DOES THE USE OF GUIDED QUESTIONS IN TUTORIAL SYSTEM IMPROVE STUDENTS' SPEAKING ABILITY?

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Abstract

This research aimed to find out whether or not the use of guided questions in Tutorial System improved the students' speaking ability of Easy Speak. Easy Speak was an English course situated in Makassar. The method of this research was pre-experimental. In collecting data, the researcher used speaking test in pre-test and post-test. The population of the research was 737 students. In this research, the researcher used purposive sampling technique which consisted of 25 students. The results of this research showed that the mean score of pre-test were 62,17 and 75,15 in post-test and the value of t-test was 7,23 which is greater than t-table 2.05 at the level of significance (α) = 0.05, so the null hypotheses was rejected, and alternative hypotheses (H1) was accepted. The researcher concluded that there was significant difference of the students' speaking ability of Easy Speak after giving treatment using guided questions.

Keywords: Guided questions, Tutorial System, Speaking Ability.

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan pertanyaan terpandu dalam Sistem Tutorial meningkatkan kemampuan berbicara siswa dari *Easy Speak*. *Easy Speak* adalah kursus bahasa Inggris yang berlokasi di Makassar. Metode penelitian ini adalah pra-eksperimental. Dalam mengumpulkan data, peneliti menggunakan tes berbicara pada saat pre-test dan post-test. Populasi penelitian adalah 737 siswa. Dalam penelitian ini, peneliti menggunakan teknik *purposive sampling* yang terdiri dari 25 siswa. Hasil penelitian ini menunjukkan bahwa skor rata-rata pre-test adalah 62,17 dan 75,15 pada post-test dan nilai t-test adalah 7,23 yang lebih besar dari t-tabel 2,05 pada tingkat signifikansi. (α) = 0,05, sehingga hipotesis nol (H0) ditolak, dan hipotesis alternatif (H1) diterima. Peneliti menyimpulkan bahwa ada perbedaan yang signifikan dari kemampuan berbicara *Easy Speak* siswa setelah dilakukan perlakuan dengan menggunakan pertanyaan terpandu.

Kata Kunci: Pertanyaan Terpandu, Sistem Tutorial, Keterampilan Berbicara.

A. INTRODUCTION

Speaking is one of the skills in English and plays an important role in learning a foreign language.It can measure the success of people in terms of ability to take conversation in the language, so, people can communicate one each other by using English, and people who learn English as a foreign language can compete to communicate in target language. It is more often frequently used in communication subject for some countries. Especially in Indonesia, it has become compulsory subject for elementary school up to tertiary level of education that aims to the four languages. Moreover, speaking English becomes the most important requirement to be qualified in some jobs vacancies.

Furthermore, speaking is considered as the most difficult among other skills faced by students, because of shyness or having less self-confidence and inaduqate vocabulary, so the students can not communicate verbally on english . It needs effort to guide students to express themselves to speak English.

Chanstain in Nur Hikmah (1996:7) states that learning to speak is abviously more difficult , more effort is required on the part of teacher. It can also be seen that many students are passive to speak English. Usually, the students do not participate actively in speaking, probably because they are lack of knowledge or have no idea toward the subject matter being taught or discussed.

River argues that the teachers or tutors will need to give the students opportunity to practice their speaking skills. She further states that if the students were able to practice a new speech through out the day as a child did in his native language. The problems of the speaking fluency of the foreign language would be decreased . this means that practice is really needed to overcome the problems of speaking that faced by students who learn a foreign language.

In this sense, the the reseacher is interested to find a technique in teaching speaking English which can stimulate the students to use the language communicatively and confidently. Moreover, there are many ways which can be used in teaching speaking. The reseacher is interested to use guided questions.

Guided questions method is one of the way of successful teaching in improving students' skill. Hulse in Nunung 1993 stated that on effective teaching and learning that guided questions is very important and it's a powerful tool of controlling behaviour of students and it needs

feedback or reinforcement. If the teachers or tutors praise students' responses immediately and the students increase correct responses. To make students more focus on learning "speaking", the reseacher is interested to undertake her research at Easy Speak. it is a consulting English Institution which provides a method to make someone can be good at English especially speaking. It has also face to face method which is called tutorial system. So, the guided questions technique will be applied there to make the students can give their full responses directly .

Accordingly, the researcher is interested to research "Does the use of guided questions in tutorial system improve the students' speaking ability?"

The major purpose of this research is to investigate whether or not the guided questions in tutorial system improve the students' speaking ability of Easy Speak.
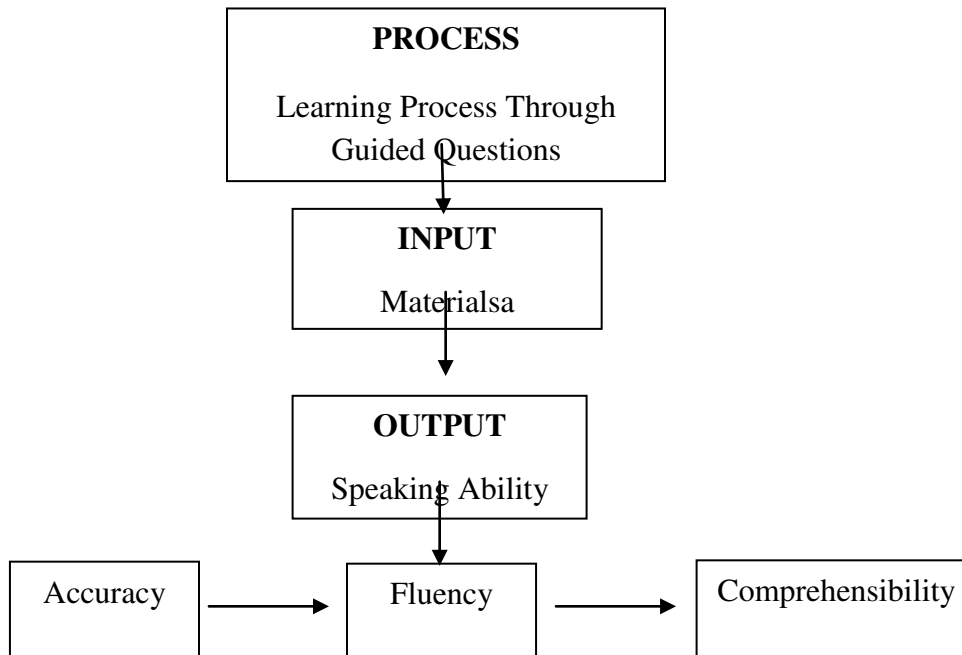
Ilham (2000) conducted a research on activating the students to ask question in speaking class reported that semester four of the students of English department of FBS of State University of Makassar are very interested in studying speaking by using questioning techniques in speaking class. The researcher will focus on guided question in tutorial system as an assessment opportunities which are highly authentic and difficult to fake.

Richard et al.in Noni (2003) on commmunication between teacher- students interraction found that one form of teacher- student interaction is through questions.Question consists of utterances, which are commonly used by teachers in their foreign language classroom. The way the teachers ask question influences the students' attainment and the way of thinking .asking question spur thinking that positively influences students' classroom. Therefore the teachers need to understand and posses the question technique.There are three aspects os questions that lead to meaningful communication in their foreign language classroom , namely types of questions, modofication of questions, and pattern of questions.

Student tutorials are generally more academically challenging and rigorous than standard lecture and test format courses, because during each session students are expected to orally communicate, defend, analyze, and critique the ideas of others as well as their own in conversations with the professor and fellow-students. As a pedagogic model, the tutorial system has great value because it creates learning and assessment opportunities which are highly authentic and difficult to fake.

In learning English for communicative purpose, it is expected that classroom as the main environment provides as much as possible communicative activities to make students active in speaking.

There are many ways that can be expected to develop have the students' speaking skills. One of them is guided questions. Guided questions that applied here provide more opportunity for students in speaking, so they can speak more and more.

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┌─────────────────────────┐
│        PROCESS          │
│                         │
│  Learning Process Through│
│    Guided Questions     │
└─────────────────────────┘
            │
            ▼
    ┌─────────────────┐
    │     INPUT       │
    │                 │
    │    Materialsa   │
    └─────────────────┘
            │
            ▼
    ┌─────────────────┐
    │     OUTPUT      │
    │                 │
    │ Speaking Ability│
    └─────────────────┘
            │
            ▼
┌──────────┐   ┌──────────┐   ┌──────────────────┐
│ Accuracy │──▶│ Fluency  │──▶│ Comprehensibility│
└──────────┘   └──────────┘   └──────────────────┘
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In the diagram above, input output are briefly classified as follows:

a) Input refers to the teaching speaking materials that covers some topics such as drugs and smoking

b) Process refers to the learning speaking through guided questions

c) Output refers to the development of the students speaking ability through guided questions.

B. RESEARCH METHOD

The method of the research was pre-experimental with one group pre-test and post-test design. The design involved one group with pre-test design, and expose to the treatment while a post-test was exposed to measure the success of treatment.

The design is presented as follows:

Pre – test (01)	→	Treatment (T)	→	Post – test (02)
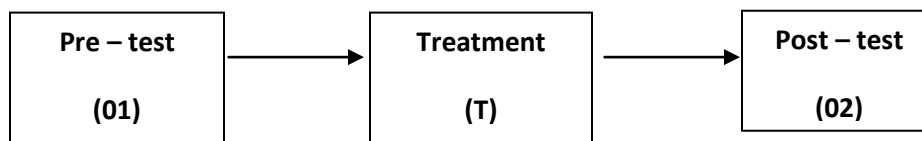
The population of the research was the students of EASY SPEAK. There were 147 active students and 590 passive students. So , the total of Easy Speak students was 737 students.This research used purposive sampling by taking 25 students . The writer chose them as the sample of this research based on their assumption that their knowledge and ability were the same. The data was collected by using interview is the form of speaking perfomance test as the instrument of the research. The speaking test consisted of pre-test and post-test. The pre-test was given to find out the initial ability before presenting the guided questions methode. The post-test was given to find out the improvement of students' sepaking ability after guided questions process. The data was analyzed through quantitative analysis test, which was distributed to the sample, provided with ordinal data changed into interval data. Meanwhile to get the speaking score, the writer used scoring scale,whichincluded the accuracy, fluency, and comprehensibility on the students' speaking. To measure the students' speaking skills, there were three components observed.The data was tabulated by using speaking test referring to scoring system used by Easy Speak (2008) as follows:

Accuracy

Score	Classification	Criteria
100	Excellent	Pronunciation is only slightly influenced by mother tongue. Two or there minor grammatical and lexical errors.
90-99	Very Good	Pronunciation seriously influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
80-89	Good	Pronunciation seriously influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more major error causing confusion.
60-79	Average	Pronunciation seriously influenced by mother tongue with the errors causing a breakdown in communication. Many "basic" grammatical and lexical errors. Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any language skills.
0-59	Poor	

Fluency

Score	Classification	Criteria
100	Excellent	Speak without too greater effort with fairly wide range of expression. Searchers for word occasionally but only one or two unnatural pauses.

90-99	Very Good	He has to make an effort and search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
80-89	Good	He has to make an effort and search for words; there are not many unnatural pauses. Occasionally halting delivery and fragmentary but success in conveying the general meaning.
60-79	Average	Long pauses while he researches for the desired meaning frequently fragmentary and halting delivery. Almost gives up making the effort at time. Full of unnatural pauses, very halting and fragmentary delivery. At times gives up making the effort.
0-59	Poor	

Comprehensibility

Score	Classification	Criteria
100	Excellent	The speakers, intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
90-99	Very Good	Most of the speaker's is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.
80-89	Good	The listener can understand much of what is. But he must constantly seek clarification. Cannot understand may of the speaker more complex or longer sentences.
60-79	Average	Only small bits (usually short sentences and phrase) can be understood and then with considerable effort by someone who is said can be understood. Even when listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.
		Hardly anything of what is said can be understood. Even when listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

0-59	Poor	

The band and converted scores

SCORE	Classification
100	Excellent
90-99	Very Good
80-89	Good
60-79	Average
0-59	Poor

(EASY SPEAK 2008)

C. FINDINGS AND DISCUSSIONS

Findings

Based on the data analysis, it was found that the use of guided questions improved the students' speaking ability of Easy Speak. This improvement was indicated by the means score, frequency and rate percentage of pre-test and post-test that can be seen as in the following tables:

Table 1. The students' mean score of pre-test and post-test

Test	Mean score	Standard deviation
Pre-test	62.17	15.47
Post-test	75.15	11.77

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Table 1 shows that post test of the research increased as pre test reached 75,15 of which standard deviation was 11,77 from the pre test which just reached 62,17 of which standard deviation is 15,47. Therefore, it means that the use of guided questions improved the students' speaking ability.

Table 2. The t-test of the students

Variable	X2- X1	t- test value
7,23	t- table	2.064

Table 3 shows that the use of guided questions significantly improved the students' speaking abilityof Easy Speak as indicated by t -test value = 7,23 and t-table value=2.064 in which the value of t-test were greater than t-table (7,23 >2.064). It means that Alternative Hypothesis was accepted and Null Hypothesis was rejected.

The description of students'speaking ability improvement covering three elements of speaking, they are accuracy, fluency and comprehensibility.

1. Accuracy

Based on the data analysis, it was found that the use of guided questions improved the students' accuracy in speaking that can be seen in the following table:

Table 3. The mean score and standard deviation of the student's speaking ability in terms of accuracy in pre-test and post-test

Test	Mean score	Standard deviation
Pre-test	60,96	12,1
Post-Test	72,04	15,2

The mean score and standard deviation also presented in the following table:

Table 4. T-test value and t-table value of accuracy

	t-test	t-table
Accuracy	7.5	2.064

Table 6 shows the use of guided questions significantly improved the students' speaking accuracy of Easy Speak as indicated by t -test value = 7,5 and t-table value=2.064 in which the value of t-test were greater than t-table (7,5>2.064). It means that there is significant difference between the pretest and posttest of the students' accuracy of speaking after using guided questions.

2. Fluency

Based on the data analysis, it was found that the use of guided questions improved the students' fluency in speaking that can be seen in the following table:

Table 5. The mean score and standard deviation of the student's speaking ability in terms of fluency in pre-test and post-test.

Test	Mean score	Standard deviation
Pretest	64.24	16.4
Posttest	76.12	14.6

Table 7 shows that the students' fluency significantly improved where on the pre test, it was just reached 64,24 of which the standard deviation was 16,4 while on the post test, it was reached 76,12 of which the stadard deviation was 14,6.

Hypothesis Testing

To test the hypothesis of freedom (df), the researcher used the following formula:

df= N-1

df= 25-1

= 24

The mean score and standard deviation also presented in the following table:

Table 6. t- Test value and t-table value of fluency.

	t-test	t-table
Fluency	7.87	2.064

The table above shows the use of guided questions significantly improved the students' speaking fluency of Easy Speak as indicated by t -test value = 7,87 and t-table value=2.052 in which the value of t-test were greater than t-table (7,87>2.064). It means that there is significant difference between the pretest and posttest of the students' fluency of speaking after using guided questions.

3. Comprehensibility

Based on the data analysis, it was found that the use of guided questions improved the students' fluency in speaking that can be seen in the following table:

Table 7.The mean score and standard deviation of the student's speaking ability in terms of comprehensibility in pre-test and post-test.

Test	Mean score	Standarddeviation
Pre-test	61.32	14.8
posttest	77.28	8.6

Table 10 shows that the students' comprehensibility significantly improved where on the pre test, it was just reached 61,32 of which the standard deviation was 14,8 while on the post test, it was reached 77,28 of which the stadard deviation was 8,6.

Hypothesis Testing

To test the hypothesis of freedom (df), the researcher used the following formula:

df= N-1

df= 25-1

= 24

The mean score and standard deviation also presented in the following table:

Table 8. t-test value and t-table value of comprehensibility

	t-test	t-table
Comprehensibility	6.34	2.064

Table 12 shows the use of guided questions tutorial system significantly improved the speaking comprehensibility of the students of Easy Speak as indicated by t -test value =6,34 and t-table value=2.064 in which the value of t-test were greater than t-table (6,34>2.064). It means that there is significant difference between the pretest and posttest of the students' comprehensibility of speaking after using guided questions.

From the data analysis above, the researcher concluded that there is significance difference between the pretest and posttest in improving the students speaking ability of Easy Speak, using guided questions after giving treatment.

Discussions

This part presented the result of the students'speaking achievement of Easy Speak by using guided questions.

In the pre-test, the writer gave some questions to the students without any correcting,the writer wanted to know the students' speaking ability before giving the treatment. The students' speaking ability was not very good. This condition might be caused by less confidence and practice from the students. Therefore , the students could not significantly improve their speaking ability.

After knowing the score of the students' pre-test was still low, the students were given some questions and the writer corrected their mistaken which the students made during they were speaking which covering the students accuracy, fluency, comprehensibility.the procedure of treatment were : a).The writer explained to the students about directed activities, b). The writer explained to the students' about the first topic , and asked the students to give their idea and comment about the topic, c).The writer corrected the mistaken which were found when the students were speaking..

During the treatment, the students got different effect. In the first meeting (reasons of learning english), the students were more interested and easily understood and directly gave their respons well about the topic. In the second meeting, (the role of English), the writer asked the students about the role of English for their jobs, and then the students explained and explored their idea. On the third meeting, the writer asked a question to the students (talking about job) and the students gave full responses. There fore , the writer concluded that the use of guided questions was more interesting to the the students in which the could improve their speaking ab The description of student's speaking ability in general from pre-test, treatment and post-test covering three elements of speaking ability can be seen in the following data.

1. The students speaking accuracy

Basically, the student's speaking accuracy was classified average in pre-test. The researcher found that there were some factors influencing the student's accuracy, namely their mother tongue, mispronunciation, grammar and word choice (*see: Table 5*). The main component that influences students in speaking ability was their pronunciation, grammar and word choice.

a. Pronunciation

Pronunciation is the act or manner of pronouncing words with reference to the pronunciation of sound, the placing of stress, intonation, etc. It influences the quality of students' perfomance to speak English. The students who has good pronunciation will have good perfomance in speaking compared with the students who has pronunciation. However, mostly they were influenced by their first language and the scarcity of focusing the matter of pronunciation but only in a certain subject.

Some of typical mistakes that the students made in some aspects of pronunciation as illustrated in the following :

The types of pronunciation problems appeared in the students' speaking performance in term of speaking accuracy can be seen such in the following :

a. / ʃ / becomes / s /

Example : english/*englis*/ should be /ɪŋ:lɪʃ/

b. / ə / becomes / o /

Example : important/importin/ should be /ɪm'pə:tnt/

c. / i: / becomes / e /

Example : Repeat/*ripet*/ should be /rɪ'pi:t/

d. / Ii / becomes /i/

Example : employee/*employi* should be /im'pləɪi:/

e. / ɜ / becomes / o /

Example : conversation/k*omporsisien* should be /kɒn'vɜ:snt /

After giving more practising of guided question, it was influenced and encouraged the students to improve their fluency as well.

On the post test, the writer gave the same questions to the students on the pre-test to find out the students' progress in speaking by using this guided questions.

Basically, the student's speaking ability classified average and poor (*see table 2*). The researcher found that there were some factors influenced the student's speaking ability, they are mispronunciation, the topic is not familiar to the students and they did not know how to make their sentences easy to understand.

Based on their poor classification, the researcher gave treatment using guided questions. By treatment, the researcher gave topic to the students to generate into many ideas. When there were no more new ideas, the researcher discussed the listed ideas and identified the better ideas. Finally, the researcher confirmed the student's decision and that all support the final choice.

All of students gave contributions in this research by expressing their ideas and organizing the existing knowledge by their own minds. It helped the students felt more confident in making intelligent guesses. The result of student's post-test shown that their speaking ability was improved (*see table 2*)

Therefore, some mispronunciations appeared when the students pronounced the words because they were influenced by the mother tongue as their first language. For example:

b. Grammar

The researcher found some errors in student's grammar in speaking ry performance test, for example:

- *We can tc communicate* should be *we can communicate*
- English is very important to me.... Should beEnglish is very important for me*,*

c. Word choice

The examples of errors in word choice are:

- *Try to learn English into different media such as join English course,...* should be *try to learn English with different way such as…*
- *We must relax when we study English* should be *we must enjoy English subject.*

Based on the description above, the researcher gave interesting topic so they interested to discussed and focused on it.in the treatment,by using guided questions, it invited the students to organize existing knowledge by their own minds. At this point, the students were oriented to the topic and better motivated to fill the gaps in their knowledge.

The result of post-test showed that the student's accuracy was increased (see: Table 5). It can be concluded that guided questions can help the students to improve their speaking accuracy.

2. The students speaking fluency

Low achievement of the student's speaking fluency sometimes caused by the topic is not familiar for the students, for example:

- The way of learning English

- The role of English

In the pre-test, the writer found that most of students were not fluentin speaking when they have not prepared for the topic discussed. It can be shown that their speaking fluency in pre-test was fair.

Most of Easy Speak students' job used English, so the students doing much practice in real situation. So, by the treatment the researcher allowed students to express their idea and information based on interested topic. The improvement of student's speaking fluency showed in Table 8. It can be concluded that using guided questions in learning activity can help the students to learn to take risks. There are no 'right' or 'wrong' answers in guided questions and no danger of teacher correction. Much practice is important.

3. The students speaking comprehensibility

Some of the students did not know how to make their sentences easy to understand. The researcher found that the low achievement of the students (*see table 11*) in speaking class were influenced by the topic that not interesting for the students. For example,

- *Ee...i plan to work in multinational coorporation..ee thank you..*
- *English is used for trading, studying in the world, ee...so,i'm planning to take ee study..ee in abroad...*

The writer used guided questions for the treatment to improve the students speaking ability, because by seeing a technique, the students are easy to express their ideas. Therefore, the result of post-test showed that the student's speaking comprehensibility was increased (*see table 11*). Guided questions allow the students to create a context for the subsequent speaking task. Relevant existing knowledge (content schema) can be called up from memory and can provide a context which supports comprehension and production in the subsequent speaking task. The good students made intelligent guesses, but the language often works against this. Because of nervousness or fear of tutor correction, many students are afraid of using language unless they are sure that it is totally correct. This stops them making intelligent guesses and slows down learning.

To sum up, the writer concluded that the achievement of the students speaking ability is significantly improve, it is proved by the mean score, standard deviation, and t-test value. The

implementation of guided questions in speaking is how the teacher begins to create tutorial sytem in order to make the students interesting in learning. The findings show that teaching speaking through guided questions can improve the students' speaking ability of Easy Speak.

D. CONCLUSIONS

Based on the findings and discussions of the study, it is concluded that teaching speaking through guided questions significantly improved the students' speaking ability.

Based on the result of data analysis and conclusion, the researcher put forward suggestions as follows:

a) The English tutors are suggested to use guided questions as one of alternative of teaching approach to present speaking, to encourage students to speak up to improve students speaking ability.

b) The using topics must be interested to be discussed to get full responses of students.

c) The writer suggests next researchers to conduct further research about guided questions in teaching other skills of English.

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