

**TEACHING SPEAKING SKILLS THROUGH INQUIRY TECHNIQUE**

By

**Hendriwanto, S.Pd.,M.Pd.*****ABSTRACT***

*This study focuses on the teaching speaking skills through inquiry technique. This study was aimed at finding the effectiveness of the use of inquiry technique in improving students' speaking skills. It was done under several ways and by giving pre-test and post-test. The population of the study is the first grade students of English education of Unswagati. The writer took two classes (class GH & CD) for the sample of the study. The study was carried out through experimental research by using the t-account formula.*

*The findings of the study are as follows. The average pre-test and post-test experiment class is 21.83 but in the control class get 13. It is different from the average of the class. The result of  $t_{\text{account}}$  3.17, while the critical value of  $t_{\text{account}}$  is higher than  $t_{\text{table}}$  ( $3.17t_{\text{account}} > 2.002t_{\text{table}}$ ). This could be seen that  $t$  observed is higher than  $t$  table and there are differences between  $M_x$  and  $M_y$  by the formula application. It shown that the final result of this research stated has a positive influence.*

**Introduction**

The purpose of real communication is to accomplish a task, such as conveying news, obtaining information, or expressing an opinion. For the purposes above, certainly the skill focus of language is speaking competence. A priority for many second-language or foreign-language learners is the mastery of speaking competence in English (Richards, 2008: 19)

In order to the students feel interest and fun in learning speaking English, teacher should use a variety of approaches, both in model, technique or strategic in speaking skills. In addition, the objective of teaching speaking skills is that learners are able to make themselves understood.

In Unswagati, especially at the first grade year students, the writer has found the students have difficulties in English. Generally, there are still some other problems which might occur in the speaking activities as follows: first, the students are often inhibited about trying to express things in a foreign language in the classroom. They are worried about making mistakes, fearful of critics or to get his fellow attention. Second, even if they are not inhibited, learner complain that they cannot of anything to say. They have no motivation to express themselves that they should be delivering. Third, sometimes the session has low or no participant at all. This problem is compounded by the tendency of some learners to dominate while other speaks very little or

not at all. Fourth, there are some students who still find some difficulties in English such as in pronunciation and vocabulary.

In inquiry technique, there are some advantages of using this technique. Those are students centered in the learning process, improving student's ability and skill as individual, avoiding the traditional learning way, and the seriousness in learning situation (Roestiyah, 2008 :76-77).

Considering the definition above, especially in teaching speaking and a key feature in the successfully teaching speaking skill the choice of speaking competence tasks. Sometimes such task appear to be testing the students rather than helping them to understand.

Teaching and learning not only accept the knowledge but also the design should be able to construct the knowledge. Teaching and learning through inquiry can involve the students to discussing for solve the problem through questioner and answer that forward to the conclusion. The using inquiry in teaching speaking try to the happening of this situation. In order to the students can involve actively in learning process. In this case the students has initiative to observe, asking, explain design and testing hypothesis.

The opportunities must be provided for students to practise using the language in a range of contexts likely to be encountered in the target of teaching. The opportunities should be provided for students to carry out a range of functions (tasks) necessary for dealing with others in the target of teaching. Inquiry as a technique on the principle based is give the opportunity to the students in learning.

Based the statement above, students still feel learning speaking is difficult, uninterested, and unaccomplish. The writer formulates the statement of the problem into a question: "is teaching speaking through inquiry technique effective to improve the student's speaking skill at the first grade students of English education of Unswagati?"

In this research the writer wants to find out whether the use of inquiry technique is effective to improve student's speaking skill at the first grade students of English education of Unswagati.

The problem discussed in this research includes wide range of explanations. The writer will focus on ;

1. There are five aspect of speaking ; grammar, vocabulary, fluency, pronunciation, and linguistic accuracy. In this research The writer focuses the studies on three aspect ; grammar, vocabulary and pronunciation.
2. The lesson will be taught is about description text.

Inquiry is a technique that can be applied at senior high school level as the 10<sup>th</sup> grade students in order to assist speaking ability. Target in this research is to prove the hypothesis: "Inquiry technique which is used by the teacher is effective to improve students' speaking skill at the first grade students of English education of Unswagati."

#### *The Implementation of Inquiry Technique in Teaching Speaking*

Inquiry-Based Learning is a common method in teaching science that often associated with the active nature of student involvement, investigation and the scientific

method, critical thinking, hands-on learning, and experiential learning (Joko, 2008: 3).

Inquiry is used by a teacher to teach in front of the class. That procedure are : a teacher share with a problem to the students in the class. Students is devided to some of group, and each group should do what is the task. They study it, search or exploring about their group instruction. After they have discussed, they should arrange a report. The report will explain in the class with audience, and they talk each other. The discussion will make a new conclusion about the new knowledge.” (Roestiyah, 2006: 75)

According to Roestiyah tell that a procedure when teaching through inquiry will begin with a problem. It is to make the students interest and involve in learning. And she tell that the inquiry principle is how to the students through the above procedure.

And the writer qouted the steps of teaching through inquiry technique, they are steps any four (4) steps taken from scoville (2008:6) : The four generally accepted steps to the Scientific Method that should be followed to solve any problem: identify the problem, form a hypothesis, experiment or research, analyze the findings to make generalizations. Each step will be explain below :

### ***Identify the problem.***

This part of the lesson will be up to the teacher. This is a good way to introduce the lesson and what the teacher expect the students to investigate. The teacher give as many as question that can stimulus student's interest.

### ***Form a hypothesis***

Have students speak up a statement about what they think the results will show after they are finished. This is an educated guess and does not have to be correct. Some students have trouble with this part and think they can fill in this blank after they get the results to ensure their hypothesis was correct. The students can answer the teacher's question freely.

### ***Do an experiment or research***

This is when the students need to gather data and try to find out how the invention of the teacher instruction or stated at the beginning of the lesson. The students can get the data through reading a book, magazine and browsing internet or interview with their classmate or another people.

### ***Analyze the data and make a generalization***

Gather all of the results of the experiment and come to a conclusion or solution to the problem. Ask the students to discuss whether or not their hypothesis was correct or if anything out of the ordinary was discovered. Help them make a generalization about their invention.

### ***Presentate the result of the researsch***

This part, the teacher sholud be a facilitator. And the students coming one by one to present their invention as teacher question.

According to the information above that inquiry technique through some steps ; Analyze the data and make a generalization, Do an experiment or research, Form a hypothesis.

Analyze the data and make a generalization. Presentate the result of the researsch. It means to give motivate and to avoid when the students speak in front of the class. That they cannot of anything to say. They have no motivation to express themselves that they should be delivering. Sometimes the session has low or no participant at all. It will be solve by inquiry technique. So the students will speak as their context of the envirotnment that can build the new knowledge.

### ***The advantages and Disadvantages of Inquiry technique***

The advantages of inquiry

- a. Learning process situation is ceriousity and stimulus
- b. Give a lot of opportunity to the students in learning speaking
- c. Avoid from the traditional methode in teaching

The disadvantages of inquiry

- a. The clever students will dominate and the students that have avarage grade in learning will get the felling of unaccomplish
- b. This technique is not efeciency, especially in a infinitude or a amount of the class.
- c. In some sciece, sometimes the facilities is not available.

### **Research Methodology**

In writing this paper, the writer uses experimental research as a way to gain the result of the research. Experimental research has characteristic like at least one variable is manipulated to determine the effect of the manipulation. Subject are randomly assigned

to experimental treatments (Wiersma, 1991: 16). The writer wants to know the influence before and after the treatment and the positive impact of inquiry technique to improve speaking competence.

### **Population and Sample**

#### ***Population***

According to Arikunto (2002: 108) cited in the Encyclopedia of Educational Education states "A population is a set (or collection) of all elements possessing one or more attributes of interest." The population of the research is the first grade of English education students of Unswagati that the total number of 289 students.

#### ***Sample***

To determine the sampel which representatif the writer use the random sampel. According to Wiersma ( 1991: 248) such of random sampel that is "a probability sample in that every population member has a nonzero probability of selection. In a sample random sample, this probability is the same for all population members."

So, becoming random sampel that is class GH and CD. Because the class own the mean which relative is equal, seen from result tes assess the daily restating. Then, from the second of the class is determined at random which class is which study use the model of studythrough inquiry technique(experiment class) and class which its study by through cooperativelearning technique (control class) with raffling.

**Technique of Collecting the Data****Observation**

In collecting some related data with the problem discussed, the writer tries to do the documentation method by observing directly to the school archive. Observation is the way of collecting the data through observation that is appropriate to the aims of research, systematically and planned (Winitz H. 1998: 75) In this activity, the writer observed students schedules that relates with the problem of the research. Such as in teaching and learning through Inquiry in the school and the activities that can help students to improve speaking competence.

**Test**

To identify the student's qualities as in the factual condition, the writer tested the respondents. Tes is an examination of a person or thing or examination of a person's knowledge or ability. The oral test that used in testing in relation with improving speaking ability through Inquiry technique.

**Data Analysis**

In this research, the writer analysis the data based on the result of the test. The formulation as stated by Arikunto, S (2002:280):

$$t = \frac{Mx - My}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right) \left( \frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Explanation:

t :  $t_{\text{account}}$

M : Mean of each group

N : Number of participants

x : Deviation of (differences between)  $X_2$  and  $X_1$

y : Deviation (difference between)  $Y_2$  and  $Y_1$

And :  $\sum x^2$  is the result of  $x^2 - \frac{(\sum x)^2}{N}$

$\sum y^2$  is the result of  $y^2 - \frac{(\sum y)^2}{N}$

**Research Findings**

In analyzing the data of this research, which collected from the result of pre-test and post-test, the writer used the following steps: the writer gave a pre-test to both experimental and control group. And then the writer treated differently each group. Post given after the treatment and exercises for both groups. Then, after collecting the data, the writer tabulated the scores of pre-test and post-test both experimental and control group. After tabulating the scores, the writer compared the score of pre-test and post-test in each groups. Finally, the writer found the  $t_{\text{account}}$ . It can be concluded into following :



Experimental Group	Control Group
N = 30	N = 30
$\sum (X1) = 1670$	$\sum (Y1) = 1735$
$\sum (X2) = 2325$	$\sum (Y2) = 2100$
Gain $\sum (X) = 655$	Gain $\sum (Y) = 390$
Gain Square ( $x^2$ ) = 16825	Gain Square ( $Y^2$ ) = 9350

*Formula Application*

## 1. Find Mean From Both Samples

- Find  $\bar{x}_1$  and  $\bar{y}_1$

$$\bar{x}_1 = \frac{\sum x_1}{N} = \frac{1670}{30} = 55.66$$

$$\bar{x}_1 = \frac{\sum y_1}{N} = \frac{1735}{30} = 57.83$$

- Find  $\bar{x}_2$  and  $\bar{y}_2$

$$\bar{x}_2 = \frac{\sum x_2}{N} = \frac{2325}{30} = 77.5$$

$$\bar{x}_2 = \frac{\sum y_2}{N} = \frac{2100}{30} = 70$$

2. Find  $M_x$  and  $M_y$ 

- Experimental group

$$M_x = \frac{\sum x_2}{N} = \frac{655}{30} = 21.83$$

- Control group

$$M_y = \frac{\sum y_2}{N} = \frac{390}{30} = 13$$

3. Find Gain Square ( $x^2$  and  $y^2$ )

- Experimental group

$$\sum x^2 = 16825$$

- Control group

$$\sum y^2 = 9350$$

4. Find  $(\sum x)^2$  and  $(\sum y)^2$ 

- Experimental group

$$(\sum x)^2 = (655)^2 = 429025$$

- Control group

$$(\sum y)^2 = (390)^2 = 152100$$

5. Find of  $(\sum x)^2 = x^2 - \frac{(\sum x)^2}{N}$  and  $\sum y^2 - \frac{(\sum y)^2}{N}$ 

- Experimental group

$$\begin{aligned} \sum x^2 &= x^2 - \frac{(\sum x)^2}{N} \\ &= 16825 - \frac{429025}{30} \\ &= 16825 - 14300.8 \\ &= 2524.2 \end{aligned}$$

- Control group

$$\begin{aligned} \sum y^2 &= y^2 - \frac{(\sum y)^2}{N} \\ &= 9350 - \frac{152100}{30} \\ &= 9350 - 5070 \\ &= 428 \end{aligned}$$

6. Find  $t_{\text{account}}$ 

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$t = \frac{21.83 - 13}{\sqrt{\left[ \frac{2524.2 + 4280}{32 + 30 - 2} \right] \left[ \frac{1}{32} + \frac{1}{30} \right]}}$$

$$t = \frac{8.83}{\sqrt{\frac{6804.2}{58} \times \frac{2}{30}}}$$

$$t = \frac{8.83}{\sqrt{117.31 \times 0.066}}$$

$$t = \frac{8.83}{\sqrt{7.74}}$$

$$t = \frac{8.83}{2.78} = 3.17$$

#### 7. The Finding of df

$$\begin{aligned} \text{Df} &= N_x + N_y - 2 \\ &= 32 + 30 - 2 \\ &= 62 - 2 \\ &= 60 \end{aligned}$$

#### 8. The Finding of $t_{\text{table}}$

$$\begin{aligned} t_{\text{table}} &= t \left[ 1 - \frac{1}{2} \alpha \right] (df) \\ &= t \left[ 1 - \frac{1}{2} 0.05 \right] (58) \\ &= t_p (1 - 0.025) (58) \\ &= t (0.975) (58) = 2.002 \end{aligned}$$

#### 9. Comparing t table and t observed

Critical value of (t) at (0.05 significant level, where the degree of freedom is 65 for each group, so t table = 2.002 from the calculation above, it can be seen that value of t observed for both group is 3.17, it means t observed is higher than t table at 2.002

Based on the data above shows that there is significant influence of the students' result. Ttable as result of pre-test and post-test in each groups and ttable as significant level for educational research. The writer comparing  $t_{\text{table}}$  and  $t_{\text{account}}$  to accept or to the hypothesis. If  $t_{\text{account}} > t_{\text{table}}$ , the hypothesis is accepted, or the other words the hypothesis is accepted. That the result of the post-test of experimental group is bigger than the result in

the control group. The result of post-test of experiment group is better than the result of post-test of control group. Therefore, the writer conclude that the use of inquiry technique is more effective than teaching speaking without it.

### Hypothesis Testing

The writer analyzing the data from the test in two steps, the first step is pre-test and the second step which done after treatment is post-test. so the result can be found can be compared to the writer's hypothesis.

The hypothesis of this research is. "The use of inquiry technique is effective to improve students' speaking skill at the first grade students of English education of Unswagati"

In this research, the writer takes the significant level at 0.05 (5%). It is based on the Arikunto's theory that research for educational can be used the significant level at 0.05 (5%).

Based on the analysis of student's score the writer can find the result of  $t_{\text{account}} 3.17$ , while the critical value of  $t_{\text{account}}$  is higher than  $t_{\text{table}}$  ( $3.17 t_{\text{account}} > 2.002 t_{\text{table}}$ ). This could be seen that t observed is higher than t table and there are differences between  $M_x$  and  $M_y$  by the formula application. It shown that the final result of this research stated has a positive influence. So the hypothesis in this research is accepted. And it can be concluded that the technique of inquiry was effective to improve the student's speaking skill at the the first grade students of English education of Unswagati.

### Discussion

Based on the analysis above, after the inquiry technique has been given activities to the students in the experiment group such as; Identify of problem, Form a hypotesis, Do an experiment, Analyze the data and make generalization, and Presentation.

The writer get the findings of square in experimental group is 16825 an in control group is 9350, Mean X and Y in experiment group is 21.83 and in control group is 13.

Students involve in disccussion to find out the problem solving. Each students make a list of the source of information. The students also disscuss how to make presentation by speaking fluency. They discuss how to pronounciate the words rightly. While the students were presenting the result of their activities. They speak in english without blank. The students were hibited try to express things in a foriegn language in the classroom. They weren't worried about making mistakes, full of criticism or to get his fellow attention.

Meanwhile the control group students has performance like ; they are not inhibited, learner complain that they cannot of anything to say. They have no motivation to express themselves that they should be delivering. Sometimes the session has low or no participant at all. This problem is coumpounded by the tendence of some learner to dominate while other speaks very little or not at all. There are some students who still find some difficulties in English such as in pronounciation and vocabulary.

Those can be seen from the mean of both samples. Hence, the increasing statistically because the  $t_{\text{account}}$  is higher than  $t_{\text{table}}$ . Based on the analysis of student's score the writer can

find the result of  $t_{\text{account}}$  3.17, while the critical value of  $t_{\text{account}}$  is higher than  $t_{\text{table}}$  ( $3.17 t_{\text{account}} > 2.011 t_{\text{table}}$ ). So the hypothesis in this research is accepted. And it can be stated that the use of inquiry technique is effective to improve the student's speaking skill at the first grade students of English education of Unswagati.

This can be seen from students' indicator skill in saying word real correctly, owning improvement in vocabulary, submitting in level accuracy, that the writer record it in the form of CD cassette and the mobile recorder.

### Conclusion

Based on the result of analyzing the data in the previous chapter, the writer found out that the inquiry technique was effective to improve the students' speaking skill at the first grade students of English education of Unswagati. Students make the learning speaking ceriousity, learner didn't complain that they coludn't of anything to say. They have motivation to express themselves that they should be delivering. And also students pronunciate the words rightly. There is significant distinction between results of teaching speaking through inquiry technique and the teaching speaking without it. It can be proved from the result of test that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  ( $3,17 > 2,002$ ). It means that alternative hypothesis ( $H_a$ ) is accepted.

### Suggestion

Considering the conclusion above, the writer wants to propose some suggestion as follow :

The teacher can use inquiry technique as



effective teaching model to improve students' speaking skill especially to the the first grade students of English education of Unswagati.

In teaching speaking, the teacher should be exposed to create experience. In order to get the concept of speaking role, the teacher here is as the actor model as good example for students.

### References

- Arends, Richard I. 2008. *Learning to Teach*. Yogyakarta. Pustaka Pelajar.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Binham, Philip. 1974. *How to Say It*. Yogyakarta. Penerbit Kanisius.
- Brown, H. Douglas. 2001. *Teaching by Principles*. AW Longman Inc.
- Darling-Hammond, Linda. 2006. *Powerful Teacher Education*. USA. JB A Wiley Imprint.
- Frankle, Jack R., & Norman E. Wallen. 1993. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Inc.
- Harmer, Jeremy. 2002. *The Practice of English Language Teaching*. Malaysia. Longman.
- Hornby, AS. with AP. Cowie, 1974. *Oxford Advanced Dictionary of Current English*. London: Oxford University Press.
- Kagan, Spencer. 1989. *The Structural Approach to Cooperative Learning*. Paseo Espada.
- Lie, Anita. 2002. *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: Grasindo.
- Mukarto. Sujatmiko. Josephine. Kiswara, Widya. *English on Sky 2: for Junior High Students year VIII*. 2006. Jakarta. Penerbit Erlangga.
- Mulyana, Yayan G.H. 2002. *A Practical Guide English For Public Speaking*. Bekasi: Kesaint Blanc.
- Nofrianto, Sulung. 2008. *The Golden Teacher*. Depok. PT. Lingkar Pena Kreativa.
- Riggenbach, Heidi & Lazaraton Anne. 1991. *Teaching English as a Second or Foreign Language*. Los Angeles. A Division of Wadsworth, Inc.
- Rini, Julia & Yuliana. 2002. *Introduction to Communication*. Jakarta: Grasindo.
- Santosa, Purbayu Budi dan Ashari. 2005. *Analisis Statistik dengan Microsof Exel & SPSS*. Yogyakarta: Andi.

Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. Walton Street. Oxford University Press.

Syah, Darwyan. Supardi. Hasibuan, Abdul Aziz. 2007. *Pengantar Statistik Pendidikan*. GP. Press. Jakarta.

Surridge, B.J. & Digby Margaret. 1972. *A Manual of Cooperative Law and Practice*. Oxford.

Tompkins, Gail E. & Hoskisson, Kenneth. 1991. *Language Arts: Content and Teaching Strategies*. USA.

Wallace, Michael J. 2000. *Action Research for Language Teachers*. New York. Cambridge University Press.

Wallace, Trudy. 2004. *Teaching Speaking, Listening, and Writing*. Switzerland. UNESCO.