TEACHING SPEAKING USING QUESTION STRATEGY OF THE EIGHT GRADE AT MTs MA'ARIF KLEGO

THESIS

By

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ABSTRACT

FARIHIN, AFIQ ULUL. 2021, *Teaching Speaking Using Question Strategy of the Eight grade at MTs Ma'arif Klego.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor **Mrs. Wiwin Widyawati, M.Hum.**

Key Words: *Teaching English Speaking Through Questions Strategy*

Questioned strategy has proven to improve the study of the students in terms of vocabulary memorizing and the interest of the students in speaking english in a class seting. Through the question that the teacher asked the student students are touched to pay attention to the teacher by answering that question. In terms of vocabulary by asking the studenst the meaning of everything around them in english which make the students used to terms other than they everyday language terms.

The strategy for teaching greatly affects the students' understanding and students can enjoyed more and began to like teaching speaking. The main purposes of this research are: (1) To describe How is the implementation of teaching speaking by using learning start with a question strategy. (2) To describe How does student respond on the implementation of teaching speaking through learning start with question strategy. (3)To describe What factors are influencing the implementation of teaching speaking trough learning start with question strategy.

The type of this research was qualitative. In this research, the teacher and the students of MTs Ma'arif were as subject of the research and the resources of the data. The techniques of data collection used were observation, interview, and documentation. The triangulation.

The findings showed that: first, English teachers in MTs Ma'arif Klego use various strategies to improve students' speaking abilities, because this is the main goal in learning English. Some of the main strategies most often used by English teachers in MTs Ma'arif Klego to improve students'speaking skills are teaching speaking learning start with question strategy. Second there are several factors that influence the teacher in applying several strategies in teaching speaking through learning start with question strategy that have been determined by the teacher. These factors include, first, infrastructure in school, because without the complete infrastructure that supports the teaching speaking activities, the teaching learning process will not run optimally. The last factors is the ability of students to receive lessons, because each student has a different level of understanding and receive material from the teacher.

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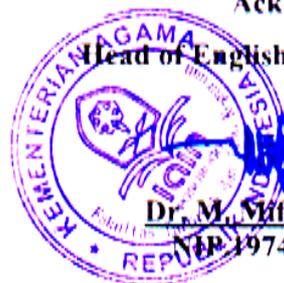
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Yang membuat pernyataan

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an International language. For indonesian students, it is foreign language and important subject tough every level of education. Students are obligated to master english to certain extent. This is aimed in preparing them easily to adjust today's global nation in which English is used as a means of oral and written communication.[1]

The objective of teaching English for Junior high school as stated in the school syllabus. The objective is to improve communication skill in the form of written and spoken abilities. These skills is important for communication in English through listening, speaking, reading, and writing.[2]

Speaking is considered as one of the most important and essential skills that must be practiced orally. By speaking, people are able to know what kinds of situations the world, are easier to communicate each other. Nunan inform that speaking is a part of productive skill in English language teaching and it consist of producing systematic verbal utterance to convey meaning.[3]

Teaching speaking is to teach ESL learners to produce the English speech sounds and sound patterns Use word and sentence stress, intonation patterns and the rhythm of the second language. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and

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[1] Rohmah, amirul. *"Teaching Speaking Through Learning Start With Question Strategyat Seven Grade Junior Hih School In Academic Year 2011/2012),"* (Thesis IAIN Ponorogo), 1

[2] Rohmah, amirul. *"Teaching Speaking Through Learning Start With Question Strategyat Seven Grade Junior Hih School In Academic Year 2011/2012),"* (Thesis IAIN Ponorogo), 2

[3] Hayriye, Kayi, *"Teaching Speaking: Activities to Promote Speaking in a Second Language,"* (Nevada, 2006), retrieved on December 8, 2018, http://iteslj.org/articles/kayi- Teaching- speakig.html

judgments. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.[4]

There are some problems in teaching speaking. The problems come from internal and external. Internal problems are native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. An external problem is institutional context that puts English as second or foreign language in a nation.

Each problem is connected with decision in choosing suitable method in teaching speaking. The conclusion of this paper is by applying the suitable method in teaching speaking, it will help the English teacher to overcome some problems in teaching speaking.[5]

English as a second and foreign language is taught and learned in the classroom. Students are supposed to show their natural performance in mastering English as what native speakers do in normal communication. There are hardly any class that specialize in English speaking activity. There are many reasons for it, such as students motivation is less, the teaching and learning process is teacher centered so the speaking students' ability is low. To make those situations become better, the possible way is to make communicative activities.

In MTs Ma'arif Klego in the teaching speaking has not been to much attention and in student learning, there is a lack of learning media, so that the writer took the title in MTs Ma'arif Klego in Teaching Speaking Using Question Strategy students can enjoyed more and began to like teaching speaking.

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[4] Hayriye, Kayi, *"Teaching Speaking: Activities to Promote Speaking in a Second Language,"* (Nevada, 2006), retrieved on December 8, 2018, http://iteslj.org/articles/kayi- Teaching- speakig.html

[5] Juhana. Teaching *English To Young Learners: Some Point to be Considered,* Asian Journal of education and e learning (ISSN:2321-2454)

Based on the explanation above, the writer made a research on the study of Teaching Speaking Using Question Strategy at the Eight Grade of MTs Ma'arif Klego.

B. Research Focus

The writer in this research focuses on the use of Teaching Speaking Using Question Strategy at the Eight Grade of MTs Ma'arif Klego.

C. Statement of the Problems

According to the background of the study and research focus, the writer will formulate the problem as the following:

1. How is the implementation of teaching speaking by using learning start with a question strategy?

2. How does the students responses on the implementation of teaching speaking through learning start with question strategy?

3. What factors are influencing the implementation of teaching speaking trough learning start with question strategy?

D. Objectives of the Study

Concerning to the statement of the problem, this study has some objective as follows:

1. To describe How is the implementation of teaching speaking by using learning start with a question strategy.

2. To describe How does student respond on the implementation of teaching speaking through learning start with question strategy.

3. To describe What factors are influencing the implementation of teaching speaking trough learning start with question strategy.

E. Significances of the Study

1. Theoretical Significance

This research could give contribution to the future development of Vocabulary Learning Strategies to Young Learners.

2. Practical Significance

a. Teachers

This study is to give English teachers, particularly English teachers of Junior High School, an input of conducting speaking activity in class. Learning start with a question strategy is one of teaching strategies be applied in teaching speaking.

b. Students

Students are improve their English by learning simple daily speaking and practicing it daily.

c. Readers

This study hopefully could give contribution to readers who are interested in studying English Language Teaching. And it could give latest knowledge to the readers about English Language Teaching.

d. Other researcher

The writer believes that this paper study is far from perfect. Therefore, some weaknesses could be found in this paper. Hopefully, other researcher could make better equivalent research in the future.

F. Organization of the Study

This thesis is divided into six chapter contain different topic.

Chapter I is Introduction. In this chapter, consist of background of study, focus of the study, statements of the problems, objectives of the study, significant of the study, and organization of the thesis.

Chapter II is review of related literature. It involves of previous research finding and theoretical discussion of review that related with research; definition vocabulary, vocabulary mastery, English for Young Learners, teacher's strategies, types of teacher's strategies, functions of teacher's strategies, teacher's strategies in teaching classroom.

Chapter III is Research Methodology. It Include of research design, research role, research location, data sources, technique of collecting data, technique of analysis data, checking validity, and research procedure.

Chapter IV is data finding. It include of general data and specific data.

Chapter V is discussion. It consist of types of teacher's strategies in teaching speaking used by teacher for young learners, the students responds toward teacher's strategies in teaching speaking, the advantages and disadvantages toward the teacher's strategies.

Chapter VI is closing, and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The previous research finding will help writer widen his research with a lot of perspective. In this part researcher will be provide with few previous similar or related research finding so that the researcher able to discuss the research with multiple stand point in completing the research. The previous research is a research by *Amirur Rohmah* with the title *"Teaching speaking through learning start with question strategy (at seven grade of junior high school in academic year 2011/2012"*.

From English teaching Department, Islamic Education and Teacher Training Faculty. The State Islamic Institute of Ponorogo. This research emphasizes on the importand of question method or brainstorming before they start their lesson and how the student react to the method that the teacher applied in the class. Based on the finding this method is appear to be to hard for the students considering their lack of motivation. The teacher stated that lack of motivation, lack of practice, lack of time to be the main culprit of the student difficulty.[6]

Second, research arranged by Devina Nizzu in 2016 conduct research about *"Improving Students' Speaking Skill Through Retelling Story by Using Picture Series at SMAN 7 Bandar Lampung"*.

The technique use in her research was experimental research. The population of this research was the seconds grade students of SMAN 7 Bandar Lampung consisting of 36 students as experimental class, which was selected by using lottery. Speaking test was used to collect in her research. The result showed that the students' mean score of pre-

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[6] Rohmah, amirul. *"Teaching Speaking Through Learning Start With Question Strategyat Seven Grade Junior Hih School In Academic Year 2011/2012),"* (Thesis IAIN Ponorogo), 55

test was 59.16 and their score of posttest after the implementation of retelling story by using picture series was 67. 86, in which gain amounted 8.70. It can be concluded that retelling stories using picture series could be used to improve students speaking skills.

The study conducted by the researcher for her paper was different from the previous research. The researcher use gallery walk to students' speaking skill, while previous study uses picture series to improve students' speaking skill.[7]

The third one, is Journal of English language Teaching by Urai Salam and Dewi Novita with the title *"TEACHING SPEAKING THROUGH WH-QUESTIONS TECHNIQUE,"*. According to my experiences during 17 years teaching English in Junior secondary school, I found that many students cannot speak English, even the short and simple everyday English. They cannot answer the questions asked during the learning process. Based on the experiences above, the writer would like to improved the ability of student's English speaking, through giving them simple and short questions in everyday English, in order to stimulate student's reaction so the like to answer using short and simple English as well. According to Luoma when people hear someone speak, they make some judgments about the speaker's ability in the language and also the speaker's personality and attitude. For that reason, the mastery of speaking skill in English is a priority for foreign language students. In addition, students regard speaking ability as the measure of being acquainted with a language and define speaking as the ability to converse with others much more than the ability to read, to write or to comprehend oral language. As Florezand Mary Ann (1999) state that speaking is an interactive process of constructing meaning that involves producing and processing information. By speaking, students are not only required to be able to produce specific points of language such as grammar or vocabulary (linguistic competence).Based on the

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[7] Nizzu, devina. *"Improving Students' Speaking Skill Through Retelling Story by Using Picture Series at SMAN 7 Bandar Lampung in academic year 2015/2016},"* (Thesis IAI Bandar *Lampung*, 2016), 50

observation before doing the research in SMPN 1 Toba and also from the interviewed with English teacher there, the writer investigated the real problem that happened in the classroom. The problem is many students cannot speak English, even the short and simple everyday English. Based on the syllabus of KTSP (*Kurikulum Tingkat Satuan Pendidikan*), there are five kinds of text taught to the eighth grade students of junior high school; functional, recount, descriptive, procedure, and narrative. Recount reconstruct to past experience (Derewianka, 1990:14). English is a text about someone's past experience that happen in the past. English gives the description of events of someone's past experience for the reader which is to give the information or to entertain. In daily learning activity, the students get the difficulties to make a written form. It is because all grammatical rules and developing ideas. The students often make grammatical mistakes in English usage when they are speaking, such as grammatical errors, language use, and mechanics. And when the students have to do speaking task, they only think how to develop the ideas. Moreover, the teacher also is not too active to make a good learning activity in teaching speaking.There fore, the students do not enjoy in learning speaking.[8]

From the previous finding can be concluded that the similiarity and the difference from the current research is descibe as below:

The similiarity of this research and the previous research is that the lack of motivation the teacher to the student in terms of making english speaking as a daily habits. The other similiarity is the students' interest to speak english in the class setting.

The difference of this research and the previous research is the facility and educational media in the previous is very well equip meanwhile in the current research the facility and the educational media is inadequate.

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[8] Salam, *Urai*, and Novita, Dewi, *"Teaching Speaking Through Wh Question Technique," Journal of English Language Teaching,* No. 1, 2019, 1-2

B. Theoretical Background

1. Teaching English

The increased learning and teaching of English throughout the world during recent years in both state and commercial educational institutions has produced a new cadre of professionals: teachers of EFL. Some have moved across from teaching English as a mother tongue, others from teaching modern languages; many have been drawn into service for no other reason than that their own spoken English is good, or perhaps because they are native English speakers. Many have started without specific training, others feel they need to rethink the basis of their teaching.[9]

2. Teaching Speaking

a. Definition of Teaching

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[10] It means that when a teacher teaches, he or she will show or help and guide someone to learn about something that provide with knowledge. Those teaching activity is also will give effect to someone who taugh become know and understand with something that he or she never knew before.

Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.[11] A teacher has to guide and facilitate the learners or students to learn. It is expected that from the teacher guide and facilitate, the student will be enable in understanding the material.

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[9] Ibid.

[10] Douglas Brown, *principles of language learning and teaching:* Fourth Edition (New York: Wesley Longman, 2000), 7.

[11] Ibid.

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In addition, a teacher also has to be able to set a good and comfortable condition for the students to learn.

Teaching is a complex process intended to facilitate learning.[12] While the goal of teaching is to lead students is discovering knowledge for themselves, the teacher encourages this discovery through deliberate teaching actions that lead in that direction. Here, the teacher provides the learning activities for students' self-discovery.

Teaching is not telling, is not dispensing information, and it is not merely demonstrating skills.[13] Instead, teaching is involving the students as an active participant in the learning process.

Teaching is also defined as one person's influence aimed at improving the learning of other persons.[14] Usually, we think of teaching as occurring in face-to-face interaction between the teacher and the learner but it can also occur when a teacher creates influential events, n which he or she does not participate. In that way, the authors of books and the developers of computer programs may also considered teachers. But we will restrict our concern to teaching that occurs will the teacher is in the presence of students.

Teaching is a general term covering a wide variety of jobs and employers.[15] Not a teacher's entire job involves working directly with pupils or students. As a teacher a person will also has contact with colleagues, parents, governors, social workers, educational psychologists, the press, professional bodies and numerous other organizations and individuals.

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[12] Kathleen B. Gaberson and Marilyn H. Oerman, *Clinical Teaching Strategies in Nursing* (New York: Springer Publishing Company, 2010), 60.

[13] Ibid.

[14] Nathaniel L. Gage, *A Conception of Teaching* (USA: Springer Science + Business Media, 2009), 2.

[15] Trotman and Company Limited, *Careers in Teaching* (Great Britain: Creative Print & Design Wales, 2001), 1.

Speaking is considered as one of the most important and essential skills that must be practiced communicating orally. By speaking, people are able to know what kinds of situations the world, are easier to communicate each other. Nunan inform that speaking is a part of productive skill in English language teaching and it consist of producing systematic verbal utterance to convey meaning.

As state by Chaney which is quoted by Kayi, speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of contexts. So, speaking is an interactive process of constructing meaning that involves producing and receiving processing information.[16]

b. Teaching Questioning

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. The present review focuses on the relationship between teachers' classroom questioning behavior sand a variety of student outcomes, including achievement, retention, and level of student participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally concerned with

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[16] Hayriye, Kayi, *"Teaching Speaking: Activities to Promote Speaking in a Second Language,"* (Nevada, 2006), retrieved on December 8, 2018, http://iteslj.org/articles/kayi- Teaching- speakig.html

methods used to impart study skills, including questioning strategies to students.

The purposes of teachers' classroom questions A variety of purposes emerge from analysis of the literature, including: To develop interest and motivate students to become actively involved in lessons, To evaluate students' preparation and check on homework or seat work completion, To develop critical thinking skills and inquiring attitudes, To review and summarize previous lessons, To nurture insights by exposing new relationships, To assess achievement of instructional goals and objectives andTo stimulate students to pursue knowledge on their own.[17]

c. Active Learning

The studies of Bonwell and Eison show that students prefer Active Learning strategies to traditional lectures and that Active Learning strategies are superior to lectures in promoting the development of students' thinking and writing skills. In addition, there are indications that, for a significant number of students, pedagogical techniques other than lecturing work better. Active Learners experience deep era and longer-lasting understanding because they cognitively engage with what ever they are studying they learn by doing and thinking about what they are doing. Active Learners are offered a wider range of cognitive experiences. In lectures students are challenged to remember and to understand. Active Learners, on the active learning Strategies your active learning classroom other hand, can attempt to apply, analyze, evaluate, and create, moving to the higher levels. Becoming an Active Learning teacher is therefore one of the main challenges facing

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[17] Cotton, Kathleen, *"Teaching Questioning,"* procedia Social and behavioral sciences, 2011, 2083

educators at all level sand in all types of education Active Learning has attracted the attention of educators world wide. Based on the Social-Constructivism of researchers like Piaget and Vygotsky it defines a new role for teachers. It requires them to give up center stage and to fully become what they have, in fact, always been: learning activity designers. Many teachers, unfortunately, have been designing the same learning activity over and over year after year. Often it takes the form of a lecture.[18]

3. **Component of Teaching and Learning Process**

a. Methodology

Methodology is pedagogical practices in general (including theoretical under-pinning and related research).[19] Soedjiarto said that methodology is a certain method. Teaching methodology means knowledge about teaching.[20]

According to Nunan methodology is as follows: (a) Study of language skill (e.g. listening, speaking, reading, and writing) and the procedures of teaching them. (b) Study the preparation of lesson plan, materials, and textbooks for teaching them. (c) The evaluation and comparison of language teaching method.[21]

From the definition above, it can be concluded that whatever considerations involved in "how to teach" is called methodological.

b. Approach

Antony states that an approach is a set of assumption dealing with the nature of language, learning, and teaching. It also can define as theoretically

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[18] Sparks, James, *"Active* Learning *designing autenthic active learning activities,"* Books english, 1-5
[19] Douglass Brown, *Principles of Language,* 15.
[20] Soedjiarto, *Memantapkan Sistem Pendidikan Nasional* (Jakatrta: Gramedia Widia Sarana Indonesia, 1993), 11.
[21] David Nunan, *Language Teaching Methodology.* (Sydney : Prentice Hall, 1991), 2.

well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both pedagogical settings.[22]

From the definition above, it can be said that an approach defines assumptions, beliefs, and theorist about the nature of language and language learning.

c.   Method

Method is describes as an overall plan for systematic presentation of language based upon selected approach. It is a generalized set of classroom specifications for accomplishing linguistic objectives.[23]

Method tends to be concerned primarily with teacher and students roles and behaviors and secondary with such features as linguistics and subject matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to variety of audiences in variety of context.[24]

According to Richard and Rodger, a method is an umbrella term for the specification and interrelation of theory and practice.[25]

It means that teaching method is the way that is used by teachers to communicate with their students during teaching – learning process. The best teaching method is a method that can increase students learning activity.

d.   Curriculum / Syllabus

Nana Sudjana states that curriculum is student learning program as a basic in planning a lesson containing goal, program contain, and strategy or the way of program implementation. It means that curriculum contains of all materials that should be taught to the students during teaching learning

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[22] Douglas Brown, *Principles of Language,* 14-16.
[23] Ibid.
[24] Ibid.
[25] Ibid.

activities. A complete syllabus is expected containing some suggested material examples and theoretical information as a basic of curriculum development.[26]

It can be concluded that syllabus is the development of curriculum that contains of the examples of lesson materials. Syllabus is a guideline for planning and carrying out the instructional program.

e.   Technique

Technique is any variety of exercises, activities, or task that are used in the language instructional classroom for realizing lesson aims.[27] Anthony stated that techniques are the specifics activities manifested in the classroom those are consistent with a method and therefore are in harmony with an approach as well.[28]

4. **Goal of Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and culture rules that apply in each communication situation.[29]

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[26] Depdiknas, Kurikulum *2004* (Jakarta : Departemen Pendidikan Nasional 2003), 20.
[27] Douglas Brown, *Principles of Language,* 14-16.
[28] Ibid.
[29] http://dae.sju.edu.tw/faculty/flora/6. 11/speaking.pdf Accessed August, 5 2012.

To help students develop communicative efficiency in speaking, instructor can use a balanced activity approach that combines language input, structured output, and communicative output. [30]

Language input comes in the form of the teacher talk, listening activities, reading passage, and the language heard and read outside of class. It gives learners the material they nee to begin producing language themselves. [31]

Language input may be content oriented or form oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar. [32]

C. The Nature of Speaking

1. The Definition of Speaking

Speaking consist of producing systematic verbal utterances to convey meaning (Utterance are simply things people say). Florez point out that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, evolving. [33]

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[30] Ibid.

[31] Kathleen M Bailey, *Practical English,* 96.

[32] Kathleen M Bailey, *Practical English Language Teaching:* Speaking (New York: The Mc. Graw Hill, 2005),

[33] Kathleen M. Bailey, *Practical English Language Teaching:* Speaking (New York: The Mc. Graw Hill, 2005), 5.

It means that speaking is the ability of somebody to express or to give ideas using verbal communication to communicate with others spontaneously. Besides that, it involves producing, receiving, and processing information.

2. **The Components of Speaking**

a. Fluency

Fluency is the capacity to speak fluidly, confidently and at rate consistent with the norms of the relevant native speech community. [34] and also fluency is an important dimension of communication. It means that we don't have very ignored quality of speaking, but we have to speak quiet and possible.

The term of fluency relates to language production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation.[35]

b. Accuracy

Accuracy is the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning. Accuracy involves over the linguistic code.[36]

c. Grammar

Grammar is set of language or norms of language and rules must be follow when learn about language rightly. This component is the step of language that fulfills in order to receive.

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[34] Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 54.

[35] Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: The mc Graw Hill, 2005), 124.

[36] Kasihani, English *for Young Learners,* 43.

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d. Pronunciation

Pronunciation refers to the way a word or language in spoken, or the manner in which someone utters a word. Pronunciation is the way to talk some word of language.[37]

3. **Types of Classroom Speaking Performance**

The kinds of oral production that students are expected to carry out in the classroom. They are.[38]

a. Imitative

Imitation of this kind is carry out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one stop beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responsive mean short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

d. Transactional (dialogue)

Transactional dialogue carried for the purpose of conveying or exchanging specific Information. It is extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

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[37] Ibid, 271.
[38] Douglas Brown, *Principles of Language,* 271-274.

4. Principles for Designing Speaking Techniques

There are some principles for designing speaking technique. According to brown, they are[39]:(1) Use technique that covers the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. (2) Provide intrinsically motivating techniques. (3) Encourage the use of authentic language in meaningful contexts. (4) Provide appropriate feedback and correction. (5) Capitalize on the natural link between speaking and listening. (6) give student opportunities to initiate oral communication. And (7) Encourages the development of speaking strategies.

The first principle is uses technique that covers the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. In current zeal for interactive language teaching, teacher can easily slip into the pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When teachers do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, they have to make sure that their tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, teachers have not to bore their students to death with lifeless, repetition drills. As noted above, teachers have to make any drilling they do as meaningful as possible.

The second principle is provides intrinsically motivating techniques. Teachers need to try at all times to appeal to students ultimate goals and interest to their needs for knowledge, for status, for achieving, competence and autonomy, and for "being all that they can be". Even in those techniques that don't send

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[39] Douglas Brown, *Principles of Language,* 271-274.

students into ecstasy, help them to see how the activity will benefit them. Often students don't know why teacher ask them to do certain things, it usually pays to tell them.

The third principle is encourages the use authentic language in meaningful contexts. It is not easy to keep coming up with meaningful interaction.

The fourth principle is provides appropriate feedback and correction. In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even then the teachers are in position to be of great benefit.

The fifth principle is capitalizes on the natural link between speaking and listening. Many interactive techniques that involve speaking will also of course include listening.

The sixth principle is give students opportunities to initiate oral communication. A good deal of typical classroom interaction is characterized by teacher initiation of language. Teachers as questions, give directions, and provide information, and students have been conditioned only to "speak when spoken to". Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

The last principle is encourages the development of speaking strategies. The concept of strategies competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose.

5. **The Characteristics of Successful Speaking Activity**

The characteristics of successful speaking activity as stated by penny ur are:[40]

a. Learner talk a lot. As much as possible of the period of time all to the activity is in fact occupied by learner talk. This may obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak and contributions are fairly event distributed.

c. Motivation is high. Learners are more to speak : because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Is an acceptable level. Learners express themselves in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

e. In order to success students speaking ability, students need to have ability to talk a lot, participation to talk, motivation, and language acceptable.

6. **The Problem of Speaking Activities**

Some problems in speaking activities are:[41]

a. Inhibition

Speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

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[40] Ur. Penny, *A Course in Language Teaching:* Practice and Teory, (New York: Cambridge University Press, 1996), p.120.
[41] Ibid, 121.

b.   Nothing to say

Even if they are not inhibited and often hear learners complain that they cannot think of anything to say. It has no motive to express them beyond the guilty feeling that they should be speaking.

c.   Low or un Even Participation

Only one participant can talk at a time if they are to be heard. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d.   Mother-tongue use

The learner some mother tongue, they may tend to use it: because it is easier, it feels unnatural to speak to one another in a foreign language, and they fell less exposed if they are speaking their mother tongue. It can be quite difficult to get some classes – particularly the less disciplined or motivated ones-to keep the target language.

7.   **What Makes Speaking Difficulty**

Spoken language that makes listening skills somewhat difficult to acquire, these same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learner is now producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.[42]

a.   Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

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[42] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language pedagogy* (New York: Longman, 2001), 271.

b.   Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c.   Reduced Form

Contraction, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilled, bookish quality so speaking that in turn stigmatizes them.

d.   Performance Variable

One of advantages of spoken language is that the process of thinking as we speak allows us to manifest a certain number of performance hesitations, pause and hesitate.

e.   Colloquial Language

Make students are reasonably well acquainted with the word, idiom, and phrase of colloquial language and that they get practice in producing these forms.

f.   Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-time rhythm of spoken English and its intonation patterns convey important messages.

g.   Interaction

As noted in the previous section, learning to produce waves of language in a vacuum speaking skill of its richest component: the creativity of conversational negotiation. It always needed in teaching process.

8. The Assessment of Speaking

The assessment of speaking is to asses oral language on systematic and to have procedures or assessment activities that can ready be incorporated into lesson plans, by making assessment reflecting to instruction, it will increase the validity and reliability of assessment approach.[43]

Chapelle and Brindley define assessment as the act of collecting information an making judgments on a language learner's knowledge of a language and ability to use it. Assessment is thus concerned with individual student learning.[44]

Teacher can assess students speaking abilities consider three approaches to assessing speaking, as well as different procedures for scoring speaking test.

a. First, we want make sure that we are testing what are teaching and what are students want to be learning. Doing so is fair and appropriate. A test that measures what it is intended to measures what it is intended to measure called a "valid" test.

b. Second, we want to be sure that a test or an assessment procedure is reliable. Reliability is concerned with consistency.

c. The third criterion is one which teacher understand quite well practically. This term refers to the fact that a test or other assessment procedure can only be useful if it does not make unreasonable demands on resources, including time, money, and personal.

d. The fourth criterion is wash back. This concept is often defined as the effect a test has on teaching and learning. Wash back can be either positive or negative, depending on whether it promotes the development of the skills or

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[43] J. Michael O'Malley, Authentic *Assessment for English Language Learners,* (Longman: USA, 1996), 58.

[44] David Nunan, *Practical English Language Teaching,* Mc Graw Hill: New York, 2003), 310.

knowledge to be learned (positive wash back) or hinders that development (negative wash back).[45]

D. Learning Start with Question Strategy

1. Definition of Strategy

In general, the strategy has the sense of a big bow in the line of action to achieve the targets that have been determined. According Noeng Muhadjir, the strategy is an arrangement of potential and resources efficiently in order to obtain result as planned. Furthermore, Andrew D. Cohen argued that language learning are the conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language.[46]

Looking at the above definition, the writer concludes that learning strategies are still conceptual in nature and used various methods to implement specific learning. In other words, the strategy s "a plan of operation achieving something".

The general implication of possible matches between learners and expatriate teacher is clear. The anglo-American teacher of Egyptian students could well experienced classroom, insight into culture and learning style highlight the teacher's need to create a variety of learning activities to cater for the range of style. A closely related orientation to researching learning style has been to investigate the strategies that are used by successful language learners.[47]

Choosing and effective strategy depends on many factors, including the nature of the language task (its structure, purpose, and demands). Individual learner's

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[45] Kathleen M. Bailey, *Practical English Language Teaching: Speaking,* (Mc Graw Hill: New York, 2005), 21.

[46] Andrew D Cohen, *Strategies in Learning and Using a Second Language,* (New York: Longman, 1999), 68.

[47] H.H stern, *Fundamental Concepts of Language Teaching,* (New York: Oxford University Press Second Impression, 1984), 11.

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differences (such as age, gender, learning style preferences, and personality characteristics).

After a range or set strategies have been introduced and practiced, the teacher can further encourage independent strategy use and promote learner outonomy by encouraging learners to take responsibility for the selection, use and evaluation of the various strategies that they have thought. Peasson and sole's sequence includes:

a. Initial modeling of the strategy by the teacher, with direct explanation of the strategy's use and importance.

b. Guided practice with the strategy.

c. Independent practice with the strategy

d. Consolidation where the teacher help the student identify the strategy and decide when it might be used.

e. Application of the strategy to news tasks.

The sequence they suggest is the following:

a. Ask the learners to do language activity without any strategy training.

b. Suggest and demonstrate other helpful strategies, mentioning the need for greater self-direction and expected benefits, and making sure that the students are aware the rationale for strategy use.

c. Have them discuss how they did it, praise any use full strategies and self-directed attitudes that they mention and ask them to reflect and how the strategies they selected my have facilited the learning process.

d. Allows learners plenty of time to practice the new strategies with language tasks.

e. Show how the strategies can be transferred to other tasks.

f. Provide practice using the techniques with new task and allow learners to make choices about the strategies they will use to complete the language learning tasks.

g. Help the students understand how to evaluate the success of their strategy use and to gauge their progress as more responsible and self-directed learners.[48]

2. Speaking in Learning Start With Question Strategy

Learning Start With a Question is one of strategy for teaching speaking Learning start with a question is one strategy for questioning students in the classroom is the socratic method, which uses questions and the subsequent answers to confront assumptions, show contradictions and teach the students new information. This is considered a very strong approach to teaching.[49]

How to create effective question when teachers learn to use effective questioning a like learn through their interactions. Although asking good questions is an art, it's an art you can learn through careful deliberation, preparation and practice. In time, creating effective questions will become second nature and using questioning strategies without having to practice.[50]

3. Process of Learning Start With Question Strategy

The process of learning start with a question strategy is:[51]

a. Distribute to the students a class hand-out material. Material is necessary to stimulate questions for some readers. Leaf led which gives extensive but less

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[48] Andrew D. Cohen, *Strategies in Learning and Using a Second Language,* (New York: Longman, 1999), 71-72.

[49] http://www.ehow.com/info_7857342_classroom-questoning-strategies.html , It is accessed on January 21, 2020.

[50] http://www.ehow.com/how_10067508_ create-effective-questions-questoning-strategies.html, It is accessed on January 21, 2020.

[51] Mell Silberman, *Active* Learning*: 101 Strategy Pembelajaran Aktif,* (Pustaka Insan Madani: Yogyakarta, 2007), 144.

detailed information or explanation which is restricted accordingly. Text that is open to interpretation is also a good option. With the hope to create curiosity.

b. Have the students learn the flyer with a friend. Encourage learners to ask what they do not understand.

c. Answer the questions of students. You teach by your answer to the learner. Make a special effort to respond to questions raised.

And variation in order for students to learn effectively, they must make connections between what they already know (prior knowledge) and new content to which they're exposed. The opening of a lecture should facilitate these connections by helping students exercise their prior knowledge of the day's subject matter. The following four slides illustrate strategies which stimulate students thinking and prepare them to learn.

One useful strategy is to open the lecture with a question. Present an "opening question" on a power point slide, give students a moment to think about their response, and then ask a few members of the class for answer. This strategy is easy to initiate, takes very little time, works in small on large classes, and effectively focuses students attention on the days topic. It also provides the instructor with useful feedback on what students know and don't know about the material being presented.[52]

[52] http://wwwl.umn.edu/ohr/teachlearn/tutorials/powerpoint/learning/index.html.it is accessed on January 20, 2020

CHAPTER III

RESEARCH METHOD

A. Research Design

To conduct this research, the researcher used qualitative approach. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This meant that qualitative researchers study things in their natural setting, attempting to make sense of interpret, phenomena in terms of the meanings people bring to them.[53]

In this research the researcher focus on Teaching Speaking and Learning Start with Question Strategy. Based on statements above descriptive design is suitable with the main objective of the study that is to describe Teaching Speaking Through Learning Start with Question Strategy at the Eight Grade of MTs Ma'arif Klego In Academic Year Of 2020/2021

B. Researcher's Role

In this research, the researcher as an observer. The researcher observed the situation of english teaching process in the classroom, also the researcher observed the strategies that applied by the instructor in the classroom. The second role of the researcher as an interviewer. The researcher interviewed the learners an the instructor or

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[53] John W Creswell, *"Qualitative Inquiry & Research Design,"* (London: Sage Publications Ltd, 2007),36

the teacher to get information. In particular what kind of teacher's strategy in teaching speaking using question strategy in the classroom.[54]

The reasearcher noted the data and arranged the text data systematically with appropriate situation that happen during during learning process and interview along with observation. the reasearcher noted the situation and strategies applied by teacher to the students during learning and teaching process. Then, the researcher had to do approachment and interaction with instructor or teacher and students, that are young learners.

C. Research Setting

This research conducts the research in MTs Ma'arif Klego, Mrican, Jenangan, Ponorogo. The reasons of choosing the places are as follows: (1) the English teacher applied Learning start with question strategy in the class. (2) there is no previous researcher who has conducted the same research in that school. (3) the teacher and students were welcome to conducted this research.

D. Source of Data

1. Primary Data The primary data is gotten from interview and observation. The researcher will get the information from subject, that are students of MTs Ma'arif klego and the teacher in the class.

    The data source in primary data all the words or the text that are appropriate with the situation during the interview and action that get from observation during english learning process. The data should answer the statement of the problem in this reasearch

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[54] John W Creswell, *"Qualitative Inquiry & Research Design,"* (London: Sage Publications Ltd, 2007),36

2. Secondary data

The secondary data is gotten from books or documents refferences and picture which are relevant with this research. The data should answer the statement of the problem of this research.

Gathering data can be accomplished through a primary source and secondary source. According mesly primary source means the reasrcher is the first person to obtain the data. [55]

E. **Technique of Collecting Data**

There are three data collection techniques chosen in this study (Observation, Interview, and documantary).

1. Observation

Observation is a basic data collecting activity for many branches of research, particularly the natural and technical science, for example, observing the results of experiments, the behavior of models, the appearance of material, plants and animals.

It also useful in the social sciences where people and their activities are studied. Observations can record how people react to questions, and whether they act differently to what they say or intend.[56]

In this research, the researcher is going to observe the teaching speaking through learning start with question strategy. Furthermore, the researcher wants to be sure that this Method is obviously suitable for the students.

[55] John W Creswell, *"Qualitative Inquiry & Research Design,"* (London: Sage Publications Ltd, 2007),37
[56] Nicholas Walliman, *Research Methods the Basic,* (Taylor & Francis e-Library: 2011), 100-101.

2. Interview

The researcher intend to interview the students, the teachers that is involved in this Method implementation. The purpose of the interview is the researcher is able to identify the students' response and their improvements in studying English using this Method. Interviewing with the teacher Mrs. Eni Qomariyah S.Pd is a way to know the teaching speaking learning start with question strategy Technique.

3. Documents

A valuable source of information in qualitative research can be documents Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies.[57]

F. Technique of Data Analysis

According to Miles and Huberman analysis as consisting of three concurrent flows of activities; data reduction, data display, and conclusion drawing/ verification.[58]

1. Data Reduction

Data reduction refer to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. The data reduction/ transforming process continues after fieldwork, until a final report is completed.

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[57] John W. Creswell. *EDUCATIONAL RESEARCH: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Edward Brothers, Inc. (2012). 222.

[58] Mathew B. Miles and A.Michael Huberman, "*Qualitative Data Analysis*," (United State: SAGE Publications, 1994),10

2. Data display

Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, base on that understanding.

3. Conclusion and verification

In this implication, the researcher makes a conclusion. The conclusion is the answer of the research problems that have been formulated.

G. Data Validity

Some versions of validity regard it as essentially a demonstration that a particular instrument in fact measure what it intends, purports or claims to measure, that an account accurately represent 'those features that it is intended to describe, explain or theories'. Other definitions state that validity is the extent to which interpretations of data are warranted by theories and evidence used.[59]

Validity takes many forms. For example, in qualitative data validity might be addressed through the honesty, depth, authenticity, richness, trustworthiness, dependability, credibility and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher.[60]

H. Research Procedure

In this research, there are some procedures of research which must be done. They are planning, application, the procedure of data analysis and reporting.

a. Planning

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[59] Louis Cohen, Lawrent Manion & Keith Morrison, *Research Methods in Education (Eight Edition),* Routledge (2018), 245.
[60] Ibid. 246.

This procedure includes arranging the plan, choosing the research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research equipment.

b. Application

This procedure involves understanding background of research and join in the research to collecting the data.

c. Analyzing

It includes analyzing data, observation, and documentation in Teaching Speaking Through Learning Start With Question Strategy at Eight Grade of MTs Ma'arif Klego.

d. Reporting

The researcher writes a research report in form of thesis about "Teaching Speaking Through Learning Start with Question Strategy at the Eight Grade of MTs Ma'arif Klego In Academic Year Of 2019/2020".
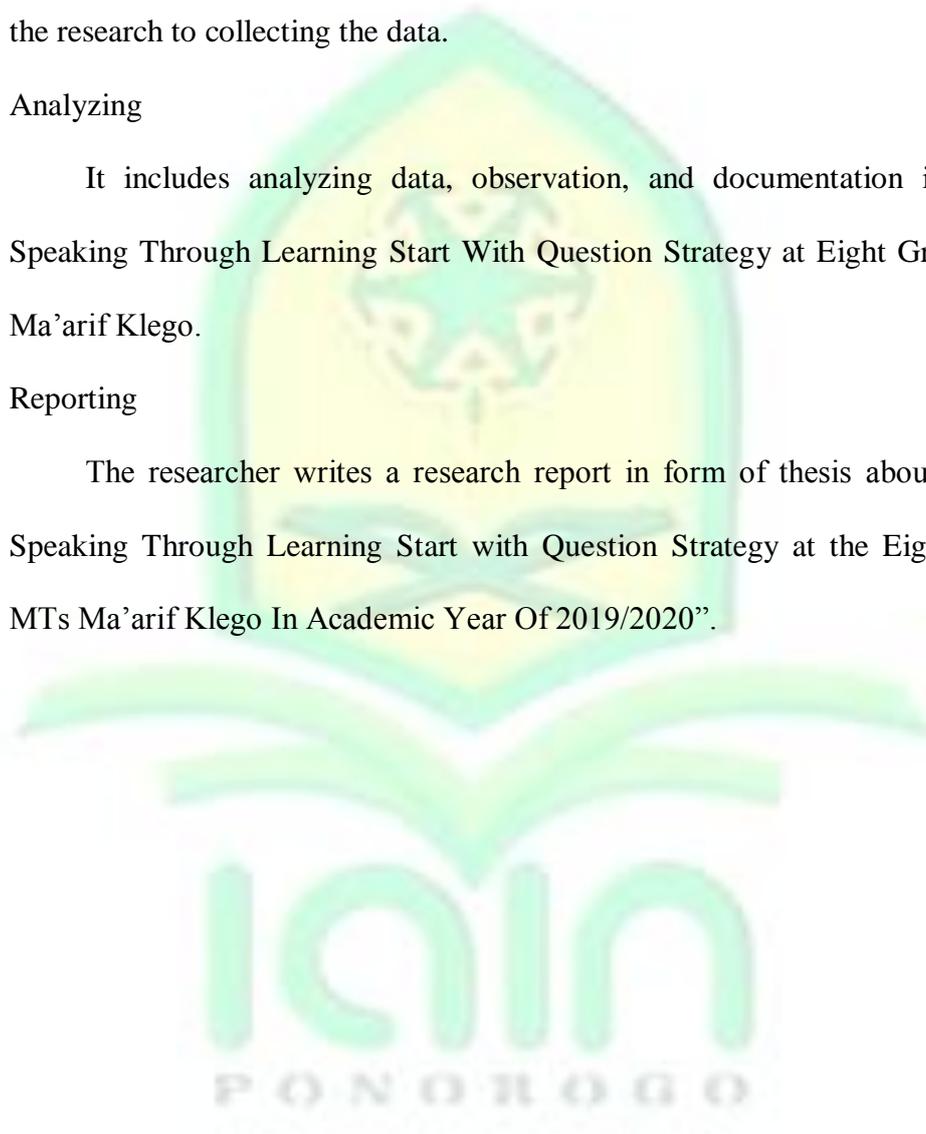
CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research location, data description, data analysis and discussion

A. Research Location and Time of the Research

1. General Location

This research was conducted at MTs Ma'arif Klego in the academic year 2020/2021. The school is located at Jl, Halim Perdana Kusuma No. 38 Mrican Jenangan Ponorogo. MTs Ma'arif Klego which was established on 1 Juli 1986 with the operational license number W.m. 0602200586, under the patronage of Yayasan Hidayatul Mubtadien, is one of the many Madrasah Tsanawiyah in Ponorogo district.

MTs Ma'arif Klego has been accreditation on 20 April 2007 with the status accreditation of B based on *SK Dewan Akreditasi Madrasah Provinsi Jawa Timur* Number C/KW. 13.4/MTs/190907/2007.

The headmaster of MTs Ma'arif Klego is Muhammad Sahal, S.Ag. MTs Ma'arif Klego supported by 30 professional educators with coalification education of S1. At its inception only had a few classes and now has development into 6 classes that consist of VII A-B, VIII A-B, IX A-B. This school uses KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for ninth grade. Furthermore, they used 2013 curriculum for seventh and eighth grades.

2. **Vision, Mission, and Goal of MTs Ma'arif Klego**

   a. **Vision**

      1) Have knowledge, have high quality of knowledge in IPTEK and IMTAQ as *kholifah fil ardl.*

      2) Charity, skilled in carrying out workship and skilled in community.

      3) Fear, always uphold the truth and avoid from all evil, both religious norms and society norms.

   b. **Mission**

      1) Virtuous

      2) Keep healty

      3) Knowledgeable

      4) Sincere Soul

      5) Skilled, be autonomous, creative, and potentially.

   c. **The goals**

      All the students can carry out workship well, have a noble character, be able to speak Arabic and English which eventually can compete with other educational institutions.

B. **Data Description**

   Data description was collected from interview, observation and documentation. For collecting the specific data, the researcher conducted the interview on Juli 20, 2020 until September 30, 2020.

   The specific data that have been collected are analyzed through data reduction, data display and conclusion of teaching speaking through learning start with question strategy to eight grade students of MTs Ma'arif Klego in academic year 2020/2021. After conducting the interview and observation, the researcher got the result as follows:

1. **The Implementation of Teaching Speaking by Using Learning Start With A Question Strategy**

   a. **Result of Observation**

   At the observation on Saturday, 25 July 2020 until Monday, 14 September 2020 with the students Eight Grade of MTs Ma'arif Klego, this research focused on the observation about steps in Teaching Speaking Trough Learning Start with Question Strategy used by the teacher.

   In the first observation, the teacher conducted on Saturday, in July, 25 2020 on 08.00-11.30 pm in teaching process, the teacher began with greetings, and than the students answered it. After greetings, the teacher asked and repeat the material that has been given before. The teacher asked about daily activities, and the students answered it with English. In accordance with observation, the teacher is given the material about vocabularies and sentences about numbers. After repeating the material with English language, the teacher gave the material about Expressions of getting attention, which mentioning about Expressions of Getting Attention, identifying of expressions, asking and answering about the material.

   Before starting the lesson, the teacher gives an axample of expressions of getting attention, in this part the teacher ricites the expressions and students are listening.

   First, the teacher gave the detailed example about expressions of getting attention. After gives five example expressions of getting attention to the students, the teacher asks to them to stand up together and practice in front of class. In practicing the material the teacher start with recite the Expressions of Getting Attention with using do you understand...? to

checking understanding. Then the teacher asks to the students to repeat and answered what the teacher says. The teacher repeat this activity and the students impersonate. The example used in this part the Expressions of Getting Attention as follows:

1)   1.excuse me..?

2)   attention please..!!

Second, the teacher asks to students to practice about the material. Than the teacher asks to the student individually to mention the expressions of getting attention. When one student mention, the others should give attention and support her friends. If all students understand, than the teacher continued to ask the studnets to sit down.

Third, the teacher does questions and answers to the students through guessing (guessing using what is this/that. This activity is to support the students in practicing and memorizing the vocabulary. After this activity done the teacher give individually work to tell the daily activities.

In the last lesson, the teacher conducted student in mentioning expression of getting attention. As closing activity, the teacher gave evaluation by question answer session to reflect students had learning during the teaching speaking process. Every student was given evaluation about their skill or ability and given scoring about the result. Motivate students to always study regulary. After that the teacher ends today learning process by prayer.[61]

In the next observation, the teacher selects material about things around school, this observation conducted on Thursday in Agustus, 26th 2020, on

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[61] Look at interview transcript number: 01/I/26-VII/2020

08.00-11.00 pm in teaching process. Teaching Speaking is begin with explanation from the teacher that they discussed about things around school.

The teacher introduces about things at school by using indonesian language and than English Language, Student Listen. In this part, the students was listen the vocabulary, firts than the teacher introduces vocabulary about things at school by using question with indonesia folk song "naik-naik ke puncak gunung". The teacher repeats this activity.

After that the teacher asks to the students impersonate and sing song with the precise intonation and pronunciation. The teachers give question and answer through using Is it a.....? and It is a....., students answered with it is a.... when all of activities have done the teacher asks to the students to come back to class.

At the class teachers ask to the students in pairs to write down 5 vocabularies about things at school at the paper. Then the students individually work on the work book. In the last of meeting in applied teachers strategy, teacher gives motivation to the students to read and practice more often especially in vocabulary to make students become accustomed in conducting new words and also to develop their speaking.[62]

Based on observation on Rabu at Agustus, 29th 2020 on 09.30-10.30 pm the teacher selects about Family.

The process teaching speaking with question strategy is begun with greeting and the students answered it. The same as previous learning, the instructor asked to the students about material that has been taught before. In

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[62] Look at interview transcript number: 01/I/25-VII/2020

this learning process the instructor began the learning process by giving the material about family.

After that, the teachers read the sentence and followed by the students. All of kind sentence using to be was clear.

In this part the teachers emphasize differences of relatives with cousins and nephew. The teacher repeats this activity and the students impersonate what the teacher says. Next, the teachers invite students in pair to recall questions about family member with who is he? / who is she? / who are they? And what is her name? What are their names? The etacher explains the sentence of questions beginning with "is .. your ... ?" berarti menanyakan " apakah dia adalah ... mu?" the teacher write is he your father?, is he your brother?, is he your uncle? After clear then the students individually work on the paper write about they family members.

In the last of meeting in applied teacher's strategy, then the teacher gives motivation to the students to read and practice more often especially in vocabulary in teaching speaking. It aims to make students become accustomed in conducting new words and also to develop their speaking.[63]

b.   **Result of Interview**

When research asking related to way the teacher implementation, students respon,The implementation of Teaching Speaking by Using Learning Start with Question Strategy at MTs Ma'arif Klego that The Students in one class of Eight grade, There are 30 students consisting of

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[63] Look at interview transcript number: 01/I/25-VII/2020

several grade classes of MTs Ma'arif Klego. Mrs. Eni Qomariyah, S.Pd. said in the interview:

> "In speaking learning in class VIII, we know for ourselves how situations and conditions, especially in the learning media, in the development of speaking in class VIII we use methods with Question Strategy, especially when in the beginning of the class in developing vocab and speaking this is very helpful so that students are able to speak well"[64]

According to Mrs Eni during the interview that in speaking learning with question strategy method will help students understand vocabulary vocabulary, and also they will get used to it because in the early learning they continue to be baited with question questions and make students accustomed to speaking. Mrs. Eni Qomariyah, S.Pd. said:

> "In English Teaching especially teaching speaking in MTs Ma'arif that lack this learning media, it is very helpful, because with this Question Strategy method students can be a little more emphasized in terms of vocab addition and also especially speaking so that students can speak/ Speak well, and will also get used to"[65].

Based on the statement above, that in speaking learning in middle school or MTs Ma'arif we need to improve habituation by baiting questions so that students will all be trained and develop good speaking learning," Mrs. Eni Qomariyah, S.Pd. said:

> "With this Question Strategy method, it is very noticeable the effect especially in speaking learning, with this method especially before teaching at the beginning we provide stimulus with this question strategy, and seen there is indeed an improvement because not a few students dare to speak and the speaking level is also good, so this method is suitable for developing speaking.

Based on the statement above , in the development of speaking students, there must be habits and supported by the activeness of teachers in developing this speaking learning process well, so that choosing methods in

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[64] Look at interview transcript number: 01/I/25-VII/2020
[65] Look at interview transcript number: 01/I/25-VII/2020

improving the learning development of students especially in terms of speaking should also be good, so that this question strategy method develops well. Students will get used to it and also teachers will become easier in the learning process.

At the interview on Tuesday, 25 August 2020 until Sunday, 30 August 2020 with Mrs. Eni Qomariyah, S.Pd. this research focused on the observation about steps in teaching Speaking what are teachers strategies used by the teacher.

In the first interview, the teacher prepares questions about daily life. This interview was conducted on August 25, 2020 at 10.00-11.30 in the learning process, first the teacher starts by giving greetings, then the student answers. After greetings the teacher gives questions about daily life at home and reviews the material that has been given at the time of yesterday's meeting before the teacher gives questions. After review on yesterday's lesson a teacher gave a question strategy with questions about daily or not far known students, then the teacher gave an example first, 2 students were told to come forward, then 2 students interacted with English language, after which then the students will answer with English, so that students will be used to Speaking in the context of learning, and will become accustomed. After giving the question the teacher will start a new material with each finished method of discussing the student material given the question again with english language, attracting students so that students will communicate and the learning process speaking with Question Strategy will be good and formed.

Second, the teacher gives a question about the material that has just been given, then the student will be told to come forward by being appointed by the teacher and answer the question in English so that the learning speaking with the question does have a positive impact for the student.

Third, after the learning process is complete, the teacher repeats the material in general and is asked again to the student, so that the student understands the material and the learning speaking with Question strategy will run.[66]

Finally, the teacher gives the closing greeting, and the students answer.

2. The Students Responses On The Implementation Of Teaching Speaking Through Learning Start With Question Strategy

There were a various students' responses on the implementation of Teaching Speaking learning Start with Question strategy. Here are the students' responses or statements on the implementation of those strategy:

According to Evi Iftidatul Khoiri as a student of Eight grade MTs Ma'arif Klego:

"It's fun. He is the type of person who is assertive, patient, but in teaching is very detailed but attentive to students so that students understand what is taught. Furthemore, the teacher teaches in a good way and it makes students easily."[67]

Related to statement above, the students can easier to teaching speaking trough learning start with question strategy. They feel that this strategy is the most right strategy which can makes them easier to understand what the teacher had taught. According to Fitria Rohmatul Hasanah:

"I think learning by using the stratJohn W Creswell, *"Qualitative Inquiry & Research Design,"* (London: Sage Publications Ltd, 2007),36egy is quite

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[66]Look at interview transcript number: 01/I/25-VII/2020
[67] Look at interview transcript number: 02/I/26-VIII/2020

interesting. obviously students are habitued and given stimulus with the Strategy so as to make it easy for students to understand the question given."[68]

Based the statement above, the students feel enjoy because the teacher implementation a teaching speaking learning start with question strategy. It help student to understand the question that was given by the teacher in teaching and learning process. According to Ridho Nur Hidayat:

"Teaching Speaking with Question Strategy Among others is that John W Creswell, *"Qualitative Inquiry & Research Design,"* (London: Sage Publications Ltd, 2007),36I can be easier and get used to it. In addition, I also do not feel sleepy in the classroom because I can learn to be more focused."[69]

It indicates that students are interested in teaching learning process. The students fell enjoy and foccus in teaching speaking with question strategy because this strategy make be fun.

Besides that the researcher conducts the interview from other students, the opinion about teaching speaking with question strategy according To Ridho Nur Hidayad:

"by using strategy used by Mrs. Eni, I found it difficult to speak, before he implemented the strategy, I became easier to get used to and easier in Speaking."

Related the statement above, the students interested with the strategy. They prefer this strategy than other strategy in teaching speaking with question strategy, they feel that this strategy is fun and exciting. According to Selvi Nafiatus Zumaroh:

"sometimes we feel bored and sleepy at the class in teaching speaking. But, by using learning start with question strategy make me get used speak english and make easier to remember that."[70]

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[68] Look at interview transcript number: 03/I/27-VIII/2020
[69] Look at interview transcript number: 04/I/29-VIII/2020
[70] Look at interview transcript number: 05/I/30-VIII/2020

Based on the statements above, it can be concluded that the student feel more enjoyable in teaching speaking with question strategy. This is so because those strategy students will become helped and become able to speak.

3. **The Factors Are Influencing The Implementation Of Teaching Speaking Trough Learning Start With Question Strategy**

The strategies used by teacher will depend on the skill or information the teacher would like to convey to their students. Some of the most common teaching methods are memorization, class participation, recitation, and demonstration. While these teaching strategies are widely used, a teacher has a spesific teaching method. Teacher must be flexible in their strategies and often adjust their style of teaching to accommodate their students.

Efficient teaching methods are essential tools that can help student's achieve success in the classroom. Each student has a different personality and learning abilities. There are several factors that a teacher must consider when choosing a teaching method for students. Some determining factors for selecting a teaching strategy include the student's interest and background knowledge, as well as their invironment and learning abilities. Teacher also help their students learn with various learning to help students understand and complete class assignments.

Teacher's strategies had many advantages in teaching Speaking. Its support by Mrs. Eni Qomariyah, S.Pd. statement:

> "Teacher's strategies support the teacher in teaching Speaking with Question Strategy students can be a little more emphasized in terms of vocab addition and also especially speaking so that students can speak well, and will also get used to it."[71]

Based on the statement above, this strategy is suitable in the teaching speaking trought learning start with Question Strategy. By those strategy, the

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[71] Look at interview transcript number: 01/I/25-VII/2020

student can easier on understand and memories the speak. Mrs. Eni Qomariyah, S.Pd. said:

> "i tell the students what the subject we will learn today. I give them Question about daily activities. After that, I ask to the student to answer with english language first and then they answer about question. It has an factors implementation teaching speaking with question strategy."[72]

It means that besides can improve speaking skill, and doalso can improve speaking skill with a Question Strategy. It means that the strategy have to change the students are more enjoyed and interested joining the teaching learning process. So the students have new atmosphere in learning Speaking.

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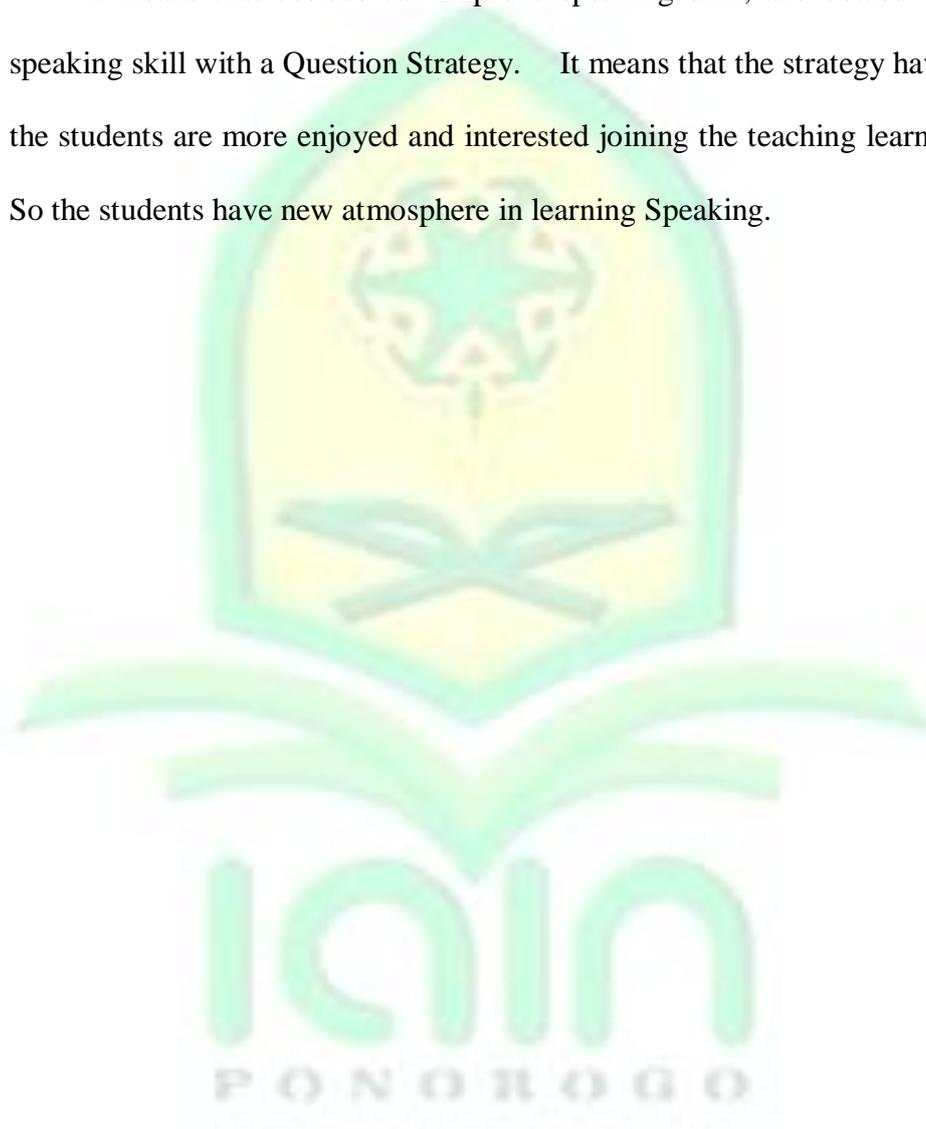
[72] Look at interview transcript number: 01/I/25-VII/2020

CHAPTER V

DISCUSSION

In this chapter, the researcher explains the result of this thesis which is conducted at MTs Ma'arif Klego as an educational institution outside the school. The discussion gives the explanation for the research problem which has been stated in Chapter I as follow:

A. The Implementation of Teaching Speaking by Using Learning Start with A Question Strategy

According to the data description, At the observation on Saturday, 25 July 2020 until Monday, 14 September 2020 with the students Eight Grade of MTs Ma'arif Klego, this research focused on the observation about steps in Teaching Speaking Trough Learning Start with Question Strategy used by the teacher.

In the first observation, the teacher conducted on Saturday, in July, 25 2020 on 08.00-11.30 pm in teaching process, the teacher began with greetings, and than the students answered it. After greetings, the teacher asked and repeat the material that has been given before. The teacher asked about daily activities, and the students answered it with English. In accordance with observation, the teacher is given the material about vocabularies and sentences about numbers. After repeating the material with English language, the teacher gave the material about Expressions of getting attention, which mentioning about Expressions of Getting Attention, identifying of expressions, asking and answering about the material.

Before starting the lesson, the teacher gives an axample of expressions of getting attention, in this part the teacher ricites the expressions and students are listening.

First, the teacher gave the detailed example about expressions of getting attention. After gives five example expressions of getting attention to the students, the teacher

asks to them to stand up together and practice in front of class. In practicing the material the teacher start with recite the Expressions of Getting Attention with using do you understand...? to checking understanding. Then the teacher asks to the students to repeat and answered what the teacher says. The teacher repeat this activity and the students impersonate. The example used in this part the Expressions of Getting Attention as follows:

1.   Excuse Me..?

2.   Attention Please..!!

Second, the teacher asks to students to practice about the material. Than the teacher asks to the student individually to mention the expressions of getting attention. When one student mention, the others should give attention and support her friends. If all students understand, than the teacher continued to ask the studnets to sit down.

Third, the teacher does questions and answers to the students through guessing (guessing using what is this/that. This activity is to support the students in practicing and memorizing the vocabulary. After this activity done the teacher give individually work to tell the daily activities.

In the last lesson, the teacher conducted student in mentioning expression of getting attention. As clossing activity, the teacher gave evaluation by question answer session to reflect students had learning during the teaching speaking process. Every student was given evaluation about their skill or ability and given scoring about the result. Motivate students to always study regulary. After that the teacher ends today learning process by prayer.[73]

In the next observation, the teacher selects material about things around school, this observation conducted on Thursday in Agustus, 26th 2020, on 08.00-11.00

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[73] Look at interview transcript number: 01/I/25-VII/2020

pm in teaching process. Teaching Speaking is begin with explanation from the teacher that they discussed about things around school.

The teacher introduces about things at school by using indonesian language and than English Language, Student Listen. In this part, the students was listen the vocabulary, firts than the teacher introduces vocabulary about things at school by using question with indonesia song tone "naik-naik ke puncak gunung". The teacher repeats this activity.

After that the teacher asks to the students impersonate and sing song with the precise intonation and pronunciation. The teachers give question and answer through using Is it a.....? and It is a....., students answered with it is a.... when all of activities have done the teacher asks to the students to come back to class.

At the class teachers ask to the students in pairs to write down 5 vocabularies about things at school at the paper. Then the students individually work on the work book. In the last of meeting in applied teachers strategy, teacher gives motivation to the students to read and practice more often especially in vocabulary to make students become accustomed in conducting new words and also to develop their speaking.[74]

Based on observation on Rabu at Agustus, 2th 2020 on 09.30-10.30 pm the teacher selects about Family.

The process teaching speaking with question strategy is begun with greeting and the students answered it. The same as previous learning, the instructor asked to the students about material that has been taught before. In this learning process the instructor began the learning process by giving the material about family.

After that, the teachers read the sentence and followed by the students. All of kind sentence using to be was clear.

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[74] Look at interview transcript number: 01/I/25-VII/2020

In this part the teachers emphasize differences of relatives with cousins and nephew. The teacher repeats this activity and the students impersonate what the teacher says. Next, the teachers invite students in pair to recall questions about family member with who is he? / who is she? / who are they? And what is her name? What are their names? The etacher explains the sentence of questions beginning with "is .. your ... ?" berarti menanyakan " apakah dia adalah ... mu?" the teacher write is he your father?, is he your brother?, is he your uncle? After clear then the students individually work on the paper write about they family members.

In the last of meeting in applied teacher's strategy, then the teacher gives motivation to the students to read and practice more often especially in vocabulary in teaching speaking. It aims to make students become accustomed in conducting new words and also to develop their speaking.[75]

learning process for Students Eight Grade of MTs Ma'arif klego has been used The Teaching Speaking Through Learning start with Question Strategy, strategy used in teaching and learning is Question Strategy, because in teaching and learning Speaking focused on speaking Skill.

Speaking is used more often and it is more important to make students or adults orally express their message emotion. Speaking need performance, expression, intonation, stressing, pronunciation, grammar and confidence to explore the idea or opinion. Speaking also needs a practice. Student cannot reach the target if they do not try to practice the language.

The researcher can be known that one of the guidance for teachers in teaching speaking is provide maximum opportunity to students to speak the target language. Student must be given more opportunity to practice language and communicate English

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[75] Look at interview transcript number: 01/I/25-VII/2020

as much and better as possible. So, the English teacher of MTs Ma'arif Klego Ponorogouse Learning start with Question strategy in teaching speaking.

Based on the interview and observation of applying learning start with question strategy applying learning start with question strategy to develop speaking ability to the Eight grade students of MTs Ma'arif Klego Ponorogo. The researcher found that English teacher obligates to prepare well how to teach English in class.

In learning start with question practice, the teacher give some questions about material will be teaches. So it does not require long time and it can be said that question about material include as opening in teaching learning process. When giving some question to the students, so the students giving respond with answering the question.

According to Mell Siberman, the process of learning start with a question strategy is: [76]

1. Distribute to students a class hand-out material. Material is necessary to stimulate questions for some readers.

2. Have the students learn the flyer with a friend. Encourage learners to ask what they do not understand

3. Answer question of students. You teach by your answer to the learner. Make a special effort to respond to questions raised.

From the statement above, the teacher use a variation in the application of learning of learning start with with question strategy. And from the observation in the class, the teacher used asking expression of attention and family relatives to stimulate asking and answering about the material. And then after the question and answer session the teacher would explained the material to give further explanation so tjat the students could have a better understanding

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[76] Mell Silberman, *Active Learning: 101 Strategy Pembelajaran Aktif,* (Pustaka Insan Madani: Yogyakarta, 2007), 144.

This strategy is done the opening of teaching and learning process. It only takes five until ten minutes. The teacher gives some questions the related with the material that will be taught to the students. Some students usually answer the question but the other don't answer. It can stimulate the students to start the teaching and learning process well. It is like brain storming.

Besides that, this strategy only some minute. It is can called opening in teaching and learning process. In this opening, teacher gives some question. But no many question in this lesson. So the implementation and process of teaching speaking through learning start with question is running quiet well.

B. The Students Responses On The Implementation Of Teaching Speaking Through Learning Start With Question Strategy

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. They must practice it especially in learning teaching in order to be fluent, without an ability to speak, it would be impossible to have a natural communication among people.

On of characteristics of successful speaking activity as stated by Penny Ur are participation is even: classroom discusion is not dominated by by a minority of talkactive participants: all get a chance to speak and contributions are fairly evently distributed and motivation is high: Learners atre more to speak: because they are interested in the topic and vave something new to say about it, or because they want to contribute to achieving a task objective.[77]

According and interview with student teaching speaking in this school is poorly and also from the students have lack motivation to speak English in the class. Besides

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[77] Ur.Penny, *A Course in Language Teaching: Practice and Teory,* (New York:Cambridge University Press,1996), p. 120

that. For speaking English well need long time. In here time of learning start with question strategy only provided a little time. Therefor, the speaking skills are lack.

From statement above, it means that in learning speaking; most of the students face difficulties such as lack of confidence, shyness, and silence that impede a natural communication. They often make mistake while trying to communicate in English. Students might have so many ideas to convey but such lacking have made them to utter or say what they suppose to say. Thus the result is less because only a few students are active.

C. The Factors Are Influencing The Implementation Of Teaching Speaking Trough Learning Start With Question Strategy.

The Implementation of teachers' strategy in teaching Speaking Through Learning Start with Question Strategy. Some advantages are building students motivation in learning, and improve students activeness.

Teacher's strategy that used by teacher are give someone questions To student's, Question and answer strategy is suitable strategies to be used in teaching speaking to Eight Grade OF MTs Ma'arif Klego. First, the students are easier to understand the Teaching Speaking given by the teacher. As the result, teacher is easier to manage the class easily. Second, by those strategy it can build the students memories about vocabulary. Third, the students had more fun, activeness, enthusiastic, feel enjoyable, and exciting in the learning process conducting Question strategy.

From the statement above, the teacher use a variation in the application of learning of learning start with with question strategy. And from the observation in the class, the teacher used asking expression of attention and family relatives to stimulate asking and answering about the material. And then after the question and answer session the

teacher would explained the material to give further explanation so tjat the students could have a better understanding.

In addition, the advantages of Teachers' strategies in teaching speaking with question strategy is also monotonous session of the teaching learning process. As the result the strategy have to change the students are more interested the teaching learning process. So, the students do not feel bored or sleepy in the teaching speaking through learning start with question strategy also can improve and cunstruct students' speaking skill.

CHAPTER VI

CLOSING

A. Conclusion

Referring to the finds and discuss it can be concluded that

1. Implementation of the Teaching Speaking through Learning Start with Question Strategy to the Eight Grade of MTs Ma'arif Klego Ponorogo in academic year 2020/2021, is in the following:

   a) The teacher asking the student to repeat the yesterday lesson so that the students could memorize it. Then the teacher use questions of regarding expresion of asking attention and family relatives so the student could answer it with their example, this question method is directed so that the students are moved to speak english during class session.

   b) The teacher also used song that has many object and then the teacher would ask questions for the students to change that object from indonesian language to english vocabularies. They also instructed to name many objects in school using english vocabularies. The teacher also ask the students to write and memorize those vocabularies. This method is used so that the students could not also find but to memorize the vocabularies from that particular song.

   c) The teacher gives motivation to the students to read and practice more often especially in vocabulary in teaching speaking. It aims to make students become accustomed in conducting new words and also to develop their speaking.

2. Students respond of Teaching Speaking through Learning Start with Question Strategy to Eight Grade Student of MTs Ma'arif Klego Ponorogo in academic

year 2020/2021, in learning speaking; most of the students feels that the strategy makes it eazy for the students to understand the lesson. The students also feels it's easy for them to speak english in a class setting.

3. There are several factors that influence the teacher in applying several strategies to improve students' speaking abilities, because speaking is the most important way of comunicating in this globalization era. There are severeal factors that influanced the teaching speaking with question strategy. These factors include first the flexibility of the teacher, the teacher must be flexible in their strategies and often adjust their style of teaching to accomodate their students. The second factor is the teacher understanding of the students interests and background knowledge as well as their environment and learning abilities. The third is the comfortable learning process so the student could speak freely and enjoy the lesson.

B. Recommendation

1. For the Teacher

   a. Teacher should care and understand to the students' problem during Implementation teaching-speaking. By this, students will enjoy and feel comfortable with the Implementation of teaching speaking.

   b. Teacher should increase the teaching speaking in order to know and find the suitable strategy so that the teaching speaking will be successful.

   c. Teacher is able to use speaking through learning start with question strategy in developing teaching speaking.

2. For the Institution

   a. The school should encourage teachers to aplly many methods which make teaching speaking enjoyable.

   b. The school should give an opportunity to the teachers to aplly this method, and also it will stimulate the teacher to develop in teaching speaking.

   c. The school should respect and give learning facilities in order to make the teachers and students can improve the teaching-learning methods.
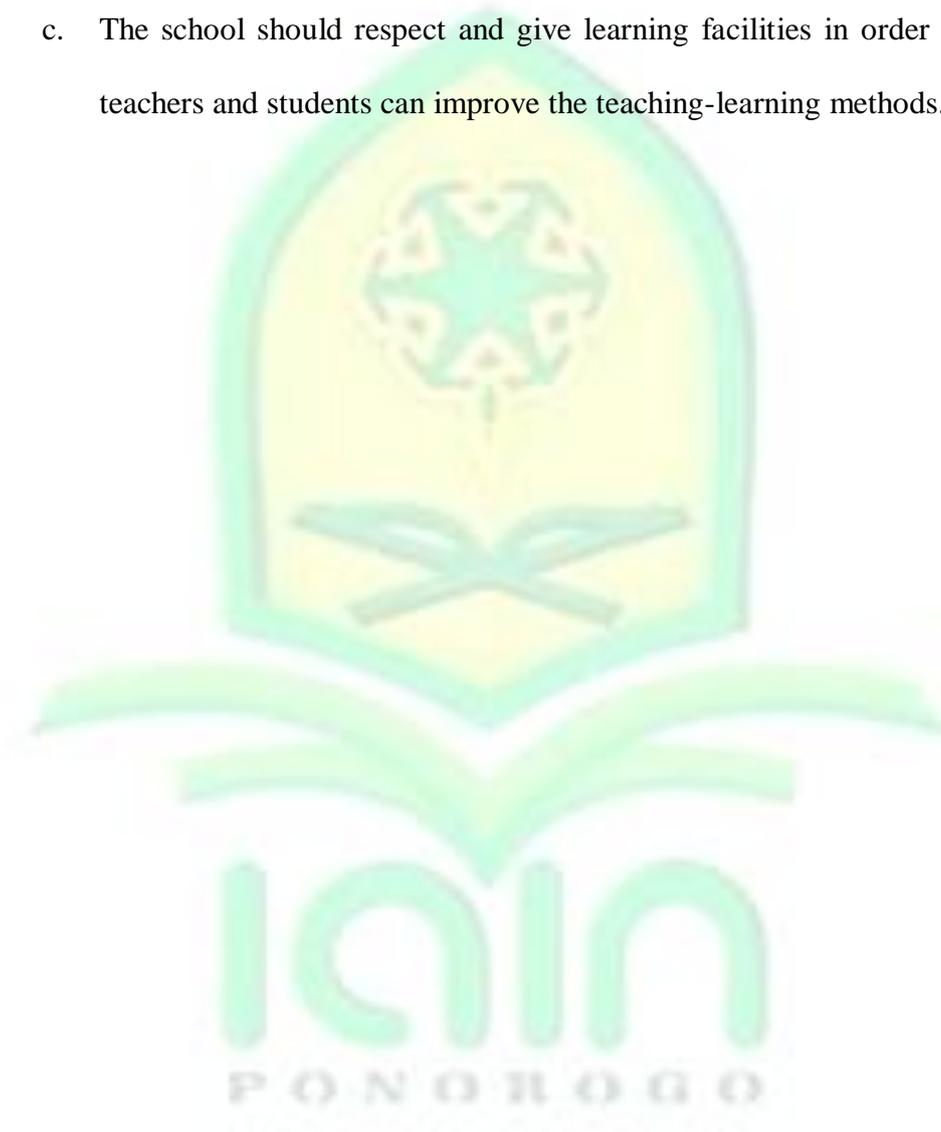
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