EImproving Students' English Speaking Skills Through the Question Student Have Strategy

Khoirul Huda
Universitas Kiai Abdullah Faqih Gresik
khoirul.huda@unkafa.ac.id

Abstract

Question Student Have is a learning strategy that is believed to be able to improve students' English speaking skills. The aim of this research is to improve the speaking skills of English study program students through the use of the Question Student Have (QSH) strategy. This research uses a qualitative approach with a type of classroom action research using two cycles. The population or objects of this research are all fourth semester male students in the English study program at Kiai Abdullah Faqih University, Gresik. Excavating data sources through direct observation and interview techniques. The results of data analysis showed that there was a significant increase in students' speaking skills from the first cycle to the second cycle. The results of the first cycle showed that 18% of students had sufficient grades, 36% had poor grades and 46% had very poor grades. Meanwhile, in the second cycle there was an increase with 73% of students having good grades and only 27% of students having fair grades, which means that the use of the Question Student Have strategy was effectively used to improve students' speaking skills. From the results of this research, it is hoped that the Student Question Have can be used as a strategy to improve student skills, especially in the field of speaking.

***Keywords**: Speaking Skills, Strategy, Questions Students Have, English Language Education.*

INTRODUCTION

Learning (Khoiroh, 2023) using the Question Student Have strategy for social science students has a positive and effective influence on history subjects, this is proven by the increase in students' average scores (Vianata, 2012). valuation of the Question Student Have learning strategy obtained quite satisfactory results. This can be seen from the data on the results of

students' activities in group discussions at each meeting, showing that there is a difference in average scores between the learning outcomes of Student Worksheets (LKS). The data shows that there is an increase in the value of discussing student group LKS learning outcomes at each meeting. This shows that students continue to experience development in understanding the material being studied (Nisa et al., 2015).

The mathematical thinking ability of vocational school students through active learning strategies of the Question Student Have type is better than the mathematical critical thinking ability of vocational school students whose learning uses conventional learning models (Wiliawanto et al., 2019). English has become the dominant global language in a variety of sectors, including business, science and international interactions. Therefore, the ability to speak English effectively has become an essential need for individuals who wish to compete in an increasingly globally connected world. The ability to speak good English is needed not only in a professional context, but also in an increasingly international educational context (Kuning, 2019).

Students, as one of the main groups in the world of education, are often faced with tasks and challenges to master English speaking skills. They must be able to communicate their ideas, opinions and knowledge fluently in English, whether in class discussions, presentations or in everyday social situations.

The strategy known as "Question Student Have" or QSH is one method that has the potential to improve students' English speaking skills. The concept behind this strategy is to encourage students to ask questions related to their learning material, which will then be discussed in the learning session. This strategy focuses on students' active role in the learning process with the hope of increasing their motivation, participation in class, and English speaking skills. Although the QSH strategy has great potential, there has not been much research that specifically explores its impact on improving students' English speaking abilities. Therefore, this study aims to fill this knowledge gap by investigating the effectiveness of using QSH strategies in improving students' English speaking skills.

This research will reveal the effectiveness of implementing the QSH strategy on the development of students' English speaking skills. Researchers will understand how these strategies can be implemented efficiently in the context of higher education, and whether there are certain factors that influence the results. Apart from that, this research will also analyze students' views regarding QSH strategies and how this can have an impact on their learning.

With a deeper understanding of the potential of QSH strategies in improving students' English speaking skills, it is hoped that this research can make an important contribution to the development of English teaching methods in higher education environments. This will also help prepare students with strong English speaking skills to face increasingly complex global challenges in the future.

There are problems faced by researchers in delivering speaking (speaking skills) course material to fourth semester English language education students at Kiai Abdullah Faqih University Gresik in 2023. At the beginning of the lecture, after the study contract meeting, the researcher conducted direct observations and interviews with the students and the researcher found that after giving the pre-test, the researcher did not see any of the students who spoke English fluently, this shows that the majority of semester English language students IV has weaknesses in the field of speaking.

The "Question Students Have" strategy has many benefits that are relevant for the development of speaking skills in English. Here are some reasons why this strategy is important for English speaking skills. First: Stimulate Speaking Activity. By encouraging students to ask questions, this strategy encourages students to talk more. Speaking is an important skill in learning English, because it helps students practice pronunciation, grammar, and vocabulary. Second: Improving Context Understanding. When students ask questions about the topics they are studying, they need to understand the context and information that has been provided. This helps them formulate relevant questions, which in turn can improve their understanding of the topic. Third: Critical Thinking. One of the goals of this strategy is to stimulate critical thinking. Students should think about deep and relevant questions, which require deeper thinking about the topic. This allows them to speak with better understanding. Fourth: Increase Self-Confidence. Asking questions is one way to participate in class. Through this practice, students can build their confidence in speaking English. The more they speak, the more confident they will become. Fifth: Social Interaction. When students ask questions, it can spark meaningful class discussions. It incorporates the social aspect of English learning, which is important for the development of speaking skills in everyday communication situations. Sixth: Personalization of Learning. By encouraging students to ask their own questions, teachers can help students personalize their learning. This means students can focus on the topics or aspects of English that they find most interesting or relevant. Seventh: Overcoming Learning Barriers. Students often have obstacles or difficulties in

understanding foreign languages. By asking questions, they can identify areas of confusion and ask teachers or classmates for clarification.

Thus, the "Question Students Have" strategy is not just about asking questions, but also about developing strong English speaking skills through active participation in the learning process, stimulating critical thinking, and personalizing the learning experience. All of this helps students become more proficient speakers of English.

Based on the description above, the author conducted research with the aim of improving the ability of English students whose speaking skills are still low, with the hope that they will be able to equalize their English speaking skills with others. Thus, if their speaking skills improve, they will be better at taking courses at the next level.

METHOD

This research is a Classroom Action Research consisting of two cycles. Each cycle consists of four steps, namely planning, implementation, observation and reflection. This research was carried out at Kiai Abdullah Faqih Gresik University on third semester students, which took place from July to August 2023. The subjects of this research were third semester students from the English education study program, with eleven students participating. The data collection process was carried out by the researchers themselves using pre-test and post-test techniques. This test is a collection of questions or exercises as well as other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups (Tanjung & Nababan, 2018). Tests are used to describe the progress of student learning outcomes from one learning period to the next learning period. This check can be carried out throughout the learning process or at the end of the learning session. Furthermore, free interviews were also carried out with the aim of obtaining relevant data, although it was still limited to the scope of the research. The information obtained from this interview can provide deeper insight. Observation is related to direct recording of learning activities that occur in the classroom. This involves efforts to record activities that occur during the learning process. In analyzing this research data, quantitative and qualitative approaches were used. Quantitative data is analyzed using simple statistical methods, such as calculating the average score of students in one class. Meanwhile, qualitative data analysis is carried out through an interactive model which includes data collection, data interpretation, data simplification or filtering, and data verification or validation (Qomaruddin & Haq, 2023).

RESULTS AND DISCUSSION
First Cycle
a. Planning

At this stage, the researcher prepares several things that will be carried out in the research, namely:

1. Researchers identified data from pre-cycle scores for fourth semester students of the English education study program.
2. The researcher created the research focus by using Student Question Haves in the Speaking course.
3. Create a Semester Learning Plan (RPS) in the Speaking course using the Question Student Have learning strategy in the Speaking course.
4. Prepare a Question Student Have learning strategy grid for speaking material.

b. Implementation

Initial Activities: learning begins with prayer and is followed by student attendance, then providing knowledge about the achievements of the Speaking course. Researchers link learning material with other courses thematically. Researchers condition English language education students in class to be ready to follow the material by paying attention to student preparation through providing stimuli and light ice breaking activities, such as concentrating on counting and concentrating on clapping. The next step in this initial activity is that the researcher informs the learning objectives or competencies that will be achieved.

Core Activity: the researcher shows a video of an English conversation activity via a projector which is watched jointly by the researcher and students in the class. The students observed the conversation video by studying the question and answer concept used in the broadcast accompanied by guidance from the researcher. (Observing activities).

Students are divided into several small groups, namely two students in each group, this is because the number of students is small and to make the material easy to absorb and for students to be able to practice speaking in English.

The students were asked to discuss learning how to speak English from the videos that had been shown through the concepts they had studied previously. Students note down questions or things they don't understand regarding the dialogue they have watched.

Students are given motivation to develop their curiosity through questions and answers about the material that will be discussed by practicing using English conversation, in this case the researcher's focus

is how to get them to communicate and ask questions in English. This will give them more value, apart from having the courage to ask questions, they will also without realizing it practice speaking in a foreign language. (Questioning activity).

The researcher distributed paper using HVS paper that had been cut and prepared in advance to each student. This paper is used to prepare questions that will be asked by each student using English. The questions that will be asked are optional questions and are considered important to ask from the results of observing the concept of conversation in the video. (Exploration activities/gathering information).

The paper that has been distributed containing the questions is passed around clockwise. Each student in the group analyzes each question in hand. If a question is considered important to be discussed, the question is marked with a checklist. And so on until the question returns to the original author. Each student counts the number of checklists on their question paper. (Information processing activities).

The students and researchers answered or discussed questions from the ones with the most checklists within the specified time. If there are students who are capable or have above average abilities, they are involved in answering the questions being discussed. (Processing activities).

Students accompanied by researchers present or clarify answers to questions being discussed classically. This activity involves all students being able to provide input, criticism and additions in the form of conversations using English. (Communicating activities).

Final Activity: students and researchers summarize and conclude the results of class discussions (conversations still use English). The researcher then asked the students to record the results of the discussion in the workbook, and students were expected to be willing and able to practice it outside of class so that at the next meeting it would be discussed briefly at the researcher's apperception stage regarding the material that would be discussed in the next session. Psychomotor assessment is carried out using interview test techniques for students in class when they are willing and able to provide responses to the questions that have been discussed using English.
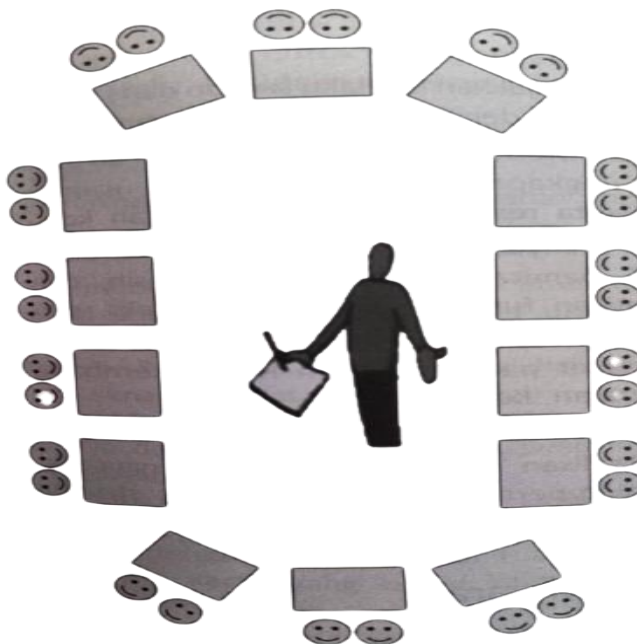
Picture: 1

Class Management Questions Students Have

The implementation of the Speaking course using the Question Student Have (QSH) strategy was carried out for three weeks and then a test was carried out to determine the effectiveness of this technique on students' speaking results. The test results obtained the following data:

Table 1
Effectiveness of Questions Students Have on Speaking Skills
In the First Cycle

Mark	Category	Cycle I	
		Student	Percentage
90 - 100	Very good	0	0%
70 - 89	Good	0	0%
50 - 69	Enough	2	18%
30 - 49	Less	4	36%
10 - 29	Very less	5	46%
Amount		11	100%

c. Observation

In this case, the researcher observed the teaching and learning process in the classroom. The researcher made this observation by

referring to the Semester Learning Plan (RPS). However, there are still many obstacles experienced by researchers, including many students who are still passive in participating in activities, students cannot be invited to collaborate in groups so they tend to be silent or even invite friends to chat not about the topic of the material, besides that researchers are still not optimal in following the steps. -steps contained in the RPS.

d. Reflection

Carrying out this reflection, the researcher saw various kinds of weaknesses or deficiencies that had not been achieved, including:

1. The motivation given to students is lacking so that their enthusiasm for learning becomes less enthusiastic.
2. Researchers have not optimally provided direction to students so they are less aggressive in carrying out their duties, this is reflected in their activities who tend to feel confused about the learning stages, such as not being focused enough to see the gist of the conversation in the video, not having material for questions and not even concentrating. to the English conversation he heard.
3. Apart from that, students also have not fully absorbed the conversation in the video because they lack understanding of the words or sentences used in the English conversation.

Second Cycle

This second cycle is an improvement on the first cycle based on previous reflections. So planning, implementation, observation and reflection must be carried out again.

a. Planning

Planning in this second cycle, researchers prepared more thoroughly about several things that must be done in this research, namely:

1. Researchers identified the value of the first cycle for students.
2. Researchers focus more on semester learning plans with the Question Student Have learning strategy in the Speaking course.
3. Remind students of the question grid and passing achievements in the speaking course material.

b. Implementation

Initial activities: as in the first cycle, the researcher started the lesson starting with prayer and followed by student attendance, providing knowledge about the learning outcomes of the Speaking course (CPMK), carrying out apperception, conditioning and motivating students.

Core Activities: researchers provide students with videos of English speaking activities, students observe the speaking videos, and study the concept of questions and answers implied in the video presentation.

Researchers divided students into small groups, asked students to discuss using English the material in the video, students wrote down questions they did not understand, and gave students motivation to develop their speaking skills through intensive question and answer material on the material.

The researcher distributed pieces of HVS paper to each student, the students wrote important questions on the paper using English, the questions were circulated by rotating them to each student, the students analyzed each question and marked the checklist, the students and the researcher answered and discussed the written questions ask for help from colleagues who have above average abilities in answering questions and presenting or clarifying input, criticism or additional answers using English dialogue.

Final Activity: the same as the first cycle, namely students and researchers conclude the results of the class discussion, students are asked to record the results of the discussion in a workbook and are expected to practice it outside of class. In this session, practice using English must be more intensive. Researchers conducted psychomotor assessments using in-depth interview test techniques on students in class. The test results in the second cycle obtained the following data:

Table 2
Effectiveness of Questions Students Have on Speaking Skills
In the Second Cycle

Mark	Category	Cycle II	
		Student	Percentage
90 - 100	Very good	0	0%
70 - 89	Good	8	73%
50 - 69	Enough	3	27%
30 - 49	Less	0	0%
10 - 29	Very less	0	0%
Amount		11	100%

Table 3
Range of Values for the Effectiveness of Questions Students Have on
Speaking Skills
In the First and Second Cycles

Mark	Category	Cycle I		Cycle II	
		N	Percentage	N	Percentage
90 - 100	Very good	0	0%	0	0%
70 - 89	Good	0	0%	8	73%
50 - 69	Enough	2	18%	3	27%
30 - 49	Less	4	36%	0	0%
10 - 29	Very less	5	46%	0	0%

c. Observation

After the researchers observed the scores for this second cycle, the researchers obtained quite satisfactory results, in this second cycle students experienced a significant increase in their speaking skills in understanding English texts. This is found in the test data values that have been evaluated by researchers.

d. Reflection

The second reflection was carried out by the researcher by reflecting back on what had happened and what had been done. The researcher did this consciously and planned, resulting in several things:

1. Researchers have been able to provide very deep motivation to students, thereby fostering a high enthusiasm for learning in them.
2. The assistance of researchers in carrying out the core activities was maximal enough so that almost all students could understand the text very well.
3. Most of the students were able to practice their speaking in the material so that it did not raise doubts in themselves and were able to practice their English well and be able to discuss in English.
4. The Question Student Have strategy contributes quite well to improving students' skills in the field of speaking.

From the learning results of English language education students in the fourth semester at Kiai Abdullah Faqih Gresik University in the second cycle, it can be stated that the use of the Question Student Have strategy was able to have a positive impact on speaking learning activities and was able to improve their skills in the field of speaking.

CONCLUSION

Based on classroom action research that researchers have conducted, it can be concluded that the use of the Question Student Have technique has had an effective impact in increasing the Speaking skill of fourth semester English language education students at Kiai Abdullah Faqih University Gresik (UNKAFA). This is proven by the increase in test results carried out in the first cycle and the second cycle which increased quite significantly. In the first cycle, not a single student had good grades, and in the second cycle there were 73% of students who had good grades. There were only 27% of students who had sufficient grades and none of them had poor or very poor grades. Based on theory and results from the field that researchers have conducted, it shows that the use of the Question Student Have (QSH) strategy is able to improve the speaking skills of fourth semester for English students in UNKAFA and make speaking learning effective.

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