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CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is one of the activities and language skills in English, which cannot produce without mastering some language components such as fluency, grammar, vocabulary, pronunciation and others. By mastering the components of speaking, speakers can produce a good spoken language. However, students who are passive in English, they cannot communicate in English because of some factors such as lack of vocabulary, poor confidence, worry to make a mistake and others. According to Richards and Renandya (2002), "Speaking is one of the central elements of communication in EFL (English as a foreign language), it is an aspect that needs special attention and instruction". It means that speaking is really important skill in English because it includes the central elements in communication. Therefore, when the students can master this central element of communication, that is speaking, it is easy for them to share their ideas, speak and communicate the language.

In teaching and learning English process at school, speaking skill is one of the categories as the language skill that must be mastered by the students. Many questions of how to make the students can develop their self-confidence, how to communicate the language and how to use the language or interact conversationally, may continually appear. The similar idea, Erik Palmer (2011) mentions in teaching speaking, teachers have to find out through and engaging

technique for integrating speaking skill throughout the curriculum. In teaching speaking, teachers should also be able to play their roles as facilitators and guidance for the students so the students can develop their ability of the spoken language.

State Madrasah Aliyah 1 Pekanbaru is as the formal education institutions, this school also provides English subject for the students, especially speaking skill. This school is located on Bandeng Street. State Madrasah Aliyah 1 Pekanbaru uses Curriculum 2013 as a guidance in teaching and learning process. The criteria of students minimum passing grade in English subject at that school is 76. Curriculum 2013 states that English is the international language of communications introduction, students are able to achieve the goal of communication, the students are able to speak and give the respond in simple monologue and conversation. In Curriculum 2013, the process of teaching and learning use students centered approach. (Kemendikbud:2008)

Based on preliminary research at State Madrasah Aliyah 1 Pekanbaru, researcher observed the first-grade students of science class in teaching and learning process. The students' ability in speaking was still very far from the expectation of curriculum. They were not able to generate their ideas when speaking and they could not respond what the teacher asked. When the teacher asked them to speak in a topic orally that related to their material, the researcher noticed that it was hard to them, the students were confused what to speak, they cannot generate their ideas about the topic and the students were not confidence to speak. Therefore, the teacher gave the students the opportunity to prepare about

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the topic. The teacher provided them time to do preparation, the students might do brainstorming and mind mapping to encourage them to speak in front of the class. Furthermore, the teacher invited the students to speak about topic given by the teacher before again. But in fact, the students used to have the difficulties in speaking. It was supported by the fact that the teacher had already given them the example as the facilitator of the students. The teacher is a role model to the students. The problems were from the students' side, it can be seen in the phenomena below:

1. Some of the students were not able to speak confidently
2. Some of the students felt nervous in expressing their ideas
3. Some of the students were worry about grammatical errors.
4. Some of the students had lack of vocabularies
5. Some of the students did not know how to give the respond from the teacher's question

Based on the problems above, the researcher initiates to offer a solution for the teacher to implement an English teaching technique in teaching speaking which can help and motivate the students to speak English and make the students understand how to respond about the questions from the teacher. The teaching techniques is Questioning that it is a technique used as brainstorming activity in speaking. It is utilized to help the students generate many ideas before the students speak about the topic being discussed. Hussain (2003) states that questioning is the single most influential teaching act and the trend has hardly changed over the years. The supported idea above, Orlich, et.al in Wahyudi (2017, p. 96) states that

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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 in speaking English. It enables the students to speak English well.

Because of the reasons, questioning technique will be applied in State Madrasah Aliyah 1 Pekanbaru. Questioning technique is a good way of helping the students produce the language orally. This technique can help the teachers to improve the students speaking ability and students can understand how to respond the question.

By understanding the fact above, the researcher interests to investigate the problems into a research project entitled: “THE USE OF QUESTIONING TECHNIQUE: IT’S EFFECT ON STUDENTS’ SPEAKING ABILITY AT STATE MADRASAH ALIYAH 1 PEKANBARU”.

A. Problem

1. Identification of the Problem

Based on the preliminary research, it has been identified that the research focused on questioning technique in teaching speaking. The problems are identified as follows:

- a. What are the factors that make the students unable to speak confidently?

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- b. What are the factors that make the students feel nervous in expressing their ideas?
- c. What are the factors that make the students worry about grammatical errors?
- d. What are factors that make the students lack of vocabularies?
- e. What are the factors that make the students difficult to respond the teacher's questions?

1. Limitation of the Research

After identifying the problems of the research, thus the researcher is necessary to limit and focus her research problem on the use of questioning technique on students' speaking ability in narrative text focus on legend text at the first science two students of State Madrasah Aliyah 1 Pekanbaru.

2. Formulation of the Problem

The problems of this research are formulated in the following research questions:

- a. How is the students' speaking ability before being taught by using questioning technique at the First-grade Students of State Madrasah Aliyah 1 Pekanbaru?
- b. How is the students' speaking ability after being taught by using questioning technique at the First-grade Students of State Madrasah Aliyah 1 Pekanbaru?



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- c. Is there any significant difference between students' speaking ability before and after being taught by using questioning technique at the First-grade Students of State Madrasah Aliyah 1 Pekanbaru?

3. Objectives and Significance of the Research

1. Objectives of the Research

- a. To determine about students' speaking ability before being taught by using questioning technique at the First-grade Students of State Madrasah Aliyah 1 Pekanbaru.
- b. To determine about students' speaking ability after being taught by using questioning technique at the First-grade Students of State Madrasah Aliyah 1 Pekanbaru.
- c. To determine whether there is a significance difference on students' speaking ability before and after using questioning technique at the First-grade Students of State Madrasah Aliyah 1 Pekanbaru.

2. Significance of the Research

- a. Hopefully, this research gives contributions in increasing students' speaking ability. From this research is able to benefit the researcher in learning how to conduct a research.
- b. The teacher can use this new technique to teach the students' speaking ability. This research is expected to give more information about teaching and learning English. Then, the teacher will more understand about problems and difficulties in teaching speaking for the students.

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- c. To give information about a technique that can use to help the students in speaking who are studying at the First-grade Students of State Madrasah Aliyah 1 Pekanbaru.
- d. Finally, this research findings are also expected to be the practical and theoretical information to the development theories on language teaching in general.

4. Reasons for choosing the Title

There are some reasons why the researcher is interested in carrying out her research. This research is motivated by the following reasons:

1. The title of the research is relevant with the researcher's status as a student of English Education Study Program.
2. The problems of this research are interesting in the term teaching and learning about speaking.

5. Definition of the Term

There are so many terms involved in this research, to avoid misunderstanding on the term used, these the following term are necessarily defined as follows:

1. Use

Oxford dictionaries stated that Use is the action of using something, employ or the state of being used for a purpose. The similar meaning above, use is the act or practice of employing something for a particular purpose (Mariam-Webster since 1828). In this research, use is defined as the implementation of Questioning technique on students' speaking ability at State Madrasah Aliyah 1 Pekanbaru.

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1. Questioning Technique

Hussain (2003) states that questioning is the single most influential teaching act and the trend has hardly changed over the years. Orlich, et.al in Wahyudi (2017, p. 96) added that the Questioning technique can be utilized as a helpful tool to arrange concepts of certain information that will be delivered. In this research, Questioning technique is as a good way to help the students to produce the language, it has many benefits in teaching and learning activities that we can do in the classroom.

2. Speaking Ability

Speaking ability by Samjai (2015) said that this is the ability (1) to verbalize the English language in conversation purposively, (2) to speak fluently and communicate effectively, (3) to use language structure and vocabulary in the right context, (4) to use appropriate pronunciation, and (5) to apply appropriate manner. Speaking ability in research is students' understanding in speaking English language.