



DESCRIPTIVE ANALYSIS ON THE STUDENTS' SPEAKING ABILITY IN PERFORMING DIALOGUE OF ASKING AND GIVING OPINION AT THE ELEVENTH GRADE OF SMK NEGERI 1 GUNUNGSITOLI

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Abstract

Speaking is a fundamental language skill that enables individuals to express ideas, emotions, and information orally. It involves interactive communication where participants act as both speakers and listeners. Based on classroom observations at SMK Negeri 1 Gunungsitoli, this study found that students in class XI-OTKP 1-B demonstrated significant difficulties in performing dialogues related to asking and giving opinions. These challenges were primarily attributed to limited vocabulary, poor grammar and pronunciation, as well as low self-confidence and motivation in speaking English. This study aimed to (1) describe students' speaking ability in performing dialogues of asking and giving opinions, (2) determine their proficiency levels, and (3) identify the factors affecting their speaking performance. Using a descriptive qualitative method, the researcher analyzed students' recorded performances and interview data. The participants consisted of 18 students from class XI-OTKP 1-B. The findings revealed that the majority of students (50%) were at Level 2 (Poor Category), followed by 16.6% at Levels 2+ and 3, and 5.6% each at Levels 0+*, 1, and 1+. The dominant factor hindering their performance was inadequate use of non-verbal communication. Based on these findings, it is recommended that English teachers improve classroom strategies for teaching speaking, increase practice opportunities with diverse topics, and manage classroom interactions more effectively. Future researchers are encouraged to explore further interventions that can enhance students' speaking proficiency in similar contexts.

Keywords: Descriptive Analysis, Speaking Ability, Asking and Giving Opinion.

INTRODUCTION

Speaking is an essential skill in language learning, playing a crucial role in helping individuals communicate and understand one another. As one of the core language skills, it enables people to express their ideas, feelings, and opinions verbally. Through speaking, students can share personal experiences and actively participate in conversations and discussions. They learn to express themselves in real-time, which is essential for effective communication. According to Bygate (2014:132), "Speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience." Kosar and Bedirre (2014:13) also describe speaking as an interactive process of constructing meaning, involving the production and reception of information.

To effectively express opinions orally, one must develop strong speaking skills. Students who are expected to master asking and giving opinions will need constant practice, as speaking

is a skill that involves the transfer of ideas in spoken language. Through speaking, students can receive and provide information, deliver messages, produce utterances, and much more.

Based on the importance of speaking skills as outlined above, the researcher was inspired to conduct a descriptive qualitative study to describe the students' speaking abilities, particularly in asking and giving opinions. Johnson and Christensen (2014:503) state that “descriptive research aims to provide an accurate description or picture of the status or characteristics of a situation or phenomenon. The focus is not on establishing cause-and-effect relationships but rather on describing the variables present in a given situation and, sometimes, on describing the relationships among those variables.” Additionally, Gay, Mills, and Airasian (2012:7) assert that “qualitative research involves the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non-numerical) data to gain insights into a particular phenomenon of interest.” Descriptive qualitative research is thus an approach that emphasizes data collection in natural settings and uses inductive reasoning. This method starts with specific details or facts and progresses to broader generalizations.

In light of the explanations above, the researcher investigated the speaking abilities of eleventh-grade students in performing dialogues related to asking and giving opinions. This research, conducted at SMK Negeri 1 Gunungsitoli, is titled "Descriptive Analysis on the Students' Speaking Ability in Performing Dialogue of Asking and Giving Opinion at the Eleventh Grade of SMK Negeri 1 Gunungsitoli."

RESEARCH METHODS

In this research, the researcher employed a descriptive qualitative method. Descriptive analysis focuses on describing phenomena as they are perceived. Mimansha and Nitin (2019:49-50) state, “Descriptive research, as the name suggests, deals with description. It involves various data collection methods, such as surveys and fact-finding techniques. The key characteristic of this research is that the researcher does not have control over the variables. The researcher describes what has happened and what is currently happening.”

Additionally, Cahtryne and Amanda (2018:16) explain that “qualitative research is an interpretative approach that seeks to gain insights into the specific meanings and behaviors experienced within certain social phenomena through the subjective experiences of participants.” While quantitative methods involve a highly objective and systematic approach using numerical data, qualitative methods rely on descriptions and categorizations (words) to study human experiences and realities from the participants' perspectives.

In qualitative research, the researcher emphasizes detailed and accurate explanations when analyzing and presenting the findings. In other words, qualitative research design involves collecting and presenting data using descriptive narratives and interpretations. The procedures for descriptive qualitative research include data collection, data organization, and data interpretation.

RESULTS AND DISCUSSION

1. The Result of the Documentation (Audio-Video)

The documentation was the students' record (audio-video) Speaking conversation of Asking and Giving Opinion. The data displayed were the students' scores based on the speaking proficiency description. The students' scores as follows:

Table 1. The students' score of speaking ability
(Total score of all speaking proficiency indicator)

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|--|----------------------------|-------------------------|----------|----------|----------|----------|-------------|
| <i>Accent (1); Grammar (2); Vocabulary (3); Fluency (4);</i> | | | | | | | |
| No. | Name | Proficiency Description | | | | | Total Score |
| | | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | |
| 1. | Angel K. D. Telaumbanua | 1 | 18 | 8 | 2 | 4 | 33 |
| 2. | Angel C.J. Harefa | 1 | 12 | 4 | 2 | 4 | 23 |
| 3. | Apriliani Telaumbanua | 2 | 18 | 12 | 6 | 15 | 53 |
| 4. | Apriaman Ziliwu | 2 | 24 | 16 | 8 | 15 | 65 |
| 5. | Benediktus Harefa | 1 | 18 | 12 | 6 | 15 | 52 |
| 6. | Beril Fernando Zendrato | 1 | 18 | 12 | 4 | 8 | 43 |
| 7. | Berkat Dafid Laoli | 0 | 12 | 8 | 2 | 4 | 26 |
| 8. | Berkat I.Telaumbanua | 1 | 18 | 12 | 6 | 12 | 49 |
| 9. | Berliana Citra Telaumbanua | 1 | 24 | 16 | 8 | 12 | 61 |
| 10. | Bernad Daeli | 1 | 18 | 12 | 6 | 12 | 49 |
| 11. | Bijaksana Telaumbanua | 2 | 24 | 16 | 8 | 15 | 65 |
| 12. | Dafit Tulus B. Ziliwu | 1 | 18 | 12 | 6 | 12 | 49 |
| 13. | Deny Pratiwi Harefa | 1 | 18 | 12 | 4 | 12 | 47 |
| 14. | Destin Pratiwi Zendrato | 1 | 18 | 12 | 16 | 8 | 55 |
| 15. | Julwitari Hulu | 1 | 18 | 12 | 6 | 12 | 49 |
| 16. | Kerisman Harefa | 1 | 18 | 12 | 6 | 15 | 52 |
| 17. | Monica Titin P. Mendrofa | 1 | 18 | 8 | 4 | 12 | 43 |
| 18. | Piternia Zega | 2 | 24 | 16 | 8 | 15 | 65 |
| <i>See appendix for the complete</i> | | | | | | | |

See appendix for the complete

After presenting the research findings of the research, the researcher categorized the students score in proficiency level. It can be seen in the table below.

Table 2. The sequence of number students' scores in conversation asking and giving opinion

| Score | Proficiency level | Number of students | % |
|--------------|--------------------------|---------------------------|----------|
| 16 - 25 | 0+* | 1 | 5,6% |
| 25 - 32 | 1 | 1 | 5,6% |
| 33 - 42 | 1+ | 1 | 5,6% |
| 43 - 52 | 2 | 9 | 50% |
| 53 - 62 | 2+ | 3 | 16,6% |
| 63 - 72 | 3 | 3 | 16,6% |

The table above shows that there was 1 student (5%) at level 0+*, also 1 student (5%) at level 1 and 1 student (5%) at level 1+, the highest percentage were 9 students (50%) in level 2, followed by 3 students (16%) at level 2+. Furthermore, at level 3 with 3 students (16%). Further explanation will be discussed in the analysis and interpretation of the research findings.

2. The Result of Interview

a. The Students' Interview

The researcher interviewed all the students of eleventh graders, especially XI-OTKP 1-B aiming to find out what factors were affecting their speaking ability to answering the second focus of the research. The researcher also asked them to write down their answers on the form provided. The results as follows:

Table 3. The students' interview

| Content of Questions | Response | Number of Students | % |
|--|-------------------------------|--------------------|-------|
| The things that influence ability in Speaking Skill of conversation Asking and Giving Suggestion | Learner inhibition | 3 | 16,6% |
| | Lack of motivation | 2 | 11,2% |
| | Lack of proper vocabulary | 2 | 11,2% |
| | Lack of confidence | 3 | 16,6% |
| | Poor non-verbal communication | 5 | 22,3% |
| | Lack of proper orientation | 1 | 5,5% |
| | Building confidence | 3 | 16,6% |
| The reason to use formal and informal context of conversation Asking and Giving Suggestion | Easy | 7 | 39% |
| | Casual | 7 | 39% |
| | Use in daily life | 4 | 22% |
| The elements of Speaking skill in conversation Asking and Giving Suggestion | Language features | 9 | 50% |
| | Mental social processing | 9 | 50% |

Based on the previous table, the things that affect the ability in speaking conversational skills asking and giving opinion, there were 3 students (16.6%) who stated because their learner inhibition, 2 students (11.2%) stated that it was due to lack of motivation, then there were also 2 students (11.2%) stated lack proper vocabulary, and 3 students (16.6%) stated that they lacked confidence. Furthermore, there were 4 students (22.3%) Poor of non-verbal communication as the highest percentage, and 1 student (5.5%) stated Lack of proper orientation and finally there were 3 students (16.6%) they have an effort to build self-confidence them in Asking and Giving Opinion conversations.

Furthermore, in the context of the reason to use formal and informal context of conversation Asking and Giving Opinion, there were 7 students (39%) said they used formal context because it easy; also 7 students (39%) stated they used informal context because it made a casual impression when speak with friends; and finally 4 student (20%) they used informal and formal context because they often applied in their daily life.

In the context of the elements of the Speaking skill by Harmer (2007:261-345) in conversation Asking and Giving Suggestion, there were 9 students (50%) who process information with language features; while 9 students (50%) were process information with mental/social processing.

From the information in table 3.1, it revealed that the students' ability in speaking (displayed based on speaking proficiency description) were between level "0+*" to level "3" The highest percentage was in level "2" with 9 students (50%), followed by level "3" with 3

students (16,6%) and level “2+“ with 3 students also (16,6%), then in level “1+“ with 1 student (5,6%), level “1“ with 1 student also (5,6%) and finally the lowest percentage was level “0+“ with only 1 student (5,6%).

Referring to the proficiency description in chapter II, level “2“ was described as the middle position level between level 1+ and 2+. It meant that the students speaking ability in the middle position level were the students speaking ability was in bad level with speaking vocabulary inadequate to express anything but the elementary needs, errors in pronunciation and grammar were frequent.

The analysis above was also supported by the percentage of students in level “2+“ (1 students) and in level “3“ (2 students). This data showed that the ability of students in speaking ability very far from very good level. However in level “3” (3 students) that showed the least speaking ability in good level.

However, the researcher noticed that the students’ mastery in all speaking indicators of proficiency was showing wide range. As displayed in the table 3.1, the students were having bigger problem in Accent, proving that the students were still unable to differentiate mother tongue accent and Indonesian accent to English accent. The researcher noticed that during the performance, the students were mostly applied mother tongue accent or Indonesian accent to English accent, which surely sounded funny and strange, considering that the accent or pronunciation would present various meaning and purpose. Additionally, the students also found difficulty in Fluency, which made the researcher believed that daily routine of practice was the matter. Meanwhile, other indicators such as Vocabulary, Grammar and Comprehension have little effect on students' difficulties, at least in conducting simple dialogues such as Asking and Giving Opinions.

b. The English Teacher’s Interview

In the interview, the English teacher said that the factors that affect students' speaking ability, particularly Expressions in Asking and Giving Opinion were the students' learner inhibition. The students' language acquisition was limited, from vocabulary to motivation to develop their grammar, and worried about making mistakes when speaking English. There were a lack of confidence to carry out conversations and it was difficult for students to understand various sounds, intonations, and how to pronounce them. Then what the English teacher said to overcome this was to approach students and adjust the learning model according to the students' abilities. Furthermore, the English teacher informed that the total score categorized as being able to speak especially Expressions in Asking and giving opinions was 70. Thus, the English teacher also informed the efforts to improve students' weaknesses, namely by giving instructions to students to continue practicing and memorizing a lot of vocabulary in daily life.

Based on the data in table 3.3, the factors that influence students' speaking ability on Asking and Giving Opinion were various. First, there were 3 students (16.6%) who said that their ability to understand English lessons was limited. The next part is the lack of motivation of students to learn English, there were 2 students (11.2%) said they were constrained by the motivation to learn English which is difficult for them to understand so that they lack enthusiasm to improve their ability to speak English, especially in the expression of giving and asking. opinion. In the lack of proper vocabulary, 2 students (11.2%) said the vocabulary was less precise, it was due to the lack of exposure to various vocabulary. This also leads to failure to communicate fluently in English, which again leads to loss of confidence and lack of motivation to speak. Furthermore, 3 students (16.6%) said that their lack of confidence when speaking English made them shy to express what they wanted to say for fear of being wrong. The highest percentage was found in poor non-verbal communication where there were 4 students (22.3%) saying that they have difficulty expressing what they have said and conveyed to their interlocutor so

that the situation looks like it's stiff. Then, the lack of proper orientation, only 1 student (5.5%) admitted that the lack of fluency in English made him unable to adapt to the ongoing situation. And in the last part, namely building self-confidence, there were 3 students (16.6%). Building confidence will encourage slow learners to participate in activities and increase their enthusiasm in asking and giving opinions.

Furthermore, in the context of the reasons for using formal and informal expressions in asking and giving opinions, 78% said that the context of the conversation they had looked easy and casual to do, while another 22% of students said that they used the context of the conversation in asking and giving opinions in daily life. Entering the context of the elements of speaking ability in giving and asking for opinions, it was aimed at how students understand and respond to each other when having conversations. There were 50% or 9 students who belong to the language feature element while the other 50% of students use mental/social processes to understand and get the gist of the conversation, which requires them to process information directly on the spot when having a conversation.

CONCLUSION

In accordance with the analysis of research results using recorded (audio-video) conversations asking for and giving opinions and interviews, the researchers concluded that XI-OTKP 1-B students at SMK Negeri 1 Gunungsitoli had level 2 (Bad Category) in the ability to performing dialogue of asking and giving opinions. As the highest percentage (50%) at level 2, the percentage level is followed by levels 2+ and 3 (16.6%). Next from level 0+* (5.6%), Level 1 (5.6%), Level 1+ (5.6%). Furthermore, the research findings also reveal that the factors that influence students' speaking ability in performing dialogue of asking and giving opinion were Poor Non-verbal Communication especially in performing dialogue of asking and giving opinion.

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