



A STUDY OF STUDENTS' SPEAKING SKILLS IN ASKING AND GIVING OPINION AT THE TENTH GRADE OF SMKN 5 PADANG OF ACADEMIC YEAR 2025

STUDI KEMAMPUAN BERBICARA SISWA DALAM BERTANYA DAN MEMBERIKAN OPINI PADA KELAS 10 DI SMKN 5 PADANG TAHUN AJARAN 2025

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ABSTRACT

The aims of the research was to analyze the students' speaking skills and identify the difficulties that faced by the students in asking and giving opinions at the tenth grade of SMKN 5 Padang academic year 2025 in odd semester, the problem faced by the students were limited vocabulary, mispronunciation, and the difficulties in distinguishing expressions that used for asking and giving opinions. This research was a descriptive research. The researchers used a cluster random sampling technique on two classes, namely X TKRO 1 and X TKRO 2 at SMKN 5 Padang. The selected class was X TKRO 1, which was consisting of 30 students. The data was collected through a speaking test where students performed dialogues in asking and giving opinions in front of the class. The data was analyzed based on the criteria of speaking skill components. The results showed that the speaking skill of students in class X TKRO 1 in asking and giving opinions was moderate, with the mean score was 69.3, it was reflected their performance in the analyzed aspects such as fluency, accuracy, pronunciation, grammar, and vocabulary. The most common difficulties faced by the students were pronunciation, with 80% of the 30 students scoring below average, and fluency, with 66.6% of them also performing below average.

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INFO ARTIKEL	ABSTRAK
Koresponden Lailatul Husna <i>ellhusnanina@gmail.com</i> Kata kunci: <i>Kemampuan berbicara; bertanya dan memberikan opini; siswa kelas X; kesulitan berbicara</i> Website: https://idm.or.id/JSER/index.php/JSER Hal: 1988 - 1992	Tujuan penelitian ini adalah untuk menganalisis kemampuan berbicara siswa dan mengidentifikasi kesulitan yang dihadapi siswa dalam bertanya dan memberikan pendapat di kelas 10 SMKN 5 Padang tahun ajaran 2025 pada semester ganjil. Masalah yang dihadapi siswa adalah keterbatasan kosakata, salah pengucapan, dan kesulitan dalam membedakan ungkapan yang digunakan untuk bertanya dan memberikan pendapat. Penelitian ini merupakan penelitian deskriptif. Peneliti menggunakan teknik pengambilan sampel acak berkelompok pada dua kelas, yaitu X TKRO 1 dan X TKRO 2 di SMKN 5 Padang. Kelas yang dipilih adalah X TKRO 1, yang terdiri dari 30 siswa. Data dikumpulkan melalui tes berbicara di mana siswa melakukan dialog dalam bertanya dan memberikan pendapat di depan kelas. Data dianalisis berdasarkan kriteria komponen kemampuan berbicara. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa kelas X TKRO 1 dalam bertanya dan memberikan pendapat berada pada tingkat sedang, dengan nilai rata-rata 69,3. Hal ini mencerminkan kinerja mereka dalam aspek-aspek yang dianalisis seperti kelancaran, ketepatan, pengucapan, tata bahasa, dan kosakata. Kesulitan yang paling umum dihadapi siswa adalah pengucapan, dengan 80% dari 30 siswa mendapat nilai di bawah rata-rata, dan kelancaran, dengan 66,6% dari mereka juga berkinerja di bawah rata-rata. <i>Copyright © 2025 JSER. All rights reserved</i>

INTRODUCTION

In English education system, the purpose of teaching speaking involves helping students to develop the ability to express themselves clearly and confidently in various situations. Richards (2008:19-21) states that teaching speaking should focus on developing communicative competence by connecting speaking practice to relevant real-life situations. This theory emphasizes the importance of using language in meaningful contexts, such as the discussions, debates, and role plays.

In Indonesia, English as a foreign language is often considered as a difficult subject to be learned. Many students, especially senior high school students still have low competencies in this subject especially in speaking. Good speaking is characterized by some factors, such as fluency, accuracy, appropriateness, and pronunciation.

The most prominent factor of speaking is fluency, but many students are hesitant and often make long pauses when they have to speak or deliver what comes in their mind orally in English. In addition, students are demanded to speak accurately but many students make mistakes whenever they use the language. Students are also expected to speak appropriately but many students may use inappropriate language expressions, registers, and other sociolinguistics features in certain contexts when they are expressing their ideas. Pronunciation including stress patterns, intonation, and articulation is also an important aspect of speaking. However, many students still mispronounce words because they do not get an appropriate model of English. These problems may be caused

by many factors such as the methods and techniques applied by the English teachers and the media used in the teaching and learning process.

Furthermore, Brown (2004:141-143) stated several essential aspects in speaking skills are crucial for language learning, particularly in the context of learning a foreign or second language. Here are some of those aspects: Pronunciation, which includes intonation, stress, and articulation, plays a key role in improving listener comprehension and clarity in communication. Alongside this, proper grammar used supports smooth communication and helps convey messages accurately, allowing speakers to avoid mistakes in sentence structure.

A rich vocabulary further enhances one's ability to express ideas broadly and precisely, ensuring that words fit the context and topic of conversation. Fluency, demonstrated through a natural pace and rhythm of speech without frequent pauses, aids in delivering ideas clearly and maintaining listener engagement. Accuracy ties all these elements together by reflecting how correctly a person uses language, encompassing grammar, vocabulary, pronunciation, and sentence structure. In language learning, accuracy shows how well a speaker understands and applies language rules, highlighting not just the ability to speak, but to speak correctly.

Nunan (2003:111) explains that in Task-Based Language Teaching (TBLT), speaking is taught through tasks that mirror real-world language use. He defines a task as a classroom activity where learners use the language to achieve a specific communicative goal. Nunan argues that learners should be given opportunities to speak freely, solve problems, and negotiate meaning with others. Speaking is not treated as a display of language knowledge but as a tool for interaction and meaning-making. According to him, tasks should be learner-centered, encouraging communication rather than mere accuracy.

Based on the research activities that has been done in class X at SMK N 5 Padang, there were several problems which faced by students especially in speaking by asking and giving opinions, the problem found were:

First, lack of vocabulary mastery. The students were not yet able to easily interpret one short expression in asking and giving opinions. so that it was difficult for them to distinguish between expressions of asking and expressions of giving opinions in their speaking activities. Although they were aware of this condition, they also did not show any effort in enriching their vocabulary. It was found when the students found difficult words in the dialogue, they did not try to guess it but asked the friend what the answer are. The teacher also provides the meaning of difficult words but they did not try to note or remember them as a collection of additional vocabulary.

Second, the student's problem was mispronouncing the words. There were still many mistakes in pronouncing the letters, alphabet, etc. So, the students unable express the expressions of asking and giving opinions, they would say according to the actual words written in the dialogue.

The last problem found was the students were not able to differentiate between expression asking opinion and giving opinion. The expression in asking opinion the students considered by saying *what do you think? what in your opinion?*, and in giving opinion the students considered by saying *I think...., in my opinion*

RESEARCH METHOD

This research falls under the category of descriptive research. Descriptive research often involves the use of surveys or observations to identify and describe patterns in a phenomenon or situation. The focus is on collecting data that detail events and characteristics in a natural context. Descriptive research provides information based on observation and describes things the "way they are" using surveys, questionnaires, rubrics, interviews, or rankings. As a point of entry for new areas of research, or for new researchers, it can provide important context about a population, question, or condition. Descriptive research uses qualitative or quantitative data and includes case studies and case series, developmental research, normative research, longitudinal studies, and epidemiological studies.

RESULTS AND DISCUSSION

The researchers analyze the speaking skills of tenth-grade students at SMK N 5 Padang, specifically in asking and giving opinions. Data was collected through a speaking test conducted with class X TKRO 1. According to Harmer (2007:27), speaking skills are the ability to convey ideas and feelings appropriately in various social contexts. This suggests that students need to explore and organize their ideas effectively. Brown (2004:141-143) defines speaking skills as the ability to produce spoken language that includes mastery of vocabulary, grammar, and clarity in pronunciation.

Data was collected from the speaking performance of students in class X TKRO 1 at SMK Negeri 5 Padang, focusing on their ability to ask questions and give opinions. Analysis revealed that 23.3% of students scored in the excellent category (80–100), indicating very strong speaking. It is indicated a very strong command of speaking skills. This aligns with the theory of Speaking (Brown, 2007:141- 143), which suggests that students who excel in speaking can effectively communicate their ideas, opinions, and thoughts in a clear and coherent manner, while demonstrating fluency, appropriate language use, and proper pronunciation. These students were good at asking questions and providing well-structured and relevant opinions.

Meanwhile, 26.7% of students scored in the very good category (70-79), which reflects a solid grasp of speaking skills, with minor areas for improvement. According to Burns (2014:13), in her work on speaking proficiency, students in the "very good" category show a good understanding of speaking conventions and effectively express opinions, but may still face challenges with fluency, vocabulary, or complex sentence structures. Further practice and exposure can help elevate their speaking skills to an excellent level.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of this study on analysis of students' speaking skills in asking and giving opinion the researchers concludes that:

1. The speaking skills of the students in class X TKRO 1 in asking and giving opinion are in the Good category across almost all of the analyzed aspects. The average score (mean score) obtained for each component is as follows: fluency is categorized as modertae (96.7% of students are at the moderate level), accuracy 96.7% categorized as moderate, pronunciation 93.3% (moderate), grammar 73.3% (moderate), and vocabulary 83.3% (moderate).
2. The students of class X TKRO 1 at SMKN 5 Padang face various difficulties in speaking, especially in asking and giving opinions. The most significant problems are in pronunciation (80%) and fluency (66.7%), where many students

mispronounced words and rely on reading scripts. In terms of accuracy, 43.3% of students struggle to respond with correct sentence structures. Grammar is also a challenge for 36% of students in order to speaking in asking and giving opinion, often resulting in ungrammatical sentences. Meanwhile, vocabulary remains limited for 30% of students, leading to the use of Indonesian words in English dialogues.

Suggestions

1. For Students

The researcher recommends that students increase their exposure to English by expanding their vocabulary and engaging in consistent speaking practice in order to enhance their speaking proficiency.

2. For Teachers

Encouraged to enhance instructional strategies aimed at developing students' speaking skills.

3. For Further Researcher

Future researchers will explore further the problems experienced by students in speaking English

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