

**THE CORRELATION BETWEEN STUDENTS' UNDERSTANDING IN WH-
QUESTIONS AND THEIR SPEAKING ABILITY IN EXPRESSION
OF ASKING AND GIVING OPINIONS OF THE EIGHTH
YEAR STUDENTS OF SMP SWASTA HARAPAN
BANGSA KUALA**

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ABSTRACT

This study was conducted by applying correlational study which aimed to find out whether the students' understanding in WH-Questions significantly correlates to their speaking ability in expression of asking and giving opinions. The subject of the study was 36 students at the 2020/2021 eighth year students of SMP Swasta Harapan Bangsa Kuala. The essay test consisted of 20 items was used to obtain the data on the students' understanding in WH-Questions and oral test to collect the data on their speaking ability in asking and giving opinions. Beside the instrument of essay test which was analyzed as valid by looking at that coefficient of $t_{counted}$ (5.85) was greater than the t_{table} coefficient (1.69092) and also it was analyzed as reliable by looking at that coefficient of reliability (0.793) was greater than the r_{table} coefficient (0.2785); as well as through the technique of *Pearson Product Moment* correlation analysis that the correlation coefficient of 0.72 was located between 0.600 – 0.799. It means that the degree of the correlation was considered as high. From the table of this critical value for Pearson's r , it was got that for the 0.05 significance level the critical value was 0.2785. The data showed that the value of correlation coefficient (0.72) was higher than the critical value from the table (0.2785). This means that there is significant correlation between students' understanding in WH-Questions and their speaking ability in expression of asking and giving opinions. Therefore, the hypothesis of the study is accepted.

Keywords: WH-Questions, English Expression, Asking and Giving Opinions, Speaking Ability

I. INTRODUCTION

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. Moreover, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education. In response to this, therefore, in Indonesia, English is very important to be mastered.

English takes a role as a foreign language in this country. It also becomes one of the compulsory subjects that should be taught in junior high school as implied in the government regulation No. 19/2005 articles 6

verses 1 about the scope of subject in every level of education in the curriculum.

Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second or foreign language settings as a means of communication in daily life. Among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language.

Speaking is a kind of either productive or active skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion

about the world. Through speaking, people can communicate with others directly or indirectly. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

There are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, which should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows: (1) Accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance. Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. (2) Fluency is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student's speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently. (3) Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have.

Teaching four skills - listening, reading, speaking and listening - become a compulsory for the English teachers to guide the students to achieve those abilities by teaching them as interesting as possible. Thus, speaking is also to be taught like the other skills. Teaching is guiding learners in studying and getting new

knowledge, skills, or attitudes. Nunan (2015) defines "teaching speaking" as to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Learners sometimes have some obstacles when they want to talk in the class. They feel afraid of making mistakes because they are reluctant to be judged by the hearer. Some possible problems in speaking including:

- a. Inhibition. Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words.
- b. Nothing to say. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves.
- c. Low or uneven participation. Only one participant talks because some learners dominate, while other speaks a little or not at all.
- d. Mother tongue use. In the class, all learners share the same mother tongue, so they feel unnatural to speak in the foreign language.

For most foreign language learners, speaking in target language is not an easy thing to undertake because learning to speak a

foreign language requires more than knowing its grammatical and semantic rules. Language learners need to have three areas of knowledge involved within speaking namely (1) mechanics of language elements (pronunciation, grammar, vocabulary) which emphasize on use of right words in the right order with the correct pronunciation, (2) the functions of language that deals with speaking performance in the form of transaction and interaction (e.g. knowing how to change information and giving the clarity of essential message), (3) the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason).

Furthermore, language learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange owing to the fact that effective oral communication is called for the speakers to use the language appropriately in various social interactions. This involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, non-linguistic elements such as gestures and body language/posture, facial expression, and so on, may accompany speech to convey messages directly. In other words, speaking is the most complex and difficult skill to master.

As language learners who had learned English intensively, the students should be able to interact orally with each other through English. Unfortunately, in the real teaching and learning of speaking at the eighth grade of SMP Swasta Harapan Bangsa Kuala, most of the students have difficulty in their speaking production especially in the expression of asking and giving opinion.

Furthermore, Indari (2020) concluded in a paper included to *Jurnal Serunai Bahasa Inggris* of STKIP Budidaya Binjai that after analyzing the data, the conclusion based on the first question is less of confident that the most factors in the problem of speaking. It considers that students have less habit to practice English in their daily life. The students do not want to explore their capability in English even though they have learned the basic structure and any else which are the components theory about English.

From the writers' observation, the students often had difficulty in pronouncing English words by making some errors. Besides, they also had inadequate ability in mastering the English vocabulary and functional expressions so that they had no idea to speak. Furthermore, the students had problems with the motivation and self-confidence. They looked apathetic and inhibited with the activities that involve oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. As the result, they avoided being part of this kind of activities. The teaching and learning habit also takes a part in causing this condition worse. There was a little chance for the students to practice their speaking in asking and giving opinion because the teaching process tended to use LKS (Lembar Kerja Siswa) as a main text book during the teaching and learning process.

LKS can be defined as a kind of student's worksheets as guidance for the students to do some activities. LKS consists of brief explanation, the purpose of activities, exercises and final test for each competence. However, the use of LKS in that English class was apt to show that the students only had activities that involved reading and writing skills. There was no adequate exercise for the students to develop their oral skill so that they

were not used to speaking and had no motivation.

Concerning the problems in teaching English speaking, especially personal recount, the writer was interested to solve the problems by using guided WH-Questions. The questions used here are WH-Questions which consist of what, who, where, when, why and how. In guided WH-questions, the teacher guides the students by giving the students WH-questions. These questions guide the students to develop the ideas and organize them become a good text.

The benefit of guided WH-questions technique in speaking English is enables students to encourage their thoughts or ideas which are expressed in English speaking of the expression of asking and giving opinion with good grammatical rules.

Asking and answering WH-questions is a key part of language development. Children must be able to understand questions in order to have a conversation and pass on information to others. Starting to ask and answer WH-questions is a milestone that most children start to reach between the age of 1 and 2 years, and they'll continue to develop their receptive and expressive language in the lead up to school. It is important that children ask and answer WH-questions, as they lay the groundwork for children to participate in conversations, demonstrate knowledge, and collect information about themselves and their world. Children learn WH-questions in a sequence starting with more concrete questions about their immediate environment – e.g. “What” is the earliest question mastered, followed by “Who” and “Where.” Finally, an understanding of “When” and “Why” develop, with “Why” being the most difficult to master.

The problem in this study is formulated as “Is there correlation between students’ understanding in WH-Questions and their

speaking ability in expression of asking and giving opinions of the 2020/2021 eighth year students of SMP Swasta Harapan Bangsa Kuala?” that the objective of the study is to search for the answer of the problem that has been formulated; therefore the writers of this research do so. The objective of this study is to find out the significant correlation between students’ understanding in WH-Questions and their speaking ability in expression of asking and giving opinions.

This research is formulated to give the contribution of the researcher’s ideas for the student, the teacher, the school, and the other researchers. First, the student would be evaluate themselves after they know about their ability in learning speaking English and its problems then develop their ability in speaking English. After the teacher knows about the students’ problems in learning speaking English, she/ he can use better strategy of learning speaking English to make the students get the good achievement. Moreover, the school can plan the new programs exactly the new English program as a solution of the students’ problems especially in speaking English. And finally, the next researchers can develop the research to make it better.

The hypothesis is the tentative answer to the formulation of the problem of the study. It was stated as (H_a) was accepted that there is significant correlation between students’ understanding in WH-Questions and their speaking ability in expression of asking and giving opinions of the 2020/2021 eighth year students of SMP Swasta Harapan Bangsa Kuala.

II. RESEARCH METHODOLOGY

This research was conducted at SMP Swasta Harapan Bangsa Kuala, Jalan Binjai-Kuala Km. 18,5 Kelurahan Pekan Kuala

Kecamatan Kuala Kabupaten Langkat. And the time of the research was in September 2020.

In this study, the writers tried to apply a correlational research design. In correlational research design, investigators utilized the correlational statistical test to describe and measure the degree of association (or relationship) between two or more variables of sets of scores where this study was intended to find out the correlation between the variable I (students' understanding in WH-Questions) and the variable II (speaking ability in expression of asking and giving opinions).

On the population, this can be defined as all members of any well-defined class of people, events or objects. Another definition of population is a group of individuals who have the same characteristic. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these examples illustrate, population can be small or large.

The population of this study was the 2020/2021 eighth year students of SMP Swasta Harapan Bangsa Kuala. The total numbers of population were 105 students consisted of three classes.

Table 1. Total of Population

No.	Parallel Classroom	Number of Students
1.	VIII-A	36
2.	VIII-B	35
3.	VIII-C	34
TOTAL		105

Source: adapted from the primary data

Sample is a set of data collected and/or selected from a population by a defined procedure. According to Ary (2016) sample is a portion of a population and the small group

that is observed. Besides, a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population. In determining the amount of sample in a research, the writers oriented to a statement that if the total subjects (population) were less than 100 so it would be better all the subjects were taken (as the sample) thus the study was named as a population study. Next if the subjects were larger or more than 100, the sample could be taken as many as 10-15%, 20-25% or more, depending on the researcher's capability.

By seeing the amount of population that was more than 100 namely 105 students (by considering Arikunto's statements above that samples in quantitative study could be sorted in percentages if the total population was more than 100 people), as well as this study used the correlational research design that there were no comparing activities between two different classes rather evaluating the two significant variables correlated to this study, so the writers resorted only one class out of those three parallel classes randomly. Thus, here the writers agreed to choose only the students at class VIII-A as the samples of this study namely 36 students (or approximately 34,3% from the total population).

The variables of this study were divided into two major classes; they were independent and dependent variable — which were sought by the data to determine the relationship between them. In this study, students' understanding in WH-Questions was the independent variable (symbolized as variable X) and the students' speaking ability in asking and giving opinions was the dependent variable (symbolized as variable Y).

According to Vander event (1990) there are three components in speaking namely:

a. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling will not be stated.

b. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation.

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d. Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researchers concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like "ums" and "ers", and so on.

In order to collect data on the students' understanding in WH-Questions, the writer prepared 20 essay tests. And to collect the data

on their speaking ability in asking and giving opinions, the writers prepared oral test like every student would seek for one partner to talk each other through the expressions of asking and giving opinions. Test was a set of question that was answered by the students that used to measure the ability or mastery or achievement of the students in English competency. The test was conducted when the researchers had taught the material after applying both variables. Instruments for collecting data were designed in order to see the result of the study. The writers gave 20 question tests where each correct answer was given 5 scores and 0 for the wrong answer, so the maximum score was 100. Before the test was chosen as the instrument for collecting data, an instrument testing was done to find out whether the surplus or lack of the compiled tests. Arikunto (2015) expressed that a good instrument must require two important conditions; be valid and reliable.

- The Validity of the Test

In a study, a good instrument will have to require both valid and reliable conditions. Therefore before utilizing the instruments, it will be necessary to have the instrument validation for making it valid and exact to measure the provided variable. In general, validity is kind of measurement that will show the validity levels of instruments where a valid instrument will have high-leveled validity and a less valid instrument will have low-leveled one on the other way. Validity will refer to the appropriateness of a given test of its components part as a measurement of what is supposed to measure and nothing else. A test will say to be valid if it will measure what intend to measure.

The first step for testing the validity of instrument is by calculating the coefficient of validity of each question items by using *Pearson Product Moment* formula.

$$r_{xy} = \frac{|(N \cdot (\sum XY)) - ((\sum X)(\sum Y))|}{\sqrt{\{(N \cdot \sum X^2) - (\sum X)^2\} \{ (N \cdot \sum Y^2) - (\sum Y)^2 \}}}$$

In which:

- r_{xy} = the coefficient of validity of one item against total items
- N = the number of samples
- $\sum X$ = sum of scores in each item
- $\sum Y$ = sum of total scores in all items
- $\sum X^2$ = sum of the squared scores in each item
- $\sum Y^2$ = sum of the squared total scores in all items

The second step is by calculating the coefficient of $t_{counted}$ (t -test) by using the following formula.

$$t_{counted} = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

In which:

- $t_{counted}$ = the correlation significance test
- r = the correlation coefficient
- N = the number of samples

The product of $t_{counted}$ was later then consulted to the t_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = $N - 2$. Comparing the coefficient of $t_{counted}$ and t_{table} . If $t_{counted} > t_{table}$ thus the item would be valid.

- The Reliability of the Test

Reliability is one of the characteristics of a good test. Reliability will refer to consistence of test scores. Brog defines reliability as the level of internal consistency or stability thzt can be obtained by using the split-half formula.

The first step for testing the reliability of instrument is by calculating the differenced variance score by using the following formula.

$$V_d = \frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N}$$

In which:

- V_d = the differenced variance score
- Σd^2 = sum of the squared differences
- $(\Sigma d)^2$ = the squared of differences' summing
- N = the number of samples

The second step is by calculating the total variance score by using the following formula.

$$V_t = \frac{\Sigma t^2 - \frac{(\Sigma t)^2}{N}}{N}$$

In which:

- V_t = the total variance of correct answers
- Σt^2 = sum of the squared total correct answers
- $(\Sigma t)^2$ = the squared of total correct answers
- N = the number of samples

The final step is by calculating the coefficient of reliability by using *Rulon* formula.

$$r_{11} = 1 - \frac{V_d}{V_t}$$

In which:

- r_{11} = the coefficient of reliability
- V_d = the differenced variance score
- V_t = the total variance of correct answers

The product of r_{11} was later then consulted to the r_{table} coefficient with significance level $(\alpha) = 0.05$ and degree of freedom $(df) = N - 2$. Comparing the coefficient of r_{11} and r_{table} . If $r_{11} > r_{table}$ thus the item would be reliable.

- The Technique of Data Analysis

To analyze the data, the writers in this study utilized the technique of *Pearson Product Moment* correlation analysis. To find out the coefficient of the correlation between the two variables in this study, the writers were

necessary to know the scores for students' answer of the tests.

Since the objective of the study was to find out the correlation between students' understanding in WH-Questions and their speaking ability in expressions of asking and giving opinions, therefore the collected data was used to seek for the correlation between the both variables. In this case, the technique of *Pearson Product Moment* correlation analysis was utilized for requirements of both normal and linear-distributed data. The formula used in finding the correlation coefficient is displayed below:

$$r_{xy} = \frac{(N \cdot (\Sigma XY)) - ((\Sigma X)(\Sigma Y))}{\sqrt{\{(N \cdot \Sigma X^2) - (\Sigma X)^2\} \{(N \cdot \Sigma Y^2) - (\Sigma Y)^2\}}}$$

In which:

- r_{xy} = the correlation coefficient
- N = the number of samples
- ΣX = sum of X scores of WH-Questions understanding
- ΣY = sum of Y scores of speaking ability
- ΣX^2 = sum of the squared X scores of WH-Questions understanding
- ΣY^2 = sum of the squared Y scores of speaking ability

Table 2. Interpretation of r_{xy} score

Interval of r_{xy} score	Interpretation
0.800 – 1.000	Very high
0.600 – 0.799	High
0.400 – 0.599	High enough
0.200 – 0.399	Low
0.000 – 0.199	Very low

Source: adapted from the primary data

Then, the interpretation criterion for the index of correlation coefficient could be

determined based on the following table to know whether the correlation degree between both studied variables was high or low.

Furthermore to seek whether the hypothesis of the study was accepted or rejected, the writers compared the correlation coefficient obtained from the data analysis with the critical value of *Pearson's* correlation with degree of freedom ($df = N - 2 = 34$). That if $r_{xy} > r_{table}$ coefficient, so the hypothesis was accepted.

III. RESULTS AND DISCUSSIONS

In the previous section there was mentioned that the data of the study consisted of two types; the data of the students' understanding in WH-Questions and the data of their speaking ability in expressions of asking and giving opinions. Both data could be gained by giving related tests to the students. After collecting and checking the students' answer sheet, the writer gave scores on each test. From the data, the scores of mean were obtained by calculating the students' score in the testing of their understanding in WH-Questions and speaking ability in expressions of asking and giving opinions. For testing the students' understanding in WH-Questions (X), the writers have calculated the whole scores (2200) and then divided the summary with total sample i.e. 36 students then the mean worth as 61.1. Meanwhile, for testing the speaking ability in expressions of asking and giving opinions (Y), the writers have calculated the whole scores (1395) and then divided the summary with total sample i.e. 36 students then the mean worth as 38.75.

The criterion of testing the students' understanding in WH-Questions was divided in 6 intervals of scoring, which there were 3 students who passed the score between 96 – 100 as to reach the maximum (highest) scores, there were 6 students who passed the score

between 86 – 95, there were 11 students who passed the score between 76 – 85, there were 8 students who passed the score between 66 – 75, there were 7 students who passed the score between 56 – 65 and there was 1 student who got the score below the 55 as to reach the minimum (lowest) scores. From the total of the sample, 36 students, there were 28 students who succeeded the essay test of understanding in WH-Questions and there were 8 students who did not succeed the test at all.

The criterion of testing the students' speaking ability in expressions of asking and giving opinions was divided in 6 intervals of scoring, which there were 0 students who passed the score between 96 – 100 as to reach the maximum (highest) scores, there was 1 student who passed the score between 86 – 95, there were 4 students who passed the score between 76 – 85, there were 4 students who passed the score between 66 – 75, there were 10 students who passed the score between 56 – 65 and there were 17 students who got the score below the 55 as to reach the minimum (lowest) scores. From the total of the sample, 36 students, there were 9 students who succeeded the speaking test in expressions of asking and giving opinions and there were 27 students who did not succeed the test at all.

Furthermore from the calculation of *t*-test on the validity test, it was got that coefficient of $t_{counted}$ was 5.85. Then to find out the validity of the instrument, the coefficient of $t_{counted}$ was consulted to the t_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 34. So it could be seen that coefficient of $t_{counted}$ (5.85) was greater than the t_{table} coefficient (1.69092). It means that the instrument of testing the understanding in WH-Questions was valid.

And from the calculation by using *Rulon* formula on the reliability test, it was got that coefficient of reliability was 0.793. Then to

interpret the reliability of the instrument, the coefficient of reliability was consulted to the r_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 34. So it could be seen that coefficient of reliability (0.793) was greater than the r_{table} coefficient (0.2785). It means that the instrument of testing the understanding in WH-Questions was reliable.

Essentially, the writers applied the technique of *Pearson Product Moment* correlation analysis to find out the correlation between the students' understanding in WH-Questions and their speaking ability in expressions of asking and giving opinions. The formula was displayed below:

$$r_{xy} = \frac{(N \cdot (\sum XY)) - ((\sum X)(\sum Y))}{\sqrt{\{(N \cdot \sum X^2) - (\sum X)^2\} \{(N \cdot \sum Y^2) - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(36 \times 96575) - (2200 \times 1395)}{\sqrt{\{(36 \times 153450) - (2200)^2\} \{(36 \times 67025) - (1395)^2\}}}$$

$$r_{xy} = \frac{(3476700) - (3069000)}{\sqrt{\{5524200 - 4840000\} \{2412900 - 1946025\}}}$$

$$r_{xy} = \frac{407700}{\sqrt{(684200)(466875)}} = \frac{407700}{\sqrt{319435875000}}$$

$$r_{xy} = \frac{407700}{565187} = 0.72$$

From the interpretation of r_{xy} score table above, it could be seen that the correlation coefficient of 0.72 was located between 0.600 – 0.799. It means that the degree of the correlation was considered as a high correlation. To test the truth of hypothesis, the writer compared the correlation coefficient above with the critical value of Pearson's correlation with $df = 34$. From the table of this critical value for Pearson's r , it was got that for the 0.05 significance level the critical value was 0.2785. The data showed that the value of correlation coefficient (0.72) was higher than the critical value from the table (0.2785). This information indicated the hypothesis of the

study was accepted that there is significant correlation between students' understanding in WH-Questions and their speaking ability in expression of asking and giving opinions of the 2020/2021 eighth year students of SMP Swasta Harapan Bangsa Kuala.

IV. CONCLUSION

From the result of this study, the data showed that the value of correlation coefficient (0.72) was higher than the critical value from the table (0.28). This information indicated the hypothesis of the study was accepted that there is significant correlation between students' understanding in WH-Questions and their speaking ability in expression of asking and giving opinions of the 2020/2021 eighth year students of SMP Swasta Harapan Bangsa Kuala.

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