

## THE EFFECT OF TEACHING ENGLISH THROUGH OPEN-ENDED QUESTIONS STRATEGY IN IMPROVING STUDENTS' SPEAKING SKILL

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### **Abstract**

*The problem discussed in this thesis is how the effect of the English learning method using an open-ended questions strategy to improve speaking skills in ninth grade students at the ADVENT Junior High School Lubuk Baja Batam. The purpose of this study was to determine whether there was an effect of the English learning method using an open-ended questions strategy in improving students' speaking skill. The theories in this research are related to speaking skill and open-ended questions strategy. This research used quantitative research. Furthermore, this research used a pair of instruments to assess and collect data from both variables. o assess students' critical thinking skill, researcher used a holistic scoring rubric critical thinking skills designed by Facione and Gittens, and to assess the speaking skill, the researcher used an Oral Proficiency scoring categories designed by Brown in his book Language Assessment - Principles and Classroom Practices. The researcher used the Independent Sample T-test formula to measure the two variables, with the calculation obtained the result of  $t=6.570$  and matched it with significance level  $0.05;n=40$  which is  $2.024$ . So, it can be concluded that there is a significant effect of the open-ended questions strategy in improving students' speaking skill. According to the results of data accumulation, it can be concluded that the method of learning English using an open-ended questions strategy has a significant effect in improving students' speaking skill.*

**Keywords:** Critical Thinking, Open-Ended Questions Strategy, Speaking Skill

### **INTRODUCTION**

Communication has an important role by many people around the world. Communication is an individual way to interact with other individuals. According to Haqani and Hidayat (2015) defines communication is the process between the communicator and the communicant to deliver the message through media with certain effects. In communication, to create interesting and less short discussions, a strategy is needed to give some questions to encourage the other person to speak his mind or feelings. Especially, in teaching-learning English process. According to Gurrey (2004, p. 78) explains that "Teaching English as a foreign language, all languages are used for the same purpose.

They are used for insurance, for communication, for expressing anything that we have attended to, for recording information, for thinking, for getting what we want, and so on". In the second language learning process, the kinds of strategies might help students to develop all the language skills in English especially in speaking skill (Fauzan, 2016). Speaking English for most Indonesian student is very challenging in terms of bravery to speak the language. In fact, there are still some teachers who merely ask their students or simply ask the question in which the answer to that question is yes and no.

Therefore, students become talk less or unable to think critically and cannot express their feelings or opinions. According to Fauzan (2016) explains that, a good teaching learning process does not only put the teachers as a single main source but also involve the students in that process. The involvement of the students is an important thing in every teaching learning process as there will be an excellent interaction among the teachers and the students. In the era of the world of education today, it is very demanded that a teacher must think of the right strategy in the teaching and learning process, but still have to pay attention to the direction of the strategy.

One of the strategies in English teaching-learning process is by doing the questioning strategy. The strategy of questioning is by doing Open-Ended Questions. Open-Ended questions are not only important tools to engage children in cognitively conversations and promoting higher-order thinking but they are also found to offer linguistic advantages for students such as increase students' vocabulary and cognitive skills. Teachers need a strategy that is in line with the needs of achieving student goals and their potential. The Open-Ended questions as one of the strategies to improve student's speaking skill.

An open-ended question defines as a question to which a number of different answers would be acceptable. By giving an open questions can provide stimulation to students to improve their way of thinking, because it plays an important role in encouraging students to express and elaborate upon their thinking and providing rationales for their thoughts (Mustikasari, 2010). Students' critical thinking ability can be achieved and improve well if teachers make a proper strategy applied in the class.

Teachers need a strategy that is in line with the needs of achieving student goals and their potential.

The Open-Ended questions as one of the strategies to improve student's speaking skill. Open questions can be answered in a number of ways, the response being left up to the respondent (Hargie, 2006, p. 128). The open-ended questions can give the students the flexibility to think actively and creatively in solving problem. It is caused of the strategy used the open problem formulation. An open problem formulated has multi answers. Therefore, the researcher interested to do the research.

Based on the background of the research that has presented by the researcher above, the researcher formulates the research as follows: "Is there any effect of teaching English through open-ended questions strategy in improving students' speaking skill?", "How is the open-ended questions strategy improved students' speaking skill?". The objective of this research is to find out the effect of teaching English through open-ended questions strategy and to know how is the open-ended questions strategy improved the students' speaking skill.

## **METHODOLOGY**

This research used quantitative research method. According to Sugiyono (2013, p. 11) quantitative research is a study method based on positive or scientific philosophy, as a scientific or scientific method because it has fulfilled the scientific code in any concrete or empirical, objective, measurable, rational, and systematic way. The design of this research is Quasi Experimental Design; Non-equivalent Control Group Design. According to Sugiyono (2013, p .118) in non-equivalent control group design, there were two groups, namely the experimental group and the control group, which were selected not randomly.

Then, the group was given a pre-test to determine whether there was a difference between the experimental and the control group in the initial state. This research was conducted at SMP ADVENT Lubuk Baja Batam in the 9<sup>th</sup> grade students. Furthermore, this research started in July 2022. The research used quantitative research method to collect the data. In this research the researcher applied two steps to collect the data, speaking skill test and critical thinking skill test.

The researcher used oral proficiency interview test in each group; experimental and control group. The researcher used oral proficiency scoring categories designed by brown (2003, pp. 172-173 to collect the data of students' speaking skill. And researcher used holistic scoring rubric to collect the data of students' critical thinking skill. The researcher gave 10 questions of interview about online shopping in the pre-test and post-test in both group. Then, the researcher analyzed the data from the students' speaking skill and critical thinking skill by following steps.

First, the researcher collected the data of students' speaking skill and critical thinking skill in both group in the pre-test and post-test. Second, the researcher did the normality test. For normality test, the researcher used liliefors test to know the distribution is normal or not. Third, the researcher did the homogeneity test of each group in the pre-test and post-test. Fourth, the researcher did the hypothesis testing by compared the result of post-test score of experimental group and control group. For hypothesis testing the researcher used independent sample t-test. Fifth, drew conclusion.

## FINDINGS

Based on the whole findings of the data, it was found that there was a significant effect of open-ended questions strategy in improving students' speaking skill. It can be seen and compared from the result score of pre-test and post-test in the experimental and control group. The result of the data of students' speaking skill and critical thinking skill, the normality testing, also the result of testing hypothesis can be seen from the table below:

### 1. Score of students' critical thinking skill and speaking skill

*Table 1. The result of control and experiment group (critical thinking skill)*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Pre-test Control Group</b>	20	50	75	74.00	10.00
<b>Post-test Control Group</b>	20	25	100	60.80	22.44

<b>Pre-test Experiment Group</b>	20	50	100	71.50	18.24
<b>Post-test Experiment Group</b>	20	50	100	89.10	12.97

From the result of pre-test and post-test score of students' critical thinking skill with the total respondent were 40 students from control and experimental group it can be concluded that from pre-test and post-test score of control and experimental group were significant different. From the result of the pre-test in the control group, the highest score is 75.00, and the lowest score is 50.00. The mean of the total score of the test is 74.00, the median is 77.50, the mode is 78.50, and the standard deviation is 10.00. From the result of the post-test in the control group, the highest score is 100.00, and the lowest score is 25.00.

The mean of the total score of the test is 60.80, the median is 46.00, the mode is 36.83, and the standard deviation is 22.44. From the result of the pre-test in the experimental group, the highest score is 100.00, and the lowest score is 50.00. The mean of the total score of the test is 71.50, the median is 49.50, the mode is 55.00, and the standard deviation is 18.24. From the result of the post-test in the experimental group, the highest score is 100.00, and the lowest score is 50.00. The mean of the total score of the test is 89.10, the median is 84.33, the mode is 99.00, and the standard deviation is 12.97.

*Table 2. The result of control and experiment group (speaking skill)*

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Pre-test Control Group</b>	20	35.00	70.00	52.65	11.15
<b>Post-test Control Group</b>	20	30.00	70.00	47.65	12.19
<b>Pre-test Experiment Group</b>	20	40.00	75.00	54.90	12.00

<b>Post-test Experiment Group</b>	20	50.00	85.00	74.25	12.48
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From the result of pre-test and post-test score of students' speaking skill with the total respondent were 40 students from control and experimental group it can be concluded that from pre-test and post-test score of control and experimental group were significant different. From the result of the pre-test in the control group, the highest score is 70.00, and the lowest score is 35.00. The mean of the total score of the test is 52.65, the median is 52.10, the mode is 43.06, and the standard deviation is 11.15. From the result of the post-test in the control group, the highest score is 70.00, and the lowest score is 30.00. The mean of the total score of the test is 47.65, the median is 46.00, the mode is 36.83, and the standard deviation is 12.19.

From the result of the pre-test in the experimental group, the highest score is 75.00, and the lowest score is 40.00. The mean of the total score of the test is 54.90, the median is 39.50, the mode is 46.83, and the standard deviation is 12.00. From the result of the post-test in the experimental group, the highest score is 85.00, and the lowest score is 50.00. The mean of the total score of the test is 74.25, the median is 64.17, the mode is 86.73, and the standard deviation is 12.48.

## 2. The normality test of control and experimental group

*Table 3. Normality Test of Control Group*

<b>Sample</b>	<b>n</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>L<sub>max</sub></b>	<b>L<sub>table</sub></b>	<b>Result</b>
<b>Pre-test Control Group</b>	20	52.25	9.7973	0.191	0.19812	Normal Distributed
<b>Post test Control Group</b>		48.00	12.7114	0.135		Normal Distributed

Based on table 4.12 above, the pre-test control group obtained  $L_{\max} = 0.191$  while  $L_{\text{table}} = 0.19812$  with a significant level = 0.05 at  $n = 20$ , because  $L_{\max} < L_{\text{table}}$  ( $0.191 < 0.19812$ ), it can be concluded that both data variable x and variable y were normally distributed. For the post test of control group obtained  $L_{\max} = 0.135$  while

$L_{table} = 0.19812$  with a significant level = 0.05 at  $n = 20$ , because  $L_{max} < L_{table}$  ( $0.135 < 0.19812$ ), it can be conclude that both data variable x and variable y were normally distributed.

Table 4. Normality Test of Experimental Group

Sample	n	Mean	Standard Deviation	$L_{max}$	$L_{table}$	Result
Pre-test Experimental Group	20	55.25	12.2984	0.165	0.19812	Normal Distributed
Post test Experimental Group		73.50	11.8210	0.165		Normal Distributed

Based on table 4.13 above, the pre-test experimental group obtained  $L_{max} = 0.165$  while  $L_{table} = 0.19812$  with a significant level = 0.05 at  $n = 20$ , because  $L_{max} < L_{table}$  ( $0.165 < 0.19812$ ), it can be concluded that both data variable x and variable y were normally distributed. For the post test of experimental group obtained  $L_{max} = 0.165$  while  $L_{table} = 0.19812$  with a significant level = 0.05 at  $n = 20$ , because  $L_{max} < L_{table}$  ( $0.165 < 0.19812$ ), it can be conclude that both data variable x and variable y were normally distributed.

### 3. The result of t-testing

The calculation of hypothesis test by using t-test formula was followed:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{73.50 - 48.00}{\sqrt{\frac{3070 + 2655}{20 + 20 - 2} \left( \frac{1}{20} + \frac{1}{20} \right)}}$$

$$t = \frac{25.50}{\sqrt{15.066}}$$

$$t = \frac{25.50}{3.881}$$

$$t = 6.570$$

From the results of calculation of the post test data of the control and experimental group, it was obtained that  $t_{\text{count}} = 6.570$ . The researcher compared the result of  $t_{\text{count}}$  with t-table that correspond with significance level 0.05; n 40. Which concluded that there is a significant effect of open-ended questions strategy in improving students' speaking skill, as the  $t_{\text{count}}$  is bigger than  $t_{\text{table}}$  ( $6.570 > 2.024$ ). It means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## **DISCUSSIONS**

The research analysis has been achieved with the goal is to answer the research problems. Data collecting method and data analyzing based on the result findings on the correlation of the two research variables, the open-ended questions strategy test by critical thinking skill test and speaking test showed that there was a significant effect of open-ended questions strategy in improving students' speaking skill. The test consisted of 10 questions of interview in the pre-test and post-test section in each class.

The students were asked to answer the questions regarding to the language structure and part of speech. The test also measure the critical thinking skill of the student by holistic scoring rubric. The instrument test was Oral Proficiency Interview Test (OPI). Students were asked to answer the questions about online shopping. They answered and explained all the questions with their own thinking and their own opinion.

The analysis was achieved with the purpose is to answer the research problems. The results that the researcher found were: First, the sample that used for the research instruments were 40 students, 20 students of control group and 20 students of experimental group out of 61 students, the total students from IX grade of SMP ADVENT Lubuk Baja Batam. Second, the hypothesis testing calculation on the



research between the two variables they were, open-ended questions strategy and speaking skill was  $t = 6.570$ .

Third, the result of  $t = 6.570$  means that the accepted hypothesis was the Alternative Hypothesis ( $H_a$ ), that there was a significant effect of open-ended questions strategy in improving students' speaking skill as the  $t_{count}$  was bigger than  $t_{table}$  ( $6.570 > 2.024$ ). For further discussion, the researcher also identified how is the open-ended questions strategy improved students' speaking skill. From the strategy applied to the experimental group, there were scores that are far from the results of the pre-test and the results of post-test through the open-ended questions strategy. This strategy has made students think critically to answer the questions given where the topic chosen is related to the current lifestyle.

From the results of interviewed, before students answer the questions, they were thinking first about what answers are suitable to answer the questions. If students are satisfied with their answers then they will stop talking but if they still do not they will continue to answer with their respective opinions, that they experienced or from what they saw. The open-ended questions strategy affected the stimulation of students' speaking skill and their way of thinking.

## **RESULT**

Based on all data of finding and discussion, the conclusion of this research is that there was a significant effect of open-ended questions strategy in improving students' speaking skill of IX grade students in SMP ADVENT Lubuk Baja Batam in academic year 2022/2023. From the results of calculation of the post test data of the control and experimental group, it was obtained that  $t_{count} = 6.570$ . The researcher compared the result of  $t_{count}$  with t-table that correspond with significance level 0.05; n 40.

Which concluded that there was a significant effect of open-ended questions strategy in improving students' speaking skill, as the  $t_{count}$  was bigger than  $t_{table}$  ( $6.570 > 2.024$ ). It means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This conclusion is proven and well supported by the result of the data analysis from the previous chapter that showed the  $t_{count} > t_{table}$  ( $6.570 > 2.024$ ), it means that the Alternative hypothesis ( $H_a$ ) is accepted and the Null hypothesis ( $H_0$ ) is rejected.

Based on the findings and conclusion of this research, the researcher would like to give some suggestions as follow:

1. This research has contributed to the teachers to develop students' speaking skill through open-ended questions strategy. As the open-ended questions strategy makes student think critically and students become even more active in speaking English.
2. This research has contributed to future research that this research can help the next researchers that will conduct the similar variables, either about speaking skill or open-ended questions strategy.
3. This research has also contributed to the researcher to enlarge his knowledge in maintaining conversation in speaking activity in the class.

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