

Students' Speaking Skill in Giving Opinion

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Abstract

This study seeks to investigate the speaking skill of the third-year students in giving opinion towards teaching-learning process at English Department of Bung Hatta University. The focus of speaking skills studied and described descriptively are content, vocabulary, pronunciation, fluency, and grammar. Because the number of population members was small (29 students), total sampling technique was used to select samples. The speaking test was used as an instrument to collect data, and it was valid in terms of content and by using inter-rater technique and the reliability index of the test was 0.92. The result of data analysis showed that there are 51,724 % students who had very high skill in giving opinion towards teaching-learning process at English Department Bung Hatta University, 44.83 % had very good skill in expressing content, 93,10% good in using vocabulary, 89.65% good in pronunciation, 68.9% good in fluency. However, 41.38 % of students had bad skill in using grammar.

Keywords: speaking skill, giving opinion, vocabulary, pronunciation, grammar, fluency

INTRODUCTION

No one in the world deny that English is very important to be mastered for the globalization human activities, like education, business, law, and many others. So, it is necessary to learn English to be involved in globalization era. The learners should be active participants in the process of learning in order they master English (Suryosubroto, 2002). The learning activities and teaching materials are really necessary to be varied during the lesson (Slamento, 2003; Syrarifah, 2020), so, it can make the students have good interest in improving learning outcomes (Habibie, 2020). Having good skills in language refers to having all language skills. They are listening, speaking, reading, and writing. And it should be supported by capability of using language components; comprehension (content), pronunciation, vocabulary, grammar, and fluency (Heaton, 2014, Ramasari, 2017, Kusumawardani & Mardiyani, 2018, Alqahtani, 2015, and Mairi 2016). The Speaking skill, as a tool of communication, is very crucial role in second or foreign language (Simatupang, 2017, Derakhshan et al., 2016, Hamid, and Rabin, 2022).

In addition, the main purpose of teaching and learning process of speaking skill is to make students active in oral communication (Muhlasin and Wibowo, 2019).

In oral communication (speaking), there are various activities that the students can do, such as telling or sharing their information, problems, giving opinions or even denying someone's opinion. Giving opinion is one of the interesting and important materials for students in speaking subject because the students can act to express what they think about, what they believe, or what they feel (Bahrani, 2012). Daily communication, especially spoken communication mostly dominated by giving opinion. There are two ways of giving opinion, they are having personal and general point of view (Bashir, 2017):

Related to speaking and giving opinion there are a few of previous researches, such as research done by Utari (2022), Antasari (2020) who found that students' speaking ability is very good, but they have problem in language aspect such as implementing rule (grammar in speaking). Fitriani et al., (2015) also found that students got problems on language components (vocabulary, grammar, pronunciation) (Heaton (2014) and problems on psychology (lack of self-confidence, anxiety).

In relation with giving opinion in speaking, there is a research conducted by Simatupang (2017) that found that there is the increasing ability of the students in giving opinion by using team strategy. Based on those related research, it is crucial to know scientifically students' skill in giving opinion especially at English Department (the third year students) in giving opinion. It is used to interact the ideas to others (Brown, 2003, Usman & Akbar, 2000, Suryosubroto, 2002, and Syrarifah, 2020).

METHOD

Speaking test is used as a tool to collect data, and the students are asked to express their opinion toward teaching learning process at English Department, Bung Hatta university. The test is valid in term of content, it's reliability index was analyzed by using inter-rater technique (Gay, 2009). The reliability index of two scores (score from scorer one and two) is high (0.92) that had been found using Person Product Moment formula (Arikunto, 2015), and it means that the test is reliable.

The data in the kind of students' score on speaking skill in giving opinion were gained by considering speaking rubrics; content, vocabulary pronunciation, grammar, and fluency (Weir, 2007), and using scoring criteria published by Bung Hatta university.

RESULT AND DISCUSSION

Referring to the aim of this study, the data analysis and discussion was focused on the students' speaking skill in giving opinion; especially the students' skill on expressing content, using pronunciation, using vocabulary, using appropriate rule (grammar), and fluency. The researcher found that the students had very good (51.724 %), good (37.931% and moderate (10.345%) speaking skill to give opinion about teaching learning process at English Department Bung Hatta university, as shown in Chart 1.

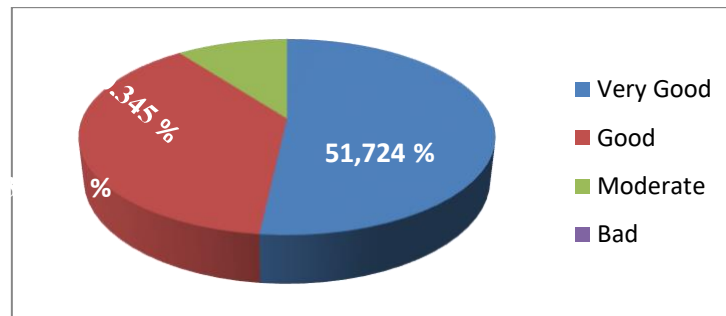


Chart 1. The Speaking Skill of the Students to Give Opinion towards Teaching Learning Process

Taking attention to the chart above, the students had very good skill in giving opinion toward teaching-learning process at English Department, Teacher Training and Education Faculty, Bung Hatta University. It is supported by their skill in expressing opinion is very good (44.83%), in using vocabulary is very good (93.10%), in pronunciation is very good (89.65%) and in fluency is very good (68.96%), but their skill in using grammar is bad (41.38%). This finding affirms what Utari (2020) stated that the speaking ability of the second year students in using grammar at English Department of Bung Hatta University was low (86,49 %). It can happen because the students had some ideas to express but they have trouble to arrange it in a good pattern.

The other result of this study was that students had very good skill in delivering the idea (content) of their opinion towards Teaching-Learning Process at English Department of Bung Hatta University. It is supported by the data that there are 44.83 % students who had very good skill, 6.90% students who had good skill, 13.79 students who had moderate skill and 34.48% students who had bad skill in content to give opinion towards teaching-learning process at English Department of Bung Hatta University, as shown in Chart 2.

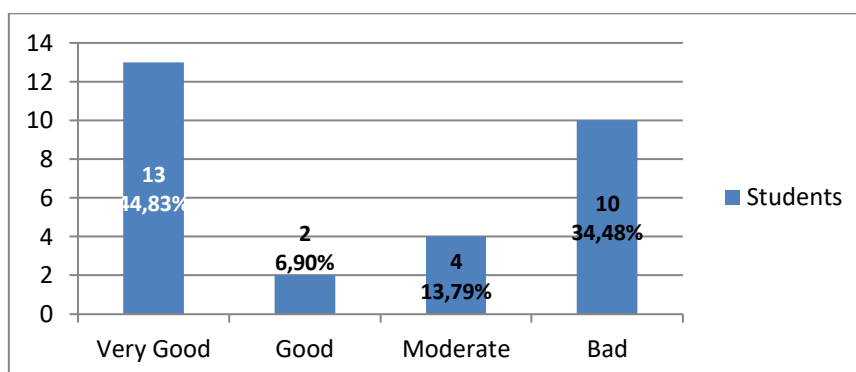


Chart 2. The Speaking Skill of Students in Delivering Content to Give Opinion towards Teaching-Learning Process

Chart 2 above presents that students had very good skill in expressing opinion. They have something to say related to teaching learning process at English Department, Bung Hatta university, because they probably have experiences about what to express (Ardawita, 2015).

The students' vocabulary mastery to give opinion orally about teaching and learning process was very good (93.10%), good (3.45%), and moderate (3.45%) skill and no student had bad mastery. It can be seen on chart 3 below.

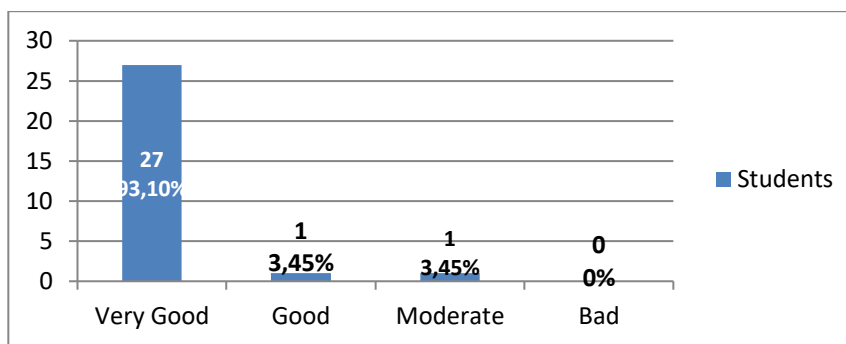


Chart 3. The Skill of the Students to Use Vocabulary in Giving Opinion about Teaching-Learning Process

Chart 3 above shows that students had very good vocabulary mastery to give opinion about teaching-learning process. This finding is supported by Utari (2022) demonstrating that all students of English Department Bung Hatta university had very high vocabulary ability. The students might have good experience to speak related with the topic, so they have enough appropriate words to use in giving opinion.

The finding of this study on the aspect of grammar, 13,80% students had very good skill, 10,34% students had good skill, 34,48% students had moderate skill and 41,38% students had bad ability.

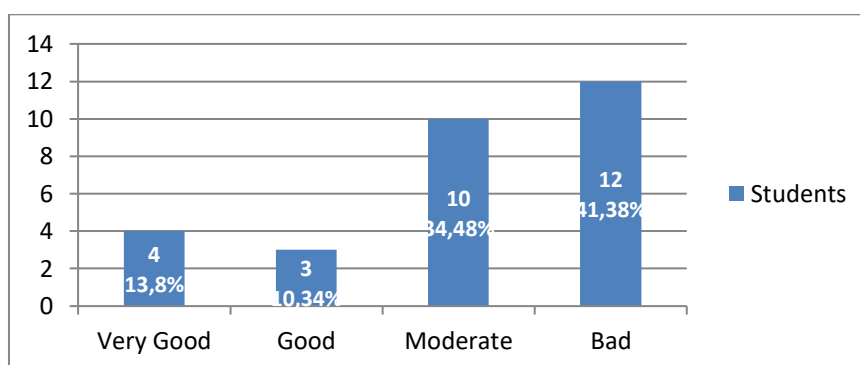


Chart 4. The Skill of the Students in applying Grammar to Deliver Opinion about Teaching-Learning Process

According to the chart above, the students had bad skill to apply grammar when the students give opinion towards teaching-learning process at English Department of Bung Hatta University. It's supported by Oktaviana (2015) who had found that English Department, Bung Hatta university students (63,49%) had moderate ability in grammar. This is probably caused by the different pattern of students' native language and English. The native language pattern always influence the students 'sentence pattern when they speak.

The research result in term of pronunciation in giving opinion showed that 26 students (89,65 %) were found having very good skill, 2 student (6,90%) had good skill, 1 students (3,45 %) had moderate skill and 0 student (0 %) had bad skill in pronunciation, shown in chart 5 below.

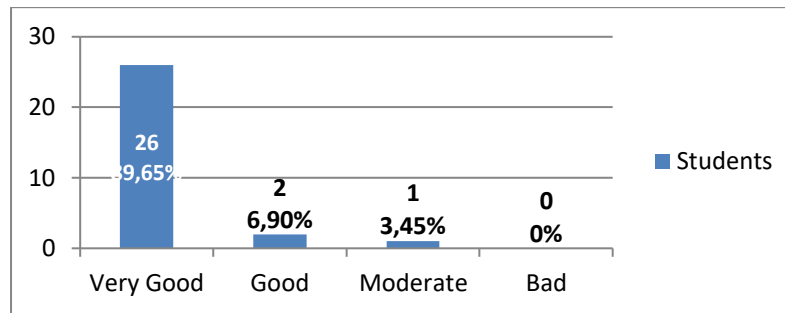


Chart 5. The Students' Pronunciation to Give Opinion towards Teaching-Learning Process

From the chart above, the students had very good skill in pronunciation to deliver opinion related to teaching-learning process at English Department of Bung Hatta university. It is inherent with the other research conducted by Antasari (2020) who found that the English Department, Bung Hatta university students' pronunciation ability is good. Although pronunciation of students' native language is different from English pronunciation, but in this result, they have very good pronunciation because the students had much practices in pronouncing these words in daily learning because they are asked to give opinion about the topic they have much experiences about it.

The research result on the students' fluency reveals that 68,96% students had very good fluency, 24,14 % students had good fluency, 3,45 % students had moderate and no one had bad fluency in giving opinion towards teaching-learning process.

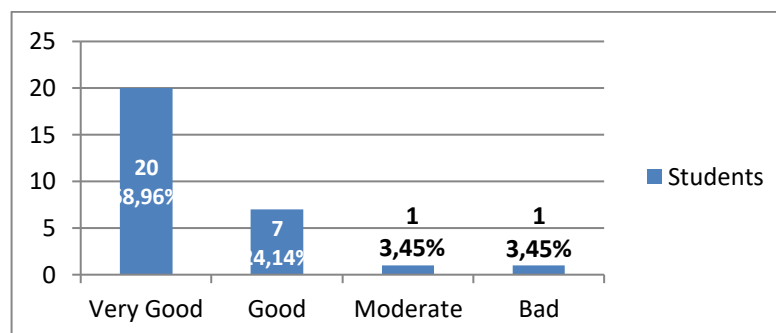


Chart 6. The Fluency of the Students to Give Opinion about Teaching-Learning Process

According to the chart above, it can be said that the students had very good fluency to deliver opinion about teaching-learning process. It is in line with the finding of Utari (2022), which showed that the second year of the English Department Students of Bung Hatta University had very good fluency. This result might be caused by the students' practice in daily teaching learning process. The topic has been familiar for students to discuss.

In short, it can be concluded that the students had very good skill to deliver opinion about teaching learning process at English Department of Bung Hatta University, especially to deliver opinion (content), using vocabulary, pronunciation, and fluency, but they have bad skill in applying rule (grammar) in speaking of giving opinion. So, it is recommended for the lecturer to pay more attention to the student's skill in applying grammar by giving more exercises and grammar practice, and by having more attention to the differentiation of native language pattern and English pattern.

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