

**IMPROVING THE STUDENTS' SPEAKING ABILITY IN ANALYTICAL
EXPOSITION TEXT THROUGH QUESTION GENERATION STRATEGY AT
GRADE XI STUDENTS OF SMAN 1 PULAU RAKYAT IN
ACADEMIC YEAR 2016/2017**

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ABSTRACT

Target of this research is to know result learn student during study process in speaking analytical exposition text through question generation strategy . This study was conducted in the grade XI students at SMAN 1 Pulau Rakyat in school year 2016/2017 in Jl. Desa Pulau Rakyat Dusun II Kabupaten Asahan. It was conducted for I month in March. In this research Class Action Research (CAR) research subject students' SMAN 1 Pulau Rakyat, class XI IPS 1, that amount 30 stusents academic year 2016/2017. The object research is result speaking ability in analytical exposition text through question generation strategy. The class action research in planning a few phase that is use test, the first cycle and second cycle. The instrument was used for collecting data were the test and observation. The first cycle showing result 55%. And on the second cycle showing result that 90%. The mentioned seen from indicator indicate that study process in speaking analytical exposition text through question generation strategy mounting result students learnt. The conclusion of the speaking analytical exposition text through question generation strategy at grade XI students of SMAN 1 Pulau Rakyat in academic year 2016/2017 can be improve.

Keyword : Question Generation Strategy, Improving, Speaking ability

Introduction

Education is one of the most important things for our life. Where education is the place for making someone understand about something which they do not understand. Furthermore, we need something what make us easier to accept the material. What is something actually? It means that in teaching we need some ways for helping us in teaching.

Review of Literature

The term uses in this study have to clarify some extent in order not to rise confusion in comprehending the ideas or the concept involve. The terms may function to give a limitation of concept which is especially meant in a particular context. By doing so this research will be free from unnecessary interpretation of the readers.

Improvement

According to Buell (1995:78) states that improvement in language learning is related the effort of getting something in to our cognitive systems. The skill is the result of learning process which involves teachers with students which are reflected from knowledge of the students.

Definition of Speaking

Speaking is an interaction between speaker and listener. In speaking there is a process of communication, which conveys the message from a speaker to listener.

Douglas (2004: 141) states that there are five commonly identified types of speaking performance, each of which comprises a category within which to consider assessment tasks and procedures.

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply part of back (imitate) a word or phrase or possible sentence.

2. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the same what

limited level of very short conversation.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and participants.

5. Extensive

Extensive oral production tasks include speeches, oral presentation, and story telling, during which the opportunity for oral interaction from listeners either highly limited.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Join Construction of Text state (Department Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language it self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, one can find the speaker, the listener, the message and

the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Aspects of Speaking

1. Speaking mode

The first feature is the speaking mode: it can be isolated (the words are pronounced in isolation with pauses between two successive words), connected (usually used when spelling names or giving phone numbers digit by digit), or continuous (fluent speech).

2. Speaking fluency

With the three speaking modes, the speech input can be spontaneous or read (scripted speech for data entry by computer operators or a text dictated to a secretary from a manuscript document).

3. Speaking rate

It is obvious that the speech production rate varies from one speaker to another. The speaking rate depends on the exploitation conditions in particular due to stressful operating conditions such as adverse physical environments.

The speaking rate can be slow, normal or fast. This may be measured by the statistical distribution of the average number of speech frames within a given set of sentences. If the performance result is obtained with a particular speaking rate that is not used during the exploitation it has to be specified. A tool may be required by the application developer to measure speaking rate.

4. Non-speech sounds

The users are likely to produce acoustic sounds that are not relevant to the application, such as cough, sneeze, clearing one's throat, lip macks, clicks, etc. These extra-

linguistic phenomena (or non linguistic phenomena) may be considered as part of the speech modeling (implementation of the rejection mode described below), or may be tackled at the linguistic level or other higher levels.

The application developer has to know if these phenomena are handled or not, and how to 'tune the system for that purpose if any intervention is needed.

Speaking Ability

Speaking ability is one of the skills that need to be developed in the Indonesian Language, in addition to the capability aspects of listening, reading, and writing. Courage to speak up, ask questions and express ideas strongly support the learning process especially Indonesian.

Aspects of Speaking

5. Speaking mode
6. Speaking fluency
7. Speaking rate
8. Non-speech sounds

Purposes of Speaking

1. They want to say something
2. They have some communicative purposes; speakers say something because they want something to happen as a result of what they say.
3. They selected from their language store. Speakers have an inventive capacity to create new sentences. In order to achieve these communicative purposes they will select the language they think is appropriate for this purpose.

The Function of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. Several language experts have attempted to categorize the functions of speaking in human interaction. Brown and Yule (in Richards, 2010:2) the functions of speaking are classified into three they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. Below are explanations of the functions of speaking.

1. Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, talk as interaction has several main features as follows.

- a) Has a primarily social function i.e the information must connect to the environment.
- b) Reflects role relationship i.e give the information about the correlation of interaction.
- c) Reflects speaker's identity i.e give the information about the speakers' identity like name, place.

Some of the skills (involved in using talk as interaction) are:

- a) Opening and closing conversation i.e good morning, good afternoon, peace be upon you.
- b) Choosing topics i.e health, healthy, drugs

- c) Making small-talk, i.e firstly, next

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

2. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations.

Meanwhile, talk as transaction has several main features as follows:

- a) It has a primarily information focus i.e. topic about drugs
- b) The main focus is the message and not the participants i.e. about how to against the drugs.

Some of the skills involved in using talk for transaction are:

- a) Explaining a need or intention, i.e. choose a topic
- b) Describing something, i.e expressing a topic

c) Asking questioning, i.e. how is the audience know about that topic.

3. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. The main features of talk as performance are:

- a) There is a focus on both message and audience: i.e the students' focus to hear what the teacher talking about.
- b) It reflects organization and sequencing: i.e arranging the better speech
- c) Form and accuracy is important; the coherence of speech with the audience
- d) Language is more like written language: prepare the material in a piece of paper
- e) It is often monologic: i.e the student' prepare themselves by talking by himself

Some of the skills involved in using talk as performance are:

- a) Using an appropriate format, i.e. a piece of paper.
- b) Presenting information in an appropriate sequence , i.e. give the primary information.

The Elements of Speaking

Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language features

The elements necessary for spoken production, are the following:

- a. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected.
- b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how their feeling (especially in face to face interaction). The use of these devices contributes the ability to convey meanings.
- c. Lexis and grammar: teacher should therefore supply a variety of phrases for different functions such as agreeing, expressing surprise shock, or approval
- d. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying.

2) Mental/social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates:

- a. Language processing: language processing involves the retrieval of words and their assembly into syntactically and

- propositionally appropriate sequence.
- b. Interesting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
 - c. (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

Speaking Assessment Criteria

The mastery of speaking skill in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of the English courses on the basis of how well they have improved in their spoken languages proficiency.

The Assessment criteria of speaking	
Fluency and Coherence	25
Lexical Resource	25
Grammatical range and accuracy	25
Pronunciation	25
Score	100

Teaching Speaking

Teaching speaking has to use English as much as possible in the class. The teacher should use English as the language with the students in the school whenever and wherever they meet.

Question Generation Strategy

Question generation is a strategy whereby readers ask and answer meaningful questions about the text's important or main ideas while reading (National Institute of Child Health and Human Development [NICHD], 2000).

Question generation is a strategy whereby readers ask and answer meaningful questions about the text's important or main ideas while reading (National Institute of Child Health and Human Development [NICHD], 2000). By asking questions, students actively engage and interact with the text. Students become aware of their ability to answer their questions and ultimately have a deeper understanding of the text. And finally, when using the question generation strategy, students pose and answer their own questions rather than only answering questions posed by the teacher. This shifts responsibility for learning from the teacher to the students.

Question generation is important because it ultimately improves students' understanding of the text and teaches them to become independent self-questioners. "The assumption is that readers will learn more and construct better memory representation when self questions are asked while reading."

The National Reading Panel's examination of reading research concluded that question generation is a strategy that can improve reading comprehension (NICHD, 2000). "When students know how to ask questions before, during, and after reading, they have learned an important strategy for comprehending and constructing meaning."

As an adult reader, think about your cognitive process while reading. In all likelihood, questioning before, during, and after reading is something you naturally do but don't think about (Harvey & Goudvis, 2000). For example, when reading about the benefits of a high-fiber diet, you naturally may ask what happens if you don't eat enough fiber. Or if you become confused while reading how fiber affects the digestive system, you reread the text to clear up your confusion. Teaching students to ask questions while reading helps the students see how this strategy assists with comprehension. Teaching question generation also increases students' awareness of whether they are understanding the text while reading (NICHD, 2000).

Question Generation Strategy Procedure

The procedure of Question generation strategy, they are:

Step 1:

Introduce this strategy to the class:

a) Locating explicit main idea

Tell students that some passages have summary sentences that state the main idea or "gist" of the paragraph or passage. Using example of passages with explicit main ideas, train students to identify and underline main-idea sentences.

b) Finding key facts

In some passages, the main idea is implied rather than explicitly stated.

c) Writing a "gist" sentence

Show students a passage with an implied main idea.

d) Generating questions

Tell students that careful readers often construct questions about what they are reading to help them learn.

Step 2:

Give students selected practice passages and instruct them to apply the full question-generation strategy. Provide feedback and encouragement as needed.

Question Generation is a strategy that assists students with their comprehension of text. Students learn to formulate and respond to questions about situations, facts, and ideas while engaged in understanding a text.

Question Generation helps to improve critical and creative thinking skills as students learn to ask questions about an assigned text. This technique encourages students to develop life-long learning skills. Question Generation is flexible and may be tailored to fit various types of information, and different skill-levels. Students may use this strategy with the help of a facilitator or they may generate questions on their own.

This strategy assists teachers as they engage in the following processes:

1. planning whole class, small group, or individual activities
2. matching objectives with assignment components
3. checking for comprehension
4. gaining insight about students' interests
5. designing homework assignments, and
6. writing exams

Analytical Exposition Text

- a. Definition Analytical Exposition Text
- b. Purpose Analytical Exposition Text
- c. Generic Structure Analytical Exposition Text
- d. Characteristics Analytical Exposition Text

e. **Definition Analytical Exposition Text**

Analytical Exposition text is one form of argumentation text. Analytical exposition text is a text or texts which describe the author's opinion about the phenomenon that is happening around us.

f. **Purpose Analytical Exposition Text**

The purpose of analytical exposition text is to convince the reader that the topic presented is an important topic to discuss or get attention by providing arguments or opinions that support the main idea or topic.

g. **Generic Structure Analytical Exposition Text**

1. Thesis
Thesis in part, the author introduces ideas about the topic or subject that will be discussed. Thesis is always in the first paragraph of Analytical Exposition Text.
2. Argument
In this section the author presents arguments or opinions that support the main idea of the author, usually in an Analytical Exposition Text there are more than two

arguments. More and more arguments that appear increasingly believe the reader that the topics covered by the authors is a very important topic or need attention

3. **Reiteration**

This section is the concluding part of an Analytical Exposition Text is always located at the end of the paragraph. Reiteration contain the rewriting or redeployment of the main ideas contained in the first paragraph. Reiteration is also commonly called the conclusion or conclusions and sometimes advice.

h. **Characteristics Analytical Exposition Text**

1. Using the simple present tense.
2. Using relational process. Usually using the conjunction can lead to a causal relationship. Such as: Because, if conditional sentence.
3. Using internal conjunction.
4. Using a casual conjunction

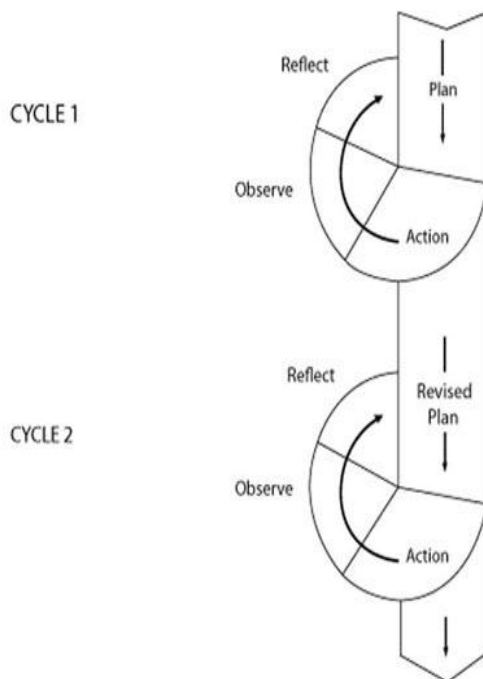
Conceptual Framework

In learning English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world.

Research Method

Classroom Action Research (CAR) is the method that will be used in this research. This kind of

research is actually aimed at finding a better solution to the problem found in the teaching learning process. Furthermore, it is purposed to develop the students' ability in speaking by using students question generation strategy.



Location of the Research

The research was for grade XI IPS 1 SMAN 1 Pulau Rakyat in academic year 2016/2017. The research was conducted for 1 month.

Subject of the Research

Subject of the research was the students of the grade XI SMAN 1 Pulau Rakyat in academic year 2016/2017. And it consist of 30 students.

The Test

The test of this studying has purpose for knowing what the effort to improve the students' speaking ability in explanation text by using question generation. For knowing test of validity, will be requested opinions and recommendation from the headmaster of the SMA Negeri 1 Pulau Rakyat.

Population and Sample

The population of this research is all of the grade XI IPS 1 in SMA Negeri 1 Pulau Rakyat in academic year 2016/2017 which located at Jl. Dusun II Pulau Rakyat, Asahan, Sumatera Utara. The class consists of 30 students. The researcher took 30 students of the grade XI IPS 1 in SMA Negeri 1 Pulau Rakyat.

The test score

The writer stated the range of the score is obtained from the answer by using the formula.

The criteria of the analysis in cycle

Criteria	Mark
Excellent	90-100
Good	73-89
Enough	65-72
Less	54-64
More Less	<53

Science Class	Students
IPA 1	30
IPA 2	32
IPA 3	30
IPA 4	30

Social Class	Students
IPS 1	30
IPS 2	30
IPS 3	31
IPS 4	31

Observation

The teacher is as observer does the supervision to every action that is appear in every cycle. The techniques of observing that done in this research is to observe by using format that was finished. Therefore, the observer just fills in the format.

Technique of Data Analysis

The study applies qualitative data. The qualitative data is analysis from complete sentence, while the qualitative data is analysis by computing score of writing test for each student.

Data and Data Analysis

The result were taken from the writer's observation of grade XI SMAN 1 Pulau Rakyat in academic year 2016/2017. This research was conducted through two cycles. Cycle I held on 6 March 2017. Before the action of cycle II continued the research must know the findings are implemented in the action of cycle I, as a reference at the second cycle. The action of second cycle took place on 10 March 2017. In action of cycle II, researcher found out that the cycle of action to determined the success of action research.

The data analysis consist of two cycles, each cycle consist of one session. The activity of the cycle divided four steps which consist were planning, action, observation, and reflection.

a. Planning

1. Teacher prepared the material/topic that suitable in speaking by using Question Generation Strategy.
2. Design of learning through Question Generation Strategy
3. Design the formative I, this purposes to know the ability of students in mastering subject matter.

b. Action

1. Teacher arranged a lesson plan for guidance in learning.
2. Teacher conducted the lesson in speaking by using Question Generation Strategy.

3. By using Question Generation Strategy, the teacher observed the students understanding of concepts have mastered. The students were given the opportunity.
4. After that the teacher gave a test of formative I. This activity usually do in the end of learning.

c. Observation

From the observation of students skill in learning activities in the class found :

1. All students were ready to follow the English lesson.
2. Most of the students were already familiar to the teacher's explanation.
3. The students asked to answer the question of others group.
4. Students looked still afraid to give the answer or result their presentation.
5. There are students have not been able to resolved the problem.

d. Reflection

In cycle I was obtained the results of reflection, they are:

1. The courage of the students to ask or to solve the problem in front of class still a few students.
2. There are student who have courage to respond the question of the other students. But they less understand to solve the problem.
3. In addition, the implementation of the first cycle was not going well and less conducive, the value of learning completeness reached 55%. It still need to be

repeated because do not reached classically.

The average value at the first cycle with learning completeness 55%. Thus, the activity on the first cycle need to be repeated anymore because it has reached yet.

Cycle II

Cycle II was held 10 March at the second and third lesson for 90 minutes. 60 minutes is used to the preparation and implementation of the action, while 30 minutes is used to prepare the test individually and delivery of homework.

a. Planning

1. Teacher prepared the material/topic that suitable in speaking by using Question Generation Strategy.
2. Redesign of learning through Question Generation Strategy
3. Design the formative II, this purposes to know the ability of students in mastering subject matter.

b. Action

1. Teacher arranged lesson plan for guidance in learning.
2. Teacher conducted the lesson in speaking by using Question Generation Strategy.
3. By Question Generation Strategy, the teacher observed the students understanding of concepts

have mastered. The students were given the opportunity.

4. After that, the teacher gave a test of formative II. This activity usually do in the end of learning.

c. Observation

From the observation of students skill in learning activities in the class found:

1. All the students were ready to follow the English lesson.
2. Most of the students were already familiar to the teacher's explanation
3. The students asked to answer the question of others group.
4. The students began be brave to presented their result and be able answer the question.
5. The student interacted to the others students caused the question that given by others.

d. Reflection

In cycle II was obtained the result of reflection, they are:

1. The readiness of the students in following subject improved more than the cycle I.
2. The courage of the students to ask or to solve the problem in front of the class improved.
3. There are students who have courage to respond the question of the other students. And they be confident to solve the problem which given by others group.
4. In addition the implementation of the

second cycle was going well and conducive, the value of learning completeness reached 90%. It means that the research was stopped because it has reached the criteria of success.

The average value at the second cycle and with learning completeness 90%. Thus, the activity on the second cycle do not need to be repeated anymore because it has reached out the specified of success that is 90%.

Discussion

The students in learning activity is improving till the students could speak to their teachers quickly. The students could do the speaking correctly through Question Generation Strategy. The cycle II is success, because the results of learning grade XI SMAN 1 Pulau Rakyat in speaking through Question Generation Strategy can improve. In the cycle I reached classically 55% and in the cycle II reached classically 90%.

The use of question generation strategy was very useful in teaching and learning English. The question generation strategy was easy to use because it did not require any equipment. By using question generation strategy, teacher could stimulate the students to present the result or generic structure of analytical exposition text.

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