get a standard score or higher. The above problems are the basis behind researchers' interest in challenging

learning strategies. After using question papers to teach speaking, this research is expected to help students develop their speaking skills.

The aim of this research is to improve student achievement in Poltekkes English learning by offering comprehensive information and explanations about the application of questioning and learning strategies. The formulation of the question paper is: "How can questioning paper improve students' speaking skill at Poltekkes kemenkes?"

Questioning Paper Technique in Language Teaching

In this research, the researcher will discuss a number of topics that are useful for teaching English to non-native speakers. Asking is the key to getting more information, according to Duffy (1985:50), and without it, interpersonal communication may break down. We all ask and receive questions during conversations, therefore asking questions is essential to effective communication. We find Q&A interesting because it asks the right questions at the right time and provides appropriate or inadequate answers.

Questions can be nonverbal even though they are usually spoken. For example, raising an eyebrow can imply the question "are you sure?". In different situations and moments, facial expressions can cause all kinds of problems.

Researcher is aware that asking questions is a frequently used as teaching style and is therefore studied extensively. This research reveals that asking questions to determine students' abilities. In most cases, teachers ask questions 35 to 50 percent of the time they are in class. Written on paper, question papers are meant to teach students wherever they are. Here is another method to help students become more proficient speakers.

The primary reasons why questions are asked in typical settings are outlined in the following list, which is not exhaustive. Those are, (1) Information-Gathering: The primary purpose of questions is to gather information; (2) Conversation-Maintaining: Asking

questions gives you control over the conversation; assertive individuals are more likely to do this in an effort to obtain the information they require. (3) Asking questions demonstrates interest in the person you are speaking with and helps us learn more about them. When attempting to establish a connection, demonstrate empathy, or just learn more about the other person, this might be helpful. (4) Clarifying something: In conversation, questions are typically used to elucidate a speaker's remarks. In order to decrease misunderstandings and improve communication, clarifying questions are crucial. (5) Examine the personality and/or challenges that others might face; questions are meant to elicit information about the attitudes, thoughts, feelings, and views of the person being questioned. As in the case of a doctor attempting to diagnose a patient, they can also be utilised to gain a better understanding of issues that other individuals could be facing. (6) Testing knowledge: Questions are used to determine a respondent's knowledge in all kinds of quizzes, exams, and tests. (7) Promoting additional reflection; one way to get people to think more thoroughly about something is by asking them questions. One can reword a question to elicit a different way of thinking about a subject. (8) In group settings, questioning can be highly beneficial for a variety of reasons, including

incorporating all group members, promoting further debate of a topic, and maintaining focus by poking questions without giving any notice. It would be simple to apply these ideas to a classroom full of students.

Questioning Levels and Skills

Questions must be modified to meet the needs of the students in order to be used most effectively (Duffy 1985; 60). These are some instances of both simple and complex questions. Simple enquiries test students' understanding. Students must be able to recollect knowledge that has been stored and memorised. A low-level questioning is one that asks students to recollect terms, facts, people, and events. High-level questions urge students to stretch their thinking. High-level questions in the cognitive domain are those that deal with understanding, application, analysis, synthesis, and evaluation. Typically,

1. Questions begin with phrases such as "Why.. How.. "
2. Questions begin with phrases such as "Tell me about..."
3. Questions are to promote student involvement, description questions and comparison questions.

Here's a variation to guide the students' questions can interview one another in pairs as follows:

Table 1
Variation of early questioning paper

Low level	High levels
<ol style="list-style-type: none"> 1. What's your name? 2. When were you born? 3. What's your place of birth? 4. In what country were you born? 5. What is your nationality? 6. What street do you live on? 7. Where do you research? 	<ul style="list-style-type: none"> • How many children do you want to have? • What profession do you plan to enter? • Do you think you will fulfill your greatest ambitions? • What is your greatest dream? • Why do you want to be teacher? • Why do you research there?

What is your hobby? What is your favorite sport? What is your favorite spot?	<ul style="list-style-type: none"> • What will you do if you have much time? • What will you be in future?
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Adapted from Benjamin Bloom technique at Wikipedia

Tabel 2
Complete the following patient admission form

<u>DENTAL AND ORAL HOSPITAL</u>	
Patient admission form	
Patient Details	
Full name	_____
Address	_____
M/F	_____
Marital status	_____
Phone number	_____
Occupation	_____
Citizenship	_____
Religion	_____
Reason for admission	_____
Past medical history	_____
Past surgical history	_____
Allergies	_____
Reason for this visit	_____
When was your last dental visit	_____
What was done then	_____
Previous dentist (name and location)	_____
How often do you brush your teeth	_____
How often do you floss your teeth	_____

According to Benjamin Bloom (1956:67), the 5W and 1H questions—Who, What, Where, When, Why, and How—are two often utilised asking strategies. Although there is some value in this method of questioning, the majority of 5W questions are factual and have a closed-ended format. While factual

answers are important, as excellent educators we also need to encourage higher order thinking skills. One method to solve this would be to make use of Bloom’s taxonomy of thinking skills as a guideline to ask questions.

Procedures of employing questioning paper

According to Duffy (1985:70), the following steps in the technique should be undertaken after implementing the questioning paper.

Step 1: Get ready by choosing the "stimulus," or the content to which the students will react. Teachers have used questions, quotations, historical documents, quotes from books or poems, or visuals as the starting point for Big Paper activities. Although groups are frequently given distinct readings that are connected to the same issue, they can also be given the same stimulus for discussion. The most effective way for kids to do this task is independently.

Step 2: Explain to the students the significance of the questioning paper and that it will be performed silently. Self-conversation is the only method of communication. Informing students that they will have time to speak about their own thoughts is a good idea. To ensure students don't have any questions during the exercise, go over all of the directions at the beginning. In order to reduce the likelihood that students may break the silence once the activity has started, the teacher should also ask students if they have any questions before the activity begins. Additionally, you can remind students of their assignment at the start of each new phase.

Step 3: Respond to the questioning paper: After being given a questioning paper, each student reads the passage aloud or examines the picture in private. Following reading, students are expected to respond aloud to the material. Students can make connections between a comment and a specific question by drawing lines. Make sure the students understand that they can each write on the paper in multiple ways. The teacher can select the length of this phase, but it should be at least 20 minutes

Step 4: Have the learner repeat the questioning and respond while continuing to engage in self-talk. In order to respond to the question paper fluently, the students read it more than once.

Step 5: Request feedback from the students on their work. Any written remarks from the teacher should be questioned by them. They can now discuss the text informally and verbally.

Step 6: is a class discussion or feedback session followed by a large-group debriefing of the procedure. A straightforward question like "what did you learn from doing this activity?" can start the conversation. The significance and challenge of maintaining silence as well as the degree of comfort with this activity can also be discussed.

The question posed and the teacher's response to the students' responses are equally significant. When a student provides the wrong answer or misunderstands the question, a response may serve to reroute the class. When a student provides a partial response, teachers may follow up to get more information. Lastly, educators can confirm if a response is accurate.

RESEARCH METHOD

The purpose of this research is to determine how the questioning paper can help students become more proficient speakers. This research employed a pre-experimental approach employing a pretest-posttest design for one group. Students were given a pretest and treatment six times during the data collection procedure. A pretest was administered to gauge the students' proficiency in speaking. Following the pretest, the researchers instructed the participants in using the the questioning paper technique. Finally, the researchers provided a posttest. A posttest was used to gauge the effectiveness of the teacher. This research used two variables: an independent variable and a dependent variable. The questioning paper technique was the independent variable in this research,

while the speaking proficiency of the students was the dependent variable. The third semester of the school year 2022–2023 served as the population for this research. There were fifty students enrolled in all.

Test was used by the researchers. Pretest and posttest are the two parts of the test. The students took the pretest prior to receiving treatment. The purpose of the posttest was to determine the students' performance following the application of the questioning paper approach or following treatment. Speaking tests served as the model for the exam items. Speaking with patients and nurses was the focus of the test. The instrument consists of oral speech, accuracy (vocabulary, pronunciation) and fluency.

Procedures of Data Collection

The information gathered by following the procedures in the class:

1. Pretest

After administering a speaking exam, use the recording feature to

determine the students' past understanding of the speaking ability in the classroom.

2. Treatment

The class must be treated utilizing the questioning paper approach following the pretest. This treatment involved six meetings, lasting one and a half hours each.

3. Posttest

Two classes were given posttests to complete in order to determine the outcome of the treatment. The test consists of an interview with the patient conducted in the form of a question-and-answer session between the nurse and the patient before, during, and after treatment, assessing both groups with a test.

4. The five-minute interview was done.

Technique of Data Analysis

The following scoring system was used to examine the data.

Table 3.4: The scoring classification for accuracy

Classification	Score	Criteria
Excellent	6	The pronunciation is largely unaffected by mother tongue. There are just two or three lexical and grammatical mistakes.
Very good	5	The pronunciation is largely unaffected by mother tongue. There are a few lexical and grammatical mistakes, but the pronunciation is nearly perfect.
Good	4	The mother tongue's impact may still be heard in the pronunciation, and the phonology is sound. Despite a few lexical and grammatical mistakes, the meaning is still clear.
Average	3	Pronunciation is influenced by mother tongue, and only a small number of phonological faults result in misunderstanding.
Poor	2	Communication frequently breaks down because of grammatical and lexical issues brought on by pronunciation, which is greatly influenced by the mother tongue.
Very poor	1	Pronunciation mistakes also happen with grammar and vocabulary. Lack of language proficiency.

(Heaton, 1988)

Table 3.5: The Scoring Classification for fluency

Classification	Score	Criteria
Excellent	6	speaks with great fluidity using a variety of idioms and a strong vocabulary.
Very good	5	Excellent command of terminology; when speaking, there are few inappropriate words and no pauses.
Good	4	There aren't many pauses, however it appears like there is vocabulary problem. Though there are occasionally gaps in the dialogue, the meaning is always understood.
Average	3	Speech pauses, limited emotion, and trouble finding terminology are all evident.
Poor	2	Having trouble creating words, speech halts, expression is constrained, and word formation causes dizziness.
Very poor	1	The talk is tough and does not continue, the pauses are extended and out of the ordinary, and the conversation is not continued..

(Heaton, 1988)

Table 3.6: The Scoring Classification for Vocabulary

Excellent	6	Become proficient in vocabulary and fit in with native speakers
Very good	5	mastery of language, ability to solve challenging real-world issues
Good	4	lexical mastery, the ability to communicate about topics outside of technology, and other aspects
Average	3	Poor word choice, inadequate vocabulary, and unprofessional conversation
Poor	2	There is a severe lack of basic vocabulary.
Very poor	1	Knowing words is insufficient

(Heaton, 1988)

After students were taught using the questioning paper strategy, the results of their speaking in English were examined using English proficiency tests. SPSS version 26.0 was then used to analyze the statistical data—frequency, mean, and standard deviation—obtained from the English language test instruments..

RESULTS AND DISCUSSION

The research's data analysis includes rate display of the students' test results, means score, standard deviation, significance test, and hypothesis testing.

a. The data tabulation for the students' achievement in the speaking ability can be seen as follows:

The Students' Mean Score of Achievement Result in Pretest and Posttest

	Pretest	Posttest
N	50	50
Mean	3.738	6.566
Std. Deviation	1.2022	1.6163

The various student pretest and posttest results are displayed in the table above. The student's mean score increased dramatically to 6.566 with a standard deviation of 1.6163 from

3.738 with a standard deviation of 1.2022. According to the data, the posttest's mean score was higher than the pretest's. This indicates that the questioning paper help students to improve their speaking fluency, vocabulary, and pronunciation is a successful teaching method.

b. The Inferential Analysis between pretest and posttest

To determine the significance difference between the mean scores of the students' pretest and posttest, the researcher in this instance employed the t-test (testing of significance) for an independent sample test.

The performance of the students on the pretest and posttest in class before and after receiving treatment was displayed in the following table..

Table 4.8 The t-test between Pretest and Posttest for Experimental Class

Variable	t-value	Df	Probability Value
Pretest and Posttest	16.261	49	0.000

The t-value was 16.261 with 49 degrees of freedom and a P value of 0.000, as can be seen in table 4.8 above. We can determine the t-table for this research to be 1.666 based on the degree of freedom. The data show that the P value (0.000) < 0.05 and the t-value (16.261) > t-table (1.666). It can be said that the pretest and posttest differed significantly from one another. Put another way, by implementing the questioning paper techniques in the classroom, there was an improvement in the students' speaking achievement between the pretest and posttest.

Based on that discovery, the writer can draw the conclusion that using the questioning paper techniques is a more successful way to raise students' speaking proficiency.

DISCUSSION

Evaluation of the results of statistical analysis using speaking tests for the pretest and posttest is discussed in this section.

The explanation of the test data collected in the previous section shows that the students' speaking skills have significantly improved. It is supported by the students' pretest and posttest mean score rates. The mean score on the pretest is 3.738, and the mean score on the posttest is 6.566. The mean score for the questioning paper strategy rose

following treatment of questioning paper. The results of the posttest show how much the students' speaking skills have improved.

The English oral test was recorded by the researcher, who used the results to assess the students' speaking ability. The purpose of this oral exam was to assess the students' English-speaking ability through role-playing.

The accomplishment test focused on three key areas: vocabulary, pronunciation, and fluency. The researcher assigned the students' scores according to the three components using the Heaton, 1988 English proficiency exam rating ratings.

The aforementioned findings showed that the employment of the questioning paper approaches had an effect on the students' mean score. A number of factors influenced the results of using the questioning paper techniques, such as: The components of the questioning paper; the teacher's appearance; the teacher's empathy and sympathies; the teacher's movement; teachers motivate students with stories and the questioning paper concept; and the fact that learning to use the questioning paper differs from learning in general.

The researchers concluded that the questioning paper technique is an especially helpful tool for improving students' speaking abilities because of the students' noticeable gains in speaking after doing treatment. The mean score and standard deviation of the students after posttest treatment make this clear

CONCLUSION

Based on the analysis of the discussion data, the researcher concluded that the questioning paper method is a useful tool for assisting students in improving their speaking abilities. Before employing the questioning paper technique, it is clear that the students still lacked sufficient speaking experience. Students' speaking skills have significantly improved after the questioning paper approach was implemented. With a pretest mean score of 3.738 and a posttest mean score of 6.566, the data shows that most students received good scores...

In an effort to improve the way students are taught to speak researchers offer the following suggestions: English teachers should learn more and develop their teaching skills. The fact that question papers are a useful teaching tool for teaching speaking and other skills should also be known to them. To attract students' attention and create a comfortable and relaxed learning atmosphere, educators should use an interesting approach. Students will be more motivated to learn English because they find the teacher's ideas interesting

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