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Author's Correspondence
E-mail: great_lamido@yahoo.com

Publisher:
English Education Department
Faculty of Teacher Training and Education
Universitas Dayanu Ikhsanuddin

Address:
Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, post code 93724
Southeast Sulawesi, Indonesia

THE ORAL QUIZ EFFECT ON STUDENTS SPEAKING SKILL

La Mido
English Education Department, Universitas Dayanu Ikhsanuddin
Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, Southeast Sulawesi, Indonesia

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Abstract
The objective of this research was to know the effect of oral quiz toward students' speaking ability at the eleventh grade students of SMA Negeri 2 Lakudo. This study is pre-experimental in nature, with a single group pretest and posttest design and no control groups. The participants in this study were eleventh-grade students from SMA Negeri 2 Lakudo, a school with 168 students organized into five classes. The sample of this study was taken by using cluster sampling which consisted of 30 students. The instrument that is used in this research was oral test. The data suggest that oral quizzes have a considerable impact on students' speaking abilities in SMA Negeri 2 Lakudo eleventh grade pupils. The value of t test = 12.39, which was consulted to the t table at a significant level of 0.05 with the standard and degree of freedom (df) = 29, revealed that ttable=1.699. t_{test}= 12.39 > t_{table} = 1.699, according to this value. As a result, Ho is denied, whereas H1 is approved. It means that oral quizzes have a big impact on learning English at a higher level.

Keywords: English, oral quiz, speaking ability

Abstract
Tujuan dari penelitian ini adalah untuk mengetahui pengaruh kuis lisan terhadap kemampuan berbicara siswa pada siswa kelas XI SMA Negeri 2 Lakudo. Penelitian ini bersifat pre-eksperimental, dengan desain pretest dan posttest kelompok tunggal dan tanpa kelompok kontrol. Partisipan dalam penelitian ini adalah siswa kelas XI SMA Negeri 2 Lakudo yang berjumlah 168 siswa yang terbagi dalam lima kelas. Sampel penelitian ini diambil dengan menggunakan *cluster sampling* yang terdiri dari 30 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes lisan. Data menunjukkan bahwa kuis lisan memiliki dampak yang cukup besar terhadap kemampuan berbicara siswa di kelas XI SMA Negeri 2 Lakudo. Nilai uji t= 12,39 yang

dikonsultasikan dengan t_{tabel} pada taraf signifikan 0,05 dengan standar dan derajat bebas (df) = 29, diperoleh bahwa ttabel = 1,699. Uji t= 12,39 > t_{tabel} = 1,699, menurut nilai ini. Akibatnya, H_0 ditolak, sedangkan H_1 diterima. Artinya, kuis lisan berdampak besar pada pembelajaran bahasa Inggris di tingkat yang lebih tinggi.

Kata kunci: Bahasa Inggris, kuis lisan, kemampuan berbicara

1. INTRODUCTION

In general, English is the international language and as the international media of communication, as well as English hurdles a big role in many aspects of life as in educational, economic, political, medic scientific and technological world. In relation to that, a country that uses English as the first foreign language will attempt to teach and develop the community to be able to use the language. Thus, English will be taught and include into the education curriculum to be taught both in formal and informal education institutions. In formal, English is introduced to students from elementary school up to university. And in informal one, english also introduced to society as an important skill that have to be mastered by them to face a globalization era.

One of the components of communication is speaking. Where language acquisition is the input modality and communication is the output modality [1]. For foreign language learners, speaking a language is extremely difficult since effective oral communication necessitates the capacity to utilize the language effectively in social interactions.

Producing, receiving, and digesting information are all part of the interactive process of generating meaning that is speaking [2]. Its shape and meaning are determined by the context in which it takes place, which includes the participants, their shared experiences, the physical surroundings, and the reasons for speaking. It's frequently unscripted, open-ended, and developing.

Speech, on the other hand, is not always predictable [3]. Language functions (or patterns) that occur in specific discourse settings (for example, denying an invitation or requesting time off from work) can be found and documented [4].

There are numerous issues associated with learning English. Learning difficulties in English might occur both at home and at school [5]. Because the teacher and the pupils are diverse, we may have various reasons for learning. When a class has a large number of kids, problems can arise at school. The noisy classroom not only distracts pupils who are trying to learn, but it also affects their concentration on the subject at hand. Students may become bored and unwilling to study in such an environment. Problems may arise at home when they recollect subjects from school but still do not comprehend the lesson, and no one at home can assist them. If this situation persists, students will become bored and uninterested in learning English. In this scenario, the teacher's function is critical, since it is to motivate the students to study harder and better. Furthermore, students' problems stem from both the classroom environment and the students themselves. In fact, we frequently observe that many students master theory more than practice. For example, someone may know how to speak but have difficulty doing it in practice. They lack self-assurance.

In light of the challenge, pupils require more practice in order to improve their confidence, so teachers are encouraged to devise and implement engaging methods. Oral quiz is one of these approaches. The oral quiz is a simple form of communicative testing that is intended to produce good results in learner motivation and habits [6]. The oral quiz is also a departure from the typical practice of asking pupils to respond to factual questions with brief answers. The most important aspect of the oral quiz is to develop a variety of questions that the students are familiar with prior to the test. It is common to introduce each quiz type as a class practice activity that is completed in pairs. It will then inform the pupils that a quiz will be held the following week after they have practiced and understand exactly what is required of them. The important reason for using oral quiz is because based on the fact that students must voluntarily make attempts to learn, remember, and use the new language and skills, regardless of how skillfully we as teachers set up interesting activities.

Based on the observation in SMA Negeri 2 Lakudo, it found that there were many

students feel bored and lazy when they learnt English in the classroom. The teacher only gave them a lesson in speaking aspect by speech and the teacher was not explicit when they presented the lesson to the students when learning the language, so it made the students were not interested to learn. So, the researcher's interest to take a research used oral quiz to make easy in the presenting of English lessons especially in speaking.

Based on the foregoing, the research question was whether there was a significant effect of employing oral quizzes on students' speaking skills at SMA Negeri 2 Lakudo eleventh grade pupils. The purpose of this study was to see if there was a significant effect of using oral quizzes on students' speaking skills in eleventh grade students at SMA Negeri 2 Lakudo.

2. METHOD OF THE RESEARCH

2.1 Design of the Research

This research used a quantitative approach by applying the Pre-Experimental method. It means that the writer compared between performances by the same group for a subject *before* and *after* treatment. It uses a group of participants who receives the treatment, so it does not use control group. Therefore, the design of the study as follows:

O_1	X	O_2

Source: Arikunto [7]

Where:
O_1 = Pretest
X = Treatment
O_2 = Posttest

2.2 Population and Sample

According to Ref [8], the population refers to all of the participants in the study. The following expert provides a more precise definition of population, which is the group of interest to the researcher, the group to whom the study's findings should be generalizable [7].

Population of this research is the eleventh grade students of SMA Negeri 2 Lakudo with the total number of the students is 130 students and consists of five classes.

The selection of the sample used cluster random sampling technique, Cluster sampling is a sampling approach in which the total population is divided into groups, or clusters, from which a random sample is chosen. The sample includes all observations in the selected clusters which all the classes have a chance to be chosen [9].

For this research, the writer take one class as an experimental and control class, there are XI science 1 class that consist of 30 students. In taking sample, the English teacher of SMA Negeri 2 Lakudo sugest that class because that class have enough capability in speaking and it was suitable with the research plan that told by researcher.

2.3 Instrument and Technique of Data Collection

The instrument that used in this research was oral test. The oral test was used to assess the sample's capacity to communicate. There are two parts to the test: a pre-test and a post-test. Before taking the oral quiz, a pre-test was completed. Whereas , the Post test is done after applying oral quiz toward.

In collecting the data of this study, the researcher uses the following procedures:

a. Pre-test

Before the researcher give a treatment, the researcher gave pre-test (oral test) to sample class to collect the data about learners' speaking ability. Before doing pretest, the researcher conducted the observation to the sample to know the situation of the sample during the research.

b. Treatment

During the treatment, the writer would be taught the students in both classes. In experimental class, the writer gave them by using oral quiz. The writer conducted the research in four meeting. In experiment class, the writer taught the students with the material based on curriculm in school. After that, the students would tell the writer about all the material that they have been learn interactivelly.

Example of typical exchange in class:

Quiz A: Actions and Past Tense
(Can you tell me what I did?)
(Gestures) What did I do, teacher?
Student: You made a gesture with your hand.
Teacher: Excellent!

Quiz B: Actions and Conversational Skills
(Please...)

Teacher: Please ask me a follow-up question and use a rejoinder. Last night, I went out to dine Student: Oh yeah? What happened to you?
I went to the Silvana restaurant, teacher. That's an excellent question!
Educator: (Please respond.) How are things going for you?
Student: That's quite good. What are your thoughts?
Teacher: Good. Thanks. (Remember to make eye contact).

c. Post-test

Post-test is conducted after the treatment is given by the researcher. Post-test purpose is collecting the data of the student's achievement after the treatment is given. The test in pre-test and post-test are the same. This aims to find out the student's achievement on their speaking skill in English after giving treatment.

In this study, the author administered oral exams and examined the results to determine the level of improvement, focusing solely on fluency, communication quality, pronunciation, and communication effort.

The pupils would be called out one by one, and the writer would put them to the test by offering them dialogues about the content.

2.4 Technique of Data Analysis

The writer used Walter Bartz's rating scale when assigning grades as cited in Herbert [10]. He demonstrated four crucial criteria for scoring: fluency, communication quality, communication quantity, and communication effort. However, because the students did not generate the discourse in this study, the author did not offer a grade on the amount of communication. They just memorized the dialogues that were presented to them.

Walter Bartz created a scoring scale for the speaking examination [10] can be seen as follow:

Table 1. Scoring scale for the speaking examination

Clasification	Scores	Pronunciation	Grammar	Vocabulary
Very poor	1	Speech consists of very poor pronunciation	Grammar almost entirely inaccurate except in stock phrases.	Vocabulary inadequate for even the simplest conversation.
Poor	2	Speech consists of mostly inappropriate pronunciation	Constant errors showing control of very few major patterns and frequently preventing communication.	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
Average	3	Speech consists some inappropriate pronunciation	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics
Good	4	Speech consists of hardly incorrect pronunciation	Occasional errors showing imperfect control of some patterns but no weakness that causing misunderstanding.	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
Very good	5	Speech consists of always-appropriate pronunciation	Few errors, with no patterns of failure.	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation
Excellent	6	Speech always shows native-like pronunciation	No more than two errors during the interview.	Vocabulary apparently as accurate and extensive as that of an educated native speaker

The following approaches were used to analyze the collected scores using descriptive and inferential statistics:

1. Converting the scores by using the following formula:

   A learners' score = $\frac{The gain score}{The maximal Score}$ X 100

2. Classifying the score of the learners into six level as follows:

Table 2. Score classification of the learners speaking skills.

Score		Classification
86-100	6	Excellent
71-85	5	Very good
56-70	4	Good
41-55	3	Average
26-40	2	Poor
≤ -25	1	Very poor

Source: Depdiknas [11]

3. Calculating the mean score using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Remarks :
$\bar{X}$ = mean score
N = Number of students
$\sum X$ = Total row Score (6)

4. Calculating the T-Test Value
   The writer utilized formulas to calculate the T-test value (at the significant level of 0,05) and check the t-table value to see the difference between the pretest and posttest:

$$t = \frac{Md}{\sqrt{\frac{\sum x2d}{N(N-1)}}}$$

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Students' Speaking Achievement

The result of the research which done, were explained in this findings. It contains classification score of pretest and postest in vocabulary, grammar and pronunciation. Classification Score and Mean Score of the Learners' Pretest and Posttest.

In the table below, the writer presents the learners' frequency and Mean score in pretest and posttest for sample Group. More detail explanation of finding results, the writer explains in sequence as in the followings :

1) The learners' speaking achievement in term of vocabulary

The frequency and percentange of learners' speaking achievement in term of vocabulary in sample group can be seen in the following tables:

Table 3. Frequency and Perentage of Learners' Speaking Achievement in Term of vocabulary in Pretest.

			Sample Group	
Range of score		Classification	F	%
86-100	6	Excellent	0	0
71-85	5	Very Good	1	3.33
56-70	4	Good	2	6.66
41-55	3	Average	8	26.67
26-40	2	Poor	12	40
<25	1	Very Poor	7	26.67
		Total	30	100

Based on table above, most of the learners' in sample group where in low achiever category. It proved by the learners' who got low achiever was 28 learners (90.9 percent), and high achiever was only 2 learners (9.1 percent). From the frequency of the sample group above, showed that lower achiever were bigger than high achiever. It can be concluded that group need to be increased, in this case by using treatment.

Table 4. Frequency and percentage of the learners' speaking achievement in term of vocabulary in posttest.

			Sample Group	
Range of score		Classification	F	%
86-100	6	Excellent	0	0
71-85	5	Very Good	8	26.67
56-70	4	Good	15	50
41-55	3	Average	7	23.33
26-40	2	Poor	0	0
<25	1	Very Poor	0	0
		Total	30	100

The table above showed that the sample group in term of vocabulary got increasing after treatment. The frequency of sample group categorized as high achiever was 23 learners (76.67 percent) and low achievement was 7 learners (23.33 percent). After conductting the treatment, the sample group showed an increasing.

2) The learners' speaking Achievement in term of Grammar

In terms of grammar, the following data show the frequency and percentage of learners in the experimental group:

Table 5. frequency and percentage of the students' speaking Achievement in term of Grammar in pretest.

Sample Group				
Range of score		Classification	F	%
86-100	6	Excellent	0	0
71-85	5	Very Good	2	6.67
56-70	4	Good	4	13.33
41-55	3	Average	9	30
26-40	2	Poor	11	36.67
<25	1	Very Poor	4	13.33
Total			30	100

According to the table above, can be said indicating the majority of the students in the sample group were low achievers The number of low achievers in the sample group was 24 (80 percent), and the number of high achievers was 6. (20 percent). Because of the Frequency of sample group still had low achiever, in this case low achiever was bigger than high achiever, automatically the group still needed to be improved.

Table 6. Frequency and Percentage of The Learners' Speaking Achievement in Term of Grammar in Posttest

Sample Group				
Range of score		Classification	F	%
86-100	6	Excellent	0	0
71-85	5	Very Good	3	10
56-70	4	Good	13	43.33
41-55	3	Average	14	46.67
26-40	2	Poor	0	0
<25	1	Very Poor	0	0
Total			30	100

After conducting the treatment, it could be concluded that the group showed and increasing.

3) The learners' speaking Achievement in term of Pronunciation

The following tables show the frequency and percentage of learners' speaking achievement in terms of comprehensibility in the sample group:

Table 7. Frequency and Percentage of Learners' Speaking Achievement in term of Pronunciation in pretest.

Sample Group				
Range of score		Classification	F	%
86-100	6	Excellent	0	0
71-85	5	Very Good	0	0
56-70	4	Good	2	6.67
41-55	3	Average	9	30
26-40	2	Poor	14	46.67
<25	1	Very Poor	4	13.33
Total			30	100

Based on the table above, most of the learners in sample group were in low achiever category. It proved by the learners who had low achiever was 28 learners (93.33 percent) and high achiever was only 2 learners (6.67 percent). From the frequency above it showed that lower achiever were bigger than high achiever. It can be concluded that group need to be improved.

Table 8. Frequency and Percentage of the Learners' Speaking Achievement in Term of Pronunciation in Posttest.

Sample Group				
Range of score		Classification	F	%
86-100	6	Excellent	0	0
71-85	5	Very Good	5	16.67
56-70	4	Good	12	40
41-55	3	Average	13	43.33
26-40	2	Poor	0	0
<25	1	Very Poor	0	0
Total			30	100

The table above shows that students got increasing after treatment. The percentage of the learners achivement in sample group, the sum of frequency categorized as high achiever was 17 learners (56.67 percent) and low achiever was 13 learners (43.33 percent).

Table 9. Frequency and Percentage of The Learners' Speaking Achievement in Pretest and Posttest

			Pre test		Post test	
Range of score		Classification	F	%	F	%
86-100	6	Excellent	0	0	0	0
71-85	5	Very Good	3	10	11	36.67
56-70	4	Good	5	16.67	12	40
41-55	3	Average	11	36.67	7	23.33
26-40	2	Poor	11	36.67	0	0
<25	1	Very Poor	0	0	0	0
Total			30	100	30	100

According to the table above stated that most of the learners in sample group on pre test were in low achiever category. The frequency of categorized as low achiever was 22 learners (73.33 percent) and high achiever was 8 learners (36.3 percent). Whereas in post test the learners categorized in low achiever was 7 learners (23.33 percent) and high was 23 learners. (76.67 percent). Based on result above the sample group got increasing after the treatment.

1. Test of significance (T-Test)

The hypothesis presented in chapter II before were answered by the writer by using inferensial analysis. In this case the writer used t-test (testing of significance) for independent sample test. Assuming that the level of significance (d)= 0,05, the only thing which was needed; the degree of freedom (df=30, where N-1 = 29. The result of the t-test was presented in the following table.

After examining the hypothesis, the researcher found that there is a significant effect of oral quiz to students' speaking skill at eleventh grade of SMA Negeri 2 Lakudo. It can be proved that the value of ^{t} test = 12.39 that consulted to the ^{t} table at the significant level 0.05 with the standard and degree of freedom (df) = 29 found that ^{t} table = 1.699. This value showed that ^{t} test = 12.39 > ^{t} table = 1.699. So, Ho is rejected, and H_1 is accepted. It means that there is a significant effect of Oral quiz to students' speaking skill at eleventh grade of SMA Negeri 2 Lakudo.

To test the hypothesis, the writer used formula as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum x2d}{N(N-1)}}}$$

$$= \frac{19.45}{\sqrt{\frac{2144.12}{30(29)}}}$$

$$= \frac{19.45}{\sqrt{\frac{2144.12}{870}}}$$

$$= \frac{19.45}{\sqrt{2,464}}$$

$$= \frac{19.45}{1.569}$$

= 12.39

Df = n-1

= 30- 1 = 29

α = 5 % = 0.05

t-table = 1.699

Table 10. Summary of Hypothesis Testing

Df	^{t} test	Symbol	^{t} table	Result
29	12.39	>	1.699	H0: Rejected H1: Accepted

3.2 Discussion

Based on the data and explanation on the finding above, the use of oral quiz had significantly increasing of learners speaking achievement in post test was higher than pre test. It could be proved by mean score of the learners' pretest in was 39.81 becoming 59.26 (increasing about 19.45).

Before the learners' was given the treatment, it found that there were several problems related to the aspect of speaking skill in speaking class of eleventh grade students of SMA Negeri 2 Lakudo. Only few students can speak English well, some of students can't speak English well and even some others can't speak English at all.

There are many factors that make students' speaking skill is low. It could be caused by internal factors and external factors. Motivation, interest, and intelligence are the examples of internal factors. External variables include things like the economy, learning resources, and teachers' performance, particularly their teaching approaches. The method of instruction utilized by the teacher in the classroom is frequently blamed for the student's speech difficulties.

Responding to those problems, researcher planned to apply the one of the teaching methods at eleventh grade students of SMA Negeri 2 Lakudo, that was Oral quiz after class. This technique or method were hoped to solve those problem above. By applying oral quiz, it gave more opportunities to students to turn in speaking during the times allocated. Because the researcher assumed that the Oral quiz technique requires students who already have learned to remind again what they have learn from their teacher orally without any helps from their friends. With this situation, they have to

speak out everything that they know about the material in their class. They can speak with they own words according their speaking ability each other.

The result of hypothesis testing proved that the value of ^{t} test = 12.39 that consulted to the ^{t} table at the significant level 0.05 with the standard and degree of freedom (df) = 29 found that ^{t}table = 1.699. This value showed that ^{t} test = 12.39 > ^{t} table = 1.699. So, Ho is rejected, and H_1 is accepted. It means that there is a significant effect of oral quiz toward in learning English at the eleventhgrade students of SMA Negeri 2 Lakudo.

After noticing the finding and discussion above, it indicated that the use of oral quiz in teaching speaking could increase the learners speaking skills and understanding about the material teached and their interest in learning English.

4. CONCLUSION

From the explanation on previous section, the writer concludes that:

1. The main objective of this study was to know the effect of oral quiz toward in learning English at the eleventh grade students of SMA Negeri 2 Lakudo. The result difference indicates that after getting treatment the sample group got better understanding than when it in the pretest. It can be seen that using Oral quiz and not utilizing Oral quiz resulted in a substantial difference in the improvement of students' speaking abilities. It can also be seen that Oral quiz give more positive effect in increasing the students' speaking skill. At the (0.05) alpha level of significance, the difference in average score development is statistically significant. The experiment group's average score is 10.7. Furthermore, the post-test result is 17.3 points greater than the pretest score.
2. The use of oral quiz could motivate and interest the students in learning speaking. The writer concluded that the oral quiz method during class helped the eleventh grade Students of SMA Negeri 2 Lakudo to improve their ability in speaking.
3. The use of oral quiz could make In the classroom, communication is based on concentrated meaning activity. This necessitates teachers carefully tailoring their lesson to the requirements of their students and teaching them how to listen to others, converse with others, and negotiate meaning in a shared context. As their language storage and language abilities increase, learners will learn how to communicate verbally and nonverbally through engagement.

   As a result of the give-and-take message exchanges, they will be able to construct discourse that reflects their intent in real-life communication [12].

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