

STUDENTS' PERCEPTION ON QUESTIONING TECHNIQUE IN IMPROVING SPEAKING SKILL ABILITY AT ENGLISH EDUCATION STUDY PROGRAM

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Abstract

This study aims to investigate about students perception toward the use of question technique in improving students speaking skill at tertiary level. Spoken skill and communication may play a very vital role to the students as their future profession might rely heavily on the use of speaking ability. There are 24 participants in this study and it came from freshman of English Education major. Based on the findings, it is clear that the students had a positive attitude toward the use of questioning technique improving their speaking ability. The students perceived that they had an improvement especially in fluency, accuracy, comprehension, vocabulary, and pronunciation. Moreover, the questioning technique led the students to be more active and participate in the learning activities. Besides, it triggered students to show their self-confidence. In short, it is implied that the more questioning technique is used, the better the students' spoken ability might be.

Keywords: Speaking Skill, question technique, perception, strategy, method

Introduction

The use of language in life is a very important aspect. According to Kadnawi (2021), the use of language is to express inner thoughts and emotions, understand complex and abstract thoughts, learn to communicate with others, fulfill our wants and needs, and set rules and maintain our culture. Nowadays, English language is one of the important tool to communicate. According to Sinaga & Oktaviani (2020), communication can be defined as the action of delivering or transferring idea from one place, person or group to another. Due to English as an international language, English plays an important role to the students. Students are prepared to master English to make the easier in communicating in every occasion and help them to communicate in English (Oktaviani & Desiarti, 2019). English is understandable almost everywhere among scholars and educated people, for it is the language of the world. In addition, entertainment fields such as cinema, TV, pop music, and the computer world also use English. Therefore, it is very important for students, especially those who are major in English, to be able to communicate in English and be able to understand what other people say.

Speaking is one of the skill that students have to master in English. It is a productive skill that it produce voice to share the ideas, information, and to express meaning to interact with other people. Mandasari & Aminatun, (2019) state that speaking skill is one of the important skill to teach in English language teaching. The aims or objective of

speaking skill is the students are able to communicate (Apriyanti & Ayu, 2020). For foreign language learners, learning speaking skills is not an easy thing. Students will find it difficult to express ideas, words and not confident in speaking. In university level, the main goal of teaching speaking is to train the students to speak fluently with good fluency and accuracy (Wahyudi, 2017). There are several part of speaking that students have to master, such as vocabulary, pronunciation, intonation, fluency and accuracy. Low fluency will affect effective communication between speakers. In addition, it causes the interlocutor to hesitate and the message expressed is not clear. On the other hand, by having good fluency and accuracy in speaking English, the speaker or interlocutor produces spoken language.

Based on the fact and writer's observation in the classroom, many students still feel the difficulties in speaking. Most of the students still had a lot of difficulties speaking in English, such as lack of vocabulary, not confidence, afraid to speak and make a mistakes and so on. There are many students that passive in English especially in the freshman or first year of study. Moreover, in speaking English there are challenges could be felt by the students since English as a foreign language in Indonesian (Mandasari & Aminatun, 2020). They also worried about making mistake in speaking English. As a result, they had less courage to speak English and it led to poor speaking performance. Moreover, they still made frequent grammatical errors, and produced mispronunciation.

The factors that influenced students difficult to speak come from students itself or from the media learning, teaching method, and teaching material when they learn English (Mandasari & Oktaviani, 2018). Therefore, the teaching and learning activities done in speaking class are very important factors to lead the students to become better speakres. The activities have to give useful contribution for the sake of improving the students' speaking ability, particularly in the terms of fluency and accuracy. It is line with Sari (2018) that the pattern of interaction carried out in the classroom is very influential for the success of the teaching and learning process. For this reason, the lecturers are supposed to create a good atmosphere or a good learning environment by using appropriate speaking methods, strategies, techniques, and relevant materials for the remarkable progress of their students.

Usually in teaching speaking in college, there are presentations or question and answer sections that students do in the classroom. It is aim to train students to speak and answer question from the audience directly. Wahyudin & Rido (2020) state that an alternative way for lecturers to trigger students to be active and enthusiastic about learning is to use learning applications to make the class more interesting and improve their English skills and make class activities less monotonous. In addition, in teaching English, the use of interesting material, media, and techniques can enhance the students to learn English (Pratiwi & Ayu, 2020).

Question technique could be as one of the way to overcome the problem. Learning by using question technique is the simple strategy to trigger students be active and speak in the learning and teaching process (Silberman, 1996). It is also in line with David (2007) statement that questioning technique is an important aspect of classroom interaction in ESL Classroom. By using questioning strategy, the students can seek information related to the topics being discussed in speaking class and trigger the students to produce organized ideas and interaction. In addition, questionning strategy also plays an important role in language acquisition. It enhance the students to more speak bacause they have opportunity to participate in the learning and teaching activity when they were asked from audience or lecturers. Moreover, asking questions will train the listeners to focus and listen the

question (Bennie, 2004). Thus, it achieves goodness fluency and accuracy of speech English.

Based on the explanation above, this study aims to determine the students' perception on questioning technique influence of students' speaking skill.

Literature Review

Concept of Speaking

There are various definitions of speaking that stated by some experts. Speaking is a production types of language user (Harmer, 1985). It means that speaking is an ability of producing an oral language. Long and Jack (1987) also state that speaking is a complex set of language skill that has many components, such as pronunciation, listening, and grammar skills. By mastering the components involved in speaking, speakers can produce a good spoken language (Oktaviani, 2017). Speaking is the active use of language to express meanings or information so that other people can get the point of them. In speaking, both of speaker and interlocutor should know about what is talk about. It is also in line with Jie (1999) who say that language use is more important than knowing language use. When a speaker and a listener interact or communicate verbally, each focuses on language use instead of language use. Furthermore, speaking is the process of buildings and delivering information through the use of verbal and non-verbal (Chaney in Kayi, 2006). It means that spoken language consists of both verbal and non-verbal language to share meanings or ideas in various contexts between speaker and interlocutor.

Based on the explanation above, it can be concluded that speaking is one of productive skills, which means the ability in using oral language through sound and voice to present information, produce ideas, express meaning for interacting with another member of community which involves many components; including pronunciation, listening, and grammar skills both in verbal and non-verbal of a variety context.

Concept of Questioning Technique

There are some definitions of questioning technique. Hussain (2003) states that questioning is the most influential act of teaching and the trend has hardly changed over the years. In addition, Orlich, et.al (1985) also add that the technique of asking questions can be used as a tool to develop certain information concepts that will be conveyed. It means that it can be used to get well-organized information and have a well-organized speech in spoken English.

In addition, Qashoa (2013) states that one of the most common and prominent classroom activities are the act of teacher questioning. The teacher has to be able to ask questions in order to have a better teaching and learning interaction and students' participation (Mulyasari & Putri, 2020). As supported by Questioning plays an important role in language acquisition because as Ellis in Ozcan (2010) claims, language learners mostly have the opportunity to participate when they are asked a question. It means that it is used to motivate and involve students in teaching and learning activities, especially in teaching speaking class. So, it can be concluded that questioning technique is a medium of stimulating the students' participation in the classroom. Particularly in speaking class, the learners know what and how to participate in speaking English since they understand about the topic being discussed. It gradually produces a good spoken language with high fluency and accuracy.

Teaching Speaking

Teaching speaking is one of concern by anyone who is responsible for teaching English. Many questions about how to get learners to initiate and develop, how to use appropriate language, and how to negotiate or interact in conversation, may continue to arise (Putri & Sari, 2020). The goal of teaching speaking skill is to communicate efficiently and accurately. In teaching speaking, the teacher has to emphasize on the efficiency of oral communication so that the use of the language works well rather than the usage of the language (Damayanti & Listyani, 2020). To support this idea, Hughes (2003) mentions, objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehensions as well as production. In other words, teaching speaking aims to enhance the capability of interaction in comprehending and producing the language.

From the explanation mentioned above, it can be concluded that the primary goal of teaching speaking English is communicative efficiency particularly in language production, which the use of language is emphasized rather than the usage of language.

Related Studies

To support this study, there are some findings of studies that related to the use of questioning technique in teaching speaking English such as: First, David (2007) investigated Teacher's Questioning Behavior and ESL Classroom Interaction Pattern. In his conclusion explained that questioning behavior affects ESL classroom interaction. By implementing questioning technique in speaking skill, the learners can produce good fluency in English since they can generate many ideas from the questions given by teacher or classmates.

The second study is conducted by Al-muani (2013). He analyzed the use of referential and display questions in classroom discourse and studied the quantity and quality of the learner talk which occurred with these questions. The findings of his study explained that referential questions would increase learner talk and promote more interaction between learners and the teacher. Referential question will always produce more and longer responses.

The third research that conducted by Wahyudi (2017) entitled "The Use of Questioning Technique to Enhance Students' Speaking Ability". He talked about questioning strategy that use in the classroom and the impact of students' speaking ability. Wahyudi used quantitative and qualitative for his research. The result of his study shows that questioning technique could improve students' speaking ability, students' vocabulary was improved and students more fluent in speaking English.

Method

This study aims to explore students' perspective toward the use of questioning technique influencing their speaking ability. Therefore, this study use qualitative research. William (2011) stated that one component of a qualitative study is the social phenomenon that is examined from the participants; in this case, it is students. In this study, the researcher distributed questionnaires in the form of survey websites to collect data and the results of the questionnaire will be stated in the data findings using a qualitative approach. Other questions were also developed by researchers to gain the students' perspective.

The participants of this study are the students from the freshman or first year in English Education major in Universitas Teknokrat Indonesia. More precisely, it involves participants from English Daily Conversation in English Education major. The participants

consisted of 24 female and male students. They were selected as representatives of the use of questioning technique towards the improving students' speaking skill. Their perspective will be seen as a non-expert perspective. So, they represent the perspectives of the community and students.

For collecting the data, the writer distributed questionnaire for the participants and conduct the interview. There are 7 questions provided for gaining the data of the use questioning technique in improving students' speaking skill. Likert scale is used in this questionnaire. There are 4 scales, which are Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). While in interview session, there are 5 questions for the students.

Findings and Discussion

The result of this study shows students' perception of the use questioning technique in improving students' speaking skill. From the the result of the questionnaire, it shows that most of the students agree and strongly agree that questioning technique improve their speaking skill.

Questionnaire

A. Students' Interest in Questioning Technique

No	Statements	SA	A	D
1	I like the question and answer session during the learning process	29,2 %	58,3 %	12,5 %
2	I am more confident when answering questions during learning process	41,3 %	41,7 %	16,7 %
3	The questioning technique train me to more participate in the learning process	33,3 %	54,2 %	12,5 %

The data shows above shows that the students' attitude toward the use of questioning technique in speaking class is good. 29,2 % students very like and agree with the use of questioning strategy implemented in the classroom. Moreover, 58,3 % or 14 students from 24 students agree with the boths of statements. They like and be more confident in speaking English when question technique is implemented. Only 3 from 24 students or 12,5 % disagree with the statement related to implementation questioning technique in the learning and teaching speaking English process. The students also agreed and strongly agreed that the questioning technique made them to be more participated in the learning activities. It is in line with Wahyudin (2017) that this activities could contribute significant positive impact on students' L2 comprehension and fluency.

B. Improving Students' Language using Questioning Technique

No	Statements	SA	A	D
1	By answering questions from the	50 %	33,3 %	12,5 %

	audience or lecturer, it makes my speaking skill improve			
2	My vocabulary increases when answer the questions from the audience or lecturer	45,8 %	41,7 %	12,5 %
3	The questioning technique improve my pronunciation	29,2 %	58,3 %	12,5 %
4	The questioning technique improve my speaking fluency, accuracy and comprehension.	41,3 %	41,7 %	16,7%

Based on the data above, it can be seen that most of the students agreed and strongly agreed with the statements. There are 50% of students agreed that when they answer question from the audience or lecturer, it made their speaking ability improved. Besides that, their vocabulary and pronunciation also improve when using questioning technique strategy. It is in line with the statemnt from Wahyudi (2017) that the students could increase much vocabularies and develop a lot of ideas. By using questioning technique, it led the students to enrich their vocabulary and ideas. From the data above only 12,5 % of students that disagree with the statements. Using questioning technique gave a knowledge for students to pronounce the words correctly when they speak and answer the question. When they did wrong pronunciation, the lecturer repeated the words with good pronunciation, then the students can listen and followed the correct one. It gradually improved their speaking accent. Furthermore, questioning strategy also could improve students' fluency and accuracy. The questioning technique was very helpful for the students. From the questioning technique, the students get more ideas in order to speak more fluently, which helped the students explain ideas easily (Wahyudi, 2017). Moreover, student involvement in the question and answer activity is great because they understand what they want to say from that question given.

In this study, it was found that Questioning Technique could improve all of indicators of speaking skill. Besides that it could improve students' participation and make students to be more confident. The students' pronunciation was improved through the activities of questioning because the lecturer pronounced the correct word when the students made wrong pronunciation. The students also could enrich their vocabulary in the questioning strategy, because they students developed vocabulary related to the topic being discussed. Furthermore, the participation, fluency and comprehension of the students also improved. It is because before speaking and they knew what to say from the questions and they involved in the activity.

Interview

In obtaining the data, the researcher conucted the interview to the students trough *Whatsaapp* chatt application. The participants is randomly selected from 1 Daily Conversation Class. There are 5 students as interviewees. In this interview, the writer used structured interview where the researcher made questions based on students' responses. The aim of conducting interview is to know in depth students' perception toward questioning technique influence of students' speaking skill.

1. Tell me about your experiences when the lecturer use questioning technique in learning activity?

PD : *So far, I enjoy when the lecturer implemented the questioning technique in our learning activity. Although sometimes I feel confused when answering, but it can train me to speak in front of the class.*

DR : *I sometimes get nervous when asked a question, but so far it's been fine. I find it very helpful in learning to speak when asked questions.*

SN : *I'm just happy with that method, because I can know the answers from friends. Besides that, I can get a lot of new knowledge. Although sometimes I also feel nervous when asked.*

AT : *I think it's good, because it can encourage students to keep learning.*

AI : *So far, I enjoy if the lecturer implemented this strategy by. From that I learn, I can also find out more information so that later when asked I can answer.*

From the result above, we can see that all of the students agree with the questioning technique is implemented in learning and teaching activity. The data obtained from the interview showed that all of students had positive answers about the use of questioning technique. They stated that learn by using questioning technique was enjoyable and triggered them to learn more.

2. In your opinion, does the questioning technique has relations with speaking skills?

PD : *Of course, because when we are asked whether we like it or not, we have to answer and talk. So it trains our speaking skill.*

DR : *Of course there are, because we were asked questions, but we tried to find answers and deliver it to the audience.*

SN : *Yes, because by this strategy, I should answer it directly in oral.*

AT : *Yes it has relation between questioning technique and my speaking skill. Because I learn a lot from given a questions.*

AI : *Of course it is related with speaking skill. Because sometime we should answer it directly in oral speech.*

From the result of interview above all of the students had positive perspective toward the use of questioning technique influence their speaking skill. They stated that their speaking skill is trained when questioning technique is used in learning activity. They should answer the question directly also in oral speech, so they have to deliver their idea by speaking. It is in line with Kadnawi (2021) that after they got question and answer it directly, the students had an improvement in their speaking skill.

3. Does questioning technique trigger your sense of learning?

- PD : *I am more excited when got the question from audiences or the lecturer. It is challenge me.*
- DR : *Actually yes, but I felt nervous when answering or did not know the idea that I want to say.*
- SN : *I felt guilty if I could not answer the questions, so I have to learn and know more about the topic about.*
- AT : *Sometimes yes, because I was afraid if I can not answer the question and nobody could help me that's why I have to learn a lot.*
- AI : *Yes because I want to get an additional score and I want to increase my skills.*

The data from the interview above showed that all of students had a positive response in questioning technique triggres they motivation in learning. It is because they felt afraid, shy, or motivated when they got the questions from the audiences or lecturer.

4. Do you find the difficulties when questioning technique is implemented?

- PD : *I lack of vocabulary when I want to answer the question. It made me difficult to deliver idean that I have in my mind.*
- DR : *I difficult to answer the question if I have no idea. Sometime I also felt insecure and nervous when answering the question.*
- SN : *I was afraid to make a mistake when I speak in English.*
- AT : *I was shy when I speak in English and I make a mistake, like grammar or my pronunciation was bad.*
- AI : *Yes, it was hard when I want to answer the question but I have no much knowledge about the topic.*

Based on the result above, it could be seen that all of students also had the difficulties when this study is implemented. They stated that they lack of vocabulary then they was hard to answer the question. Other students also said that they felt shy and afraid to make a mistake when speak English.

5. In your opinion, what is the value of using questioning technique?

- PD : *I can learn a lot about vocabulary, pronunciation and also improving my English speaking skill.*
- DR : *By using questionng technique, I can know more how to pronounce the word correctly, because my lecturer could correct me if I was wrong.*
- SN : *I got much knowledge and new vocabulary when this strategy is implemented in learning activity.*
- AT : *I felt many improvement in speaking and confident when this strategy is used in the learning activity.*
- AI : *This is so helpful for me, because there were many vocabularies, pronunciation, grammar and knowledge that I could know in this strategy.*

The data above stated that the questioning technique is very useful for the students. The students got many improvement and knowledge about pronunciation, vocabularies, grammar and the idea of topic. It is in line with Wahyudi (2021) statement that Questioning Technique has made a lot of changes toward the improvement of students' speaking ability. The students also stated that this strategy trained them to be more confident.

CONCLUSION

Based on the findings and discussion above, it can be concluded that the students have positive perceptions toward the use of questioning technique in improving speaking skill. Questioning technique enables the students to be more active and foster their self-confidence. It is worth noticing that the students perceive questioning technique as the way to develop their confidence in doing a presentation, asking and answering some questions. The students seem to be more involved in the classroom activities. Besides, the students' language skill such as pronunciation, vocabulary, fluency and comprehension were perceived having improvement. For further studies, other researchers may confirm the usability and the effectiveness of questioning technique in the process of teaching speaking since it was not explored further. Though students have perceived positively the implementation of questioning technique, it needs further investigation whether it affect significantly to each aspect of speaking ability.

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