THE USE OF QUESTIONING TECHNIQUE TO ENHANCE STUDENTS' SPEAKING ABILITY

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ABSTRACT

Due to Questioning and answering as the activities that cannot be separated from Daily communication, the difficulties of speaking English encountered by pre-service English teachers are highly required to be overcome. In addition, they are future English Teachers. This study, therefore, aims at enhancing students' speaking ability through Questioning technique and finding out the factors that influence the change of students' speaking ability. This study was a classroom action research, which was carried out in two cycles. The freshmen of English Education Department were the participants of the research. Based on the findings, it showed that Questioning Technique could improve students' speaking ability in terms of accent, grammar, vocabulary, fluency, and comprehension, in which speaking fluency was the highest improvement of all. Moreover, it led the students to good self confidence and classroom participation. In short, the more the students use questioning technique, the better the students' speaking ability is.

Keywords: Questioning Technique, Speaking Ability, Enhance.

INTRODUCTION

Speaking is one of productive skills, which is the ability in using language orally through sound to present information, to produce ideas, and to express meaning for interacting with another member of community. In university level particularly in English Education Department, speaking is normally taught from the first year up to the second year with different course descriptions and credit hours for each semester. The main goal of teaching speaking is to train the students to speak fluently with good fluency and accuracy. Since they are pre-service teachers, it also prepares them for teaching English in the future time.

To speak English well, the students should, therefore, master some parts of speaking ability such as fluency and accuracy. Fluency focuses on meaning and spontaneity and accuracy focuses on vocabulary, grammar, style, pronunciation of sounds, stress, and intonation. Low fluency of speaking will affect the effective communication between speaker and interlocutor in terms of hesitation, brief utterances, and unclear message expressed. Subsequently, low accuracy of speaking leads to poor language production in terms of poor vocabulary, poor accent, and mistakes in basic grammar. On the other hand, by having good fluency and accuracy in speaking English, the

speaker or interlocutor produces good spoken language.

Based on the writer's interview and teaching experience, it was found that most of the students still had a lot of difficulties speaking in English. Second, particularly in teaching speaking, many of the first year students of class F of English Education Department of Faculty of Education and Teachers Training of Sultan Syarif Kasim State Islamic University of Riau were passive in English. It can be proved that when they told something or do oral presentation and discussed about a topic, their fluency was low. They were not able to generate ideas when speaking. As they could not express their ideas due to lack of vocabulary, they had poor confidence or felt nervous in expressing their ideas. Thus, the sentences they produced were brief and unclear. 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. Their accent was so influenced by their mother tongue that the sentences they produced were difficult to understand. Consequently, most of them were poor in accuracy.

In relation to the current fact in teaching speaking previously clarified, it can be identified that there are two factors that cause students' poor speaking ability. Firstly, from the students themselves, they are lack of vocabulary or ideas, brief sentences or confusing sentences, fear of making mistakes, grammatical errors, and mispronunciation. Secondly, the problems also come from the teacher who teaches speaking with inappropriate speaking teaching techniques or strategies, teaching media, and teaching materials. Therefore, the teaching and learning activities done in speaking class are very important factors to lead the students to the better speakers. The activities have to give useful contribution for the sake of improving the students' speaking ability, particularly in the terms of fluency and accuracy. For this reason, teachers 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.

The possible solution to overcome the problem is by making use of questioning technique. Silberman (1996) stated that learning starts with a question is the simple strategy to stimulate question asking, the key to learning. It is also supported by David (2007) that questioning is an important aspect of classroom interaction in ESL Classroom. It is also used as a functional or speech act label, and refers to an utterance that seeks information (Wu, 1993). It means that through questioning technique the learners can seek information related to the topics being discussed in speaking class and produce well organized ideas and interaction. To support this idea, Brock in David (2007) in his study discovered that Classroom Question of whatever fort is designed to get learners to produce language. In addition, teachers may create discourse which can produce a flow of information form students to the teacher and may create a more near-normal speech. Furthermore, 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 similarly, Condrill and Bennie (2004) note that ask questions will indicate the listener understand your main points and to gain the most from any conversation, focus on listener and ask questions and listen to the responses. Thus, it achieves the good fluency and accuracy of speaking English.

Pertaining to the problems previously stated, this study, therefore, aims at enhancing students' speaking ability through questioning technique and finding out the factors which influence the changes of students' speaking ability by using Questioning technique.

REVIEW OF THE RELATED THEORIES AND FINDINGS

1. Concept of Speaking

Various definitions of speaking are stated by some experts. First, speaking is a skill involving some kinds of production on the part of language user (Harmer, 1985). It means that it is an ability of producing a language orally. Second, Long and Jack (1987) state that speaking is a complex set of abilities that involves many components; including pronunciation, listening, and grammar skills. By mastering the components involved in speaking, speakers can produce a good spoken language.

Then, according to Bygates (in Nunan, 1987), speaking can be characterized in terms of routines, which are conventional ways of presenting information which can either focus on information or interaction. It means that is a conventional way of communication habitually done by speaker and interlocutor in order to give or receive information. In other words, it is a conventional way of interaction between speaker and hearer. In addition,

Weir (1993) stated that speaking involves the ability to satisfy two particular demands, processing condition and reciprocity condition. The processing condition is concerned with the speech taking place under time pressure, and reciprocity condition is concerned with interpersonal interaction between speaker and interlocutor. On the other hand, the ability of speaking English is achieved if speaker and interlocutor understand the context of interaction happening.

Subsequently, speaking is negotiating intended meanings and adjusting one's speech to produce the desired effect on listener (O'Malley and Pierce, 1996). It is used for negotiation to express intended meanings between speaker and hearer in which speaker express the ideas to influence his/her hearer. It means that in interaction the speaker attracts his/her interlocutor's attention to his/her ideas.

Moreover, speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2004). In speaking, speaker and interlocutor emphasize on the meaning what each is saying about in order that they understand one another. It is also supported by Jie (1999) who says that the use of language is more important than knowing the usage of language. When speaker and hearer are interacting or communicating orally, each focuses on the use of the language not the usage of the language. Furthermore, speaking is the process of buildings and sharing meanings through the use of verbal and non-verbal symbols, in a variety context (Chaney in Kayi, 2006). It means that spoken language consists of both verbal and non-verbal language to share meanings in various contexts between speaker and interlocutor.

Dealing with some theoretical definitions above, It can be concluded that speaking is one of productive skills, which is the ability in using language orally through sound 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.

2. Teaching Speaking

Teaching speaking is one of the concerns by anyone who is in charge of teaching English. Many questions of how to make the learners initiate and develop self-esteem, how to use appropriate language, and how to negotiate or interact conversationally, may continually appear. As suggested by Brown and Nation (1997) that the goal of teaching speaking ability is communicative efficiency. 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. 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.

In addition, Kayi (2006) states that teaching speaking is a very important part of second language learning that the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. It means that English mastery is particularly essential in the terms of speaking in the second language learning, which may result in the success of both students' learning and students' life in the coming time.

Moreover, Nunan (in Kayi, 2006) explains that teaching speaking is to teach ESL learners in: a) Producing the English speech sounds and sound patterns; b) Using word and sentence stress, intonation patterns and the rhythm of the second language; c) Selecting appropriate words sentences according to the proper social setting, audience, situation, and subject matter; d) Organizing their thoughts in a meaningful and logical sequence; e) Using language as a means of expressing values and judgments. f) Using the language quickly and confidently with few unnatural pauses called as fluency.

In relation to the previous explanation, the conclusion can be made 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.

3. Concept of Questioning Technique

To understand what Questioning technique is, some definitions are either directly or indirectly quoted, which are then reviewed. First, Hussain (2003) states that questioning is the single most influential teaching act and the trend has hardly changed over the years. Orlich, et.al (1985) added that the Questioning technique can be utilized as a helpful tool to arrange concepts of certain information that will be delivered. It means that it can be used in order to have well organized information and to have well organized speech in speaking English. It enables the students to speak

English with good fluency and accuracy due to well arranged concepts.

Second, in order to teach well, it is widely believed that one must be able to question well. Asking good questions fosters interaction between the teacher and his/her students. It also has been known that it is possible to transfer factual knowledge and conceptual understanding through the process of asking questions (Brualdi, 1998). It means that students and teacher can interact with each other related to the topic being discussed. As a result, it leads to communicative fluency.

In addition, Qashoa (2013) states that one of the most common and prominent classroom activities are the act of teacher questioning. It can be stated that the teacher has to be able to ask questions in order to have a better teaching and learning interaction and students' participation. 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 Course.

Finally, it can be concluded that Questioning technique is a tool of stimulating the students' participation in the classroom. Particularly in speaking course, 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.

4. The Benefit of using Questioning technique

As Questioning technique is a good way of helping the students produce the language orally, it has many benefits in teaching and learning activities, which are discussed in accordance with some experts. First, David (2007) recommended that Display questions should be more exploited in English Language classroom as means of improving classroom participation and involvement of learners or questioning behavior should be exploited as a way of promoting classroom interaction in ESL instruction. It can be concluded that Questioning technique is a good way of enhancing learner classroom interaction especially in speaking course.

Brock in David (2007) and Van lier in Shomoossi (2004) note that classroom questions of whatever sort are designed to get learners to produce language.

In different view, Brock in Shomoossi (2004) explains the role of questions in second language learning in the classroom environment, which referential questions in particular increase the amount of learner output; therefore, an increased use of referential questions by teachers may create discourse which can produce a flow of information from students to the teacher, and may create a more near-normal speech.

In relation to explanation above, Questioning technique has many advantages of learning a language, particularly in learning speaking. It can be employed as tools to generate a lot of ideas for the sake of producing a language orally in achieving good fluency and good accuracy. Thus, making use of Questioning technique before speaking leads the learners to speak fluently.

5. Purposes of Questioning Technique

Using Questioning technique has many purposes as discussed by some theoreticians. First, teachers ask questions for several reasons (Morgan and Saxton in Brualdi: 1998):

a. The act of asking questions helps teachers keep students actively involved in lessons;
b. While answering questions, students have the opportunity to openly express their ideas and thoughts;
c. Questioning students enables other students to hear different explanations of the material by their peers;
d. Asking questions helps teachers to pace their lessons and moderate student behavior; and
e. Questioning students helps teachers to evaluate student learning and revise their lessons as necessary.

Second, Hussain (2003) added several possible reasons of Questioning that are (a) to encourage learners to talk; (b) to signal an interest in hearing what learners feel and think; (c) to stimulate interest and awaken curiosity; (d) to encourage problem- solving approach to thinking and learning; (e) to help learners externalize and verbalize knowledge learning; (f) to encourage thinking aloud and exploratory approaches to task; (g) to help learners to learn from each other; (h) to monitor learning; and (i) to deepen learner's thinking level and increase their ability to conceptualize.

Third, Brown, Wragg, Cotton, Richard and Morgan in Qashoa (2013) state the following functions that the teacher questioning serves in the classroom which are (a) asking questions helps teachers to follow up and elaborate on what a student has said; (b) students can openly express their ideas through answering teacher questions; (c) asking questions enhance students' interest and keep them actively involved; (d) the act of questioning let students benefit from various explanations of the material by the peers; (e) questioning is a good tool for evaluating student learning and reviewing and the lesson as necessary; (f) asking questions enables teachers to control class discipline and student behavior.

From the purposes of questioning discussed above, it can be concluded that questioning can be separated from teaching the language, especially in teaching speaking course in order to get the students involved in the communicative activities.

6. Application of Questioning Technique

There are some steps of using Questioning technique that can be applied in teaching, which are suggested by experts. According to Hussain, the questioning technique can be worked as in the following:

a. Ask the question.
   The teachers should state the que stion clearly and concisely. If a question is complicated, it may be necessary to rephrase it. It is imperative that the question is stated first before naming the learner to respond.

b. Pause.
   After asking a question, pausing is important so that everyone has time to think. Waiting time is essential when asking high-level question.

c. Call on the learner by name.
   Learners should be randomly selected to answer the questions so

that they try to formulate the answer.

d. Listen to the answer.

A good technique that teachers can use to ensure that the learners are attentive is to ask another learner to respond to the answer given.

e. Emphasize the correct answer.

The teachers could ask probing questions to have the respondents' response clarified, to support a point, or to extend their thinking.

In different ways, Wahyudi (2013) notes that questioning technique can be practiced by using throwing and catching the ball, in which a student throws a ball while giving a question at the same time and another student catches the ball by answering the given question. The steps of the activity; a) the class is divided into a number of groups (up to the number of students); b) teacher prepares some balls based on the number of groups; c) the students stand up and make circle in each group; d) each group is given a ball; e) teacher gives some instruction what to do; f) the students in the group will take a turn to throw and catch the ball or ask a question and answer the question; g) the question can be specified by the teacher (related to the given topic).

Furthermore, questioning technique can be practiced through face to face talk which facilitate the students to ask questions with each other

Dealing with the theories of Questioning technique particularly in teaching speaking, it can be concluded that there are five steps of Questioning technique that can be applied in teaching speaking such as: ask the question, pause, call on the learner by name, listen to the answer and emphasize the correct answer.

7. Related Findings

There are some findings of studies related to the use of Questioning technique in teaching English as in the following:

First, David (2007) investigated Teacher's Questioning Behavior and ESL Classroom Interaction Pattern. It was found from this study that there was a difference in the distribution of Displays Questions and Referential Question in ESL Classroom, Teacher used more of Display question than Referential Questions, Referential question created less classroom interaction than Display question. In Summary, questioning behavior affects ESL classroom interaction. By using Questioning technique before speaking, the learners can produce good fluency in English since they can generate many ideas from the questions given by teacher or classmates.

Second, the study by Shomoossi (2004) was about the effect of teachers' questioning behavior on EFL classroom interaction. Its finding indicated that Display questions were used by the teachers more frequently than Referential Question because the amount of classroom interaction caused by Referential questions is much greater than Display questions. Therefore, most, not all, referential questions create more interaction in the classroom than display questions do. By having much vocabulary obtained through Questioning technique before speaking, the learners have good courage or confidence to speak English without worrying of making mistakes.

In the third study, Long and Sato in Wu (1993) examined the forms and functions of ESL teachers' questions by comparing them with questions found in real-life discourse. They concluded that:

(1) ESL teachers ask more display questions than referential question; and (2) ESL Teachers ask more display questions than native speakers in informal conversation with non-native speakers outside the classroom.

In the fourth study, Al-muani (2013) 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 indicated 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.

Referring to the findings above, it can be concluded that Questioning technique can increase the students' speaking ability, which increase learners' talk and the learners and teacher's interaction. It gradually build up students' confidence, develop a lot of ideas, decrease students' worry, create interesting and enjoyable class, improve the students' comprehension, activate students' prior knowledge, and stimulate them to use their knowledge to interact one another.

Though the research about Questioning technique have been done, it is important that more studies need to be conducted in order to solve the problem in teaching speaking. Therefore, the writer would like to carry out a classroom action research about the use of questioning technique to improve student's speaking ability through.

METHOD OF RESEARCH

The type of the research used in this study is a classroom action research which aims at explaining whether Questioning technique can improve the second semester students' speaking ability. As Mills (2000) states that classroom action research is a systematic acquiring done by teachers (or other individuals in teaching learning environment) to gather information about the subsequently improve the way of their particular schools operate how they teach and how well the students learn. In another way, Mettetal (2001) states that classroom action research is a systematic enquiry with the goal informing practice in a particular situation. Thus, it is a way for instructors to discover what works best in their own classroom situation, allowing informed decision about teaching. To support this idea, Burns (1999) states that the application of facts findings in the classroom action research is the practical problem solving in social situation with a view to improve the quality of action within it that involves the collaboration and cooperation of researching, practitioner and laymen. Similarly, Johnson (2005) concludes that classroom action research is the process of study or real school or classroom situation to understand and improve the quality of instruction. In different way, Suwartono (2014) classroom action research is the research in which the researcher involves directly in the setting of the problems experiencing.

Because this study was designed to improve the quality of teaching and learning activities particularly in teaching speaking class at Faculty of Education and Teachers Training of Sultan Syarif Kasim State Islamic University of Riau, the researcher applied a collaborative classroom action research that the researcher and collaborator became a team and work together for solving the problems in order to improve students' speaking.

The participants of this research are the first semester students of class F of English Education Department of Faculty of Education and Teachers Training of Sultan Syarif Kasim State Islamic University of Riau in 2015/2016 academic year. There were twenty-nine students, twenty-five female and 4 male students, which graduated from either public or private high school. They had some speaking problems namely; lack of vocabulary or ideas, brief sentences or confusing sentences produced, fear of making mistakes, grammatical errors, and mispronunciation. Moreover, lecturer and collaborator are primarily involved in this research. The lecturer is the person who teaches speaking course, and the collaborator is the person who teaches the same subject in another class.

This research was conducted at the first semester students of Class F of English Education Department of Teacher training and Education Faculty of Sultan Syarif Kasim State Islamic University of Riau. It is located at H.R Soebrantas Street Km.15, Panam, Pekanbaru, Riau.

The key instrument of this study was the researcher who gathered the data from the checklist of observation, field notes/ recordings and the test in every step of two cycles. Those all deal with teaching and learning activities in speaking class.

Pertaining to classroom action research, Ur (1997) states that it is based on a cycle of investigation, action and reinvestigation such as a problem is identified, relevant data are gathered and recorded, practical action is suggested that might solve the problem, a plan of action is designed, the plan is implemented, results are monitored and recorded, and if the original problem has been solved, the researchers may begin work another, the original is redefined and cycle is repeated.

Furthermore, there are some steps of cyclical process done in a classroom action research according to Kemis and Robin (1988), Madya (2006), and Arikunto, et al (2007), they are plan, Action, Observation and Reflection. This research has been done in two cycles by using questioning technique to improve the students' speaking ability; each cycle had four meetings; each meeting with the allocation of time 2 x 50 minutes.

There were two steps done by the researcher in analyzing the data as follows:

1. Quantitative Data

    After assessing the test given to the students through oral presentation by using the proficiency description of testing oral ability, the data were quantitatively analyzed. To assess students' oral presentation, the oral language scoring rubric was used as adopted from Hughes (2005). Then, after the data of students' speaking ability which were assessed based on oral language scoring rubric, the data were analyzed and categorized in rating scale. The rating scale was adopted from Leo (2006) which are $86 - 100$ = A (very good), $71 - 85$ = B (good), $56 - 70$ = C (Fair), and $10 - 55$ = D (Poor).

2. Qualitative Data

    The data gathered from observation checklist, field notes, and test through oral presentation were presented in most qualitative description as suggested by Gay and Airasian (2000) that there are some steps can be done such as data managing, reading/memoing, classifying, and interpreting.The

final stage in the qualitative research process which is done by the researcher is writing the report of the research. The data which were managed, read, classified, and interpreted are written in the form of a report in order to describe the study and its finding.

FINDINGS AND DISCUSSION

A. Findings

Before carrying out the research, the researcher and collaborator gave speaking test to the students in order to know the base score at the starting point. The speaking test was assessed based on oral language scoring rubric in terms of accent, grammar, vocabulary, fluency, and comprehension, which was done by three raters. The base score of the students' speaking ability indicated that two of 29 students were categorized in the good level of speaking ability, seven students were categorized in the fair level of speaking ability and the others were categorized in the poor level of speaking ability. It means that 6.89% of the students were categorized as good students, 24.1% of the students were categorized as fair students, and 69% of the students were categorized as poor students. The result of students' test in each indicator is displayed as in the following table:

Table1. The Base Score of the Students' Speaking ability

No	Indicator	The Number of Students (29)							
		Rating quality/Percentage							
		Very good	%	Good	%	Fair	%	Poor	%
1	Accent	0	0	4	13.79	7	24.13	18	62.06
2	Grammar	0	0	1	3.44	7	24.13	21	72.41
3	Vocabulary	0	0	0	0	8	27.59	21	72.41
4	Fluency	0	0	3	10.34	12	41.38	14	48.28
5	Comprehension	0	0	3	10.34	6	20.68	20	68.96

From the table above, it shows that the students' speaking ability before conducting classroom action research was not good. First, in term of accent, there were no student categorized into the level of very good, four students or 13.79% of the students categorized into the level of good, seven students or 24.13% of the students categorized into the level of fair and eighteen students or 62.06% of the students categorized into the level of poor. The level of the students' speaking ability in term of accent can be illustrated that the students still had difficulty in speaking English in term of accent. It was found that they were unable to pronounce words well, which was due to the influence of their mother tongue or their tendency of using their mother tongue. Next, some of them spoke unclearly so it influenced the meaning of the words pronounced, which led to misinterpretation. Moreover, they made a lot of repetition in pronouncing words because they were not sure whether the words they pronounced were correct or not.

Second, in term of grammar, there was no student obtaining the level of very good, one student or 3.44% of the students who was in the level of good, seven students or 24.13% of students who were in the level of fair, and twenty-one students or 72.41% of

students who were in the level of poor. It can be illustrated that the students made many grammatical mistakes when speaking English. Since they had studied grammar for a long time, most of them could not control their sentences, which their sentences were not complete, so it broke the meaning what they said. They also use incorrect tenses, which they were not able to use appropriate tenses in accordance with the usage. Then, incorrect prepositions were done by them.

Third, in term of vocabulary, there were no students obtaining the level of very good and good, eight students or 27.59% of the students who was in the level of fair, and twenty-one students or 72.41% of the students who were in the level of poor. It means that the students' vocabulary when speaking English was poor, they were difficult to express and to communicate ideas. Their lack of vocabulary influenced the sentences they produced, which were simple. It also broke their fluency. Furthermore, they had problem in choice of words. Many sentences formed were inappropriate choice of words.

Fourth, in term of fluency, there were no students who were in the level of very good, three students or 10.34% of students who were in the level of good, twelve students or 41.38% of the students who were in the level of fair, and fourteen students or 48.28% of the students who were in the level of poor. It can be concluded that most of the students had poor fluency in speaking English. It was caused by lack of vocabulary mastery and the knowledge of the topic being talked. In addition, when they spoke English, their speeches were short. They also spent much time to think of what to say.

Fifth, in term of comprehension, there was no student who was in the

level of very good, three students or 10.34% of the students who were in the level of good, six students or 20.68% of the students who were in the level of fair, and twenty students or 68.96% of the students who were in the level of poor. It indicated that the students' comprehension about the topic being talked was poor. It was caused by the prior knowledge or background knowledge which was possessed by the students.

Finally, the average score of students speaking ability before conducting classroom action research of every indicator was 45 in term of accent, 44 in term of grammar, 47 in term of vocabulary, 49 in term of fluency, and 45 in term of comprehension. It means the total of means for each indicator was 46. After analyzing the data from the test, the researcher concluded that the level of students' speaking ability before conducting the research was poor. The students did have difficulties in speaking English because all indicators of speaking were categorized in the level of poor. On the other hands, the speaking teaching technique previously used was to change. Consequently, in order to improve the students' speaking ability in terms of accent, grammar, vocabulary, fluency and comprehension, the researcher made plans of activities done in the first cycle by teaching speaking through Questioning Technique.

1. **The extent to which questioning technique could improve the students' speaking ability**

As it was previously clarified, this research was carried out in two cycles, each cycle had four meetings.

a. The First Cycle

At the first meeting of this cycle, the topic discussed was about "Self-Introduction". In the beginning activity, teacher began the lesson by writing the topic on the board and the list of questions related to the topic, for example: *"What is your name?"* The collaborator observed teaching learning process. From the data obtained in observation checklist and field notes, there were some notes taken from the teaching and learning activity. Most of students involved in the activity because it was not new for them, the domination of the lecturer was high to explain the questions, the students still got some examples from the lecturer, they were asked to answer the questions. Then, they were invited to do presentation in front of the class. However, the students could not speak comfortably in their presentation because most of them relied on the list of the questions made or they tended to read it which looked like reading instead of speaking, and most of the students made mistakes in grammar and pronunciation from presentation. After the presentation, the students were given some corrections related to their presentation. It seems that the students had difficulty in terms of grammar when speaking English or they could not speak correctly and they were busy with the list of questions.

At the second meeting, the topic was about "Let's know each other". Based on the observation checklist and field note, there were some activities that could be described. The lecturer wrote the topic on the board in starting the lesson, explained about the statements on the boxes and gave some examples of how to formulate the questions from statements. Then, he distributed a piece of paper related to statements in the boxes in order to stimulate the students' active involvement in the practice of questioning. Most of students got motivated to participate, in which they were busy and noisy doing the activities because they enjoy doing it. The students showed that the use of Questioning Technique were good because they were easy to speak about the topic since they knew what to say or ask and they could develop their ideas.

At the third meeting, the topic in this meeting was about "Practice questioning and answering through throwing and catching the ball". By using a ball a student throws a ball while giving a question at the same time and another student catches the ball by answering the given question. In this activity the lecturer divided the class into five groups, had the students stand up and make circle in each group, gave a ball for each group, and gave some instruction what to do, which the students in the group took a turn to throw and catch the ball or ask a question and answer the question. Based on the data gathered, it could be noted that the domination of lecturer was small in this activity, it means that the students were very active to practice questioning and answering. They could ask and answer the questions fluently or they felt enjoyed speaking English though they could not control it. It showed that the students still made a lot of grammatical errors in questioning and answering.

At the fourth meeting, the topic "Describing a classmate" was discussed. There were several things noted such as the lecturer prepared the list of questions related to the topic, explained the list of questions related to the topic, gave example to the students, some of whom were randomly asked referring to the list of question, they

answered the questions. Then, the students were asked to practice questioning and answering through face to face talk before they were invited to do presentation by describing his/her classmate. From their presentation, it was still found that grammar and pronunciation problems were still with them. However, the students could have good fluency without worrying about making mistakes.

At the end of this cycle, the lecturer administered a speaking test to assess the students' speaking progress in one cycle after applying Questioning Technique. In doing the test, the students were given a topic "Describing an Object". Then, each student was to prepare themselves by making their own questions. In taking turn of presentation, they were called based on the number of attendance list. Before doing the presentation, the teacher told

the students not to read the list of the questions merely. When they were doing presentation, the teacher recorded their voice in order to assess their speaking ability in each of the speaking indicators. The students' speaking ability was assessed. After analyzing and calculating the data.

From the result of the test, it was obtained that eight of 29 students were categorized into the good level of speaking ability, fourteen students were categorized into the fair level of speaking ability and seven were categorized in the poor level of speaking ability. It means that 27.6% of the students were categorized into good students, 48.3% of the students were categorized into fair students, and 24.1% of the students were categorized as poor students. The result of students' test in each indicator is displayed as in the following table:

Table 2. The Analysis of the Students' Speaking ability in the First Cycle

No	Indicator	The Number of Students (29)							
		Rating quality/Percentage							
		Very good	%	Good	%	Fair	%	Poor	%
1	Accent	0	0	5	17.24	7	24.14	17	58.62
2	Grammar	0	0	4	13.79	16	55.17	9	31.03
3	Vocabulary	2	6.90	11	37.93	14	48.27	2	6.90
4	Fluency	1	3.45	10	34.48	15	51.72	3	10.34
5	Comprehension	0	0	5	17.24	17	58.62	7	24.14

The table 2 shows that the students' speaking ability in the term of accent was poor. There was no student who was in the level of very good, eight students or 27.59% of the students were in the level of good, fourteen students or 48.27% of the students who were in the level of fair and seven students or 24.13% of the students who were in the level of poor.

The level of the students' speaking ability in term of accent revealed that there was a little change of the students' result in term of accent if it was compared with the result of the students' accent before conducting this research. Four students achieved the level of good, but in cycle one there were five students, only seven students got the level of fair before and this cycle did too, and the students who were in

the level of poor decreased; eighteen students were in the level of poor before research but in this cycle, there were seventeen students. However, the students still had difficulty in speaking in term of accent because the words they pronounced were dominated by their mother tongue. In other words, they were not able to pronounce the words appropriately. Then, the students were also not so careful in pronouncing the words, so the influence of mother tongue was big.

In term of grammar, the table 2 above shows that there was no student obtaining the level of very good, four students or 13.79% of the students who were in the level of good, sixteen students or 55.17% of students who were in the level of fair, and nine students or 31.03% of students who were in the level of poor. It means that Questioning Technique could improve grammar if it was compared with the students' grammar before conducting the research. Before conducting this research, one student achieved the level of good but in cycle one there were four students, only seven students got the level of fair before but this cycle there were sixteen students, and the students who were in the level of poor decreased; twenty-one students were in the level of poor before but in this cycle, there were only nine students. However, it was not satisfactory yet because the students still made many grammatical mistakes when speaking English.

In term of vocabulary, it indicated that there were two students or 6.90% of the students obtaining the level of very good, eleven students or 37.93% of the students who were in the level of good, fourteen students or 48.27% of the students who were in the level of fair, and two students or 6.70% of the

students who was in the level of poor. It means that there was a lot of improvement in term of vocabulary which was made by the students. If it was compared with the students' vocabulary before conducting the research, no students got the level of very good but this cycle there were two students, there was no student obtaining the level of good but this cycle had eleven students, there were eight students in the level of fair but this cycle had fourteen students, and there were twenty-one students in the level of poor but this cycle had two students only. It means that the improvement made by the students in term of vocabulary in this cycle was satisfactory enough.

In term of fluency, it shows that there were one student or 3.44% of the students who was in the level of very good, ten students or 34.48% of the students who were in the level of good, fifteen students or 51.72% of the students who were in the level of fair, and three students or 10.34% of the students who were in the level of poor. It can be stated the students' fluency when speaking English in this cycle was so improved compared with the students' fluency before conducting a research. Before conducting the research, no student achieved the level of very good but this cycle had one student, three students were in the level of good but this cycle had ten students, twelve students got the level of fair but this cycle had fifteen students, and fourteen students were in the level of poor and this cycle had three students. It means that the students' fluency made big improvement because the student had known the vocabulary they would use and they did not spent much time to think. In conclusion, the improvement of the students' fluency was satisfactory.

In term of comprehension, it shows that there was no student who was in the level of very good and five students or 17.24% of students who were in the level of good, twelve students or 41.37% of the students who were in the level of fair, and seven students or 24.14% of the students who were in the level of poor. It can be inferred that there was good change in the students' comprehension in this cycle if it was compared with the students' comprehension before doing the research, which only three students obtained the level of good before but this cycle had five students, there were six students in the level of fair but this cycle had twelve students, and twenty students were in the level of poor but this cycle had seven students. It means that the students made good progress in term of comprehension because they understood what they wanted to say. They knew the ideas and it leads to their speaking fluency.

Furthermore, the average score of the students' speaking ability in all indicators were 54 in term of accent, 56 in term of grammar, 67 in term of vocabulary, 70 in term of fluency, and 58 in term of comprehension. The chart of the score of the students' speaking ability can be seen as follows:

Chart 1: The Average Score of the Students' Speaking ability
In the First Cycle
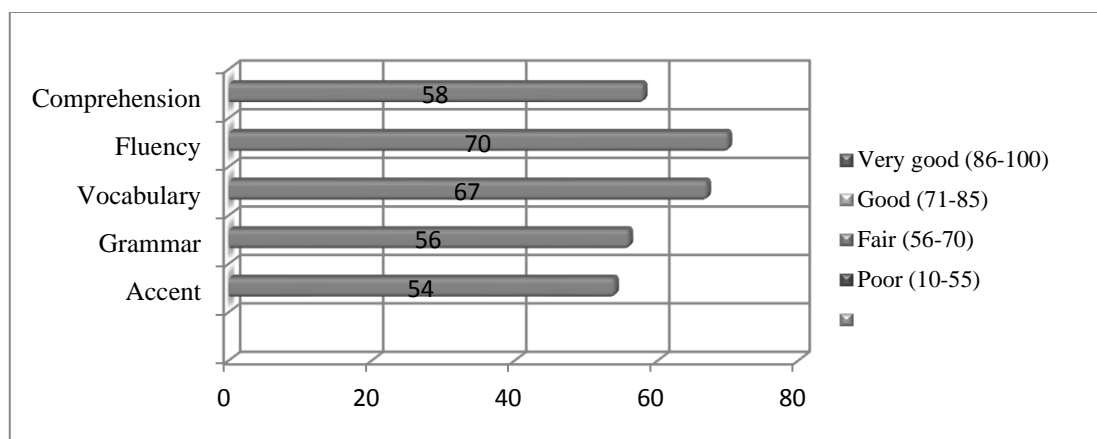
Based on the explanation above, the findings of this research after completing the first cycle can be clarified that the average score of all indicators were improved if they were compare with the score before doing the research. The average score of accent before research was 45 or categorized into the level of poor, but the average score of accent after the first cycle was 54 or still categorized into the level of poor. The average score of grammar before research was 44 or categorized into the level of poor, but the average score of grammar after the first cycle was56 or categorized into the level of fair. The average score of vocabulary before research was 47 or categorized into the level of poor, but the average score of vocabulary after the first cycle was 67 or categorized into the level of fair. The average score of fluency before research was 49 or categorized into the level of poor, but the average score of fluency after the first cycle was 70 or categorized into the level of fair. The average score of comprehension before research was 45 or categorized into the level of poor, but the average score of comprehension after the first cycle was 58 or categorized into the level of fair.

After analyzing the data from the test at the end of the first cycle, the researcher concluded that the students' speaking ability was better improved. The improvement was made by them in all indicators. The highest improvement made by the students was found in term of fluency and the smallest improvement was found in term of accent. In short, the result was not satisfactory yet because one of the indicators of speaking ability was still categorized into the level of poor and the average score of the students speaking ability was also categorized into the level of fair. In order to reach the average score of speaking ability in the level of good, the researcher, therefore, continued to the second cycle.

Then, based on the observation done by the collaborator and the analysis of the data in the first cycle, some plans could be made as reflection of the activities. There were some problems identified in applying Questioning Technique during the first cycle, which needed some changes or improvement. The problems were as follows:

1) The students were still busy with the list of questions or when the students did presentation, they still read the list of questions that could lead to unnatural speaking.
2) The students were not so careful with their pronunciation when they spoke English that led to misunderstanding since the meaning was so confusing.
3) The students could not control their speaking so that they made some grammatical mistakes.

Pertaining to the problems in the reflection above, the researcher cooperation with the collaborator agreed to make some plans for better teaching improvement, which focused on the following things:

1) Giving models of correct pronunciation
   To give models of correct pronunciation, the teacher repeated the words or phrases with correct pronunciation when the students pronounced incorrect words or phrases. It was done in order to avoid negative effect.
2) Reminding the students of grammatical points
   Before doing the presentation, the teacher gave the students brief explanation about grammatical aspects, so that the students could control their speech for the sake of better presentation.
3) Avoiding reading the list of questions when presentation
   To solve this problem, the researcher as a lecturer reminded the students of not relying on their list of questions in doing presentation. Furthermore, each student was monitored when doing presentation.

b. The Second Cycle.

At the first meeting in this cycle, it had some focuses based on the reflection made in previous cycle, the first cycle. The focuses were on the students' accent and grammar, and the students were not allowed to read the list of questions merely in doing presentation for the sake of the students' natural speaking. In this meeting, the topic "what would you bring" was discussed. There were several things noted such as the lecturer wrote the question related to the topic, explained the students about what to do and how to do, in this meeting the students were asked to write out ten items they would bring if they had to go to an English speaking country for an English short

course. In order to give example, some students were randomly asked using *why would bring. . .?* I would bring this. . . because …..they answered the questions. There were several things noted in this meeting; most of the students were active, the teacher corrected the students' mispronounced words by repeating the words with correct pronunciation. Before doing the presentation, the teacher reminded the students of controlling themselves in order to avoid grammatical mistakes and not reading the list of questions merely. In the presentation, the students did not rely on list of questions any longer, but the local errors were still found in terms of grammar and pronunciation. From the students' answers, it can be clarified that Questioning Technique could lead the students to speak much since they had a lot of ideas, to be brave or confident to speak because they knew what to say, and increase their vocabulary.

At the second meeting, accent and grammar aspects still became emphasis in this cycle as previously mentioned in the reflection. The topic discussed in this meeting was "Annoying Things". In this meeting, the teacher was not active because most of the students took part in doing presentation about the topic. The lecturer still reminded them of controlling themselves and not reading the list of question in the presentation. As a result, the students did not read the list of question. However, they were still problematic with grammar and accent.

At the third meeting, the topic was "Stress". The researcher still focused on accent and grammar. He gave the list of question as guide for the students to speak English and He explained each question. He also asked the students randomly related to the question. After

giving some examples, he invited the students to speak about the topic. From the presentation, grammar and accent problems still became his attention, it was found that the students looked enjoyable to join the class because this activity is very necessary for them in order to help them to speak easily.

At the fourth meeting, the topic was "Friendship". Since the focuses of this cycle were accent and grammar. After writing the questions on the board, he explained the question and he also asked some students questions related to the topic. In order to improve the students' accent, he repeated the words with correct pronunciation when the students gave the words with mispronunciation and reminded the students of grammatical points. The teacher kept stimulating them by giving example. Here, the domination of the teacher was small. The students realized their speaking problem particularly in term of pronunciation and they were encouraged by the teacher to improve their pronunciation.

At the end of this cycle, the teacher and the collaborator did a test to assess the students' speaking progress in cycle two after applying Questioning Technique. In doing the test, the students were given a topic "Anger". Then, each student was asked to prepare the list of question before presenting the topic in front of the class. In taking turn of presentation, they were called based on the number of attendance list. The teacher told the students not to read the list of questions merely in presentation. The teacher recorded their voice to assess their speaking ability in each of speaking indicator. Having analyzed and calculated the data, the score of the students' speaking ability in the second cycle were obtained. It was found that twelve of 29 students were categorized

in the good level of speaking ability, sixteen students were categorized in the fair level of speaking ability and one was categorized in the poor level of speaking ability. It means that 41.38% of the students were categorized as good students, 55.2% of the students were categorized as fair students, and 3.4% of the students were categorized as poor students. The result of students' test in each indicator is displayed as in the following table:

Table 3. The Analysis of the Students' Speaking ability in the Second Cycle

No	Indicator	The Number of Students (24)							
		Rating quality/Percentage							
		Very good	%	Good	%	Fair	%	Poor	%
1	Accent	0	0	7	24.1	12	41.38	10	34.48
2	Grammar	0	0	5	17.27	19	65.51	5	17.27
3	Vocabulary	2	6.9	16	55.17	11	37.93	0	0
4	Fluency	2	6.9	15	51.72	12	41.38	0	0
5	Comprehension	0	0	7	24.1	22	75.86	0	0

According to the table 3, it shows that the students' speaking ability in the term of accent was poor. There was no student who was very good, seven students or 24.1% of the students were good, twelve students or 41.38% of the students who were fair and ten students or 34.48% of the students who were poor. The level of the students' speaking ability in the term of accent can be illustrated that there was a good change of the students' result in term of accent if it compared with the result of the students' accent in first cycle. The percentage of the students in the level of poor is small. It was found that there were seventeen students categorized in to poor level in the first cycle and ten students in the second cycle.

In term of grammar, table 10 above shows that there was no student obtaining very good score, five students or 17.27% of the students who were in good level, nineteen students or 65.51% of students who were in fair level, and five students or 17.27% who were in poor level. It indicated that Questioning Technique made a better improvement if it was compared with the students' grammar in the first cycle. In the first cycle, four students achieved the level of good but in the second cycle five students achieved that level, sixteen students got the level of fair in the first cycle but the second cycle had nineteen students, and the students who were in the level of poor also decreased; nine students were in the level of poor in the first cycle but in the second cycle, there were five students. However, the result was satisfactory. It can be concluded that speaking ability in term of grammar can be improved gradually.

In term of vocabulary, it shows that there were two students or 6.9% of the students obtaining very good score, sixteen students or 55.17% of the students who were good, eleven students or 37.93% of the students who were fair, and no student who was poor. It means that the students' vocabulary when speaking English was still categorized into good level. It can be explained that there was much better improvement made by the students in term of vocabulary compared with the students' vocabulary in the first cycle, in the first cycle there were two students in the level of very good and the second cycle was too, the first cycle had eleven

students obtaining the level of good but the second cycle had sixteen students, there were fourteen students in the level of fair in the first cycle but the second cycle had eleven students, the first cycle had two students only in the level of poor but the second cycle there was no student. However, the level of the students' speaking ability in term of vocabulary was in the level of good.

In term of fluency, it shows that there were two students or 6.9 of the students who were very good, fifteen students or 51.72% of the students who were good, twelve students or 41.38% of the students who were fair, and no student who was poor. It means that the average score of the students' fluency when speaking English was good enough. It can be stated that the students' fluency when speaking English in the second cycle was so improved compared with the students' fluency in the first cycle. In the firs cycle, one student achieved the level of very good but the second cycle had two students, in the first cycle ten students were in the level of good but the second cycle had fifteen students, fifteen students got the level of fair and the second cycle was twelve, and two

students were in the level of poor and the second cycle had no student.

In term of comprehension, it shows that there was no student or who was very good and seven students or 24.1% of students who were good, twenty-two students or 75.86% who were fair and no student was in the level of poor. It means that the students' comprehension was good. There was a better change in the students' comprehension in this cycle if it was compared with the students' comprehension in the first cycle, which five students obtained the level of good before and the second cycle had seven students, there were twelve students in the level of fair in the first cycle but the second cycle had twenty-two students, and the first cycle had seven students in the level of poor but the second cycle did not.

In addition, the average score of the students' speaking ability in all indicators in the second cycle were 63 in term of accent, 66 in term of grammar, 77 in term of vocabulary, 77 in term of fluency, and 73 in term of comprehension. The chart of the score of the students' speaking ability can be seen as follows:

Chart 2: The Average Score of the Students' Speaking ability
In the Second Cycle
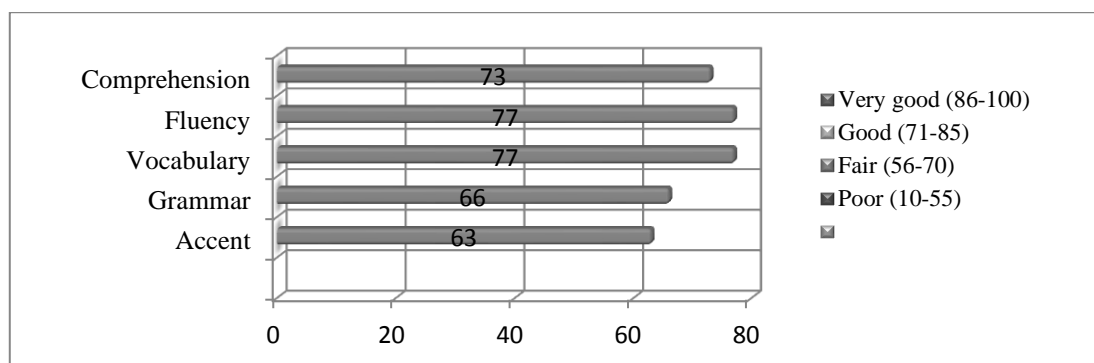
With reference to the explanation above, the findings of this research after

completing the second cycle can be clarified that the average score of all

indicators were improved if they were compared with the score in the first cycle. The average score of accent in the first cycle was 54 or categorized into the level of poor, but the average score of accent in the second cycle was 63 or categorized into the level of fair. The average score of grammar in the first cycle was 56 or categorized into the level of fair, but the average score of grammar in the second cycle was 66 or categorized in the level of fair. The average score of vocabulary in the first cycle was 67 or categorized into the level of fair, but the average score of vocabulary in the second cycle was 77 or categorized into the level of good. The average score of fluency in the first

cycle was 70 or categorized into the level of fair, but the average score of fluency in the second cycle was 77 or categorized into the level of good. The average score of comprehension in the first cycle was 58 or categorized in the level of fair, but the average score of comprehension in the second cycle was 73 or categorized into the level of good.

Having obtained the data from the analysis of the test at the end of the second cycle, it can be concluded that the average of students' speaking ability was better than the previous cycle. The comparison of the students' speaking results in all tests can be described as in the following:

Table 4. The Comparison of the Students' Speaking Results in All Tests

No	Test	The Average Scores of Speaking ability					
		Accent	Grammar	Vocabulary	Fluency	Comprehension	Average
1	Base Score test	45	44	47	49	45	46
2	Cycle I	54	56	67	70	58	61
3	Cycle II	63	66	77	77	73	71

Furthermore, the improvement of students' speaking ability can also be seen from the chart below:

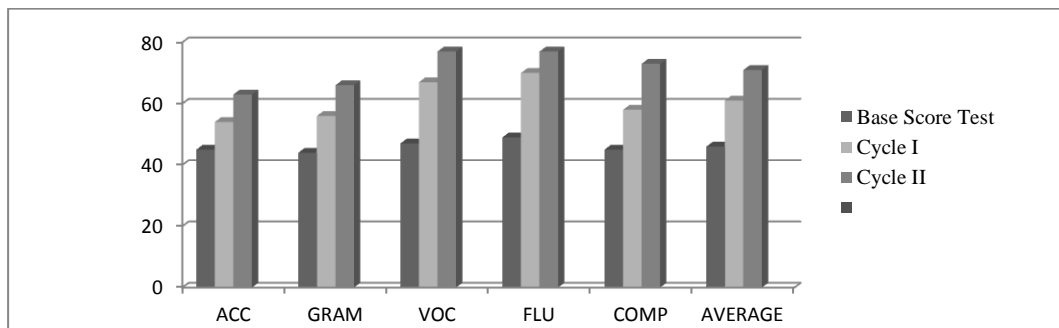Chart 3: The Comparison of the Students' Speaking ability Improvement

Table 4 and diagram 3 above show that the students' speaking ability of each indicator improved in each cycle. It can be clarified that the improvement of students' speaking ability at the first cycle based on the

average score of all was good enough particularly in term of vocabulary which could reach the rating of good, but the component of accent, grammar, fluency, and comprehension was not satisfactory yet due to the category in the rating of

fair. Considering the result of the first cycle, the researcher continued his classroom action research to the second cycle. Based on the result of the test at the second cycle, the average score of all indicators could reach the rating of good though accent and grammar were still categorized in the rating of fair. In other words, the students' speaking ability at the end of the second cycle improved, it could reach the category of good.

In conclusion, the students' speaking ability after having conducted the classroom action research by applying Questioning Technique achieved better improvement. In other words, the indicators of vocabulary, fluency, comprehension, accent and grammar achieved much better improvement compared with the students' speaking ability before carrying out the research.

Based on the data above, it was found that Questioning Technique could increase the vocabulary most, lead the students to comprehend what to say, lead to have good grammar, lead to fluency of pronunciation, and lead to fluency of speaking because the students knew what they want to say and In short, Questioning Technique gave useful contribution to improvement of the students' speaking ability.

2. The factors improved the students' speaking ability through Questioning Technique

Questioning Technique has made a lot of changes toward the improvement of students' speaking ability. Referring to the observation checklists, field notes and interview from the first cycle up to second cycle, it can be clarified as in the following:

a. It could improve the students' pronunciation in speaking English.

When lecturer used the question, the students got good models of speaking accent from the lecturer. When they were wrong to pronounce words, the lecturer repeated the words with good pronunciation. They could listen and repeat the words with the correct ones. It gradually improved their speaking accent. This can be seen from the improvement of the students from cycle up to cycle three.

b. It could improve the students' grammar in speaking English.

The improvement of grammar in speaking was found from the list of questions provided by lecturer because the sentences for the answer can be obtained from the question given. Then, it was due to reminding the students of grammatical points and telling them to manage themselves before they did presentation. Basically, the students know much about grammar because they have been studying since they were in elementary level, but when they used spoken English, they were not so careful and could not manage themselves.

c. It could improve the students' vocabulary in speaking English.

The students could also increase much vocabulary and develop a lot of ideas. Trough the activities of Questioning Technique really led them to enrich their vocabulary and ideas. It was found that the vocabulary provided in the list of question in order that the students could generate the ideas since he/she got the vocabulary. As a result, it enabled the students to speak much.

d. It could improve the students' fluency in speaking English.

Next, Questioning Technique was very helpful to get more ideas in order to speak more fluently, which helped the students explain ideas easily. The students knew what they wanted to do or say and they did not spend much time to express their ideas

e. It could improve the students' comprehension in speaking English.

Students' involvement in the activities of questioning was big because they understood what they wanted to say from the question being given

f. It could improve the students' confidence and participation in speaking English.

Questioning Technique could not only improve the students' speaking ability in terms of accent, grammar, vocabulary, fluency, and comprehension but also the students' confidence and participation because they were active to participate in teaching and learning activities particularly in all activities of Questioning Technique and they did not worry about making mistakes in speaking English when they were asked to do presentation because they know what to say or do in the presentation.

B. Discussion

With reference to the findings of this research, it was found that Questioning Technique could better improve the second year students' speaking ability at the English Education Department of UIN Suska Riau in academic year 2008/2009. The improvement was in terms of accent, grammar, vocabulary, fluency and comprehension. In addition, Questioning Technique could build up the students' confidence and improve the students' participation in teaching and learning activities.

The findings above were supported by Morgan and Saxton in Brualdi(1998):a) The act of asking questions helps teachers keep students actively involved in lessons; b)While answering questions, students have the opportunity to openly express their ideas and thoughts; c) Questioning students enables other students to hear different explanations of the material by their peers; d)Asking questions helps teachers to pace their lessons and moderate student behavior; and e) Questioning students helps teachers to evaluate student learning and revise their lessons as necessary.

However, the ideas above were general. In this research, it was found that Questioning Technique improved all of indicators of speaking ability, improve students' participation and build up students' confidence. The Students' accent was improved through the activities of questioning because the lecturer pronounced the correct word when the students made wrong pronunciation, The Students' grammar was improved through the list of the questions and the lecturer also reminded the students of grammatical points and telling them to manage themselves before they did presentation, The Students' vocabulary was improved as it was provided in the question because they students developed vocabulary related to the topic being discussed, The Students' fluency was improved because before speaking and they knew what to say from the questions, The Students' comprehension was improved from the questions given because they involved in the activity, The Students' participation was improved through the

all activities of Questioning Technique because they were active to participate in all activities, and the Students' confidence was improved because they had preparation and they knew what to say or do in presentation.

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Having completed analyzing the data obtained from the test, observation, field notes, and interview, the findings of this classroom action research can be concluded as in the following:

1. Questioning Technique in teaching speaking improves the first year students speaking ability at the English Education Department.
2. Some factors influence the changes of the students' speaking ability in teaching trough Questioning Technique: a) Encouragement, the students are encouraged to enrich their vocabulary as much as possible and to develop many ideas related to the questions being given; b) Prior knowledge, the students can activate their prior knowledge about the topic being talked from the questions provided that can lead them to have good fluency; c) Self management, the students can manage themselves in speaking English since they know what they want to say and they are well prepared; d) participation, the students involve in teaching and learning process so that they feel unworried about making mistakes, they have good confidence in doing a presentation and the speaking class becomes active and enjoyable.

B. Implication

As previously clarified, Questioning Technique could improve the students' speaking ability and influenced some factors of the students' speaking ability in terms of accent, grammar, vocabulary, fluency and comprehension, and students' participation and confidence as well. It can be implied that Questioning Technique is very useful strategy in teaching speaking.

C. Suggestion

Referring to the conclusions and implications of this research, some suggestions can be given as follows:

1. The researcher as an English lecturer should continue using Questioning Technique in teaching speaking class.
2. The teacher should master the topics being introduced to the students in order to lead the students easily in using Questioning Technique.
3. The teacher should be more creative in using Questioning Technique in order to improve the process of teaching and learning activities for the sake of better result.
4. The teacher who has the same situation and condition can use Questioning Technique in teaching speaking.
5. Another researcher can use this research finding as relevant research

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