

**USING ‘GUIDING QUESTIONS’ TO PROMOTE LEARNERS’
CONFIDENCE IN SPEAKING FLUENCY
AT JUNIOR HIGH SCHOOL**

PAPER

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to Obtain the Strata One (S1) Degree at English Department*



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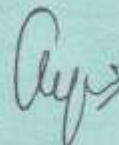
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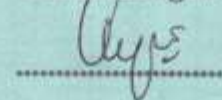
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ABSTRAK

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Berdasarkan kurikulum yang dipakai di Indonesia, yakni Kurikulum Tingkat Satuan Pendidikan (KTSP 2006) siswa SMP harus memiliki kemampuan berbicara bahasa Inggris. Siswa harus memiliki ide-ide yang akan disampaikan, mempunyai kosa kata yang memadai, mengerti struktur bahasa, mengerti cara pengucapan yang benar dan tepat dan juga mempunyai rasa percaya diri dalam berbicara bahasa Inggris. Namun kenyataannya, siswa mempunyai permasalahan bagaimana memulai pembicaraan tentang suatu topik dan juga kurang termotivasi untuk berbicara bahasa Inggris.

Untuk mengatasi masalah tersebut, penulis mencoba membahas tentang teknik pengajaran dengan menggunakan *Guiding Questions* sebagai teknik untuk meningkatkan kemampuan dan memotivasi siswa berbicara bahasa Inggris. Dalam kegiatan ini, guru terlebih dahulu menjelaskan langkah-langkah dalam kegiatan berbicara dengan menggunakan teknik *Guiding Questions*. Sebelum pembelajaran dimulai, guru menyiapkan topik yang akan dipelajari oleh siswa, media yang akan digunakan sebagai alat bantu dan selanjutnya guru membuat pertanyaan yang berfungsi sebagai *Guiding Questions* dan yang terakhir yaitu membuat rencana pembelajaran (RPP). *Guiding Questions* yang disiapkan guru telah disusun berdasarkan topik yang akan dipelajari. Guru memberikan pertanyaan kepada siswa, siswa menjawab, dan guru memberi waktu untuk siswa mengerjakan tugas. Setelah itu siswa satu persatu akan mempresentasikan tugas mereka ke depan kelas dengan menggunakan bahasa Inggris sesuai kemampuan yang mereka miliki. Setelah semua siswa tampil ke depan kelas guru membuat kesimpulan tentang topik yang telah dipelajari.

Guiding Questions diharapkan dapat membantu siswa dalam berbicara bahasa Inggris sehingga memudahkan mereka menuangkan ide-ide. Penulis berharap agar guru menggunakan teknik ini dalam pengajaran berbicara khususnya, sehingga siswa dapat menyampaikan ide mereka dengan lebih baik.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, English is one of the important languages. As an international language, it is used as a means of communication among people all over the world. It is especially important for Indonesians to face free trade and globalization in which English is widely used. Because of that, Indonesian government has decided English to be taught in all levels of education from elementary school, junior high school, senior high school and university.

In learning English, students are expected master by four English skills, namely listening, speaking, reading and writing. They are integrated each other. Based on the 2006 Curriculum at junior high school, known as KTSP (school based curriculum) one of the aims of learning English is to develop communication skill in oral and written forms. In listening, the students are expected understand the information or news they listen from radio or TV. In speaking, they are expected to be able to communicate orally with other people appropriately with the correct pronunciation. In reading, they are expected to be able to understand the content of a text in detail and in general. In writing, they are expected to be able to tell something through the correct written English and use various vocabularies.

In teaching and learning English skills, speaking is one of important subjects, to be mastered by the students. The students should be able to express the idea and textual function interpersonally in various spoken text.

The basic competence in teaching speaking to junior high school students is to enable them to express the meaning of interpersonal, transactional, and textual function in various interactional and monologue spoken text, such as in descriptive, narrative, recount, procedure, and report.

However, speaking skill becomes a problem for many students especially for junior high school students. Based on writer experience in teaching practice in junior high school, many students are still not able to speak English well. They are not able to organize their ideas when they speak in front of the class that makes them nervous. They lack of ideas in speaking. They do not know how to start and to end the speaking well. The students also have another problem such as poor vocabulary. It is difficult for the students to understand the material when they talk in front of the class.

The teacher has to be able to handle students' problems in order to help them speak English well. The teacher is expected to be more active in facilitating them students by having various techniques in teaching and learning process in speaking. Actually, the teacher can use many techniques in teaching speaking such as dictation, grammatical transformation, picture cued task, guiding questions and others. In this paper, the writer will discuss guiding questions as one of the techniques in teaching speaking to junior high school students. Guiding questions are those used by the teacher to help the students to arrange their ideas in speaking. The teacher gives some questions about the topic and the students answer those questions. The students' answers will help them produce a good speaking fluency. By using guiding questions,

the writer hopes that the students can understand the topic better and be more active in developing their idea.

B. Identification of the Problem

Speaking is a process to express the ideas, experiences, thought and feeling in the spoken form. Based on the background of the problem above, there are some problems that make students unable to speak English. They are not able to organize their ideas when they speak in front of the class. They often lack of ideas in speaking. They do not know how to start and end their speaking well. They also have poor vocabularies that make it difficult to understand the material. They are always nervous to speak in front of the class. The students still misunderstand the material when they talk in front of the class.

Since there are many problems, the writer only focuses on discussing guiding questions to overcome the students' problem namely lack of ideas in speaking.

C. Formulation of the Problem

The problem in this paper is formulated "How can a teacher of English apply "Guiding Questions" technique in teaching speaking at Junior High School?"

D. Purpose of the Paper

The purpose of this paper is to give an alternative way for English teacher to teach speaking to junior high school students by applying guiding questions technique.