

## **THE EFFECTIVENESS OF QUESTION WORD USAGE IN TEACHING SPEAKING AT LANGUAGE CENTER PARE KEDIRI**

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### **ABSTRACT**

Speaking is one of the most difficult aspects for students to master. Students need more practice to master speaking skill. Question word usage can be one of the solutions to stimulate students' critical thinking in speaking in order the students can make sentence properly. This research aimed (1) to analyze the students' speaking at experimental class which has been taught by using question word, (2) to analyze the students' speaking at control class which has not been taught by using question word, (3) to analyze the result between students' speaking at experimental and control class and (4) to analyze the effectiveness of using question word in teaching speaking. The sample of this study was 37 students taken from the third month those of Language Center Pare Kediri, which were 19 students as experimental class and 18 students as controlled class. They were the students of English Master Program who were in the third month study at Language Center Pare. The method used in this research was a quantitative method. The research results showed that question word or questioning strategy helped the students to achieve a greater improvement on their speaking especially their critical thinking in speaking. The result of this research can bring new views and knowledge which can be spread up to other teachers.

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Key words: critical thinking, critical thinking in speaking, question word usage

### **INTRODUCTION**

Speaking is one of the language skills which is very important in learning a language. Speaking is one of the four language skills that should be acquired by the students. Speaking is an activity of using the language to express the students' ideas, feeling or desire in the written form. Bygate (1987:1) developed a model that described the knowledge and skills that a person needs in order to speak. Within this model, speaking is considered an internal process that is composed of three major stages: planning, selection, and production. Littlewood

(1984: 3) states that in daily learning activity, the students get the difficulties to make a written form. It is because of all grammatical rules and developing ideas.

To support their speaking, they have to think critically, as conceived in this volume, involving three things: (1) an attitude of being disposed to consider in a thoughtful way of the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skills in applying those methods. Bassam (2011: 1) states that critical

thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims, to discover and overcome personal preconceptions and biases, to formulate and present convincing reason in support of conclusions, and to make reasonable, intelligent decision about what to believe and what to do. This research has four main problems to solve. Those are:

- 1) How is the students' speaking in experimental class which has been taught by using question word?
- 2) How is the students' speaking in control class which has not been taught by using question word?
- 3) How is the significant difference between students' speaking at experimental and control class?
- 4) How is the effectiveness of using question word in teaching speaking?

This study focused on using question words in teaching speaking ability of the students at Language Center Pare Kediri. The scope of the study focuses on the use of question word in teaching speaking especially in critical thinking of speaking.

This study is expected to give theoretical and practical benefits. Theoretically, the result of research paper can be used as input in English teaching learning process especially for critical thinking in speaking by using question words. Practically, the finding give benefit to English teacher, university student, owner of the institution, reader, and the next researcher.

There are two kinds of hypotheses which are presented in

the study. They are alternative hypothesis and null hypothesis. (1) Alternative hypothesis states that there is an effect after the implementation of using question word in teaching speaking at the third month students of Language Center Pare Kediri. (2) Null hypothesis states that there is no any effect after the implementation of using question word in teaching speaking at the third month students of Language Center Pare Kediri. Based on statements of problem and objectives of study, alternative hypothesis, which there is an effect after the implementation of using question word in teaching speaking at the third month students of Language Center Pare Kediri, is chosen. The reason of choosing the hypothesis is the research done by Yohanes Sunyan, Urai Salam, and Dewi Novita with title teaching speaking through wh-questions technique.

According to Marry as cited in Wahyuni (2013:21) Fluency is speaking at a normal speed without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy of speaking is the use of correct forms of grammar, vocabulary and pronunciation.

Bygate (1987:1) developed a model that described the knowledge and skills that a person needs in order to speak. Within this model, speaking is considered an internal process that is composed of three major stages: planning, selection, and production. Each stage requires certain knowledge and a skill. For example, during the planning stage, a person needs knowledge of

conventions (i.e., informational and interactional) and of the state of the discourse. At the same time the learner needs message planning skills and management skills (i.e., turn-taking skills).

According to Zemach as cited in Sunyan (2013: 4), "Speaking is an important form of communication in day to day life, but it is especially important to teach in school and university". Speaking is one of the language skills which is very important in learning a language. Speaking is an important form of communication beside speaking.

According to Nunan (1991: 40) speaking skill is very important because language is primarily a speech. Oral communication is seen as a basic skill, so it is needed.

According to Harmer (1988: 269) there are two elements of speaking. They are language features and mental or social processing. The first is language features which are included to (1) connected speech, it is the effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. (2) Expressive plans are native speakers of English changes the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and nonverbal means how they are feeling. The second elements for speaking is mental or social processing which is a part of speaker's productive ability which involves the knowledge of language skill.

Formulation which is meant by teaching speaking as follows (Nunan, 1991) are (1) Produce the English

speech sounds and sound patterns. (2) Use word and sentence stress, intonation patterns and the rhythm of the second language. (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. (4) Organize their thoughts in a meaningful and logical sequence. (5) Use language as a means of expressing values and judgments. (6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Most of the students often face difficulties when their teacher asks them to write. One of the reasons that make them difficult to write is because they sometimes do not know what they will write because of the lacking of experiences, and ideas. It is also caused by the grammatical rules, words choice, spelling, developing ideas, and the other things are needed in speaking.

Bassam (2011: 1) stated critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyse, and evaluate arguments and truth claims to discover and overcome personal preconceptions and biases, to formulate and present convincing reason in support of conclusions, and to make reasonable, intelligent decision about what to believe and what to do.

Annis as cited in Atabaki (2015: 2) believed that critical thinking is a rational and reflexive thinking focusing on beliefs and decisions. In his idea, each person needs motivation to think critically. He classified critical thinking into five main processes: 1) Initial

classification; 2) Serious supporting; 3) Conclusion; 4) Advanced classification; and 5) Strategy and method.

According to Bassam (2011) critical thinking standarts which become the most important intellectual standarts are clarity, precision, accuracy, relevance, consistency, logical correctness, completeness, and fairness.

- a. Clarity, it is understanding clearly what he or she is saying is very needed before effectively evaluating a person's argument.
- b. Precision, it involves hard at getting the issue under consideration before our minds in parcular way.
- c. Accuracy, it is getting closer to the truth, critical thinkers look for accurate and adequate information.
- d. Relevance, it means that the information or ideas discussed must be logically relevant to this issue being discussed.
- e. Consistency, it is a key aspect of critical thinking. Our beliefs should be consistent.
- f. Logical correctness, it means that one is enggaging in correct reasoning from what we believe in a given instance to the onclusions that follow from those beliefs.
- g. Completeness, it means that we engage and deep and thorough thinking and evaluation, avoiding shallow and superficial thought and criticism.
- h. Fairness, it means that seeking to be open minded, impartial, and free from biases and preconceptions that distort our thinking.

Critical thinking teaches a wide range of strategies and skills that can greatly improve ability to engage in such critical evaluations.

Here is a list of some of the most common barriers to critical thinking: (1) lack of relevant background information, (2) poor reading skills, (3) bias, (4) prejudice, (5) superstition, (6) egocentrism (self-centered thinking), (7) sociocentric (group-cantered thinking), (8) peer pressure, (9) conformism, (10) provincialism, (11) narrow-mindedness, (12) closed-mindedness, (13) distrust in reason, (14) relativistic thinking, (15) stereotyping, (16) unwarranted assumptions, (17) scapegoating, (18) rationalization, (19) denial, (20) wishful thinking, (21) short-term thinking, (22) selective perception, (23) selective memory, (24) overpowering emotions, (25) self-deception, (26) face-saving, (27) fear of change.

Characteristic of a critical thinker is included to: (1) the nature of critical thinking, (2) key critical thinking standards such as clarity, precision, accuracy, and fairness, (3) the benefits of critical thinking; and (4) some major impediments to critical thinking, including egocentrism, sociocentrism, relativistic thinking, unwarranted assumptions, and wishful thinking.

Question Word used in the research is common question forms which have specific information such as person, place, time and etc and is used in English conversation.

There are several types of questions teachers can use to stimulate creative, critical, and higher-level thinking. The most

commonly recommended is the divergent thinking question that probes beyond the convergent, one correct answer question, thus allowing students to delve more deeply into an idea.

The Craft of Teaching, Eble (1988) shows the essential connection between the art of asking questions with meaningful class discussions.

- 1) Ask real questions
- 2) Be ingeniously responsive to the students' answers and questions
- 3) Try to achieve a rhythm in a series of questions.

## **METHOD**

The research approach used in this study was a quantitative research. In this study, oral test and observation were used to collect data. Pretest and posttest were used to know the student ability in speaking. The observation was to know the situation of the teaching and learning process when the method was applied. It was very important in the case, not only to know their own feeling but also to know how their attitude in the classroom when the process of teaching and learning.

In this study, the setting of the research was done in Language Center Pare Kediri addressed in Jl. Langkat 88 Singahan Pare Kediri. The researcher, in this research, took the third month students of English Masster (EM-15). The research was held on the 12<sup>th</sup> of January 2018 untill 19<sup>th</sup> of January 2018. The reason why the research took the course was because this course was the most developed course in Pare with a good management, but the use of teaching speaking was still

kindless. This made the research want to give more option to improve students' critical thinking in speaking.

The population of this research was the students of Language Center Pare Kediri. The sample was the third month students of English Master. The research took two classes, EM-15 A and EM-15 D, as the object of the study. The EM-15 A was used as an experimental class, while the EM-15 D was used as a control class. The EM 15 A had 19 students, and the EM-15 D had 18 students, so the total number were 37 students. The researcher gave treatment critical thinking in speaking with question word in class EM-15 A as experiment class and speaking without using question word in class EM-15 D as a control class. The strategy of sampling was Non-probability Sampling; it means that this kind of sampling does not equally give the opportunity for every population to be selected as the sample. The sample of this research was; the A class with 19 students as the experimental class and D class with 18 students as controlled class.

The instruments used in this research was an oral presentation test. To test the speaking ability, the students should be required to demonstrate their ability to use language in ways which were characteristic of interactive speech. There were some research instruments which were used in this research to measure how far the students' speaking ability before and after giving the treatment. Those were pre-test and post-test.

In collecting the data, the researcher used oral test as the primary instrument. There were two types of tests; pre-test and post-test. Pretest was a measurement that was used to assess for the participant in an experiment before receiving a treatment. Post-test was a measure that was used to assess for the participants after receiving a treatment. The design used in this quantitative research was a quasi-experimental study which involved two classes (experimental class and control class). The students learnt questioning strategy in several steps. Those are; (1) introducing question words usage in describing person, thing and place, (2) presenting the description in front, (3) evaluating the presentation, (4) making question for some topics, (5) practicing the question in pair, (6) classifying the questions based on the language features, and (7) practicing the description without questioning. The calculation of this research was conducted through SPSS 23.

The critical thinking in speaking was scored with counting the number of sentences produced by

the students and the content of the sentences including the accuracy, fairness, logical correctness, precision, and other standard of critical thinking.

After getting score of pre-test and post-test, the next thing to do was analyzing data. However, before analyzing the data by using t-test formulation, the researcher did a test of normality and a test of homogeneity. The test of normality was using Kolmogorov Smirnov and Shapiro-Wilk table. Sig. score in Kolmogorov Smirnov and Shapiro-Wilk table should be above 0.05 in order to have normal distribution data. The test of homogeneity was using Levene table. Sig. score in Levene table should be above 0.05 in order to have homogeneity distribution data.

Table 3.1 Test of Homogeneity of Variances

Test of Homogeneity of Variances			
PRE TEST			
Levene Statistic	df1	df2	Sig.
,012	1	35	,912

Table 3.2 Tests of Normality

CLASS		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
POSTTEST	EXPERIMENT	,159	19	,200 <sup>*</sup>	,932	19	,192
	CONTROL	,179	18	,133	,932	18	,213

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

After getting the scores of homogeneity and normality, the next step was hypothesis testing. It consists of mean, median, mode, standard deviation, range and independent t-test.

## RESULT

The students' speaking achievement were analyzed by using SPSS and it can be seen in Table 4.1. The table is presented as follows:

**Statistics**  
EXPERIMENT

N	Valid	19
	Missing	0
Mean		66,12
Std. Error of Mean		2,521
Median		68,75
Mode		75
Std. Deviation		10,988
Variance		120,728
Range		38
Minimum		44
Maximum		81
Sum		1256
Percentiles	25	59,38
	50	68,75
	75	75,00

From table 4.1 the highest score gotten by students in experimental class is 81, whereas the lowest score is 44. The range of the highest and lowest score is 38. The mean score is 66.12. The median score is 68.75 while its mode is 75. The standard deviation shown is 10.988.

The statistic data for control group is presented in table 4.2. The table is presented on the following page:

**Statistics**  
CONTROL

N	Valid	18
	Missing	0
Mean		54,51
Std. Error of Mean		2,291
Median		51,56
Mode		44 <sup>a</sup>
Std. Deviation		9,719
Variance		94,465
Range		31
Minimum		41
Maximum		72
Sum		981
Percentiles	25	46,09
	50	51,56
	75	63,28

a. Multiple modes exist. The smallest value is shown

From table 4.2, it can be seen that the highest score is 72 and the lowest score is 41 while its range is 31. The mean shown in the group is 54.51. The median is 51.56 while its mode is 44. The standard deviation is 9.719.

After finding the results of both classes, the significant difference between students' reading comprehension achievement in control and experimental class is calculated. SPSS version 23 is used to analyze the data. The result is shown in table 4.7. The table is presented on the following page;

Table 4.3 Statistic Difference between Control and Experimental Class

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SCORE									
Equal variances assumed	,098	,756	3,395	35	,002	11,605	3,418	4,666	18,543
Equal variances not assumed			3,407	34,845	,002	11,605	3,406	4,688	18,521

The interpretation of the table above is: there is significant difference between two classes if sig. (2-tailed) value is the same as or lower than 5% or 0.05. From table 4.8, it can be seen that the experimental class outperformed the control class in speaking with  $t = 3,395$ ,  $df = 35$  and  $P = .002$  and 95% confidence interval ranging from 4,666 to 18,543. From the sig. (2-tailed) we can see the  $P$  is lower than 5% ( $0.002 < 0.05$ ). So, it can be concluded that the  $t$ -value is significant in 5% significant level. It means that there is significant difference between control and experimental class.

After knowing  $t$ -test result, we can be concluded that Alternative Hypothesis ( $H_a$ ) is accepted. Alternative Hypothesis ( $H_a$ ) states: Question Word Usage is effective to be used in teaching reading speaking at the third month students of Language Center Pare Kediri. Before testing this hypothesis,  $t$ -test is calculated to compare the means between the experimental and control classes. The result reveals that experimental class outperformed the control class with significance value 2% or 0.02 as indicated in table 4.8.

Significance value (sig. 2-tailed) 2% or 0.02 is lower than alpha level of 5% or 0.05. The significant different between both classes is found. Therefore, the Null Hypothesis is rejected in favor of the Alternative Hypothesis. Thus, Question Word Usage is effective to be used in teaching speaking at the third month students of Language Center Pare Kediri.

## DISCUSSION

Based on the students' speaking result, it is found that 5% students get scores in interval 80-100, 63% students get scores in interval 61 – 80, whereas 32% students get scores in interval 41 – 60. A total of 19 students, the mean score of experimental group is higher than the control class'. Its value 66.12 with 'good' category. The use of Question Word as the technique in experimental class is based on the consideration that 'the students' background knowledge is important since the students start to make connections about what they already know in order to construct meaning (Alserson, 2000).

From the explanation above, it can be concluded that *Question Word Usage* can be used as learning technique for language teaching and increase the students' speaking especially in students' critical thinking. Based on the students' speaking result, 0% students get scores in interval 80 – 100, 28% students get scores in interval 61 – 80 and 72% students get score in interval 41 – 60. Furthermore, the mean score of control group is lower than the experimental class's. Its value is 54.51 with 'fair' category. A study related to the use in language teaching done by Sunyan (2016) revealed that the mean of students in control class was lower than the experimental class. The mean score in before and after the treatment was 60.71 and 75.85. The students' achievement was increased with the interval score of pretest and posttest is 15.14. From the explanation above, it can be concluded that the



students' speaking in control class is lower than experimental class.

After finding the students' speaking in control and experimental class, the next step done is finding significant difference between them. The test result shows that the mean of experimental class is 66.12 whereas the mean of control class is 54.51. Meanwhile, their standard error mean values are 2,521 and 2,291. The standard deviation values of both classes are 10,988 and 9,719. Furthermore, the mean difference between both classes is 2.282. These result indicates that the significant difference of mean value between the control group and the experimental group was found. A study related to the use of Question Word in language teaching was done by Sherly Permata Sari (2014) revealed that the finding indicated that the experimental group of Pangudi Luhur Junior High School scored higher on the speaking post-tests than their peers did in the control class.

Based on the explanation above, it can be concluded that there is significant difference between the students in control and the students in experimental class.

The result of t-test shows that the mean difference is 11.605 with sig. (2-tailed) value 0.02. The value indicates that there is significant difference between both classes. Thus, it can be concluded that the use of Question Word is effective. Therefore, the alternative hypothesis

which stated that "Question Word Usage is effective to be used in teaching speaking at the third month students of Language Center Pare" is accepted.

## CONCLUSION

The research results showed that question word or questioning strategy helped the students to achieve a greater improvement on their speaking especially their critical thinking in speaking. The result of the study showed that sig. 2 tailed ( $p$ ) was 0.002 for their critical thinking in speaking while alpha ( $\alpha$ ) was 0.05. In other words,  $p < \alpha$ . It meant that the  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. It proved that using question word in speaking was effective. In other words, there was a positive effect of question word in students' critical thinking in speaking. The result of this research can bring new views and knowledge which can be spread up to other teachers. The use of *Question Word* in language teaching is not optimized yet, so this strategy can significantly help to improve the students speaking. The researcher suggested the teacher to be more creative in implementing those strategy in teaching speaking, especially in improving critical thinking in speaking. The researcher use of varied techniques can greatly increase the motivation of the students in teaching and learning process in speaking class.

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