

## THE INTEGRATION OF GUIDED QUESTION TECHNIQUE IN ORAL PRESENTATION METHOD TO IMPROVE STUDENTS SPEAKING ABILITY

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**Abstract:** This research aims to know the integration of guided question technique in oral presentation method on students' speaking ability at the second grade students of UPTD SMPN 1 Parepare. Based on the initial observation at the school, many students had low in speaking due to lack of practice and lack of enthusiasm in studying English, therefore the students had no idea and confused about what they were going to say or speak. The researchers used a quasi-experimental method with a two-group design. The researchers used cluster random sampling and divided the students into two groups namely experimental group and control group. Each group consisted of twenty three students. In collecting the data with pretest and posttest, the form was an oral test and four meetings for the treatment. The technique of analysis data used mean score and t-test formula for an independent sample. The result of the data analysis showed there was an improvement in students' speaking ability. The mean score of experimental class posttest was 76.04 and the mean score of control class was 71. Therefore, the end result was  $2.389 > 1.680$  means that was higher than and was rejected while was accepted. It can be concluded that the integration of guided question technique in oral presentation method improved speaking ability of the second grade students of UPTD SMPN 1 Parepare. The researchers concluded that by the integration of guided question technique in oral presentation method can help the students to overcome their problems and also made students spoke communicatively during presentations. The study has an implication toward the English speaking teaching model development.

**Keywords:** Speaking Ability, Guided Question Technique, Oral Presentation Method, Spoke Communicatively

### INTRODUCTION

Speaking is widely known as the ability to share thoughts, ideas, and intentions with others using spoken language (Samad et al., 2017). In other words, speaking is the ability to use a particular language to communicate and express ideas orally

in building and maintaining social relationships and exchanging information.

The 2013 curriculum specifies that language competence is the main focus of English instruction in Indonesia, with students expected to use a range of spoken and written English in interpersonal, transactional, and functional situations. In other

words, the four competencies that the junior high school English curriculum for 2013 designed to equip and prepare pupils for competency in are reading, speaking, listening, and writing skills.

Based on the observation conducted by the researchers with thirty-two students in the second grade of a junior high school in Parepare found that the students faced some same problems in speaking. The researcher observed five meetings and the results showed that students' problems in speaking currently, such as having no idea and being confused about what they were going to say or tell, are caused by a lack of practice and enthusiasm in studying English, so, which difficult for the students.

Good teachers or trainers must motivate learners correctly, using a suitable method or technique. The reason is that the factors in the learning process that will run well lie in qualified teachers, appropriate complementary materials, teaching methods or procedures, and the media used in the learning process. Therefore, students learning outcomes are influenced by such good teachers or trainers.

UPTD SMPN 1 Parepare, one of the junior high schools in Parepare, has a strategic location because it is straightforward to reach by public transportation. This school was still in great demand by elementary school graduates in Parepare or out of Parepare. The researcher researched learning English at that school from the various characters found in UPTD SMPN 1. According to the results of the researcher's interview with one of the English teachers who teaches English in the second grade, students still have difficulty in English, especially speaking, because of a lack of enthusiasm for studying English.

In improving the students' speaking ability such as fluency, comprehension, vocabulary, grammar and pronunciation, the material needed must treat a learning method to evoke a sense of learning. Students will be more interested in learning by using various techniques and methods in teaching. One of the methods used by teachers at UPTD SMPN 1 in teaching English, especially in speaking, is the Oral presentation. A type of activity called an oral presentation involves expressing thoughts or information in front of audience.

With the oral presenting method, students take advantage of the hearing they receive from their surroundings. Context also aids students in language comprehension and usage. The objective is to help the person acquire the skills necessary for independent functioning and communication (Richard, 2008). The oral method was developed from the 1930s to the 1960s by British applied linguists such as Harold Palmer and A.S. Hornsby. However, it focused on oral practice, grammar, and sentence patterns is still supported by the teachers or trainers.

To solve the problems, some techniques in teaching English speaking, and one of those techniques is the Guided Question Technique. In agreement with Traver (1998), "guiding questions are the fundamental questions that direct the search for understanding." This indicates that the guided question method is a method that helps direct students' search for ideas.

This study has relationship with some previous studies, namely A previous research was done by Jihad (2019), the use of directed question technique combined with narrative storytelling using a quasi-

experimental method considerably improved the speaking abilities of STKIP YPUP Makassar students. It is demonstrated by the fact that the experimental group's mean posttest score (71.45) was higher than the control group's posttest result. It also demonstrated how using guided questions and narrative story-telling to teach speaking in the classroom helped students develop a positive mindset.

Furthermore, the researchers refer to previous studies that are relevant to the current research. Yunus (2012) conducted a research about the use of guided question with inside outside circle technique to help students develop communicative efficiency in speaking at the first grade of SMA Wahid Hasyim Malang by using Classroom Action Research method have improved. As a result, the technique used to address the speaking issue was successful. It unmistakably inspired the students to actively participate in the collaborative project. the final. The study's findings showed that the success criteria were as follows: (1) students' participation in the speaking teaching and learning process was very positive; and (2) 70% of students achieved proficiency in English speaking, as measured by a score more than or equal to 7 on the lie range. among 0 and 10.)

Eliyasun, Rosnija, Salam (2016) about guided question in improving students speaking ability at SMPN 6 Satu Atap Sintang and they found that the students' speaking ability improved through guided questions and legend as teaching material. In this research the writer used storytelling activity to promote students' speaking and help by guided questions technique. The results of the students'

speaking skills at the first meeting were 6.40, which were classified as moderate to good; at the second meeting, they were 6.70; and at the third meeting, they were 70.20, which were classified as moderate to good. To address issues raised in the classroom, this research was carried out as classroom action research.

Anita (2016) conducted a research about the use of guided question as a solution for speaking difficulties. Her study's findings indicate that using this method would give pupils vocabulary input related to the topic design in class. Students can at least gain knowledge of the grammatical features that were used and the input on how well-written sentences were ordered grammatically when it comes to grammatical input. Between passive and active pupils, students can assist one another. The action was completed in two cycles, each of which had four sessions. They were given guided questions in the first cycle, and they had to practice with a partner. They were given a speaking test following 4 meetings. Individual questions concerning each student's daily activities were asked during the test. Only 11 (64.8%) of the 17 students who took the speaking test were able to receive the desired score. The speaking test results for the students revealed that 15 (88%) of the 17 students were able to attain the desired score after 4 additional meetings in the second cycle. It can be concluded that guided speaking can improve the students speaking skill.

Regarding the students' perception on oral presentation, a study was researched by Gurbuz and Cabaroglu (2021) explored that the participants had benefited from their supervised oral presentation in terms of overcoming their speaking anxiety

and perceived significant improvements specially in aspects of pronunciation and public speaking. In another side, Sukmawati (2019) conducted a research about guided question in tutorial system. She reported that guided question is effective improve the students' speaking ability.

Yunus (2010) found that guided questions with inside outside circle technique is able to activate the students in speaking English. This previous reseracher investigated an effective way in activating the students in English speaking contexts. The researcher was looking for an approach to teaching speaking English that will encourage students to use the language with confidence and in a communicative manner. The null hypothesis was rejected and the alternative hypothesis (H1) was accepted based on the data, which revealed that the mean value of the pretest was 62.17 and the mean value of the posttest was 75.15. The T test value was 7.23 more than the T table 2.05 at the significance level 0.05. The speaking skills of students were shown to have greatly improved as a result of guided question teaching.

Widodo (2020) asserts that learning through question-and-answer has a beneficial effect on raising students' accomplishment, which is demonstrated by a rise in their cycle-by-cycle learning completion rates. According to the data, 35.56% of students met the learning completion criteria in the first cycle. The minimal completion standard for cycle II is 49.22%. The minimum completeness requirement for the third cycle is 85.20%. According to the findings of interviews with several students, who generally claimed that they are interested in the question and answer learning so that they become inspired to

learn, applying the question and answer method of learning has beneficial effects that can boost students' motivation.

From the results of previous studies, the researchers were interested in using guided questions in overcoming problems in students' speaking, therefore the researchers took the initiative to use the oral presentation method with the help of guided questions in it to overcome the students' speaking problems and to improve students' speaking ability.

The researchers concluded that using the guided question technique would later help students in overcoming problems in speaking, the researchers hoped that by using this technique, the student could build good self-confidence, as well as students speaking ability would be better than before. According to the researchers, guided questions are expected to overcome the speaking problem because students would be accustomed to practicing speaking more often. Regarding the previous studies that had demonstrated the ways of implementing guided question technique, the researchers offer a new thing on term of extension of teaching and learning model of speaking activity. The new thing is an integration of guided question technique with the oral presentation method which is one of development of English teaching model particularly in learning English speaking.

## **METHOD**

This section contains several important parts, namely; research design, research variables, operational definition of variable, population and sample, instrument of the research, procedure of collecting data and data analysis.

## Design

The researchers applied a quantitative method with a quasi-experimental design. The researchers divided the research subjects into two groups; they were the experimental group which was taught by using guided question technique in oral presentation method and the control group which was taught using oral presentation method with another technique in it. Both groups were given pretest and posttest. The quasi experimental research design framework is as follows:

Class	Pretest	Treatment	Posttest
E			
C			

**Table 1. Research Design of Quasi Experimental Method (Gay et al, 2012)**

Explanation:

E : Experimental Class

C : Control Class

O1 : Pretest

O2 : Posttest

X1 : Treatment for the experimental class

X2 : Treatment for the control class

In this study, there were two kinds of variables, namely the independent variable and the dependent variable. Independent variable is the integration of guided question technique in oral presentation method and dependent Variable is the students speaking ability. The integration of guided question technique in oral presentation method is an effective communication activity. Guided question technique aimed to make students more practice their

speaking during the learning process. In the use of this technique, the students were asked questions that related to the topic and arrange the answers into speaking. While the use of oral presentations can make the learning process more interesting, add insight and also improve communication and presentation ability. The kind of oral presentation method that the researcher will use is describing something.

Think-Pair-Share is a small discussion that can be used in class by teachers. Think-pair-share can promote and support high-level students to think about the material. Speaking ability is a very important part in the process of learning as a second language, speaking is also a process of building and sharing meaning through the use of verbs and non-verbals.

## Participant

The participants in this research are the second grade students of UPTD SMPN 1 Parepare in academic year 2022/2023 that consisted of three hundreds twenty students from ten classes and the researcher took two classes consisted of twenty-three students of each classes as the sample where class VIII.2 as the experimental class and VIII.1 as the control class. The sampling technique was using cluster random sampling.

## Instrument

The instrument of this study used a test. An oral test used in this research. The tests were applied before and after the treatment. The purpose of the pretest was to determine the students' speaking ability



before the treatment is held. While the purpose of the posttest was to determine whether there was an improvement or not of the integration of guided question technique in oral presentation method on students' speaking ability.

Pretest was conducted before giving treatment, then posttest after giving the treatment. In the pretest, students were assessed to find out how well their speaking ability were in both of the experimental class and the control class. In the experimental class, the students were taught by using oral presentation method with guided question technique. While in the control class, students were taught by using oral presentation method with another technique in it. In the posttest, students were assessed to determine the improvement of using oral presentation method with guide question technique on students' speaking ability. Data collection on the pretest and posttest were done by video recording.

### **Data Collection**

The researchers employed pretest and posttest in collecting the research data. The pretest was carried out in the form of an oral or speaking test. The pretest aimed to find out the prior knowledge of the students before starting the treatment. In this section students were asked to introduce themselves orally such as name, age, their mother's and father's name, their favorite color or food, etc.

Posttes was conducted to measure the difference between experimental and control class of students' speaking ability. In this part, the students were asked to speak about their favorite pet/animal orally. For the last, the result was compared between pretest

and posttest in order to know the improvement of the integration of guided question technique in oral presentation method towards students' speaking ability.

### **FINDINGS AND DISCUSSION**

There are two points in this section, namely findings and discussion. In part of discussion, the reserachers elaborate the theoretical and practical implication of this research. The following part is the description of each point in detail.

#### **Findings**

This section aims to determine whether there was an improvement in the integration of guided question technique in oral presentation method on the students' speaking ability of the second grade UPTD SMPN 1 Parepare. This section presented research findings that were intended to answer research problems and research discussions. Basically, statistically analyzing data taken from the pre-test and post-test provisions. The pre-test was given before the treatment while the post-test was given after getting the treatment.

#### **1. The Result of Pretest in Experimental Class and Control Class**

The researchers conducted a pretest in order to find out the prior ability of the students' speaking. In this case, the researchers did not give any treatment to the students but just took their raw score before the researcher gave them a treatment. The result of the pretest score was presented in the table below.

**Table 2. The Frequency and Percentage Score of Pretest**

Classification	Score	Experimental		Control	
		f	%	f	%
Very good	86-100	0	0%	1	4%
Good	71-85	11	48%	11	48%
Fair	56-70	10	43%	9	39%
Poor	<55	2	9%	2	9%
<b>Total</b>		<b>23</b>	<b>100%</b>	<b>23</b>	<b>100%</b>

Table 2 showed the students' scores in pre-test before giving the treatment. It indicated that the ability of the students' speaking both classes were needed to develop.

2. The Result of Posttest in Experimental Class and Control Class

The data of students' speaking was obtained through oral test after they were given the treatment. The data result of score was presented in the table below.

Table 3. The Frequency and Percentage Score of Posttest

Classification	Score	Experimental		Control	
		f	%	f	%
Very good	86-100	0	0%	1	4%
Good	71-85	19	83%	11	48%
Fair	56-70	3	13%	10	43%
Poor	<55	1	4%	1	4%
<b>Total</b>		<b>23</b>	<b>100%</b>	<b>23</b>	<b>100%</b>

The table above showed that after giving treatment, the rate percentage of the students' speaking ability in experimental class and control class had different improvement. The students in experimental class had slightly increased.

It can be seen 19 (83%) students' range in good classification, 3 (13%) students got fair classification, and 1 (4%) students range level in poor classification. Meanwhile, the students in control class also improved where 11 (48%) students got good classification, 10 (43%) students got fair classification, 1 (4%) students got poor classification. It indicated that the speaking ability of the students who were taught using guided question technique were greater than the students who were taught by think-pair-share technique. It meant that the speaking ability of the students improved through guided question technique.

3. The Mean Score and Standard Deviation of Pretest

The result of the students' posttest in experimental class and control class, after calculating the mean score and standard derivation were presented in following the table.

Table 4. Mean Score and Standard Deviation of Pretest in Experimental and Control Class

Sample	Mean	Standard deviation
Experimental	68.78	9.70
Control	68.82	8.64

4. The Mean Score and Standard Deviation of Posttest

The result of the students' post-test in experimental class and control class, after calculating the mean score and standard derivation were presented in following the table.

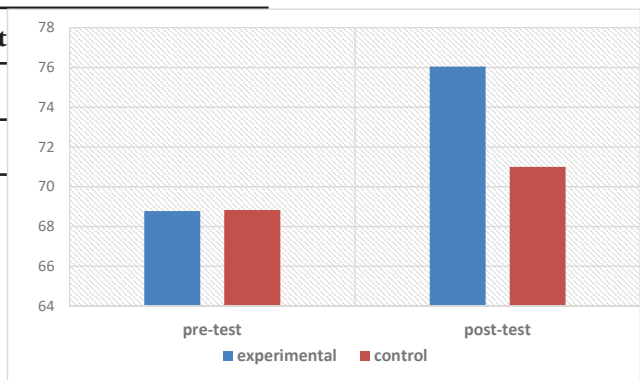
Table 5. Mean Score and Standard Deviation of Posttest in Experimental and Control Class

Sample	Mean	St
Experimental	76.04	
Control	71	

5. The Students' Score Improvement in Speaking Ability

The students' speaking score in both of class were improved after got treatment. However, the improvement changed into different. The students' mean score in experimental class progressed extensively than the control class. Meanwhile, the students' mean score in control class also improved but not too significant. It can be concluded the students' mean score in experimental class was higher than the control class. This also can be seen from the distance of scores owned by the two groups. The development of the two classes can be seen in the diagram below. The integration of guided question with oral presentation method contribute significantly on the students' speaking ability. They are getting improvement on some speaking aspects such as vocabulary, comprehension, and fluency.

Figure 1. Diagram of the Result of the Experimental and Control Classes Scores



6. Hypothetical Test

To find out the difference between the experimental class and the control class, the data was calculated using the t-test. The researcher used the t-test formula with a significance level of 5% and degree of freedom as follows;

Table 6. T-test of the Students' Score of Pretest and Posttest in the Experimental and Control Class

Type of test	Level of significant	t-test value	t-table value
Pre-test	44 0.05	0.0153	1.680
Post-test	44 0.05	2.389	1.680

The table 6 described about after calculating t-test for students' pre-test the result of statistical founded t-table value greater than the t-test value. It said that the alternative hypothesis ( $H_1$ ) was not accepted and that the null hypothesis ( $H_0$ ) was accepted. While, t-test for students' post-test showed that t-test value was greater than t-table value. It indicated that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It meant that the integration of guided question technique in oral



presentation method improved speaking ability of the second grade students of UPTD SMPN 1 Parepare.

## Discussion

Speaking is an activity that a person uses to communicate with other people. It happened everywhere and have become part of our daily activities. Hildawati (2017) stated that speaking is very complex because it includes many aspects such as grammar, pronunciation, fluency and vocabulary. By speaking we can express our ideas, feelings and thoughts to others. There are three functions of speaking those are talk as interaction, talk as transaction and talk as performance. Speaking activities can be concentrated on making learners produce sounds and phrases or grammatical structures and make the students speak confidently and communicatively.

Speaking ability and oral presentation are two elements that complement one another. To be fluent and communicative in their presentations, students need to improve their speaking abilities. According to Nadia (2013) when someone is able to speak to an audience, they will succeed in getting them to achieve their goals and because of that the researcher concluded that oral presentation and speaking are closely related.

Guided questions are used to check students' retention of information that is crucial for comprehending concepts or using rules. There is only one right response to this kind of question, which refers to information provided to students through lessons, reading materials, or previously taught

items. According to Wilhem (2007) It is possible to characterize the usage of guided questions as those that cognitively influence and direct students' thoughts toward answering all of the teacher's questions.

Beside that, Yunus (2012) said that the use of guided question technique in solving the problem on speaking worked well. It was clearly motivated the students to be actively involved during the group work. Same as Eliyasun, Rosnija, Salam (2016) said that the students' speaking ability improved through guided question technique and legend as teaching material. The researcher compared this research with Sukmawati (2019) that conducted a research used pre-experimental method with a one-group design about guided question technique that interested to make the students use language communicatively and confidently. Therefore, the researcher used a quasi-experimental method with a two-group design to compare the quided question technique to the other technique. In addition same as Widodo (2020) conducted a research by using quided question technique said that the application of this technique of learning brings positive effect which can increase students' motivation as shown by the result of his study.

This is in line with the results of research that had been carried out by the researcher, where the results of the post-test after being given the treatment showed an improvement compared to the results of the pre-test. In addition, this research carried out treatment with the think-pair-share technique in the control class. The difference can be seen in the method of the research, which was used a quasi-

experimental method, while previous studies used a classroom action research.

It was concluded that the use of guided question technique in oral presentation method improved students' speaking ability. For the last, a research conducted by Anita (2016) found that the students can at least know what was the grammatical feature that was used and the input on how good sentences was arranged grammatically. Between passive and active students, they can also assist one another. However, this research closed that the use of guided question technique in oral presentation method gave great improvement on students' speaking ability in describing, and also helped students speak communicatively for the second grade students of UPTD SMPN 1 Parepare.

Based on the previous explanations, the researchers claimed that guided question technique in oral presentation method can foster students' speaking ability that already proven can motivate the students and increase their involvement in the learning process. Therefore, the researchers recommended this method to be applied in English class. Moreover, the researchers also recommend to be more selective in choosing the theme for presentation. In this case, the teacher should choose the theme related to the students' experiences to make them easier in presenting the story.

## CONCLUSION

This study aimed to obtain empirical evidence on the integration of guided question technique in the oral presentation method on students' speaking ability, especially for the second grade students

of UPTD SMPN 1 Parepare in the academic year 2022/2023. This research needed to be done to prove the theories and related studies previously mentioned in the previous chapter.

Based on these findings, it can be concluded that the integration of guided question technique in oral presentation method improved the students' speaking ability at the second grade of UPTD SMPN 1 Parepare. There were differences in speaking scores of students who were taught by guided question technique and those who were not. This was evidenced by the results of hypothesis testing using a significance of 5% (0.05).  $t_{count}$  was accepted and  $t_{table}$  was rejected because (2.389) was greater than (2.306). In addition, the researcher also underlined that the students who were taught by guided question technique spoke more and students' speaking were more organized than the students who were taught by other technique, it can be interpreted that the integration of guided question technique in the oral presentation method improved the students' speaking ability at the second grade of UPTD SMPN 1 Parepare.

Guided question technique is recommended for teaching and learning speaking combined with oral presentation method. Students who actively participate in class are more likely to feel comfortable sharing their opinions. Guided question technique can also make students talk more when presenting in class orally. Furthermore, the English teacher should better understand the conditions in the division of groups in the class, it is recommended that students who are smarter are paired with students who are less in terms of learning English because if students

are divided into groups based on their own desires it would make the class not conducive, students will do more many other things than they should have done. In addition, if the students in the class are bored with the teacher's technique, the teacher should find for another technique that is better.

This study has theoretical contribution on the English teaching model development particularly English speaking instructional process. Referring to one of previous researches conducted by Sukmawati (2019) on the implementation of guided question technique in teaching speaking without integrated with a teaching method. This present research showed that guided question technique is potentially integrated with oral presentation method.

For the next researchers, the result of the application of guided question technique would be better if the researcher gives more questions to the students related to the topics that have been provided, and also it is hoped that the next researchers can conduct research with the same theme using quantitative and qualitative methods. Interviews and questionnaires can be given to determine the perceptions of students' and teachers' regarding the use of the technique in speaking.

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