



ACTIVATING STUDENTS' SPEAKING ABILITY IN ASKING AND GIVING OPINION BY USING QUALITY QUESTIONING STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

Teaching process in speaking English is really difficult for some teacher in Senior High School, especially in *Asking and Giving Opinion*. Unparticipation from students during teaching speaking become major problem to solve. Also, the monotonous teaching speaking which focuses through theory and books make students and teacher having less interction. According to these problems, writer will use the strategy to deal with those problems. So that, students could activate their speaking ability in speakingclass, especially in *Asking and Giving opinion*. Strategy that writer will use is *Quality Questioning Strategy*. *Quality Questioning Strategy* is the questions selected by the teacher to stimulate students thinking outcomes in activate students' speaking ability. The questions should be an easy questions contains several familiar vocabularies by the students. Thus, there are some rules in using this strategy as follow: *Ask Question, Wait Time, No Hands-Up, dan Response*. In applying Quality Questioning, teacher needs to follow those rules beacuse the process of those rules will stimulate students thinking outcomes in speaking class, especially in *asking and Giving Opinion*. Writer hopes that this strategy will activate students speaking ability, especially in *Asking and Giving Opinion*.

Key words: asking and giving opinion, quality questioning strategy, ask question, wait time, no hands-up and response

A. INTRODUCTION

The purpose of teaching speaking is to improve the oral production of the students in expressing themselves, making interaction and conveying information through English. According to Brown (1981:212) teaching speaking is to provide the speaking skill as fluency and accuracy in interaction. It means that teaching speaking helps students to be fluent and accurate while doing interaction in teaching speaking. Teaching speaking are expected to make students able to convey information, share, and express their ideas in order to maintain social relationship in communication with others. It is expected that teaching speaking encourage the students to pursue further education or future career.

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Teachers should be able to select and use effective teaching strategy to attract students to communicate actively during teaching speaking process in asking and giving opinion. Loughran and Mitchell (2002:6) state that teaching speaking is to encourage and involve the students to communicate by developing techniques and strategies in speaking. He also adds, the teacher of English has to give the students enough freedom to speak, so that they should not feel afraid of making mistake or shy while speaking. It means that teachers should create warm and enjoyable classroom in order to make students feel confident to speak. Likewise, Finochario and Michael (1973:28) state that teaching speaking as the teacher activity to motivate the students to be active in speaking and make them fun and safe while speaking English in order to be cooperative and communicative speaking class. So, using teaching speaking strategy is appropriate to hep teacher create cooperative and communicative class,

Based on the problems and the causes described above, the writer is interested in using Quality Questioning strategy to activate students' speaking skill in asking and giving opinion at Senior High School. Whals and Sattes (2012:5) say, quality questioning is the questions relates to teacher behavior that connected to the students thingking outcomes which selected by the teacher related to the subject given. These questions engage all students in thinking and forming their own answer. It means that the questions will lead the students to answer it by their own point of view, not by guessing an answer based on teachers' perspective. For example, the questions should be about something that is easy to understand by students or related to something familiar or popular among students like fashion, social media, and gadgets. The advantages that can be taken from quality questioning strategy are students' involvement when they attract by the question given by teacher which make them enthusiastic to answer the questions and naturally activate their speaking ability.

The quality questions given by the teacher will lead the students to activate their speaking ability. From previous explanation , When the students are asked by the teacher by using quality questions strategy, they will be interested in speaking to answer the questions even their grammar or the way they speak still inappropriate. Thus, the role of teacher is needed to correct their grammar and their pronunciations. If this strategy succeeds, students will be able to speak up their ideas and active in speaking. They might have high self-confidence in using English as their daily language.

1. Quality Questioning

In daily life people can't be separated from questions. According to Cotton (2001) in Fiprinita (2007: 3) question is something habitual for human. We can find it outside the classroom and in the classroom activity. In the classroom activity, questions become central for helping teacher interact with students. Also Whals and Sattes (2003) in Hussain (2012:2) says that quality questioning is the questions relates to teacher behavior that connected to the students thinking outcomes which selected by the teacher related to the subject given. It mean that these questions came from the knowledge of the teacher in order to stimulate students to engage their thinking and forming their own answer.

It is generally poor method of questioning when teacher asks questions in order to find out whether the students remember what does teacher had explain before. It's inappropriate because we need students to speak up their own mind in order to activate their speaking ability. Hussain (2003:5) mentions the procedure of asking quality questioning as follow:

1. Asks the question

Teacher needs to prepare the quality questions before deliver it to students. The questions should stimulate students to speak up their own thought. Questions should be contains creative or divergent-thinking, where there is no right/wrong answer.

2. Wait time

Wait time is really needed in this strategy because teacher need students to think deeper about their answers before delivering it to teacher. Teacher might make wait time become more interesting like change counting time from (one...two...three) become (one thousand...two thousand...three thousand). This way will have the effect of students being more tentative, hypothetical and extensive in their responses.

3. No hands-up

Any person can be called on for any question, not only volunteers. This means that all students will be chosen randomly to answer the questions so that they are ready with their answer.

4. Responses

Teachers' responses to students' answer is important because it will stimulate another students to speak up their own opinion about the answer. The reward words like 'good, very good and excellent' will stimulate their confident to participate for another questions.

B. DISCUSSION

Procedures of Teaching Speaking in Asking and Giving Opinion by Using Quality Questioning Strategy

In applying this strategy, the teacher can divide the teaching process into three stages, they are: pre-teaching, whilst-teaching, and post-teaching. This division will make the teacher easier to manage the time for each part.

a. Pre-teaching

In this stage, the teacher should prepare the students, both psychologically and physically to join the learning process. The teacher needs to create a good atmosphere to make the students feel comfort and enjoy to study. The teachers can start by greeting the students and asking their condition to build a good relationship with them.

After that, the teacher should check the student’s attendance. Then, she has to review the previous lesson and recall what they have learnt from the last meeting and make a connection with the material that they are going to learn today.

b. Whilst-teaching

In this stage, the process of the learning aims to reach Basic Competence which is done interactively, joyfully, challengingly, and motivationally in order to attract students’ interest. Whilst teaching activity is the main activity in which the lesson begins to be introduced, delivered and practiced during the class. This may be done for about more than fifty minutes.

This part divided into three phases according to school based curriculum (KTSP 2006), they are: exploration, elaboration, and confirmation.

1. Exploration

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Asking Opinion

- What do you think ...?
- What’s your opinion about ...?
- How do you feel about ...?
- What’s your reaction to that ...?
- Any comments, ?

Giving Opinion

- Well, I think ...
- In my opinion I think ...
- I feel that wwe should ...
- My reaction is that we should...
- May I make a comment on ...

2. Elaboration

Elaboration is a stage in which students are given more chance to accomplish their knowledge about how to asking and giving opinion orally. This is the main stage where students’ will gain more knowledge in comprehending express surprise and amazement orally. In this phase, teacher will show more about how to asking opinion by delivering some quality questions. Teacher will explain more about asking and giving opinion after students’ response to the quality questions given by the teacher as follow:

- a. Imagine that you have a hundred billion dollars. What’s your reaction?
- b. You heard that one of your friends is invited to *Merdeka Palace* to meet the President. How do you feel about it?

- c. Your closest friend is a billionaire. He or she want to share half of his or her property to you. How will you respond to it?
- d. Assumed that you one of politicians member who join the meeting about further plan of our country progression. What will you say?

After delivering the quality questions, teacher have to give students a waiting time to make students feel free to think their answers. Teacher encourage them by counting the time like 'one thousand, two thousand, three thousand' as if they still have much time to think. Teacher should react to a response or encourage students to answer. It will affect students to be more tentative, hypothetical and extensive in their responses.

Then, teacher asks students to answer the questions based on their opinion. Teacher needs to call their name randomly in order to make all students ready with their own answer. If students only answer it by a simple words like (spend it, shopping, shock or happy), teacher needs to corrected their answer into complete sentences. For example: 'In my opinion, If I have a billion doolars I will buy a car', or 'well, I think I'm going to give it for charity.'

In order to make it comprehensible, writer provide the models of teaching as follow:

Teacher: Ok class. We are going to dive deep our imagination about something.

Students: What is that miss?

Teacher: It's a secret. But we have some rules here. Only student that I call is allowed to speak. The one who broke the rules got punishment, okay?

Students: Okay miss.

Teacher: And I'm going to count until three...thousand

Students: (Startled)

Teacher: Are you ready class?

Students: Ready miss!!

Teacher: Imagine that you have a hundred billion dollars. What will you do?

Students: Shock, happy...happy miss.

Teacher: Great!! But A, you need to speak in complete sentences like

"In my opinion, If I have billion dollars I will buy A car"(by using an expression). Ok my students, this is how you asking and giving your opinion towards certain situations. (showing expression about surprise and amazement through media). Ok class, prepare your self because I'm going to asks each of you several questions related to asking and giving opinion. Ready?

Students: Ready miss!!!

Teacher: Assume that you are a teacher and you needs to face naughty students. What will you do? You have three thousand second (begin to count one thousand...two thousand...three thousand).

Some students may interrupted by pointing their hands, here teacher needs to calm down the situation by directly choose the students to answer it.

Student B: Angry miss!!

Teacher: Good!! But it isn't complete yet. You have to say it in complete sentences. "In my opinion as the teacher I will punish them" Ok class together!! (say it together)

Students: In my opinion as the teacher I will punish them.
(Then, teacher begin with another quality questions)

The more teacher enthusiastic in delivering the quality questions, the more students will attracted in answer it. Teacher needs carefully in giving feedback to the students. So, teacher needs to use an understandable words to avoid students confusion about the questions and the feedback. Thus, teacher may order students to make their own situations for asking their friends opinion.

3. Confirmation

Teachers' job is to do confirmation to all of the students. In the other words, the teacher confirm the comprehension of students related to asking and giving opinion. In this phase, teacher gives a feedback to the students. Teacher may review some errors and give enforcement about the language used.

c. Post-teaching

Now this is the last phase where teacher should make students enjoy more after doing activities. Teacher asks students to asking and giving their friends opinion about some situations or problems. Teacher should mention that students' must comments with positive attitude and just use words that build confidents to others. This would help to speak their thought in positive ways. If possible, teachers summarize the lesson and close the class.

C. CONCLUSION AND SUGGESTIONS

1. Conclusion

Quality questioning strategy is a good strategy to activate students' speaking skill, especially in asking and giving opinion. It is very useful and applicable to use in speaking class. This strategy is an effective way to encourage students speak during speaking class. It will give the students opportunity to practice their English skill. By applying this strategy, students can access their prior knowledge, monitor their understanding while answering the questions, and attracted to answer the questions. Also they can speak freely because teacher could help them in correcting their grammar and the way they speak. At last, it is an interesting strategy for activating students' speaking ability in asking and giving opinion, it could encourage them for not afraid to made a mistake while speaking English in the classroom or their daily life. The teaching learning process shloud be attractive and interesting in order to activate students' speaking ability in the classroom.

2. Suggestions

The teacher should have prepared well before the teaching process begin, for example the materials, syllabus and the aids to support her or him in explaining the topics. The teacher can use aids such as laptop, OHP, video, printed pictures and so on. The teacher must creative in choosing topics for this strategy in order to make the learning process run well. The teachers also must give

motivation to the students to be more active in expressing their ideas. Then, the important thing is the teachers have to make the class attractive and fun, so the students will not feel bored in learning process. Last, the teacher should give feedback to the students to evaluate the students' development.

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