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Junior High School Students Having Been Confident to Speak English Well

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Article Info	ABSTRACT
	The data showed that 90% of the students at both Jakarta and Depok Junior High Schools could not speak English. There were 90% of Jakarta 253 State Junior High School unconfident to speak English. There were some problems. Two of them were the materials and method used. The objective of this study was to show that the new method called Oral Questioning Guidance in L1 (OQIGIL) was really effective to develop the students' English-speaking skill especially at Jakarta 253 State Junior High School compared to the conventional ones. The finding of this study showed that The level of significance (α) = 0,05 , t table by testing two sides dk = n - 1= 36 – 1 = 35, by using table t was obtained t table score =2,029. It was obviously, t count > t table (5,9 > 2,029). So, research hypothesis is accepted.
Informasi Artikel	ABSTRAK
	Data menunjukkan bahwa 90% siswa baik di SMP DKI Jakarta maupun di SMP kota Depok belum percaya diri berbicara bahasa Inggris. Ternyata, sebanyak 90% siswa SMPN 253 Jakarta belum percaya diri berbicara bahasa Inggris. Ada beberapa masalah. Dua diantaranya materi ajar dan metode. Tujuan dari penelitian ini untuk menunjukkan bahwa metode baru Oral Questioning Guidance in L1 (OQIGIL) layak sebagai standar mengajar nasional karena dengannya para siswa percaya diri berbicara bahasa Inggris. Ada dua alasan, metode ini sudah diuji coba di berbagai sekolah dan universitas sejak tahun 2004 khususnya di SMPN 253 Jakarta Kelas VII D. Penemuan penelitian ini adalah taraf signifikansi (α) = 0,05, t tabel dengan pengujian dua pihak dk = n - 1 = 36 – 1 = 35 , dengan menggunakan tabel t diperoleh nilai t tabel = 2,029. Ternyata t hitung > t tabel (5,9 > 2,029). Ini berarti hipotesis penelitian diterima.
Publishing Info	

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Introduction

English is used in all fields to communicate like in commerce, social life, developing science and technology. In fact, there are many international textbooks which are written in English in almost countries around the world. It is why the students are expected to master it.

In fact, the students who came from the different schools showed that there were 90% of both junior and senior high schools in Jakarta and Depok were not able to speak English (Rasul, 2012, 2014, 2018). The researcher went to Jakarta 253 SMPN to confirm the data in 2019. Then, the data collected by the researchers from the English teachers showed that 90% of Jakarta 253 State Junior High School (SMPN 253) were not able to communicate both written and spoken in English.

To get the data which proved that the students were not able to communicate both spoken and written, the researcher entered into the classroom, especially grade 7 of Jakarta SMPN 253. From there, the researcher got the data by asking the students to translate the writing which was written in L1 into English grammatically (Harmer, 2004:39).   From there, the researcher knew that the students had less vocabulary and less the grammar understanding. Then. The researcher concluded that there were 90 % of the students of grade 7 SMPN 253 unconfident to communicate both written and spoken in English.

In general, English teachers explained the English grammar and vocabulary in English, while most of the students did not have much vocabulary to understand what the English teachers explained. At last, most of the students were stessfull at the end of the course. It occured because: 1) the method used by English teachers come from native speakers' country like direct mothod, English Pattern Practice by Robert Lado. Communicative approach. While (Krashen (1981) proposed the teaching technigue on the second language or foreign language such as meaningful communicative exercises, natural approach, learning by listening, total physical response, delayed oral practice, extensive reading. 2) the English learning materials used to teach the students are written in English such as the English text book used at both junior high schools and senior high schools are written in English.

The conventional methods used tend to make the students memorize the grammar and the vocabury, even the text itself. Therefore, most of them did not understand how to use English; indeed, in 2013 curriculum required them to do that Furthermore, it is stated in 2013 curriculum that   the students are expected to be accustomed to reading and understanding the meaning of text and take a summary dan present it by their owns' language systematically, logically and effectively based on English rules to express their ideas and thought confidently and spontaneously   (source: Basic frame and structure of 2013 curriculum 2013:39). It is also said that the simple ideas can be set to express thought and ideas. The expressions are set to be a paragraph being expected to be a good composition so that someone'idea can be understood appropriately. In fact, these methods which have been used make the learners passive, the study proved that 90% of the students of Junior high schools both in Jakarta and Depok were not able to speak English because they did not learn English consciously (Krashen, 1981).

In learning, the students' minds change. Example, the   students year seven of 253 junior high schools Jakarta before entering into the classroom did not have any ideas and knowledges, Then, after learning, they got knowledge and skill   (Dimyati and Mudjiono,2006). In fact, the data showed that 90% of the Junior high schools students both Jakarta dan Depok were not able to speak English, even few of them have taken English courses, and some of them have learnt English seriously at schools as well.

The first problems which are being faced by English teachers at schools are the textbooks used being written in English. In fact, it does not make the students able to speak English and remember thousand of English vocabulary because when they read the English textbooks, they think what the meaning are. The more they read the English textbook, the more they thought their firts language(passive). Otherwise, the more they read the textbook written in L1, the more they remembered English vocabulary actively (Rasul, 2012, 2014, 2018, 2019). It is obvious, learning more, the students get vocabulary and grammar more

being needed to make them active to use their English (learning principles in Dimyati and Mudjiono,2006).

The second problem being faced by the students when learning English was less grammar understanding. It was because the grammar was needed to arrange the utterances and sentences(Purwo Kaswanti, 2012). The question was how the students could be motivated if they were not able to speak English after learning English few years at schools. So, the learning principle (in Dimyati and Mudjiono,2006) failed to be implemented by English teachers at schools. Therefore, the students had to be engaged to learn (Rasul, 2012, 2014, 2018, Hammer, 2004).

To create the learning circumstance occurs in the classroom setting or in zoom meeting (long distance learning), the students have to be challenged to think and remember (learning principle in Dimyati and Mudjiono,2006). To do this, the teachers being teaching their students had to direct their students in L1 to speak English grammatically (Rasul, 2012, 2014, 2018, Hammer, 2004). Consequently, the students had to think English both vocabulary and grammar and they had to use their brain power otomatically especially to speak English during teaching and learning process as well (Rasul, 2012, 2014, 2018).

In fact, each student has different capability to understand (learning principle in Dimyati and Mudjiono, 2006), Therefore, they were classified into some peers groups. Each group was led by the best students having been able to speak English in advance because their teachers had directed them to speak English (Rasul, 2012, 2014, 2018, 2019). This one was based on what the researcher said " belajar bergotong royong or mutual assistance learning." This is Indonesian culture value which must be implemented at schools as an implementation of Pancasila value. This is a new finding to make the students act Pancasila value in their daily life especially at their schools enviroments. This is also interesting (in Dimyati and Mudjiono, 2006) because: 1) the captains of the peers groups directed their peers to speak English grammatically and appropriately, and 2) their teachers as facilitators were ready to assist whenever the captains of the peers groups needed their helps (Rasul, 2012, 2014, 2018, 2019). Consequently, the students would learn English happily because they were motivated to think and speak English by repeating several times. The principle of law of effect which was stated by Thorndike in learning (2006) occured in the classroom setting or in the long distance learning in pandemic covid 19 era.

Method

This study used research and development approach, Borg dan Gall (2007: 589-599). Development means to encourage the students' courage to speak English based on Oral Questioning In L1 And Guidance (OQILAG) Method. The term of oral questioning in L1 emerged for the first time when the researcher did his research for a post graduate program in 2012. It is the way to load or to pull out of the students' potential by directing them in L1 (first language) to speak English. On the other hand, it recalls their vacabularies and their grammar understanding from their memory into their mind. The power of the brains is incredible since it can be flexible to express everything which is being kept. According to Sheal, Peter (1989) the best learning is to say (70%) and to do 90%).

In OQILAG) method, the grammar is taught a few minutes in L1 (First language) before students practice speaking English. The way to make the students understand English uses the logical explanations in L1. There were two steps. First, the students focued on how

to construct grammar. Example, a sentence was like a family, there was a mom, a daddy and children. A sentence was similar to the family, There was a mom, a dad, and children and a servant as well. Each of them had a special role. He said "Mom was as a subject, Dad was as a predicate, Children were as an object, and a servant as a helper." Second, the students were directed by their teacher in L1 to speak English. In this case, their teacher acted as a running L1 textbook which was ready to be conveyed in the classroom or in zoom meeting. It was like a L1 meaningful dialogue or a L1 discourse which must be spoken by his students in English. If his/her students forgot the vocabulary and grammar, he/she helped them in English directly.

Furthermore, the role of a facilitator or a teacher was to explain "how words change their shape depending on their grammatical function, Then, the students use pronunciation features such as sounds, stress and intonation." too **(** Harmer, 2004:30) by imitating their teachers. Therefore, the role of a facilitator or a teacher was how make his/her students enjoy engaging to study English.
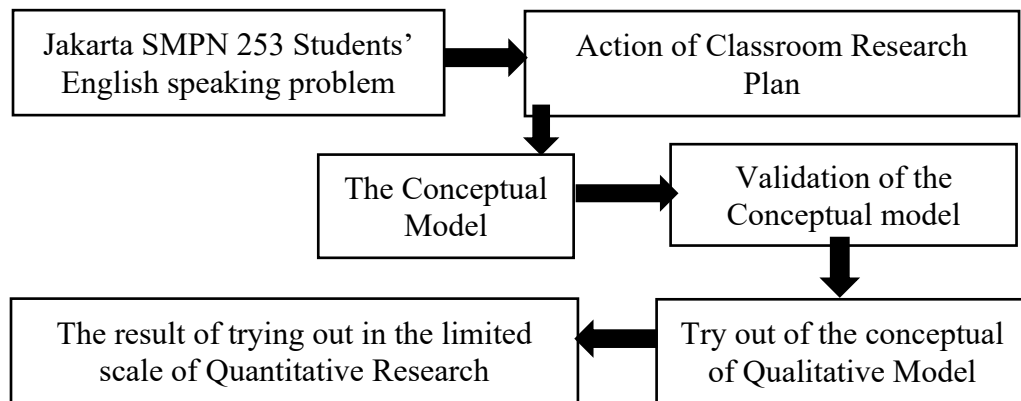
It was because the students learnt what they needed. Gay, Mill and Airasian (2009:18-19) stated that the completeness of ideas of Borg and Gall were the research process which were based on the needs and then they were developed get a product to fulfil this needs. Education product such as training for lesson materials, learning materials, supporting materials, processing and connection materials. So, the materials being explained must fulfill their daily needs and make sense.

In analyzing of qualititative data reduction**,** Husaini Usman (2006: 87) said that : 1) the data reduction were the data collected from the field document which was reduced and adjusted to this research, 2) the data displayed must formulate the data in matric or graph to avoid overlapping of the data, 3) making a decision and verification to determine the pattern, model and some conclusions. In this case, there were some steps needed to categorize theme or subtheme which was talked through the verfication to reduce so that the researchers could make a conclusion based on the research findings.

Getting a qualitative datum analysis was taken based on the needs and was arranged as good as possible to give an information about the advantages and disadvantages of this OQILAG method. Qualitative data were orally and written by numbering and interpreted by descriptive qualitative analysis.

To process the data, Harmer (2007:39) said that "we can ask the students to translate the words, phrase or sentences into their L1 and then, perhaps, back to into English without looking at the original. This helps them to think carefully about meaning and construction… using the students L1 help them to see connection and differences between the L1 and L2 and that, occasionally, teacher's use of L1 may help them to understand things that they are finding difficult or grasp."

To examine whether the study was successful or not, the researchers used two hypotheses, First, null hypotheses (Ho). Second, alternative hypotheses (HI). Meanwhile, to show the steps to do the study, the researchers described the flow chart of the research process as follows.

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┌─────────────────────────────┐        ┌─────────────────────────────┐
│ Jakarta SMPN 253 Students'  │───────▶│ Action of Classroom Research│
│   English speaking problem  │        │            Plan             │
└─────────────────────────────┘        └─────────────────────────────┘
                                                     │
                      ┌──────────────┐        ┌─────────────────────────┐
                      │ The Conceptual│──────▶│    Validation of the    │
                      │     Model    │        │   Conceptual model      │
                      └──────────────┘        └─────────────────────────┘
                                                     │
┌───────────────────────────────┐        ┌─────────────────────────────┐
│ The result of trying out in the│◀──────│ Try out of the conceptual   │
│ limited scale of Quantitative  │        │    of Qualitative Model     │
│           Research             │        │                             │
└───────────────────────────────┘        └─────────────────────────────┘
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Graphic 1. Flow Chart of The Research Process

The population used' was the students of Jakarta SMPN 253 Grade VII, while the sample was taken 36 (thirty six) students grade VII D. The students had basically studied English at elementary school before; however, they were unconfident to speak English. They were always nervous when they tried to speak English. In fact, they spoke English ungrammatically that they made wrong conversation, and most of them were speachless. Most of them had less vocabulary. The students of this school is the state; however, it is not favourite in south Jakarta. A half of students were women, and others were men.

Results

The first step to do in this research was to see how the students were able to speak English by pre-test conversation. Then, score them to see how competence they were. It was taken only from students year 7 D. Here was the students' pre-test

Table 1. The scores of pre-test of the students' English speaking skills

No. Respondent	Scores	No.Respondent	Scores
1	65	19	68
2	65	20	70
3	70	21	60
4	70	22	65
5	68	23	68
6	60	24	60
7	72	25	68
8	68	26	65

9	65	27	68
10	65	28	65
11	68	29	65
12	68	30	60
13	65	31	60
14	68	32	68
15	68	33	60
16	70	34	68
17	68	35	68
18	60	36	68

Range = 72 – 60 = 12
K   = 1 + 3,3 log 36
K   = 6,135 rounded 7
P = 12 : 6,135 = 1,96 rounded 2

The learning materials were written in L1 which had been printed in English Textbook. These learning materials were challenging they had to think English. In this article, the researcher enclosed only the examples,

English Textbook written in L1 For Jakarta 253 Junior High School grade 7 as follow:

Chapter I

We will learn:

To state things

Animals, and public places around us

MENANYAKAN PERALATAN SEKOLAH.

A   : Permisi?

        Bolehkah saya meminjam penggarisnya sebentar?

B   : Maaf, saya sedang menggunakannya.

A   : Berapa pensil yang kamu punyai?

B   : Saya mempunyai dua.

A   : Boleh saya meminjamnya?

B   : Tentu saja.

        Tetapi tunggu sebentar. Ia ada di dalam kotak pensil saya.

A   : Baiklah

B   : Ini dia.

        Lihat! Ada dua pulpen, ada lem, ada gunting, ada penghapus, ada rautan di dalam kotak pensil saya. Kamu boleh meminjamnya.

A   : Alangkah baiknya kamu

B   : Terimakasih

A   : Terimakasih kembali.

MENUNJUKKAN ARAH GEDUNG

A   : Permisi, bisakah anda memberitahu saya bagaimana mencapai toko itu

B   : Tentu saja terlalu dekat dari sini.

A   : Pergilah ke pojok itu. Kemudian belok ke kiri. Lalu pergilah menyeberangi jalan itu. Toko itu ada di sebelah sana.

B   : Terimakasih banyak tuan.

A   : Ngomong apa yang akan kamu beli?

B   : Saya akan membeli sepasang hordeng

A   : Oh begitu. Apa yang lain yang akan kamu beli

B   : saya akan membeli penggorengan.

A   : Saya juga ingin pergi kesana? Karena saya akan membeli selimut dan bantal Guling, serta lemari pakaian.

B   : Saya mengerti.

A   : Saya bisa menemani kamu jika kamu tidak keberatan.

B   : Dengan segala senang hati. Ayok mari kita pergi kesana.

Di depan, di belakang, dibawah, di atas, disamping sebutkan dalam bahasa Inggris.

DI TAMAN

A   : apakah kamu sering pergi ke taman?

B   : Kadang-kadang.

A   : Dengan apa kamu biasanya pergi ke sana?

B   : Saya kadang-kadang naik sepeda motor, kadang-kadang naik sepeda. Tetapi saya kadang-kadang berjalan kaki

A   : Apa yang ada di taman?

B   : Ada bangku, ada pohon, ada bunga, ada pot.

A   : apakah ada penjaga taman?

B   : ada. Mereka adalah keamanan, tukang bersih-bersih.

A   : apakah ada cangkul, penuang air dan gerobak.

B   : Tentu saja ada.

A   : Apakah ada kambing di taman?

B   : tentu saja tidak, tetapi ada burung, kupu-kupu.

CHAPTER II

It is a beautiful day

We will learn to:

Ask for and give information related to the qulities of people, animals and things, in order to identify, to criticize or to praise them.

Percakapan

A   : Taman ini teduh dan bunga-bunga berwarna warni. Saya suka taman ini.

B   : saya juga. Ini adalah taman yang indah.

A   : Lihatlah. Ada kupu-kupu.

B   : Mereka cantik-cantik

A   : Ada beberapa tong sampah, juga. Kita bisa menjaga taman ini bersih.

B   : Saya suka belajar di sini. Cuaca bagus. Taman ini indah, dan ini adalah hari yang cerah

A   : Apakah kamu suka buah-buahan?

B   : ya saya suka.

A   : yang mana yang kamu sukai?

B   : Saya suka anggur, nanas, dan apple

A   : Bagaimana dengan sayur-sayuran?

      Apakah kamu menyukai bayam?

B   : tentu saja saya menyukai.

A   : yang mana yang kamu sukai, wortel atau kentang.

B : saya suka dua-duanya.

Di dalam kelas

A : kelas kita berantakan. Kemana tukang pembersih?

B : Saya tidak tahu. Mari kita bersihkan bersama-sama

A : Baiklah, saya setuju denganmu

B : dimana sapu?

A :saya kira ada dipojok.

B : Tolong ambilkan

A : Sebentar

B : Cepatan

A : Sabar dong

Ini dia.

B : kita harus menyapu lantai terlebih dahulu

A : Gagasan yang bagus.

B : Tolong pungut kertas itu

A : Baiklah. Saya akan memungutnya.

B : Berapa banyak sapu yang kita punyai

A : Saya kira satu.

SEDANG BELAJAR

A : Musiknya terlalu keras. Saya tidak bisa belajar bersama musik keras ini.

B : Maaf. Saya akan mengecilkan volumenya.

A : Apa yang sedang kamu kerjakan?

B : Saya sedang mengerjakan PR Bahasa Inggris

A : Apakah kamu mengerti?

B : sebagian saya mengerti. Sebagian lagi saya tidak mengerti

Bisakah kamu menolong saya?

A : Tentu saja. Yang mana yang kamu tidak mengerti

B : Yang ini sulit bagi saya.

A : Perhatikan. Ini bentuk lampau kamu harus mengganti kerjanya ke bentuk

Kedua.

B : Didnya bagaimana?

A : itu kata bantu. Kata bantu did tidak dibutuhkan. Kata kerjanya saja yang
dirubah kebentuk lampau.

B : Saya mengerti. Terimakasih

A : Terimakasih kembali.

DI KEBUN BINATANG

A : Lihatlah pada jerapah-jerapah itu. Mereka mempunyai bulumata yang
Keriting.

B : Ya. Bulu mata mereka manis sekali

A : dan lihatlah pada Zebra itu. Mereka mempunyai garis-garis hitam dan
putih di atas tubuhnya.

B : teman-teman, apa kamu tahu bahwa setiap Zebra mempunyai pola yang
Berbeda.

A : Ya. Mereka menarik

B : Lihatlah gajah itu. Mereka besar sekali.

A : Ya. Lihatlah harimau itu. Mereka mempunyai gigi yang tajam

B : Mereka mempunyai kaki yang kuat.

Situasi:

A : Dayu, Apakah kamu mempunyai binatang peliharaan?
B : Ya, saya mempunyai dua ekor kucing
A : saya suka kucing. Seperti apa wajah mereka?
B : Mereka sangat kecil. Mereka bayi. Sangat lucu. Mereka mempunyai
mata yang besar, dan masing-masing dari mereka mempunyai hidung
Pink
A : wow. Saya bisa membayangkan betapa lucunya dia?

Situasi 2

A : Siti rumahmu sangat bersih dan rapi

B : enak mempunyai sebuah rumah yang bersih dan rapi. Ia bisa juga
Menjauhkan kecoak dan tikus. Mereka tidak suka tempat-tempat yang
bersih   dan rapi, kamu tahu.

A   : kamu benar. Saya akan menjaga rumah saya bersih dan juga rapi. Saya
             tidak   ingin mempunyai kecoak dan tikus di rumah saya.

Discussions

The researcher enriched the learners vocabulary by directing them to speak English by oral questioning guidance in L1. In this case, the reseacher was also a direct English texbook because the materials were mentioned by him in L1 to be uttered by his students in English grammatically and systhematically. This way made the students save to speak English (Charles A. Curran, 1972) because the researcher helped them at the same time to speak English appropriately with them. He repeated if their students doubted to utter or did not know what to say. According to Curran, the students were afraid of speaking for the first time. By repeating after them, they would be secure to speak English. If they forgot grammar, the teachers told them directly by revealing that one directly after them. Consequently, none of the students was quiet because they were inspired to follow and imitate to speak English with the researcher appropriately. Therefore, the reseacher as a model was not allowed to look at the English textbook written in L1 during teaching and learning process because it could reduce the students' focus on speaking English appropriately. At last, the students' vocabulary were enriched and so were their grammar understanding by oral questioning guidance in L1 (OQIGIL) method done.

There were five learning strategies used by OQIGIL method to make the students of 253 State Junior high school Jakarta confident to speak English:

1.   Building Self-Confident

It was used to make the learners to communicate in English. In this strategy, the learners were directed to speak English in 20 minutes. Second, they reviewed the materials in groups which were conducted by their captains of the peers groups in 30 minutes. Third, one of the group performed in front of the class to show their skill. They might discuss and give a chance for the other groups to ask them, even debated the theme given taking around 20 minutes. Fourth, they were asked by their facilitator to write journals taken from the materials written in L1 which had been discussed in English during ten minutes.

2. Processing the Materials in L1

It was used to make the students understand grammar. There were some steps. Firts, the learners were asked to make copy the materials in L1 into English for 20 minutes. Second, the researcher showed them how to make the sentences and questions in English grammatically for 20 minutes. Third, researcher asked them to discuss in English in group which were led by their captains groups and took notes for 20 minutes. Fourth, the researcher directed them to speak (ask and answer) English based on what they had translated. Fifth, they were asked to make a journal for 30 minutes.

3. Try and Error Strategy Through Thinking in Group learning.

This strategy aimed at boosting the students' spirit since nobody was perfect. There were some steps. First, the students were classified into some groups. Each group consisted of 3 to 5 students that led by the group captains. The materials in L1 and the key structure were distributed by a facilitator for each group, and then, the group captains directed their peers to communicate in English based on the materials in L1 provided for 25 minutes. Their teacher went around to assist if those were needed by them. They reviewed the materials in which the group captains directed their peers to prepare a presentation in English in front of the class for 10 minutes.

The teacher asked one of the peers groups to give a presentation in English in front of the class in which they were free to ask and answer. The captains of the group was as a moderator to direct their peers to be active parti -cipants and give a chance for this group to present the materials in front of the class for 30 minutes. The teacher explained the grammar in ten minutes and the students rewrote the dialogues in a good paragraph (write a journal 10 minutes).

4. Helping The Peers Strategy

This strategy involved the best students to take part in sharing their knowledge for their peers. The strategies were ilustrated: first, the students were required to say basmallah and pray for non muslims. Then, activated their vocabulary by writing a paragraph or an essay by using their own dictionary for 30 minutes. The teacher explained the related structure in the text for 10 minutes. Then, he/she asked his students who had finished discussing in their groups to be volunteers to assist the other peers to take notes from the text. In addition to that, they helped their peers write at least ten questions based on the text. All volunteers who had helped their peers were asked to stand in front of the class to answer their peers questions; otherwise, they asked their peers to answer them for 30 minutes. The teacher read the text, and then the students repeated after him for 10 minutes. The students wrote a journal for 20 minutes.

5. Panel Discussion Strategy

This strategy was created to show how the students shared their knowledge to each other. There were some steps. First, the students were asked to say basmallah and pray for non muslims. Then, the students wrote a new composition which was similar to the previous reading or different from the previous one for 30 minutes. Second, the teacher went around to help them. Third, she/he explained the students' witing mistakes in 10 minutes. Fourth, the best students who wrote well were appointed to be volunteers to help their peers in panel discussion in 20 minutes. Fifth, the teacher explained how to write a good paragraph for 30 minutes. At last, the students were asked to write journals in English. The assessment was taken when the students discussed in peers group learning especially when they spoke English in front of the class. Then, they wrote journals.

Table 2 The Frequency Distribution of Pre-Test Result

Scores	Fi	Xi	Fi.Xi	Xi²	Fi. Xiρ²
60 - 61	7	60,5	423,5	3660,25	25621,75
62 - 63	0	62,5	0	3906,25	0
64 - 65	9	64,5	580,5	4160,25	37442,25

66 - 67	0	66,5	0	4422,25	0
68 - 69	15	68,5	1027,5	4692,25	70383,75
70 - 71	4	70,5	282	4970,25	19881
72 - 73	1	72,5	72,5	5256,25	5256,25
total			2386		158585

$$\text{Mean} = \frac{\sum Fi.Xi}{Fi} = \frac{2386}{36} = 66,28$$

$$\text{Median} = b + P \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Median} = 67,5 + 2 \left(\frac{\frac{1}{2}(36) - 16}{15} \right) = 67,77$$

$$\text{Modus} = b + P \left(\frac{d1}{d1 + d2} \right)$$

$$\text{Modus} = 67,5 + 2 \left(\frac{15}{15 + 11} \right) = 68,65$$

$$\text{Variant} = S^2 = \frac{n \sum Fi.Xi^2 - (\sum Fi.Xi)^2}{n(n-1)}$$

$$\text{Variant} = \frac{36(158585) - (2386)^2}{36(36-1)} = 12,75$$

$$\text{Standard Deviation} = \sqrt{S^2} = \sqrt{12,75} = 3,57$$

Table 3 The Post Test Scores of English Speaking Skills of The Students

No. Respondents	Scores	No. Respondents	Scores
1	72	19	85
2	80	20	80
3	90	21	75
4	90	22	85
5	85	23	80
6	80	24	80
7	90	25	80
8	90	26	80
9	85	27	85
10	85	28	78
11	90	29	80
12	90	30	85
13	80	31	80
14	90	32	90
15	85	33	80
16	90	34	90

| 17 | 85 | 35 | 85 |
| 18 | 80 | 36 | 85 |

Range = 90 - 72 = 18

K   = 1 + 3,3 log (36) = 6,135 rounded 7

P   = 18 : 6,135   = 2,93 rounded 3

Table 4 Frequency Distribution of the result of Post-Test

Nilai	Fi	Xi	Fi.Xi	Xi²	Fi.Xi²
72 - 74	1	73	73	5329	5329
75 - 77	1	76	76	5776	5776
78 - 80	14	79	1027	6241	81133
81 - 83	0	82	0	6724	0
84 - 86	11	85	935	7225	79475
87 - 89	0	88	0	7744	0
90 - 92	10	91	910	8281	82810
Total			3021		254523

Mean = 3021 : 36 = 83,92

Median = 83,5 + 3 (18 - 15) = 84,32

                    11

Modus = 77,5 + 3 (12   ) = 78,94

                12 + 13

Variants = 36 (254523) - (3021) = 28,88

                36 (36 - 1)

Standard Deviation =   28,88 = 5,37

Table 5 Calculation To Find t Count

No. Respondent	Scores of Pre Test (X)	Scores of Post Test (Y)	d = (Y-X)	d²
	65	72	7	49
2.	65	80	15	225
3.	70	90	20	400
4.	70	90	20	400
5.	68	85	17	289
6.	60	80	20	400
7.	72	90	18	324
8.	68	90	22	484
9.	65	85	20	400
10.	65	85	20	400
11.	68	90	22	484
12.	68	90	22	484
13.	65	80	15	225
14.	68	90	22	484
15.	68	85	17	289
16.	70	90	20	400
17.	68	85	17	289
18.	60	80	20	400
19.	68	85	17	289
20.	70	80	10	100
21.	60	75	15	225
22.	65	85	20	400
23.	68	80	12	144
24.	60	80	20	400
25.	68	80	12	144
26.	65	80	15	225
27.	68	85	17	289
28.	65	78	13	169
29.	65	80	15	225
30.	60	85	15	225
31.	60	80	20	400
32.	68	90	22	484
33.	60	80	20	400
34.	68	90	22	484
35.	68	85	17	289
36.	68	85	17	289
Total			633	11171

$$Md = \sum d = 17{,}583$$

$$t\ count\ =\ \dfrac{\overline{Md}}{\sqrt{\dfrac{\sum Xd^2}{n\,(\,n-1\,)}}}$$

$$t\ count\ =\ \dfrac{17,585}{\sqrt{\dfrac{11171}{36\,(\,36-1\,)}}}\ =\ 5,9$$

The level of significance (α) = 0,05 , t table by testing two sides dk = n - 1 = 36 – 1 = 35 , by using table t was obtained t table score = 2,029. It was obviously, t count> t table (5,9 > 2,029). So, research hypothesis is accepted. The results of limited scale try out before and after implementing of Oral Questioning Guidance in L1 (OQIGIL) method on developing the students' English speaking skills at Jakarta Junior High School 253 Grade VII D showed significantly as follow:

Tabel 6 The comparison of the students'scores before and after treatment

Scores	The result of Pre-Test	The result of Post Test
Mean	66,28	83,92
Median	67,77	84,32
Modus	68,65	78,94
Varians	12,75	28,88
Standar Deviasi	3,57	5,37

Paired sampel test showed the difference of the rate scores of test 1 (before) and the test 2 (after research). On the other hand, there was a significant effect of Oral Questioning Guidance in L1 (OQIGIL) method. The data showed that t count was 5,9 with level sig (2 tailed) with dk = = n – 1 = 35, so that   t-table = 2,029 at significant level (α = 0,05) because the scores of t-count was   5,9 bigger than   t-table (2,029). So, the difference between two the circumstances was significant.   It meant that there was a real difference before implementing of OQIGIL method and after implementing OQIGIL method on improving the students' English speaking skill at Jakarta Junior High School 253 grade VII D.   The *treatment* using OQIGIL to the subject of the research had influenced the students' English speaking skill for the students grade 7D of SMPN 253 Jakarta.

The success of this research was effected by both the researcher's English mastery, and the researcher acted as a runing English textbook. Some questions used as stimulations to make the students' responses are below :

Tabel 7 Questioning used for the respondents

The questions was required by the students to answer by using short sentences	The questions used to answers by the students by some utterances about the theme	Ask and answer using the simple meaningful dialogue about the theme	Ask and answer using the simple meaningful dialogue about many kinds of theme refered to daily life of the students
Theme	Theme	Theme	Theme
At home, family	At home, family the classroom, watching cartoon film	At home, family in the kitchen, in the living room, in the class -room, in the school canteen, playing game, watching cartoon film	At home, family in the kitchen, in the living room, in the classroom, in the school canteen, in the park, in the zoo, in the school yard, in the library, visiting friend's house, to do home work, playing game, watching cartoon film.

Conclusions

Based on the above explanations, this mothod can be proposed to be implemented at Junior High Schools as a national level English teaching model especially in Soout Jakarta as a pilot project because " There was a significant effect of Oral Questioning Guidance in L1 (OQIGIL) method used on the grade VII D students' speaking skill of 253 State Junior High School Jakarta"

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