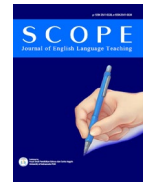




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Research Article

Improving The Students' Speaking Confidence by Online Learning

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KEYWORDS

confidence;
 English Speaking;
 online learning.

A B S T R A C T

There are some problems being faced by English teachers especially at SMK Kesuma Bangsa Depok to teach English. Enriching their students' vocabulary and teaching parts of speech especially tenses are the two most challenging efforts. The appropriate methods to teach both of them were an Oral Questioning and Guiding in L1 (OQIGIL) methods. This study used an online action research implemented in SMK Kesuma Bangsa Depok grade XII, taking three months started in October to December 2021. This study involved 54 students of the Office Management Automation Program (OTKP) selected by simple random sampling. There were some activities to do during this action research cycle: 1) an action planning setting, 2) an action, 3) an observation, an evaluation, and 4) a reflection. The result of this study show that the OQIGIL method used in this classroom action research has made the students speak English confidently and appropriately since the average of the students' English speaking scores are 74,54 at the first cycle and becomes 74,54 at the second cycles and the average of the third cycles is 79,63. The data indicate that there are four students (7%) at the first cycle, 23 students (43%) at the second cycles, and 33 students (61,11 %) at the third cycles to speak English confidently since the students are challenged to think English appropriately from the English materials directed in L1 by their English teachers and group captains during online learning.

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INTRODUCTION

The data show that 85% of the students are not able to speak English both in Jakarta and Depok (Rasul and Nasikin, 2021) since it is hard for English teachers to enrich their students' vocabulary and to improve their students English structure understanding (Rasul and Suseno, 2018). Moreover, the students being graduated by vocational high schools need English as a tool of communication to negotiate, to convince their clients, and

to introduce their product to public around the world especially in this 5.0 era. As a tool of communication, English is related closely to human sources, and as we know that Indonesia has too much human resources. Therefore, they need many kinds of jobs for survival. Too much human resources having low skills need mediators to bridge them to work in foreign countries such as Taiwan, Hongkong, Arab Saudi and so on. Consequently, there are some agencies services for low skills workers such as home workers to be sent by them to foreign countries. The report of tracer study taken from Research, Technology,

Education and Culture Ministry of Indonesian Republic in 2021 presented as follow:

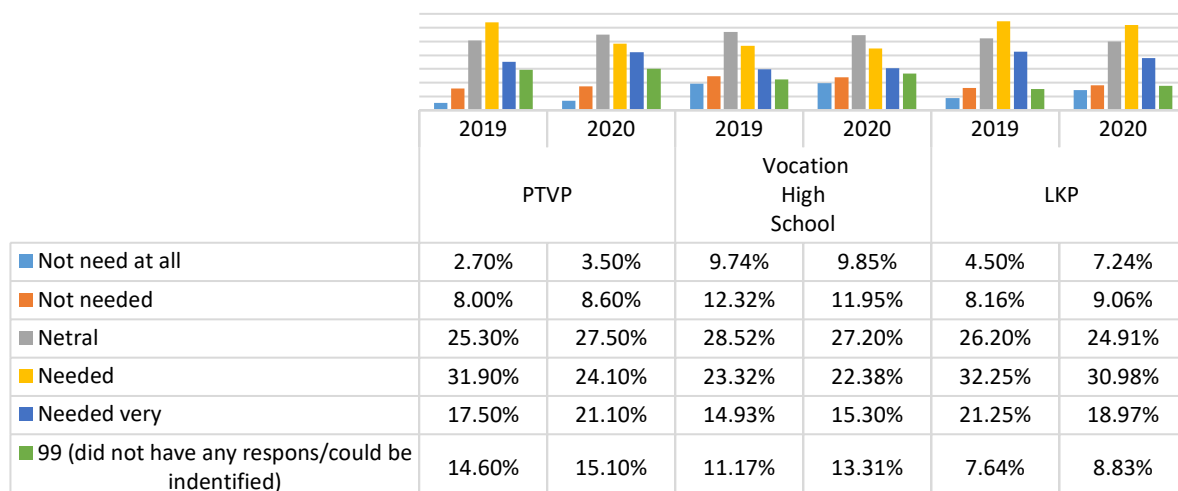


Figure 1. The English ability of vocational high school (SMK) graduation

Figure 1 shows that the English ability of vocational high school (SMK) graduation students is far from the expectation. The result of searching of vocational high school graduation by tracer study showed that the vocational high school graduation students need English competence both spoken and written matching with their skills. English mastery is needed to support the students' English-speaking skill referred to carry out their daily duty at work like a presentation, negotiation with the clients, explaining master plan and so on. Therefore, the government has made an English mastery as a compulsory to be mastered by vocational high school graduation students. In fact, home workers coming from neighbor countries such as The Philippines are more qualified than Indonesian workers since they are able to speak English well (The Jakarta Post reported a few years ago). Consequently, Indonesian home workers get wages less than The Philippines. It means that English mastery is really needed to support all workers' profession; in contrary, viewed by many reports that Indonesia workers are more diligent and reliable. In short, English-speaking skill is really needed for especially vocational high schools students.

In fact, the conventional method used by English teachers nationally tends to make the students' English becoming passive since the English textbook uses English; consequently, the students think Indonesian (L1). It is different from this method, the materials to learn English use Indonesian or L1. This one makes the students think English while learning English (Hammer, 2007). It is because of the materials written in L1 that the students thought English. Consequently, the students are not passive English again for they become active English either spoken or written.

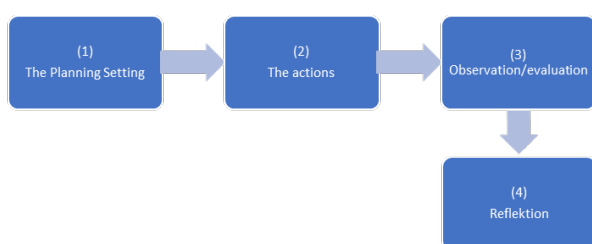
Learning English by implementing Oral Questioning and Guiding in L1 (OQIGIL) method would give positive effects to the students. Furthermore, Rasul and Suseno (2018) affirm that teachers should make the students think of materials written in L1 to learn English. In short, the teachers as facilitators can use materials in Bahasa Indonesia (L1) to direct their students in L1 to speak English (Harmer, 2007). Consequently, the students think of vocabulary and grammar appropriately to produce the right utterances as their performance. Next, it is followed up by the student's captains in peers learning groups to direct their peers in L1 to speak English appropriately and to help them answer friendly, politely, sincerely and at last, guided them how to use grammar and vocabulary. Thus, it is what we call 'belajar bergotong royong' or Cooperative Learning. On the other hand, this study is aimed at finding the new model by implementing OQIGIL method via online English learning especially for English subject in which the grade XII students of SMK Kesuma Bangsa of Office Management Automation Program (OTKP) in Depok, West Java know how to speak English appropriately.

METHOD

The method used was an online action research. It was aimed at improving English speaking skill through learning process via online learning. The target of this classroom action research was how to develop the students' English speaking competence from the first cycle to the third ones. Consequently, the English teachers and students were involved to take part so actively that they were expected to learn and succeeded to use their English speaking skill during online learning process.

The object of this study was the grade XII students of The Office Management Automation Program (OTKP) at SMK Kesuma Bangsa Depok, West Java. The respondents consisted of 54 students as sample of this study selected by simple random sampling. The implementation of this action research took three months begun in October and ended in December 2021. It was started by an action planning setting by using Oral Questioning and Guiding in L1 (OQIGIL) method after getting the data that the ability of students' English speaking skills of the grade XII at SMK Kesuma Bangsa Depok, West Java was under the target of 2013 Curriculum.

An action research design carried out by the researchers was as follow:



Source: Adapted from spiral model of Kemmis Taggart in Wiraatmadja (2008)

Figure 2. The Design of an Action Research

The action research used three cycles covering four main aspects for each cycle: 1) an action planning setting by discussing intensively with the English teacher to plan the learning process in which the students used English speaking skill by considering learning situation namely: obey the health protocol rules of the government at schools because of the pandemic Covid-19 situation; 2) an action of English learning process used Oral Questioning and Guiding in L1 (OQIGIL) method as an alternative in improving the students' English speaking skill, 3) observation and evaluation. Learning evaluation during online English learning used to challenge the researchers to get validity of scoring of the students' competence and performance since the health protocol rules demanded the researchers to keep health protocol during pandemic Covid-19, and 4) a reflection, the observation and evaluation as reflection materials were used by researchers and English teachers as their partners to evaluate the effectiveness of English learning activities. If the result of reflection indicated that the action steps and the English ability of students did not satisfy, the researchers and English teachers as their partner planned to follow up the action research on the next cycles so seriously that the ideal situation or the ability of students' English speaking skill became true. On the other hand, if the target of this action could be reached, the researchers and English teachers as their partners ended this online action research.

The types of data obtained on the online action research were quantitative and qualitative. Quantitative data were collected from the result of students' English speaking skill interviewed by online learning. They were asked by the researchers to answer in English by using their voices notes facilities of their smart phones. In short, no sooner said to answer than done by the students using voice notes of their smartphone. The scores of the students depended on the sooner they answered appropriately by using their voice notes of their smartphones, the better scores the students got. The test of English speaking skill implementation was carried out at the end of each research cycle. While qualitative data collected by the researchers during observation and interview were based on the students' answers of the implementation of Oral Questioning and Guiding in L1 (OQIGIL) method. The observation implementation of this method was employed by the second researchers when the online learning was on since he had to measure the students' English learning activities effectiveness during English online learning.

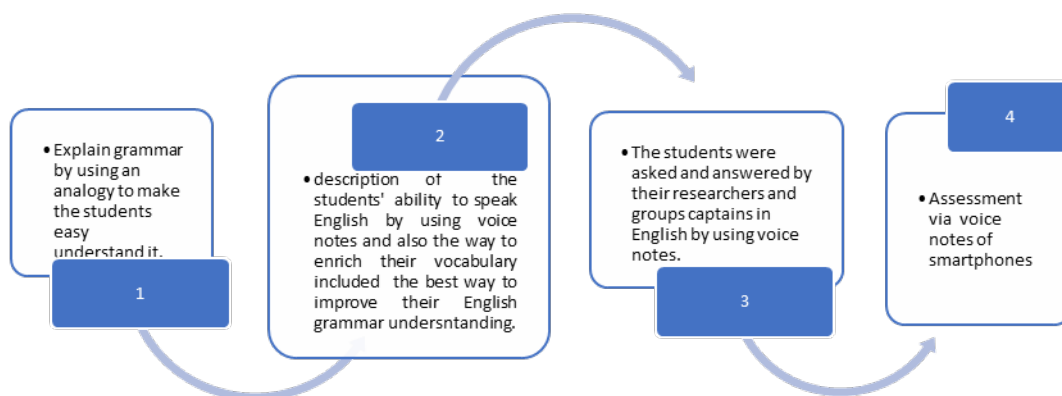
Quantitative data analysis of students' English speaking skill used description statistics analysis and were presented in chart to see whether there were the increasing of the students English speaking skill or not. Meanwhile the qualitative data were arranged by researchers from sentences by sentences well to show the students English online learning attitude during online learning implementation of Oral Questioning Guiding in L1 (OQIGIL) method. The result of the students' activities observation was presented by using description and narration.

RESULTS AND DISCUSSION

The implementation of this English online learning before doing an action is a boredom thing for students of SMK Kesuma Bangsa since the English teachers tend to keep using an expository method. In fact, the students look stressful since English is not their main skill subject. When the researchers have an interview, the students acknowledge that they need English easier to be understood. It means that it is easy for them to speak English confidently. Fortunately, the researchers have a chance to see the students' competence of SMK Kesuma Bangsa when they attend the offline session at the beginning of this action research. After that, there is no an offline session again. Each session takes forty minutes. Then, the implementation of this action research is carried out by English online learning fully during three months. At beginning of the first session, the researchers introduce themselves. Then, they explain how to learn English online by using the OQIGIL method.

The implementation of online English learning by using an Oral Questioning and Guiding in L1 (OQIGIL) method is expected to improve the students' English speaking skills.

The mechanism description of OQIGIL method can be seen from the below figure:



Source: Adopted from OQIGIL method.

Figure 3. Oral Questioning Guiding in L1 (OQIGIL) Method

There are some steps to implement an Oral Questioning and Guiding in L1 method: 1) The researchers explain English grammar by using Indonesian analogy to make the students understand it easily for several minutes, 2) After being understood, the students are directed by the researchers in L1 to speak English appropriately by using voice notes of their smart phones, 3) the researchers direct in L1 to make the students speak English and at the same time, the students think of grammar or parts of speech and vocabulary, 4) Then, the researchers as facilitators revise the student's grammar and vocabulary by sending the right dialogue in English by voice notes included the correct English pronunciation.

The implementation of an action research is based on standard of minimum completeness of mastery learning for students of vocational high school namely: 70 of score, even the researchers hope the standard is beyond 70 (score) at SMK Kesuma Bangsa. The implementation of learning English by using Oral Questioning and Guiding in L1 (OQIGIL) at the first cycle as follow:

The action

The plot of online English learning at the first Cycle

1. The researchers open the lesson by a Zoom meeting application by saying "hello" for all students who are ready to learn English.
2. The English teacher introduces the researchers as her partners on online English learning implementation. Then, the researchers explain the learning pre-English materials in L1 to be carried out entitled "keluarga George" (L.G. Alexander, year 1967).

An English teacher gives a chance for the researchers to begin online English learning implementation as follow:

- a. The researchers open the meeting by saying basmallah and saying hello to all students who are ready to study on online English learning. Then, check the attending list online of the students one by one.
- b. After finishing greeting, the researchers make the students comfort to study. Then, come into the online English learning by explaining tenses, including parts of speech.
- c. The researchers explain regarding with simple present using an analogy to make the students understand it easily. Furthermore, the researchers start to teach English by saying that the sentence is like a family. There is a mom, a dad, and children and a servant as well. Each of them has a special role. The researchers say "Mom is as a subject, Dad is as a predicate, Children is as an object, and a servant is as a helper."
- d. The researchers discuss about simple present. "A mom has a special role as a subject which consists of Pronoun:" First, "they, we, I you," second, the third person: "she, he, it. He continued. "While dad consists of full verb which is called " sibling father" (verb to do) like "study." The character of sibling father is " a moving" or an action (stated by Marcella Frank "Modern English"). Next, it is a step father which is "verb to be: is, am, are, was, were, be, "The function of step father is to fill in the position of the sibling father who is not in charge of

his family anymore” because he passes away or divorce. .

- e. After being recorded, the researchers send it for his students via voice notes of WhatsApp group (WAG). The students try to understand the materials given via voice notes seriously. By sending the explanation of tenses and parts of speech by using voice notes, make the students learn several times whenever they are after learning ended. The researchers send a message which said “understood”. Then, they students reply by saying “noted.”
 - f. After the students understand. The researchers continue to direct in L1 the students to speak English grammatically. He repeats several times to make the students have much vocabulary and understand tenses and parts of speech.
 - g. The researchers enrich the students’ vocabulary and improve their English grammar understanding by directing them in L1 to speak English by ORAL QUESTIONING AND GUIDANCE IN L1 (OQIGIL) method; consequently, the students have to think English both tenses, part of speech and vocabulary.
 - h. The students are asked to speak English loudly in order their “carpus callosum” opened. If it is opened, the students would understand English grammar and vocabulary usage easily. Next, The researchers explain present continuous, It is not too hard to understand since if the subject as a mom is followed by to be “is, am are, was, were. A dad as a predicate should be added by -ing. Example. The students are study+ing English in the classroom. Look!, the subject “the students” added by are, while “study” as a dad or predicate added by “ing.”
 - i. The role of the researchers as a walking textbook in directing students in L1 to speak English has two types. First, the researchers direct in L1 students or respondents to speak English based on the narrative or the descriptive gradually or step by step which could be taken from L.G. Alexander’s textbook “first things first” sent via voice notes during 20 minutes. Second, the researchers speak English based on a narrative story step by step. Then, the students as respondents are asked some questions in English by sending them via voice notes soon in 15 minutes; consequently, they are required to ask and to answer the questions in English during 15 minutes.
3. After taking 50 minutes, in twenty minutes left, the researchers make a cooperative learning. Peers groups are made to implement cooperative learning. The captains of groups are pointed to lead their groups members to direct in L1 them (group members) to speak English during 25 minutes. Actually, they are really

peers groups in which cooperative learning takes place. This learning model we call “belajar bergotong royong” via WAG.

4. The researchers close the meeting, and share some assignments to do by students as respondents via voice notes. The students are asked by their smart handphones to send their answers of the assignments in English back via voice notes of WAG as soon as possible. At last, the researchers ask the students to say hamdallah for muslims and pray for non-muslims to end this meeting.
5. Next meeting, the researchers assess the students to respond the questions given quickly in English via voice notes. The other models, the students are required by researchers to ask and to answer based on narrative in L1 to be spoken in English via voice notes by their smartphones. If fact, during this OQIGIL method implementation, there is no complain, since the students learn English enthusiastically.

An observation used to detect the level of students’ confidence during English online learning process. The confidence of the students could be measured by the students’ English speaking skill response by voice notes whether they are answered soon or not. The report of an observers: an English teacher as researchers’ partners identify or find that are five students (7%) are active and 50 students (93%) are passive.

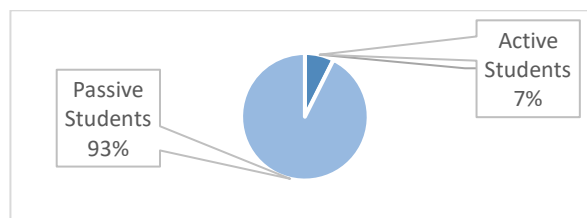


Figure 4. Percentage of active and passive students in the first cycle.

Furthermore, the ability of students’ English speaking skill is assessed by Oral Questionings In L1 in which the researchers send them by their voice notes of their smartphone facilities through WhatsApp group application (WAG). To assess the ability of students’ English speaking skill, the researchers use an analysis rubric as follow:

Table 1. Rubric assessment voice notes to assess English speaking skill

scores	explanation
1	Clearly not adequate
2	Doubtful
3	Adequate for study at this Vocational High School
4	Clearly more than adequate
5	Close to native speaker standard

source: English Language Testing Service (ELTS) British Council, 2001

The result of oral test obtains the average scores of the students' English speaking skill as an amount of 70,83

points, by the lowest value range is 50 and the highest value is 85, which can be seen of data description of output SPSS as a follow :

Tabel 2. The scores or values of the students' ability of SMK Kesuma Bangsa Depok at the first cycle

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Cycle 1	54	35.00	50.00	85.00	70.8333	8.11184	65.802
Valid N (listwise)	54						

The second cycle is carried out to refer to recommendation of reflection (discussion among the researchers and Kesuma Bangsa's English teacher) and to look at the scores or values of the ability of students' English speaking skill. So, the implementation of the second cycle still uses Oral Questioning and Guiding in L1 (OQIGIL) method and added by some activities below:

The action

The plot of Online English Learning at the second Cycle

1. The researcher says basmallah to start English learning of the second cycle by using Zoom meeting application, and at the same time says "hello" for all students who are standing by learning English speaking skill.
2. Next, the researchers explain pre-English materials to be implemented on the second cycle. The researchers inform the result of assignments of students during the first session. However, the result of the first session does not really satisfy, but the researchers still keep doing and inspiring the students to learn more.
3. Entering into the main English materials.
 - a. The researchers explain especially parts of speech, tenses particularly verb to be more or less 10 s/d 15 menit. If the subject or mom is not followed by an action or the sibling father, or there is none who does something again" in the house. It means the family has to seek a step father to replace a sibling father's position. He explains, the family needs a step father (verb to be) to replace the position of a sibling father passing away. "S" he, he, it: one group, there "s" So, the step father was "is." While "they, we, you: one group, there was "e" the step father was "are." The last one is "I,". The step father was " am and was." Next, Mom (subject), step father was as a predicate (verb to be), and the children or an object. An object consists of Noun. These were the key words to understand the simple sentence. (Rasul, 2014).
 - b. After explaining "verb to be" included tenses, the researchers send his voice notes to their students by his smartphone. Then, the students respond like

saying "understood" in their voice notes. The researchers ask them to inform their family especially their parents because they are required to speak English loudly. If not, their family can think that he/she is mad. Why loudly? Because the data shows that carpus callosum will open if the students speak loudly. If the carpus callosum is opened, they understand "grammar and vocabulary" easily, and the learning process is really effective (Nur'aeni, 2008).

- c. After the students understand simple present especially how to use "to be", the researchers move into the next tenses, simple past tense. In this case, the researchers still use an analogy like mom, dad (sibling, step father) and children, helpers and so on. The researchers explain more detail, if the sibling father is promoted to be the second level what it is called verb II, example, the sibling father is promoted from "do" to be "did" So, the right sentence is "The student did homework last night". And servant "do" is promoted to be "did". Example: What did he do last night? Remember verb "do" did not change; consequently, if the servant is promoted in the family, the sibling father is not promoted again. It is a rule. If there is no an action or sibling father, the step father has to replace it. Example, "The children were not at school two days ago". If there is a question as an example. The servant of the family is a step father or to be itself. Example. "Why were the children not at school two days ago?" In short, by using an analogy make the students easy to understand "tenses." Learning by using an analogy helped the students understand, but when the students being directed in L1 based on a narrative to speak English which required them to think of grammar were challenging for them to think English hard. Be challenged to think of English is a "field theory" designed by Kurt Lewin (Kurt Lewin in Dimiyati and Mudjino, 2006).
- d. The students think of grammar and vocabulary during English learning process after being taught

by the researchers; consequently, they are so active that they are able to remember vocabulary and grammar at the same time. As a conclusion, the students need English to negotiate, to present, to write and to speak English for their future preparation. The case at SMK Kesuma Bangsa in which the students were directed in L1 to speak English based on a narrative or a descriptive make them easy to remember vocabulary and grammar or tenses are really good examples. Indeed, they are supported by smartphones to send their voice notes.

- e. The students speak English after being directed in L1 by the researchers via voice notes make the students feel shocked for the first time because they never use it before. Then, they are enthusiastic since it is like an addicted to speak English because they are excited to be revised if they are wrong. Moreover, the researchers always remind and help them think of appropriate grammar or tenses even parts of speech and vocabulary as well.
 - f. Next step, the students are given a challenging step by step to be confident to speak English appropriately.
4. English online learning activity takes around eighty minutes. After being learned around 80 minutes, the researchers close the session and remind the students to share in English to each other in WhatsApp group (WAG). Then, the researchers close the meeting by sending some assignments to do by the students in their peers group or “belajar bergotong royong” via WAG and also say hamdallah for muslims and prayed for non-muslims.

Observation and Evaluation

Through the action especially at the end of the second cycle, the researchers find that the students’ confidence to

speak English is improved since there is a peer group. The researchers classify eleven learning groups. Each group led by groups’ captains who are in charge of making their peers speaking English confidently. In fact, most of the students of SMK Kesuma Bangsa look happy to learn English indicated by their responses when the researchers send them the questions by voice notes. They answer enthusiastically to send their voice notes in English. According to Arjangga and Suprihatin (2010), peers groups improve students’ understanding on their assignment. Then, It enables students to participate to communicate (Nurlizawati, 2019).

The students’ confidence improvement is indicated by the students’ participation improvement both asking and answering in English especially after the researchers send narrative story from voice notes in L1. The notes of observer show that 23 students (43%) are active, 31 students (57%) are passive.

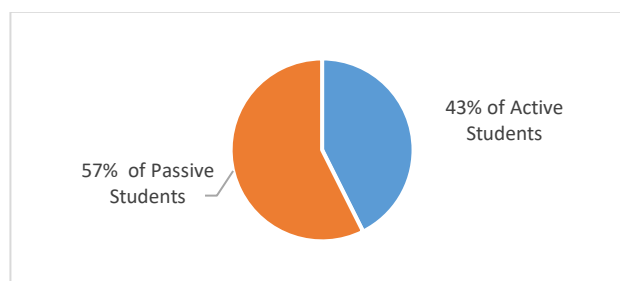


Figure 5. Percentage of active and passive students in online learning at the second cycle

The result of active students is followed up by an oral test indicating the ability of students’ English speaking skill is improved. The ability of the average students’ English speaking skills score is 74,53 with the lowest score is 55 and the highest score is 85.

Tabel 3. The scores of Students’ English Speaking Skill in Online Learning at the Second Cycle

	Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Cycle 2	54	30.00	55.00	85.00	74.5370	6.53499	42.706
Valid N (listwise)	54						

The result of the second cycle make the researchers and English teacher as their partners discuss whether they would continue the next cycle or not. Then, they decide to continue to the third cycle since they wonder whether the confidence of the students to speak English improves consistently or not by indicating the better scores of the students on an oral test.

The third cycle is based on the reflection result of discussion among the English teacher of SMK Kesuma Bangsa and the research team. They agree to use the same model of the action research and keep using Oral Questioning and Guiding in L1 (OQIGIL) method. The students would be classified into eighteen groups since the smart students would be moved to help the other groups, but the peers groups members consist of three students (before 5 students).

English teacher and researchers prepare the English learning materials by taking them from many sources. They are referred to present perfect in narrative. Hence, at the third cycle, the researchers have planned an assessment; however, the assessment type does not change. The students are asked to send their answers via voice notes about a narrative which entitled “Kisah Hidup Tuan Smith and “Rumah Ny. Ratna” in L1 containing questions which have to be uttered by the students in English undertaken 2 periods. The students’ answers are sent via voice notes to be assessed by researchers.

The action

The Plot of Online English Learning at the third Cycle

1. The researchers ask the students to say basmallah and to pray for non-muslims to begin English lesson via Zoom meeting application.
2. Next, the researchers explain the pre-learning English materials being carried out in online English learning. To teach present perfect, the researchers take the topic entitled “Kisah Hidup Tuan Smith” and “Rumah Ny. Ratna” in L1. Afterwards, the researchers inform the result of evaluation of the first and the second meeting/sessions. To make the students understand parts of speech especially tenses and to enrich their vocabulary, the researchers direct them in L1 like the first and the second meeting. The motivation used by researchers is how to make the students enjoy using English by using their smartphones.
3. Entering into the main English materials.
 - a. First, the researchers explain present perfect. If a sibling father or an action or full verb “do” is promoted to be “done” or verb III. The sibling father must be guarded by a special servant “have” or has. The researchers start to teach. Example: the students have done homework. Next, the example in interrogative form: “Why have the students done homework? Look! “Have” is placed after “Why or question words”. In negative, If “not.” Look!, “not” is placed after “have.” Example: The students have not done homework. Remember “ the role of have or has” only as a servant.
 - b. Second, the researchers direct the students in L1 to make them understand how to use present perfect and how to enrich their vocabulary by using a narrative. In this case, the researchers take “Kisah hidup Tuan Smith” in L1 then direct the students in L1 to speak English based on the story. Then, the students are asked to ask and to answer in English. The researchers remind the students of the present perfect rules including, simple past tense rules.
 - c. Third, the researchers use the second topic entitled “Rumah Ny. Ratna” in L1” as an assignment. The students are challenged step by step by asking them

in L1 to speak English based on “Rumah Ny. Ratna” via voice notes. It is viewed from voice notes the students are enthusiastic and confident to speak English because they have been familiar with the OQIGIL method. To make them more confident, the researchers speak English based on Mrs. Ratna’s house and let them to ask and to answer in English by using voice notes to be sent to the researchers’ smartphone as soon as possible.

- d. The target of this online English learning is how to build the students’ confidence to speak English naturally. The students’ confidence means that they speak English appropriately and spontaneously via voice notes by using their smartphones. They can learn English especially parts of speech or tenses and vocabulary wherever they are and whenever they need by thinking of English materials (not L1) both grammar and vocabulary usage. To make them sure what they speak is true, they are required to write a short story in English grammatically.
4. Online English Learning ends after being taken 80 minutes.

The result of the third cycle is presented in graphic as follow:

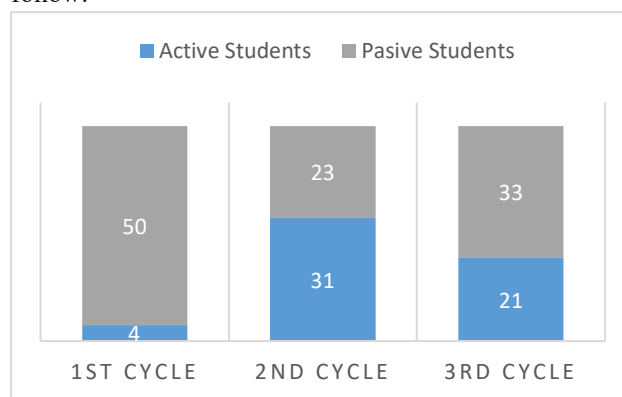


Figure 6. The students’ participation at the first, the second and the third cycle

The chart above shows that the ability of students’ English speaking skill improves significantly. The oral test scores are obtained from the students sending their voice notes by their smartphones as follow:

Tabel 4. The scores of students’ English speaking skill ability at the first, the second and the third cycle

	Descriptive Statistics				
	N	Min.	Max.	Mean	Std. Dev.
Cycle 1	54	50.00	85.00	70.8333	8.11184
Cycle 2	54	55.00	85.00	74.5370	6.53499
Cycle 3	54	60.00	90.00	79.6296	6.92629
Valid N (listwise)	54				

The output of SPSS above is the comparison of the students' English speaking skill scores among three cycles resulted by oral test by using WhatsApp group of their smartphones. The first process conducted is that the researchers send some questions in L1 which have to be answered by the students in English. Second, the researchers assess the students' dialogue or answers. Then researchers send voice notes to their test-takers to see their wrong and the right answers.

The descriptive statistics above shows how students' English speaking skill improves from the first cycle to the third ones and describes the improvement of the students' English speaking skill of SMK Kesuma Bangsa that is improved significantly by online learning using OQIGIL method since the average score of the first cycle is 70,833 and the average of the second cycle is 74,54, while the average score of third cycle is 79,63. It is supported by the research result of Supeno and Suseno (2020:232), it is stated that "English ability by utilizing multiple test types, and by increasing teacher's performance quality so that they can fulfill the demand to incite interest among students to read, as is dictated by the AIDA framework of Attention, Interest, Desire, and Action". It means that the ability of the students' English speaking skill could be stimulated focusing on attention, willing, and interest which could make the students' attempt could become true in teaching and learning process especially English online learning today and the future.

CONCLUSION

Based on the previous online classroom action research, the researchers conclude that Oral Questioning Guiding in L1 (OQIGIL) method is valid because it could improve the ability of students' English speaking skill so significantly that the students are able to speak English appropriately and confidently especially the students of SMK Kesuma Bangsa Depok, West Java. The best performance of English teaching on this OQIGIL method occurs when the researchers challenge students of SMK Kesuma Bangsa to speak English by directing them in L1 or Bahasa Indonesia. OQIGIL method is not suitable for passive learning and teaching since it boosts the students to speak English loudly. The scores result of students' ability to speak English show that the average score of the first cycle is 70,833, the average score of the second cycle is 74,54, while the average score of the third cycle is 79,63. To make the students more confident, the students engaging this OQIGIL method are classified into peers groups or "belajar bergotong royong" or cooperative learning because their peers especially their groups' captains succeed to speak English appropriately that could help their members succeed to speak English confidently as well. This peers groups could be assessed by them in

WhatsApp group (WA group). Students' English speaking confidence could be detected from their participations actively in WA group whether they ask or answer actively. The observer or English teacher of SMK Kesuma Bangsa notify that at the first cycle, there are 4 active students (7%), at the second cycle 23 students are active (43%), while at the third cycle are 33 active students (61,11%).

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