IMPROVING STUDENTS' SPEAKING SKILLS: EFFECT OF VARIED QUESTIONING STRATEGIES IN THE CLASSROOM

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Article Info	ABSTRACT
	The objective of this study was to see if employing various questioning strategies improves the speaking skills of first-year students at MTs As'adiyah Putri 1 Sengkang in terms of correctness, fluency, and comprehensibility. The pre-experimental approach was used in this study. The students at MTs As'adiyah Putri 1 Sengkang made up the majority of the population. This study used a purposive sampling strategy to select one class as the sample, class VII-A, which has 30 students in the 2020/2021 academic year, because students in that class had more knowledge than students in other classes. A test of learning outcomes was used, which included speaking skills (pre-test and post-test). The findings of this study reveal that the accuracy of the students' speaking has improved. The findings of the pre-test show that just 4% of students received a score of 71–85, but 24% of students received that score in the post-test. Furthermore, on both the pre-test and post-test, the percentage of pupils in the extremely bad group was 48 percent (0 percent). The value of the sig.2-tailed is not above the level of significance (0.000 < 0.05) and also proves it. After the test, the students' speaking skills increased to a good level in response to varied questioning strategies.

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1. INTRODUCTION

Speaking is the most important method of requesting information and inversely, speaking is the most direct method of communicating (Edmondson, 2003; Bashori et al., 2020; Ramadhan et al., 2021). This statement can refer to an obligation, duty, task, fact, implementation, or process, and it can also refer to learning. We still see some students in the classroom who speak little or are even silent, and this can be due to a variety of factors, including the students, the class situation, environment, teaching method, technique, approach, or even teachers who are unable to deliver their material successfully. Communication requires at least two persons and must be clear, full, and concrete. So that the user can send the message. As a result of the preceding remark, it can be inferred that speaking ability plays a critical part in human life because it allows people to communicate with one another, convey thoughts, feelings, and share experiences. Speaking, in other words, is present in all aspects of human life, including oral communication (Baker, 2011; Anumanchipalli et al., 2019; Malik et al., 2021).

For teaching English for speaking skills, the English teacher must be inventive in devising a variety of classroom communication activities that encourage and motivate students to use the language actively and productively (Davies & Pearse, 2000; Bernaus et

al., 2009; Mehring, 2016; Sari 2016). Teachers must be mindful that pupils are accustomed to limiting how many times and for how long they talk in the classroom. In reality, students continue to struggle with verbal communication (Al-Nouh et al., 2015; Abrar et al., 2018; Hasanuddin & Fitrianingsih, 2020). For example, students may be hesitant to say something and maybe unsure about what they want to say or how to say it. Students are frequently unsure about what to say or how to convey their ideas to others.

The researcher discovered some issues that students face when learning English in preliminary studies. The issues stemmed from two aspects of speaking: speaking accuracy and speaking fluency. Students struggle with pronunciation, vocabulary, and grammar when it comes to speaking accuracy. The students are unable to express themselves perfectly in English. They don't know what to say or how to express it. In addition, the students have a limited vocabulary. Students struggle with confidence and fluidity when it comes to speaking fluency. The students are quiet, unmotivated, and lack self-confidence. They appear befuddled in their attempts to articulate the thoughts on their minds, although being inactive in class. It also has to do with the teaching approach and how the materials are delivered by the teacher. This occurred as a result of the students' little verbal exercise of their English. Even in English class, students hardly ever used it. It could be because teachers did not emphasize to their pupils the importance of utilizing English in class or because their teaching technique did not encourage students to talk in class excessively. Speaking is the most important lesson that students should grasp, but speaking is also the most difficult lesson for students to comprehend (Al-Sobhi & Preece, 2018; Sedova et al., 2019; Kuliahana & Marzuki, 2020), hence speaking is always a passive class at every meeting.

Literature Review

Speaking is the act of constructing and communicating meaning through the use of both verbal and nonverbal symbols (Ntshuntshe et al., 2020; Febriantini et al., 2021). Speaking is an important part of second language learning and teaching in a variety of contexts. However, despite its importance, teaching speaking has been undervalued for many years, and English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues. However, in today's world, the goal of teaching speaking should be to improve communicative skills (Kassim & Alif, 2010; Light & McNaughton, 2014; Huda, 2016), so that students can speak naturally or when they speak naturally, because that is the only way students can express themselves and learn how to follow the appropriate social and cultural rates in each communication situation.

Speaking involves conveying information through the presentation of ideas, the asking of questions, and the provision of responses that are related to viewpoints or arguments that might encourage pupils to support their position. Students should be able to use their speaking skills through speaking activities. Furthermore, speaking is an oral communication method that comprises two elements: the speaker who delivers the message and the listener who receives it. In other words, communication entails the useful talent of listening (Nakatani, 2010; Hincks, 2010). Oral communication in expressing thoughts to other individuals as a conversation partner is referred to as speaking in terms of usage. The teacher should provide opportunities for children to practice speaking. As a result, the teachers place a premium on who is engaged. Another aspect of this research is varied questioning.

A question is a statement that is punctuated with a question mark. Moreover, a question is defined as anything that is asked, an interrogative statement, as in wanting to learn or testing another's understanding, and a problem is defined as an issue that is open to discussion (Ge et al., 2005; Oliveira, 2010; Friedman, 2013; McTighe & Wiggins, 2013; Tofade et al., 2013; Sujariati et al., 2016). Furthermore, the questions utilized in the teaching

technique have a direct impact on the students' thinking abilities (Alsowat, 2016; Zhao et al., 2016; Al-Zahrani & Al-Bargi, 2017; Mustika et al., 2020). It is clear that question-asking has an impact on the teaching and learning process. Students are not expected to engage much creative thinking if teachers emphasize factual memory in their questioning.

2.   METHOD

This study used a pre-experimental procedure that included a one-group pretest and posttest design. Its goal was to use a variety of questioning to help first-year students at MTs As'adiyah Putri 1 Sengkang improve their speaking skills. The research design is depicted in Figure 1 below (Bonate, 2000; Marsden & Torgerson, 2012; Creswell & Creswell, 2017).
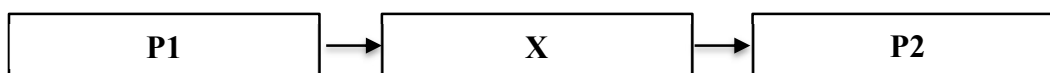
P1	→	**X**	→	**P2**

Figure 1. Design one-group pretest and posttest design

The pre-test and post-test instruments used in this study were speaking tests. The researcher offered certain themes in the pretest to determine the students' past level of speaking ability. During the pre-test, the researcher conducted a 2-minute interview with the students while recording it. Following the pre-test, the researcher listened to the student's recording and transcribed it. The researcher offered the students the identical topic as the pretest in the posttest to see how their speaking improved following the treatment.

To examine the influence of varied questioning on increasing students' speaking skills, researchers employed descriptive and inferential data analysis. Furthermore, the data is evaluated using the Paired Samples Test in SPSS 24.00.

3.   RESULTS AND DISCUSSION

The findings of this study concern the students' grades. It was the descriptive statistics analysis, which included the students' score classification, the mean and standard deviation of the pre-test and post-test, as well as hypothesis testing. Table 1 and 2 shows the increases in three elements of speaking from pre-test to post-test.

Table 1. Results of Pre-Test and Posttest of Students' Speaking Skills

Classification	Score	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Excellent	86 - 100	0	0	0	0
Good	71 - 85	1	4	6	24
Fair	56 - 70	6	24	5	20
Poor	41 - 55	6	24	14	56
Very poor	0 - 40	12	48	0	0
Total		25	100	25	100

The results of the pre-test of students' speaking skills revealed an increase in the results of the post-test, as shown in Table 1. This is based on the findings of the pre-test, which show that just 4% of students receive a score of 71-85, whereas 24% of students receive that score in the post-test. Furthermore, the percentage of kids in the very bad group

was 48 percent on the pre-test, but there were no students in the very bad category on the post-test (0 percent).

Moreover, the average score of the pretest and posttest findings in Table 2 reveals that students' outcomes, particularly their speaking skills, have improved as a result of the diversified questioning.

Table 2. Results of Pre-Test and Posttest

	Mean	**Std. Deviation**
Pre-Test	47.78	12,93
Post-Test	60.89	10.45

SPSS analysis using the Paired Samples Test is used to analyze the data.There is no significant difference if the level of significance (= 0.05) is greater than the value (sig. 2-tailed). Meanwhile, if the level of significance is less than the value (sig. 2-tailed), a significant difference exists. The value (sig. 2-tailed) was 0.000, according to the results of the SPSS analysis. It is less significant than the significance level (0.05). As a result, H0 is denied, whereas H1 is approved. It indicates that using a variety of questioning techniques can help students develop their speaking skills in terms of accuracy, fluency, and comprehension.

The outcome of statistical analysis at the level of significance (α) = 0.05 with degree of freedom (df) = 24 and value (sig. 2-tailed) of 0.000 suggests that the students' pre-test and post-test results differ significantly. In other words, the students' post-test sig. 2 tailed result does not above the level of significance (0.000 < 0.05). Finally, in this situation, employing diversified questioning as a teaching approach for English can help students enhance their speaking skills.

These findings back up and add to the findings of multiple prior research that show that the questions used in learning have a direct impact on students' cognitive abilities (Hamiloğlu & Temiz, 2012; Alsowat, 2016; Zhao et al., 2016; Al-Zahrani & Al-Bargi, 2017; Mustika et al., 2020; Doyle & Buckley, 2020; Nashruddin & Ningtyas, 2020). The impact of question-asking or varied questioning on the teaching and learning process is a positive impact.

4.   CONCLUSION

Based on the data and discussion, the researcher finds that employing a variety of questioning methods can help students at MTs As'adiyah Putri 1 Sengkang enhance their speaking skills in terms of correctness, fluency, and comprehensibility in the academic year 2020/2021. It is demonstrated by the students' speaking performance score improving after treatment (post-test) compared to before treatment (pre-test); it is also demonstrated by the value of the sig. 2-tailed (ρ) not above the level of significance (α) (0.000 < 0.05).

As a consequence of the outcomes of this study, it is suggested that using a variety of questions can help students develop their speaking skills. As a result, it is expected of a teacher to ask a variety of questions in order to promote pupils' thinking skills, particularly when studying English. The findings of this study can be used as a learning tool and a resource for future study.

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