DEVELOPING STUDENT'S ENGLISH SPEAKING SKILL WELL IN 8 HOURS

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Abstrak

Tujuan penelitian ini adalah untuk mengembangkan keterampilan berbicara bahasa Inggris para mahasiswa dengan baik dan dengan cepat pada Fakultas Bahasa dan Seni jurusan Bahasa Inggris Universitas Indraprasta PGRI karena data menunjukkan bahwa 85.40% mahasiswa semester 1kelas YIA 49 orang belum mampu berbicara dalam bahasa Inggris dengan baik. Ada beberapa masalah yang membuat mahasiswa belum mampu berbicara dalam bahasa Inggris. Satu diantaranya adalah   metode. Metode yang digunakan untuk mengembangkan keterampilan berbicara (*speaking 1*) ini adalah "Oral Questioning." Penemuan dalam *segment* pertama pada siklus pertama menunjukkan bahwa mahasiswa kelihatannya bingung karena mereka belum terbiasa berbicara dalam bahasa Inggis yang   diarahkan dosen dalam bahasa Indonesia. Pada *segment* kedua siklus pertama memperlihatkan bahwa mereka telah memahami bagaimana berbicara dalam bahasa Inggris dengan tatabahasa yang baik. Sesudah *segment* ketiga siklus pertama berakhir dan setelah test berbicara dilakukan, data berikut menunjukkan bahwa hampir 80 % mahasiswa mencapai nilai 72 minimal yang ditetapkan oleh peneliti. Di akhir *segment* kedua siklus kedua sesudah *test speaking 1* kedua diujikan menunjukkan bahwa 100% mahasiswa sudah mampu percaya diri berbicara dalam bahasa Inggris. Data menunjukkan bahwa scores rata-rata 81.61, modus score ada di antara angka 78 sampai 81 atau 36.73%. Ini hanya memerlukan 5 *segment* dan dua siklus, mahasiswa jurusan bahasa Inggris kelas HIJ semester 1 jurusan bahasa Inggris 2013/2014 Universitas Indraprasta PGRI, yang awalnya hanya 14.60% mampu percaya diri berbicara dalam bahasa Inggris, meningkat drastis 100%.

Kata Kunci: Berbicara, Bahasa, Inggris

MENGEMBANGKAN KETERAMPILAN SISWA BERBICARA BAHASA INGGRIS DALAM 8 JAM

Abstract

The objective of this research is to develop the Students' English speaking skillof class HIJ 49 students semester 1 2013/2014 at Indraprasta University Faculty of Art and languages English Department since the data showed that 85.40% of the students semester one were not able to speak English. There were some problems which made the students unable to speak English. One of them was method. The method which was used to develop the students' English speaking skill was "Oral Questioning." The Finding showed in the first segment on the first circle that the students looked confused since they were not accustomed to speaking English by oral Questioning in their first language (L1) method. The second segments of the first circle indicated that they had understood how to speak English grammatically, After being tested by an English lecturer as a collaborator at the end of the third of the first segment resulted that 80 % of the students reached the minimal scores 72. At last, at the end of two segments of the second circles of the second test showed that   100% of the students were able to speak English confidently: The average scores were 81.61, modus score was between 78 until 81 or 36.73%.

Keywords: Speaking, English

INTRODUCTION

There were 80% of students who were not able to communicate naturally in English (12/11/2012 since they were not confident. The second preliminary study on Indraprasta University PGRI (UNINDRA) (13/12/12) showed that 85% of students were not able to speak English well. What the researcher found boosted him to do a classroom action research to improve the students' English speaking skill at Indraprasta University. The researcher in October 11, 2013 also entered into the next class S3E (semester class E) to examine the students' English speaking skill, as a pre-test resulted the same points. 90 % of them were not confident to speak English. The researcher in December 14, 2013 found that 85.60% of the students could not speak English in YIA class semester 1 49 sudents in which this research was conducted.

The objective of syllabus of speaking skill 1 is mentioned that the students are able to express their English in daily activities namely (1) to talk about something happens for certain situations, (2) to discuss in pairing or grouping. In fact, there was a gap between what the syllabus mentioned and the students' English speaking competence performed. Based on this argument, the researcher would like to find out the best way to cope with the problem or to decrease the gap between the syllabus objective of speaking 1 and the result of speaking learning and teaching process in the classroom setting at Indraprasta University.

This research is aimed at improving the students speaking skill and grammar understanding so seriously that they can understand grammar and increase their vocabulary to practice speaking English well.

Discussion

Harmer (2004: 25) states that the teacher/lecturer should let his/her students "think, speak and write under his/her control. The students are active participants who are able to expore themselves and also have learning experiences (John Dewey in Dimyati (2006:44).

The students should be aware of expressing their ideas (Harmer, 2004:47). On the other hand, they should know what to say and what to do. Learning is a thinking process in which the new knowledge obtained is referred to the old one (Ausubel, 1968:65 in Dahar, 1996: 37). When teaching, a lecturer is to make his/her students engage, study, and activate (Harmer, 2004:52). *Engage* means to boost the students' spirit to study and to work out. It is certainly supported by materials which cover two steps. First, the raw materials in L1 were designed to enable the students to think how the ones to be processed into English properly since they learn actively and have learning experiences as well. Harmer (2004:51) shows that current language teaching practice generally gives students the opportunity to think about how a piece of grammar works. A piece of theory was explained first, then let the students practice a lot: to speak English grammatically.

After the students had understood how the theory to be implemented in speaking skill. Their facilitator/lecturer, then, made them do some exercises through speaking as well. This reflected their knowledge theory several times (Thorndike, 1931 b:20 in Dimyati, 2006:47). Practice makes perfect. When the students reflected or reviewed the raw material which were written in L1: asked and answered the questions loudly from L1 into English. Consequently, they thought of grammar and choice of words.

If not, they would be wrong and the knowledge would not be put in their mind (Einstein in Nur'aini, 2004:17).

Challenge the students in group learning to read: asked and answered in English of the materials which were designed in L1 in front of the class or in front of his/her group members and made them understand how to speak English grammatically since their lecturer reminded and helped them to speak well. On the other hand, the lecturer not only enriched their vocabulary, but also revised their grammar understanding in the classroom setting. This was a challenge to arouse the students' potential (field theory stated by Kurt Lewin in Dimyati, 2006:47). Futhermore, the students would study harder and more active, if they had a challenge For example, they would be enthusiastic to speak in English well if there was a challenging to think, and at last, to speak English.

When someone speaks is influenced by his/her elements of the language, (1) grammar, (2) vocabulary, (3) pronunciation. Grammar refers to a set of rules operating in the mind of the native speakers of a language. It governs them to produce and interpret the sentences they use in their communication (Veit, 1986 in Sanggam Siahaan, 2008: 25). So how can someone speaks English well without grammar understanding. Therefore, in OQM, the lecturer began teaching his/her students, he/she should introduced a piece of grammar or structure first. Our sentence depends, for its success, on putting a number of elements in the correct order (Harmer, 2004: 60). Therefore, certain classroom objectives and tasks might demand a focus on grammar (Brown, 2001:41).

The qualified lecturer should be sensitive of the grammar since he is the guide of learning. Since grammar is the rules of the language which involves the whole components of English, the qualified lecturer has a special role to make the student understand. The first crucial grammar to communicate is a part of speech, Harmer, (2004:64).

When the students talked about is also influenced by how much vocabulary they use. The facilitator loads or arouses the vocabularies from the students' mind as much as possible. The choice of words can not be taken easily if there is no a professional lecturer to conduct of the teaching and learning process. A speaker's knowledge of a word also includes an understanding of how the shape of that word can be altered so that its grammatical meaning can be changed (Harmer, 2004:61).

The term of oral questioning method (EQM) emerged for the first time when the researcher did his researcher for a post graduate program. It is the way to stimulate the students' brain to load or to arouse their potential. The power of the brains in oral questioning is incredible since it can be flexible to express everything which is being kept as a learning experience in the students'mind before.

Methodology
This research used a qualitative research since it found what materials and method would really need to develop the students' English speaking one skill; Tantra (2005: 7) stated that classroom action research was to revise and improve the content quality, input, process and learning outcome. In general, there are some factors covering this research, 1) research approach, 2) setting, 3) schedule, 4) circle, 5) research subject,

6) data sources, 7) collecting of the data, 8) data analysis. (Iskandar, 2011: 106). The research took place at Indraprasta University faculty of art and language English department. The method used was an oral questioning which has been being processed and sought for years by the researcher in his own English workshop and had been revised when he wrote his thesis for S2 program.Table :

Framework of Research Design.
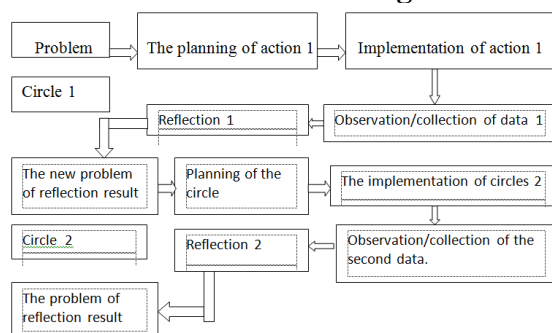
The Instrument of Data Collection.

Data collection technique was done by collecting all students related data and learning process in this classroom research. Some data which were collected (a) data referred to the students' competence before doing this classroom action research, (b) data pocessing of learning situation were obtained and noted in the area in each circle when this action research occurred, (c) data, which were referred to the activity changing of the students during implementation of this action research, were taken from the scores of the students active participation,(d) data about students' speaking skill were obtained when they performed among of their group members and in front of the class and were interviewed by their lecturer, (e) data about reflection were taken from the situation changing in the classroom setting, (f) documents were taken from learning process during each circle, (g) triangulation of the Data.

The researcher examined his teaching strategy by looking at his students' progress with his collaborators. Creswell and Miller (1997) in Suparman, 2009: 183) stated that in triangulation, researchers make use of multiple and different (a) source, (b) methods, (c) investigators, and (d) theories to provide corroborating evidence.

Data Analysis

In this classroom action research, there were two kinds of data which were collected, (a) quantitative data: they were the result of the study or students speaking scores. Instrument validity test was based on linguists' opinions. Validity of instrument active participative was based on the students' performance when they were tested. While grammar test was taken from coefficient correlation product moment through the students' conversation, (2) qualitative data: data like information which was like utterances, appearance, manner and behavior were recorded during students' test and presented in narrative descriptive.

FINDINGS
Data Analysis Stage
Based on the observation result which was undertaken by researcher during lecture of action research for one circle in three segments showed the data as followed.
The Implementation of First Segment: The action implementation was based on research's determination of lecture plan. Lecturer as a researcher directed the lecture mechanism by implementing "oral questioning method" (OQM). This OQM aroused the students' English learning experience so impressively that the students, who seldom thought hard, looked stiff. Focused on speaking grammatically took 61,11% of a set time. Consequently, it was only 16,67% left to review the English speaking one materials in learning group.

The learning groups' captains were not accustomed to directing their members group by oral questioning in students' first language (L1) or OQM, so they looked stiff to lead their friends for the time being. Therefore, they did not succeed to make their group members, which consisted of 7 until 8 students (six group), active to speak English: answered their captains' questions, even some of the members group tended, to disturb their peers, to speak by themselves.

The Second Segment Implementation.
The implementation of oral questioning in the second segments was faster than the first one since it was not only a review, but also improved the next level grammar understanding. The students had enjoyed learning by thinking of English (vocabulary, pronunciation and grammar) all the time so happily that it took only 50,00% of the schedule. The rest of 33.33% was used to practice speaking English in learning groups. The first segment of the first circle resulted two groups captains, who were ready to lead two new ones, so that the first circle succeeded to build English of students' confidence. There were 8 groups in the second segments of the first circle in which eight captains directed their member group to speak English actively based on the prepared English materials.

The Third Segments Implementation.
Having been planned, the researcher found the strategy and resulted (1) interviewed the students who were able to lead the new groups, (2) Let the students speak English more than theory of English discussed. Based on this planning, The lecturer asked whether the first segment in the first circle arouse his students' spirit to be leaders' group or not. Three students were ready to lead his peers to speak English

grammatically since the first and the second segment made them speak English confidently. So, there were 11 groups in the third segments of the first circle. It took only 27,78% of the strict schedule to arouse the students' potential in the classroom setting, and the rest was also 61, 11% used to load or arouse the students' potential in learning group. In the classroom setting which contented fifty students, OQM were not really effective for the poor students. Otherwise, It was really effective for the English potential students. Therefore, learning groups were needed to review the poor students to understand grammar and pronoun the utterances well by "oral questioning in students' first language (L1) or OQM to develop their English skills. The less the students in learning group discussed, the more they practiced speaking English. In this case, there were only 3 until 4 students in one group since some good students had been ready to lead their classmates to speak English in the learning groups. At last, the opportunity to speak English for all members of the learning groups could be carried out by their captains.

The English Attitude Evaluation
According to Rifah (2013: 53), attitude evaluation is an evaluation on behavior and the students' belief on an object, phenomenon, or issues. Attitude can be built and is a feeling expression, value or point of view refers to tendency of someone to react on an object. Attitude consists of three components, (1) an affective component, (2) a cognitive component, (3) a cognitive component, from three components. An affective component is a feeling of someone or his/her evaluation on an object. A cognitive component is a belief or someone's belief in an object. Also, cognitive component is a tendency to react or behave by doing a

particular way regarding the existence of an attitude.[1]

In general, There are two essential things to be evaluated related to affective domains, (1) An affective competence, and (2) students attitude and interest in learning a subject and a learning process. The target of an affective competency is related to the students in, a) giving response or reacting on values which is addressed to them, b). enjoy or accept the values, norm, and an object of a value ethic and an esthetics, 3). To evaluate is viewed from both bad and good. Fair or unfair, just or unjust, beautiful, or ugly on a research object, 4) applying or implementing a value, a norm, an ethic, an esthetics in daily activities. Based on the reference above, language attitude of research subject can be illustrated as follow:

Graphic 1 The Language Attitude on the First Circle
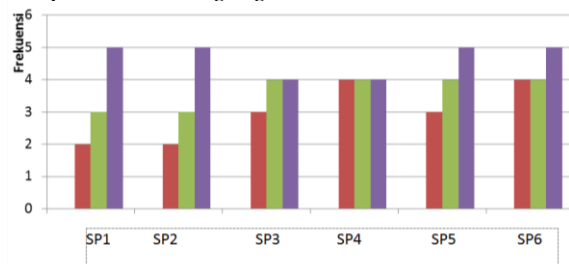
Source: data were being processed.
Notes :SP: A research subject. Red block : Segment 1.Green Block: Segment 2. Purple block: Segment 3 Frequency 1.Very poor,2)Poor,3)Medium, 4) Good, 5) Excellent.

The graphic 4.1 showed that the language English attitude made a good progress and average increase for each student through an oral questioning in students' first language (L1) to develop students' speaking skills/OQM. In fact, OQM is a good model for both the poor research objects (SP1, SP2, SP3) and the excellent

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[1]http://rifahmahmud.staff.stainsalatiga.ac.id/2013/01/29/evaluasi-dan-penilaian-3-penilaian-sikap/

students (SP4, SP5, SP6) when they were either group members (SP1, SP2, SP3) or group captains (SP4,SP5,SP6).

The Evaluation of Research Result.
The lecture evaluation was carried out in January 11, 2004, started at 01.00 p.m. and ended at 02.30 p.m. It was held in January 11, 2014, and started at 01.00 p.m. and ended at 02.30. p.m. or took 90 minutes included having an oral production test. It was used to find out how effective of oral questioning in students' first language (L1) or "Oral Questioning method" to develop the students' English speaking skills was implemented. Next is the result of the first circle test.

Table 1 The Result of Oral Production Test in the First Circle

scores	f	Percentage (%)
60 – 63	1	2.04
64 – 67	1	2.04
68 – 71	17	34.69
72 - 75	23	46.94
76 – 79	-	0.00
80 – 83	7	14.29
total	49	100.00

Source: datawere being processed.

Having been attended 49 students in the research classroom setting, the table 4.7 showed that the scores average were 72 up to 75 or around 46, 94%. It indicated in which the basic standard scores namely 70, 38,77% still under the target reached. Meanwhile, the students who achieved the target were 30 students or 61,22 %. Compared to the first interview, It showed an amazing result since at the beginning was only 14.60 % or 7 students were competent.

The Second Circle Research: a Planning Stage.

The second circle research consisted of 3 segments, first it was carried out in January 18, 2014 and second, it was carried out on January 18, 2014, third, February 2, 2014. Next, February 8, 2014 had an oral test of the first circle. Having been observed, the researcher observed of the research effectiveness implementation of each segment of Oral Questioning Method (OQM). lecturer or a researcher, (1) checking the students' attending list for 5 minutes, (2) direct the students' attention to start the speaking skills lesson for 5 minutes. While the rest of 60 minutes was to implement

The first Segment:

The researcher planned some activities which would be implemented in the first segment of the second circles. They were : 1). The learning group kept having 11 groups and each group had 3 and 4 students, 2). Implementing of speaking 1 essential lecture materials, which would be presented by lecturer as a researcher, was twenty minutes, 3) The directory of research implementation kept having since it was used to make a consistency by the lecturer in the first circle. 4). There were no changing of the observed students.

Entering the core activities of speaking one in the fifth segments, The lecturer looked enthusiastic to engage the students to activate and to learn (Harmer: 2207:52,53). The materials, which were presented, consisted of eight parts of speech, changing of verb: verb to be (is, am, are, was, were, be, been, being) full verb: verb 1, verb 2 and verb 3), especially the use of auxiliary and modal auxiliary. Since the students were engaged by the lecturer, they were very happy and enthusiastic to think, to pronoun, to ask, and to answer in English.

Their English language attitude was to catch each other of what the lecturer wanted them to speak. Their experience in the first circle made them enjoy speaking English. Therefore, all of them looked serious, the lecturer' s joke broke the iceberg of the students. Then, the students looked serious again to think: vocabulary, and grammar, to speak English. It passed quickly and took 25 minutes on time. The lecturer directed the captains learning group to load the students' potential by oral questioning method or OQM like what he had done: Next, English speaking materials were conducted by the captains groups to make their members group to speak English grammatically and fluently.

It seemed, the students had understood what to do. They gathered directly into their group members. There were 11 groups which consisted of 3 up to 4 students and each group led by one captain. All members groups were enthusiastic to speak English and nobody were lazy. In this case, the lecturer selected the better captain to lead the poor students to be more active and more confident. The oral questioning in students' first language (L1) to develop the students' speaking skills or OQM were implemented by all group captains. In small group which consisted of 3 until 4 members would be easy to understand since their captains of the learning groups acted as lecturer assistants to load their peers to speak English.

The research subject namely SP1, SP2 and SP3 were separated into the different groups. So did the excellent students: SP4, SP5 and SP6; however, they were appointed as captains in learning groups. SP1 looked very enthusiastic to attend the class, they spoke up even though they made mistakes. The captains of learning groups also looked enthusiastic to direct

them to help speak English grammatically and fluently. Therefore, they looked self confident to speak English. While their lecturer went around to see whether there was a question or not and sometimes reminded the group captain to load their peers potential by OQM. It was not different from the research subject: SP2, even she had been confident and had a special willing to speak English well. Therefore, she looked very enthusiastic to follow her classmates' learning style. SP3 looked more serious to take part in answering or asking the questions based on the speaking one materials given. At the time, she looked self confident to speak English even though she made mistakes and was helped by her learning group captain to speak English grammatically.

By loading the students' potential through OQM, the excellent students SP4, SP5, SP6, who were not confident for the first segment, would have much vocabulary and grammatical understanding and got confident afterwards. Therefore, it was easy for them to understand the materials presented by lecturer.

Table 2 English Attitude

Name	The notice Behavior					Notes
	Very poor	poor	medium	good	excellent	
SP1					√	Excellent
SP2					√	Excellent
SP3				√		Good
SP4				√		Good
SP5					√	Excellent
SP6					√	Excellent

Source : Data were being processed

After learning process 60 minutes, the lesson ended since it was up, the students looked satisfied since they had studied seriously, happily and cleverly. The classroom setting and circumstance occurred during 90 minutes in the first segment of the second circle were below:

Table 3 Lecturer and Students Activities in the first segment of the second circles

NO	Activities	Percentage (%)
	Lecturer Activities	
1	Asking the students' readiness	11,11
2	Explaining the lecture objective	5,56
3	Explaining the lecture materials	27,78
4	Explaining the lecture mechanism	5,56
5	Grouping the students	5,56
6	Monitoring the learning group activities	50
7	Guiding the learning group	55,56
8	Membimbing berlangsungnya method ...	55,56
	Students' Activities	
9	Self Guidance before the lecture begins	5,56
10	Listening to the lecturer's explanation	44,44
11	Asking the lecturer	5,56
12	Preparing the learning group	5,56
13	Recording	-
14	Sharing the idea in general lecture	50,00
15	Sharing the ideas in the learning group	61,11
16	Disturbing the class circumstance	-
17	Lazy attitude	-

Source : Data were being processed

The table 4.9 showed that the lecturer and students activities took 11.11.% to check the attending list, and to ask the students' readiness, to remind the speaking one lecture objective took 5,56%, Then, 27,78% was to explain the speaking materials like eight parts of speech, changing of verb, auxiliary verb and modal auxiliary and pronoun, possessive objective, adverb, determiner, conjunctive, preposition as a basic knowledge of speaking one. Having activities for five schedule: first 5,56% was to explain lecturer mechanism by implementing OQM, second, 5,56% was to divide the students into some learning groups, third, 50% was to monitor the students learning group activities, fourth, 55,56% was to carry out the students, whose handicaps were learning English, learnt actively, especially in learning groups, and fifth, 55,56% was to monitor all students in learning group activities.

It took 90 minutes to undertake all activities of learning students both in group and classical namely: Self preparation before the class begun was 5,56%,

Listening to lecturer's *speaking one materials* explanation was 44,44%, sharing the ideas into two directions which were directed by their lecturer was 44,44%, preparation of the learning groups was 11,11%, there was no activity to record the speaking materials since speaking did not write, but talking based on the available speaking one textbooks, to study *speaking one* in learning group was 61,11%, There was not a handicap from the students during teaching and learning process, and there was not a lazy student to attend the learning groups.

The Second Segments.
Entering into the second segments of the second circle research on Saturday February 2, 2014. The meeting with the observers resulted some notes,1) The learning group still consisted of 11 groups which contained 3 until 4 students, 2). Grammar and vocabulary which were needed to communicate in English were kept on explaining during 25 minutes by engaging the students to make them activate and study (Harmer, 2007: 52,53).

In this sixth segments of the second circle, the lecturer loaded his students' learning experience such as vocabulary, grammar and inspired them to speak English grammatically. In fact, Oral Questioning method (OQM), which the lecturer used, was effective to arouse all vocabulary and grammar of the students previously since they had ever studied them when they were at senior or junior high school.

Having understood OQM, the students set themselves to gather in their learning groups. There were 11 learning groups. To monitor the learning groups activities ran effectively, the lecturer went around to see whether his students needed him or not. The groups captains loaded their peers'

English from their memory to speak English as much as possible by OQM. The research subject namely SP1, SP2 and SP3 entered into many different learning groups. So did the excellent students: SP4, SP5, SP6; however, they were appointed as groups captains. SP1 looked enthusiastic to speak English since she was conducted by a special captain. When she made a mistake, her captain reminded her to speak grammatically and pronoun correctly. Therefore, she looked happily. She was engaged when there was a conversation. Consequently, she was more confident than the previous segment. It was not different from SP2, who looked self confident and better, looked enthusiastic to join their peers learning style. SP3 looked serious to attend the learning group activities since she could ask and answer well, yet her captain reminded her to pronoun well. She looked more and more confident to speak English.

To research subjects SP4, SP5, SP6, who had good competences, enjoyed sharing and helping his/her members learning groups since they had understood eight parts of speech, changing of verb and the use of auxiliary verb and modal auxiliary. When the research subject did their duty, they noticed and took care very much of their members groups' needs. They were in charge of directing their members groups to study and activate since they had two privileges: First, the good scores as a present for their attempt to help their friends, second, the happiness, which could not be bought, aroused their prestigious. The research subject attitude, which was recorded by two observers in the first segment and second circles, was below :

Table 4 English Attitude.

Name	The notice Attitude					Notes
	Very poor	poor	medium	medium	Excellent	
SP1					√	Excellent
SP2					√	Excellent
SP3					√	Excellent
SP4					√	Excellent
SP5					√	Excellent
SP6					√	Excellent

Source : Data were being processed.

Learning by thinking of the English speaking materials both structure and vocabulary ran so well that it passed quickly. The students looked satisfied since they had understood and were able to speak English. The lecturer closed the lecture by asking whether the students were satisfied or not. All students said they were satisfied. Then, the lecturer informed that the students would have the final test the following week. The utility of the learning schedule circumstance during 90 minutes in the second segments of the first circle was showed by the following table.

Table 5 Students and lecturer activities in the second segments of the second circles.

NO	Activity	Percentage (%)
	Lecturer' s Activity	
1	Asking the students' readiness	11,11
2	Explaining the lecture objective	5,56
3	Explaining the lecture materials	27,78
4	Explaining the lecture mechanism	5,56
5	Grouping the students into some groups	5,56
6	Monitoring The learning Group Activities	50
7	Guiding the learning Groups	55,56
8	Guiding the method "Oral Questioning Method" OQM to make the students activate and engage	55,56
	Students' Activity	
9	Self preparation before the lecture	5,56
10	Listening to what lecturer explained	44,44
11	Asking the lecturer	5,56
12	The learning Group Preparation	5,56
13	Recording	-
14	Sharing the ideas in general lecture	50,00
15	Sharing in the learning group	61,11
16	Disturbing peers in the learning activities	-
17	The lazy attitude	-

Source : Data were being processed.

The table 4.1.1. showed that the lecturer and students took around 11.11% to activate in lecturing such as taking attending list, asking the students' preparation and readiness. To remind the objective of *speaking one* took 5.56%. Then, to explain speaking one materials which consisted of vocabulary and grammar was 27.78 %, to explain the lecture mechanism by implementing "OQM" was 11,11%, to divide the students into some learning groups was 5,56%, to monitor the students learning groups activities was 50%, to guide the students to study, to activate, included their obstacles was 55,56%, and to monitor the learning process of learning groups was 55,56%

There were some activities during 90 minutes which had been carried out: 1) self preparation before having a lecture was 5.56. to listen to the lecturer' lecture materials was 44.44%, sharing ideas in *oral questioning method OQM* took 44.44% , to prepare for learning groups was 11.11%. There was no recording activities since the speaking one materials had been provided, to engage, and activate the students to study (Harmer, 2007:52-53), took 61.11%, and the result of the observer's report showed that there was no a student disturbing his/her peers in teaching and learning process, and there was no a student looking lazy to study both in the classroom setting and in learning groups.

Data Analysis Step
The First Segment Implementation
The action implementation ran well since it based on researcher's planning. The lecturer reminded the lecture mechanism of *oral questioning method*. In fact, The students had enjoyed learning and speaking since they were engaged and activated. They knew what to do, how to learn together in the group setting. Having implemented *oral*

questioning method OQM, the students were required to think the speaking vocabulary and to utter these ones well and the lecturer repeated after them. The lecturer reviewed in order to make the students familiar with the vocabulary and grammar. 25 minutes or 27.78% was effective so that the rest of 61.11%, which was taken over by the group captains, was also effective. The reason why OQM had an important role in learning groups was that a small group the students had a chance to practice speaking English led by their group captains. The less the students engaged in learning groups, the more the students had a chance to communicate in English. Therefore, the researcher determined only 3 until 4 students for each group member. Consequently, All students were active and no one bothered his/her peers to study.

The Second Segment Implementation.
This Oral Questioning made them learn more and think more, and eventually, they were ready to be appointed as captains groups. 25 minutes or 27.78% to explain English speaking materials which engaged and activate the students to study was so effective that the rest of 60 minutes or 61.11% was also effective to practice speaking English in learning groups led by groups captains with the same method which lecturer used.

English Attitude Evaluation
English Attitude of research subject in the second circle can be shown in the following graphics. Frequency: 1. Very poor 2) Poor.3) Not very poor, 4) Good 5) Excellent. The Graphics 4.2 showed that English attitude was consistent at the best position since it was developed by *oral questioning method (OQM),* in which both the poor research subjects became better, more confident and more excellent, for they

were able to be good captains in his learning groups.

Graphic 2 English Attitude the Second Circle

Notes : -SP: Research Subject Red : Segment 1Green: Segment 2
Note : - Source : Data were being processed.

The Evaluation of the lecture result: The lecture evaluation in the second circles which was implemented in February 8, 2014, started at 01.00 p.m. and ended 02.30 p.m. or 90 minutes. The test used was an oral production to know how far "oral questioning method" was effective to develop the students' English speaking skills after the second circles. Here is the test result after the second circles.

Table 6 The Test Result of Speaking One in the Second Circle

Scores	f	Percentage (%)
70 - 73	2	4.08
74 - 77	9	18.37
78 - 81	18	36.73
82 - 85	10	20.41
86 - 89	2	4.08
90 - 93	5	10.20
94 - 97	3	6.12
Total	49	100

Source: Data were being processed.

Based on 49 students in the classroom research, The table 4.12 showed that all students had reached the determined target. The average scores were 81.61, modus score was between 78 until 81 or 36.73%. This indicated that *oral questioning method* had succeeded to develop the students' English speaking skills.

Discussion

Having implemented an oral questioning method, the students, who were learning *speaking one* in learning small group led by their group captains, looked active, confident and cheerful since they understood what to say, how to pronoun and practiced more. Based on researcher's interview, (SP1) stated that she was not confident to utter anything at the beginning of the lecture. So did SP2, SP3. In fact, the more practiced they were engaged by their lecturer and group captains, the more understood and activated they spoke English. SP4, SP5, SP6 who were also interviewed by researcher stated that (OQM) aroused their English learning experience so hard that they could speak English grammatically and confidently. Therefore, when they were appointed to be groups captains, they understood easily how to arouse their groups members' English learning experience by OQM as well. Furthermore, they were in charge of loading their group members' English learning experience. This made them learn English more and proud of being group captains. They sometimes discussed with their lecturer about how to pronoun and how to make utterances grammatically.

The group captain sometimes reviewed for the other members after one member mentioned it well. It adjusted to the students' needs. To the excellent students, the first loading which was conducted by their lecturer was clear; however, the poor ones who were engaged to speak English were not clear. Therefore, there were two learning groups. First one, which was led by the lecturer, took 25 minutes. Second one, which was led by group captain took 60 minutes. How many members were there in one group depended on themselves. The more experienced they learned English, the easier they got the learning groups or this depended on how many students were confident to speak English resulted. The more confident the students spoke English, the more they had the learning groups.

The students, who were loaded to speak English grammatically, succeeded to remember the previous English materials they had ever learnt. Therefore, they had to think how to say utterances so grammatically that they thought not only vocabulary but also English grammar. If it did not work, their lecturer reminded them by repeating after them. Accordingly, they got comfortable and looked confident when the lecturer implemented *the OQM* in learning groups. Consequently, It could be assessed from their English attitude. The oral production test showed that the English speaking skill of the research subjects increased rapidly, in which from the first circle to the second circle were illustrated in the following graphic.

Graphic 4 The Evaluation Outcome of speaking Competence at I and II Circle

Notes :-SP: Research Subject. Blue : Circle I. Red : Circle II, - Source: Data were being processed

The graphic 4.3. showed that there was a significant increasing of students' the English speaking skills, especially the research subjects. The average of the students' competence of English speaking skill both SP1, SP2, SP3 and SP4, SP5, SP6 increased significantly.

CONCLUSIONS

Based on the result of the findings and discussions previously, the following conclusions are drawn: First, the English attitude observation result in lecture showed that there was an increasing English speaking skill at the first circle during three segments and kept increasing until the highest level. Second , after the classroom research action of the second circles, the English attitude was stable at the highest level namely at the best English attitude. Then, The test result, which was implemented twice, indicated that 76.67% of the students fulfilled the minimal scores at the first circle and at the second circle showed that 100% students fulfilled the minimal scores. Accordingly, *the oral questioning method* can increase the English speaking skill competence very well. (5) The achievement of English speaking 1 test result was showed by the ability of the students to answer and ask the questions. After having an oral production at the first circle, the lowest score was 60 and the highest score was 82. In fact, after having implemented the second circles, the test resulted of the lowest score was 70 and the highest score was 95. It means that there is a significant English speaking score increasing after implementing *oral questioning method* in two circles which consisted of five segments. Indeed, the students of classroom action research were tested by an English lecturer as an observer in the second circles.

Suggestions:
This OQM are suggested to be implemented by lecturers who usually teach *speaking subject* especially at Indraprasta University PGRI since this research succeeded well. Next, the researcher intends to share this method with the other lecturersthrough video or CD by taking or shooting the researcher video of English speaking teaching; indeed, they can use it for their students in the classroom setting by using in- focus, while being learnt by them.

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