

THE EFFECT OF LEARNING START WITH A QUESTION METHOD ON STUDENTS' SPEAKING ABILITY (A STUDY AT THE TENTH GRADE STUDENTS OF SMK NEGERI 1 SARUDIK)

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Abstract: *The objective of this research is to know whether there is a significant effect of learning start with a question method on students' speaking ability at the tenth grade students of SMK Negeri 1 Sarudik. This research uses experimental method with pre-experimental research design; one group pre-test post-test design. The population is all of the tenth grade students which consist of 112 students. Technique sampling that used on this research is systematic purposive sampling and the number of the sample consists of 33 students. In collecting the data, the researcher uses observation sheet to get the data of the application of learning start with a question method and test to get the data of the students' speaking ability. The researcher uses statistic process in analyzing by using t_{test} formula. Based on the data that had been analyzed, the result of data analyzing showed that t_{count} is higher than t_{table} ($t_{count} 9 > t_{table} 2.03$). So, the hypothesis is accepted. It means that there is a significant effect of learning start with a question method on students' speaking ability at the tenth grade students of SMK Negeri 1 Sarudik.*

Keywords: *learning start with a question method, speaking ability.*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada sebuah pengaruh yang signifikan dari metode learning start with a question terhadap kemampuan berbicara siswa di kelas sepuluh SMK Negeri 1 Sarudik. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian pre-experimental; one group pre-test post-test design. Populasi penelitian terdiri dari 112 siswa kelas sepuluh. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah penarikan sampel purposive dan jumlah sample terdiri dari 33 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjangkau data dari pengaplikasian metode learning start with a question dan tes untuk menjangkau data mengenai kemampuan berbicara siswa. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus tes t. Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 9 > t_{table} 2.03$). Jadi, hipotesis diterima. Hal ini berarti ada sebuah pengaruh yang signifikan dari metode learning start with a question terhadap kemampuan berbicara siswa di kelas sepuluh SMK Negeri 1 Sarudik.

Kata kunci: metode learning start with a question, kemampuan berbicara.

I. INTRODUCTION

Speaking is one of important skills in learning a language. Speaking is also something essential in language instruction and much

more than the ability to read, write, or comprehend oral language. For students, the success of their study of English depends on the greater part of their ability to speak. If their speaking skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in speaking, they will have a better chance to succeed in their study. According to Brawan in (Samsu Alam, 2007) in Ma'ruf and Rahim (2013:) speaking is an interactive process of constructing meaning that involves producing and receiving a processing information. It means that, we are called be able in a language or we know a language when we are able to speak by using the language.

Meanwhile, Speaking according Luoma (2004), "Speaking is also the most difficult language skill to assess reliably. A person speaking ability is usually judged during a face to face interaction, in real time, between an interlocutor and a candidate. Meanwhile, according Numan (1991 : 47) in Ma'ruf (2013:1) says, "Speaking is meaning tools communication to other or speaking is way to bring a message from one person to another interact with them. Whatever the form of language is, every community must have language as a communication tool. Even there are among us who can imagine writing while listening to a discussion about the language, but the language is actually the speech or utterance.

From the explanations previously, the writer concludes that speaking is an habitual action where it is a productive skill in language to interact with other people in sharing opinions, feelings, ideas, and experiences. In this research, the writer focuses on teaching speaking because speaking holds an important measurement of achievement. So, to make it clear about the speaking itself, there are four indicators that effect the ability of speaking, they are pronunciation, the grammar, vocabulary and fluency.

a. Pronunciation

Pronunciation is one the most parts of English to communicate with others since there are difference between the symbol and its sounds. According to Hornby (1995 : 928) in Mulatsih (2015: 295) says, "Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words a language." Meanwhile According to Leo (2013), Pronunciation is a way in which a particular word is pronounced. Based on explanation above, the writer concludes that pronunciation is the acting of an utterance in a speech.

b. Grammar

Grammar is the next element of speaking that the students have to understand whwn they will speak with another people. According to Luoma (2011:1) "Grammar was used to mean the analysis of a languagesystem, and the study of grammar was not just considered an essentialfeature of language learning, but was thought to be sufficient for learnersto actually acquire another language." According to Ba'dulu (2001 : 15) in Ma'ruf (2013). "Grammar is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance". Puspitasari and Kusumastuti (2012:3) says, Grammar is a branch of linguistics that studies syntax and morphology. Harmer (2001:12) in Puspitasari and Kusumastuti (2012:13) says: "Grammar is a description of the change in the form of a word and its incorporation into a sentences in a language". Based on the explanations above the writer concludes that grammar is the way to in forming a good sentences base on the situation. So that we have a good language when we are make some communication with another people.

c. Vocabulary

Vocabulary is basic discussion in English lessons. Because it is the basic of English component for the students to master the four language skills such as listening, speaking, reading and writing. According to Harmer (1991:154) in Ma'ruf and Rahim (2013), "Meaning vocabulary is that the studentsbhave learned and which they are expected to be able to use.

Webster's (1983 : 2946) in Ma'ruf and Rahim (2013:) say, "Vocabulary are list of word etc as dictionary or glossary and all of words used a language or by a person group".

Then, Longman (1995:240) in Ma'ruf and Rahim (2013) states, "The vocabulary are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language. Sumaryati (2018:1) says Vocabulary is an important key for anyone who wants to know a particular language and the alphabet and spelling is the basic foundation of the vocabulary. Based on the explanations above, the writer concluded, we should have to know vocabulary to make communication especially in foreign language.

d. Fluency

Fluency refer to able to speak to write smoothly, easy reading, to an easy flow is word or able communication with base is suggested the flow an accomplishes speaker and writer, it is usually a tern of commendation. According to Hornby (1995:122) in Ma'ruf and Rahim (2013) fluency is the quality or condition of being fluent, fluency is highly complex notion relate mainly to smoothness of continuity in discourse.

Then, Richard, et al (1986:23) in Yusri (2000:84) said " fluency is the features which give speech the qualities being natural and normal, including native-like use of pausing, rhythm, Intonation, stress, rate of speaking, and use interjections and interruption. Based on the explanation above, it can be concluded that fluency in speaking is know as the measured by speed of acces or production.

In fact, most of the students at the Tenth Grade Students of SMK Negeri 1 Sarudik, cannot speak well. It can be seen from temporary pre-test their score of speaking that is on the average 65 , while the score of speaking students is said to pass 75 in average. It means that students still low in speaking ability.

Although the teachers of English efforts and endured to repair the quality of the students ability in speaking. Such as change the course book, give motivation, make speaking practice, completed the school facilities, etc. But the result is still dissatisfy.

Many factors that come from the teachers also students to give the effect of their achievement in speaking. The important factor is the method that the teacher uses in teaching English is not appropriate. Because the method monotonous, so that the students are not interest in learning English especially speaking so they become boring. The writer is afraid if that problem are not handling as soon as possible, the result of their learning are still dissatisfy, especially in learning English, so they can speak English well, because by being able to speak , they are easily accepted in any company. It happened because there are so many factors that affect the students' ability.

They are internal factors and external factors. Internal factors are the factors that come from the students inside such as they are afraid to make mistakes, they do not have confidence to speak, interest of students, attention of students in learning, and students motivation in learning. Meanwhile, the external factors come from the students outside such as environment, like the students family background, lack of learning facility, the character of teacher, the using of teaching model and others.

To increase their speaking ability, the researcher used learning start with a question method. According to Susanto (2013:432) in Takiddin and Meidiana (2017:2) Learning start with a question method is a method where students are directed to self study by making questions based on the reading material that given by teacher, then the students try to find answer from these questions through discussions with other students and teachers ready to help if students find the difficulties to find the answer.

Then, according Hamruni (2006:276) in Takiddin (2017:2) Learning start with a question method is a learning method where the learning process of something new will be more effective if the students are active in asking questions before they get the explanation about the subject matter from the

teacher. According Istarani (2012:207) Learning start with a question method is learning by always asking instead of just receiving the lessons conveyed by the teacher , and this method teaches that students are able to ask about the subject matter before there is an explanation from the teacher.

Based on the explanation above, Learning start with a question is a learning method where the learning process of something new will be more effective if students are active in asking questions before they get the explanation about the subject matter from the teacher.

In this research, the researcher used steps of learning start with a question method on students' speaking ability based on the statement of Suprijono (2018) Syntax of Learning Start with a question method involves the concret steps in do the program in the classroom: 1) Select the appropriate reading material then share it with the students, 2) Ask students to study the reading by themselves or with friends 3) Ask students to mark on passages they do not understand , encourage them to mark as many as possible, 4) In a pair or small group, ask students to write down the questions about the reading material they have read, 5) Gather the questions the students have written, 6) Present the subject matter by answering these questions.

Advantages and disadvantages of Learning Start With A Question Method. The advantages in Learning Start With a Questions Method Suprijono (2018:131) as follows:

1. Students are better prepared to start the lesson , because they have first studied the subject matter so they have a little descriptions and more understand after getting additional explanations from the teacher
2. Students become actively inquiring
3. The subject matter may be longer remembered by students
4. When students learn to ask questions , their intellingence is more sharpened

5. Encourage the growth of students courage to openly express their opinions and broaden students insight through opinion exchanges
6. Students learn to solve their own problems and work together among clever and less clever students

Disadvantages of Learning Start With A Question Method
(Istarani,2012)

1. Students are less accustomed to making good and right questions
2. Students do not know to ask the teacher
3. The questions that is made sometimes is just a matter of course, the important question exist rather than not.

The objectivities of conducting this research are to know: 1) The application of using learning start with a question methodon students'speaking ability at the tenth grade students of SMK Negeri 1 Sarudik, 2) The students' speaking ability before and after taught by learning start with a question methodat the tenth grade students of SMK Negeri 1 Sarudik, 3) Whether there is a significant effect of learning start with a question methodon students'speaking ability at the tenth grade students of SMK Negeri 1 Sarudik.

II. METHODOLOGY OF RESEARCH

The location of this research was in SMK Negeri 1 Sarudik. Which is located in jl. Jetro Hutagalung Kecamatan Sarudik Kabupaten Tapanuli Tengah. There are three departement in SMK Negeri 1 Sarudik, namely Teknik Komputer Jaringan (TKJ), TKR , and TPTU. The headmaster of this school is Hisar LM. Silaban, S.Pd.MM. The teacher of English is Aminah Julianti, S.Pd.The population is all of the tenth grade students which consist of 112 students. Techniquesampling that used on this research is systematic purposive sampling and the number of the sample consists of 33 students.

This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data

with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measure the students' speaking ability and the observation sheet is used to observe the researcher in applying learning start with a question method. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' speaking ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of speaking ability and observation sheet of learning start with a question method. In analyzing the data, the researcher used t_{test} formula to look for the significant effect of learning start with a question method on students' speaking ability.

III. RESULT

After conducting the research in SMK Negeri 1 Sarudik by contributed observation sheet and test to the tenth grade students to see the effect of learning start with a question method on students' speaking ability. Then, the researcher described the data which are calculated by using statistical analysis. First, the application score of learning start with a question method is described in the table below.

Table 1. Result of Observation Sheet of LSQ Method on Students' Speaking Ability

No	Indicator	Mean
1	Observing	4
2	Associating	4
3	Communicating	3.4
Score Total		11.4
Score Mean		3.8

Based on the result obtained from the analysis of observation sheet about the application of learning start with a question method on students' speaking ability at the tenth grade students which contains 7 statements about the steps and the mean of the score for each indicators are 4 for observing, 4 for associating and 3.4 for communicating. After all of the score are totaled, the mean of the score was 3.8. So that, the mean was included in the "Very Good" criterion.

Second, the differences of pre-test and post-test score of the students' achievement in reported speech can be seen on the table below.

Table 2. The students' Speaking Ability before and after taught Learning start with a Question Method

No	Test	Mean	N	Standard Deviation	Standard Error Mean
1	Pretest	60.3	33	7.76	1.37
2	Posttest	79.9	33	8.93	1.58

Based on the result on table 2, the mean of pretest was 50.51 and it was categorized as a "Fail" achievement. The mean of posttest was 79.9 and it was as a "Good" achievement. The table showed that pretest score was higher than posttest score.

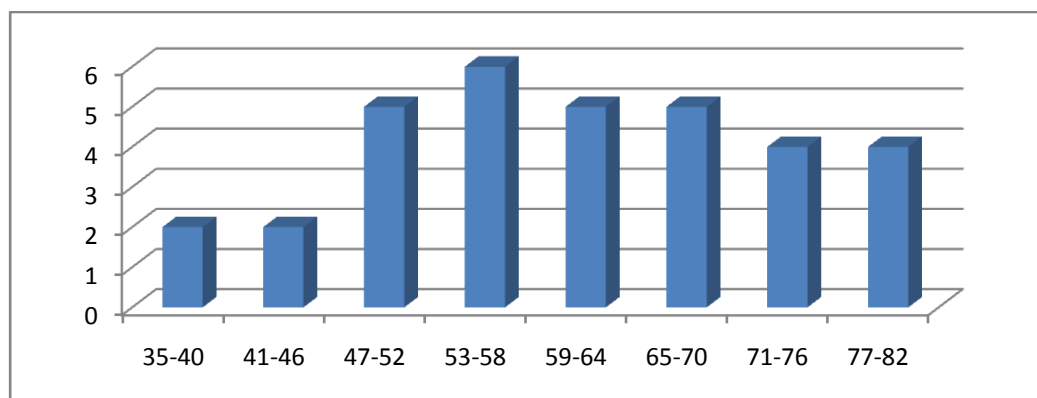


Figure 1. Students' Speaking Ability Before Using Learning Star With A Question Method

From the figure above, it can be seen that the highest frequency consists of 6 students on interval score 53– 58.

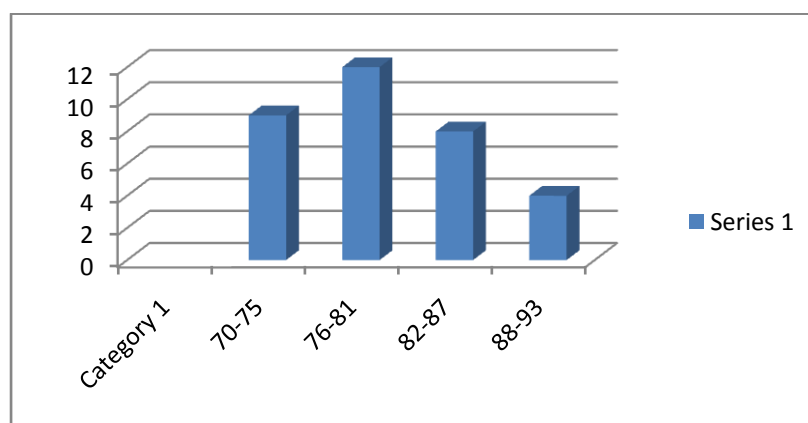


Figure 2. Students' Speaking Ability After Using Learning Start With A Question Method

Based on the figure 2 above, it can be seen that the highest frequency consists of 12 students on interval score 76 – 81. In analyzing data to look for the effect of learning start with a question method on students' speaking ability, the researcher do the hypothesis testing by using t_{test} and the result can be seen on the calculation below.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{-20.06}{\sqrt{\frac{18570 - \frac{(-662)^2}{33}}{33(33-1)}}$$

$$t = \frac{-20.06}{\sqrt{\frac{5290}{1056}}}$$

$$t = \frac{-20.06}{2.23}$$

$$t = -8.99 = 9$$

$$\begin{aligned} df &= n - 1 \\ &= 33 - 1 \\ &= 32 \rightarrow t \text{ table } 5\% = 2.03 \end{aligned}$$

Based on that result, it can be seen that t_{count} is 9 and t_{table} is 2.03 at 5% significances level with degree of freedom (df) = $N - 1 = 33 - 1 = 32$. The researcher found that t_{test} is higher than t_{table} ($t_{\text{test}} 9 > t_{\text{table}} 2.03$). It means that there is a significant effect of learning start with a question method on students' speaking ability at the tenth grade students of SMK Negeri 1 Sarudik. The researcher can say that Alternative Hypothesis (H_a) is received.

IV. DISCUSSION

Based on the observation sheet result of learning start with a question method on students' speaking ability, the researcher found that the score was 3.8. The score is categorized as "Very Good" criterion. Furthermore, the result of students' achievement in reported speech before taught by using learning start with a question method was 60.3 and it was included in "Fail" criterion. While, the result of students' achievement in reported speech after taught by using learning start with a question method was 79.9. It was included in "Good" criterion. It means that there is an improvement on students' speaking ability after taught by using learning start with a question method.

The improvement was happened because the application of learning start with a question method in teaching reported speech was very good, so that the students were more active to follow the teaching and learning process, and the teaching and learning process will be more fun and not boring because in learning the students work in pairs and develop their ability in deliver their opinion. It means that learning start with a question method had the big effect to make the students easier to speak.

So that learning start with a question method had the implication for teacher, it can help the teacher to attract the students' attention and make the students easier to speak, the teacher also can make the learning situation more active. For the students, they can improve and practice their ability in speaking because by using learning start with a question method they can study and make them have a good self confidence and high motivation. While, for other researchers, this research gives the implication as the data and the result which can back up their research which related with this research.

By looking the previous related researches which had been conducted by the other researchers (e.g., Takiddin and Meidiana, 2017). All of the

researchers had proved that the using of learning start with a question method gave the positive effect on students in learning English. If the researcher compares them with result of this research, it could be concluded that the students' speaking ability after taught by using learning start with a question method was higher than the students' speaking ability before taught by using learning start with a question method. From the result t-test also proven that t_{count} was higher than t_{table} ($t_{\text{count}} 9 > t_{\text{table}} 2.03$), so that the hypothesis is received. The researcher concludes that there is a significant effect of learning start with a question method on students' speaking ability at the tenth grade students of SMK Negeri 1 Sarudik.

CONCLUSION

The researcher takes some conclusion. First, the result of application of learning start with a question method on students' speaking ability at the tenth grade students of SMK Negeri 1 Sarudik was 3.8 and it was included "Very Good" category. It means that the researcher had applied learning start with a question method on students' achievement in reported speech well.

Second, the students' speaking ability before taught by using learning start with a question method at the tenth grade students of SMK Negeri 1 Sarudik was 60.3 and it was included as "Fail" category. While, the students' speaking ability after taught by using learning start with a question method at the tenth grade students of SMK Negeri 1 Sarudik was 79.9 and it was included as "Good" category.

Third, The testing was done to measure the hypothesis which was made in chapter II showed that t_{count} was higher than t_{table} ($t_{\text{count}} 9 > t_{\text{table}} 2.03$). So the hypothesis of this research could be received. It means that there is a significant effect of learning start with a question method on students' speaking ability at the tenth grade students of SMK Negeri 1 Sarudik.

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