

EXPRESSING OPINIONS AND GIVING REASONS AS A STRATEGY TO INCREASE THE STUDENTS' SPEAKING PERFORMANCE.

FOR SECOND GRADE

(A Collaborative Action Research at Al-Zahrah Islamic Boarding School)

LARA AZLIA

Almuslim University, Bireuen
Email: laraazhar1381@gmail.com

Misnawati

Almuslim University, Bireuen
misnawati117@gmail.com

ABSTRACT

The research of using Expressing Opinions (EO) and Giving Reasons (GR) as a strategy to increase the students' speaking performance has been done at Al-Zahrah Islamic Boarding School. It was begun from July 13 2020 until August 8 2020. The problems of this research are; how does EO and GR increase the students' speaking performance in second grade at Al-Zahrah? And how do the students respond toward the implementation of EO and GR as a strategy? Based on the research problems, there are two purposes of the research, namely; to know EO and GR increase the students' speaking performance and to know the students respond toward in speaking after practicing EO and GR as a strategy. The scope of this research focus on the strategy EO and GR and activities that will improve students' skill at Al-Zahrah Islamic Boarding School. In this research, the researcher focused on expressing opinions and giving reasons. The design of this research was a collaborative action research. It was design to improve the students' skill to enhance their skill in speaking through EO and GR (Expressing Opinions and Giving Reasons) a strategy to increase the students' speaking performance. The results of the research using Expressing Opinions (EO) and Giving Reasons (GR) as a strategy to increase the students' speaking performance showed that the class average score in cycle 2 increased to 77.06, from the result of post-test in cycle 1 which was 67.05. The analysis of the increase in students' learning activeness was obtained through the results of observing students' activity during the learning process that collected from the observation sheet which results showed a significant increase in student activeness. Based on the research results, it can be concluded that the implementation of Expressing Opinions (EO) and Giving Reasons (GR) as a strategy can improve the speaking performance of 2nd grade students of Al-Zahrah Islamic Boarding School.

Key Words: Expressing Opinions (EO) and Giving Reasons (GR), Speaking Performance

INTRODUCTION

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill [1]. It means that speaking is a person's skills to produce sounds that exists at the meaning and understood by other people. Bailey states that "Speaking consists of producing systematic verbal utterance to convey meaning [2]. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended and evolving.

Meanwhile Harmer states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information [3].

According to Ladouse, speaking is described as the activity as he ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently [4]. Furthermore, Cameron states that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language [5]. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires.

On the other hand, Caroline defines that speaking is a basic oral communication among people [6]. It is speaking which serves as natural means of communication of the members of the community for both expression of thought. Additionally, Kayi says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context [7].

Thornbury states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners [8]. The activities are unplanned and their continuity is based. Speaking English allows us to actually broaden our world, from opportunities to the ability to relate to people from every country. Knowing the language makes it much more interesting. Education is very important to improve ourselves but learning English also improves the equality of life.

Therefore, the students in secondary school at Al-Zahrah Islamic Boarding school are demanded to be able to master English. It is also stated in the K13 (Kurikulum 2013), The curriculum of Islamic boarding school into consideration where it puts its emphasis more on religious lessons and practices. English is one of the non-religious subjects it is exceptional since students at the Islamic boarding school, particularly the modern one, are also highly encouraged to master English, in this case speaking skills with speaking performance. The students have to learn about expressing opinions and giving reasons. It is expected to the students at Al-Zahrah Islamic Boarding school will be able to speak in English fluently.

Based on the researcher's observation, the researcher found out the problems faced by the students. First, the students shy in speaking in front of the class. Second, the students were

silent. Third, the students lack of vocabulary. They frequently switched their language to Bahasa Indonesia due to limited vocabulary. Fourth, when the students spoke English, they produced many mistakes in grammar and pronunciation. Fifth, the students were bored because they only needed to memorize the dialog that the teacher gave, then the students practiced the dialog with their partner. The researcher has saw a condition and found that students did not speak much when the teacher asked them to speak English.

Other problems faced by the teacher; first, the teacher did not provide the students with challenge activities. Second, the teacher mostly explains without asks them to practice in English. Third, the activities did not help the students to speak up, the activities are monotonous and not communicative.

The teaching and learning process should be effective with EO and GR as a strategy that is able to make the students enjoy their lessons. Therefore, to help students become easy to speak and more interested in learning and speaking English. By the implementation of EO and GR the teacher must give the opportunities for the students to respond the topic and provide the time for the students to practice.

The teacher should implement the interesting, engaging and challenging activities. One of various activities is conducting EO and GR as a good strategy. Through this way, the students are more able in producing English. They will experience speaking English more in fun and communicative ways. It is really help them in speaking performance. The students will not feel worried at their speaking performance because they have often encountered the same learning way and strategy as those tested, and updating the latest ways is very helpful for secondary students at Al-Zahrah Islamic Boarding School.

The strategy EO and GR will foster confidence of the students as the main on speaking performance, courage, and indirectly add vocabulary as well as insight. This strategy will work very well, if the teacher and the students work together in improving language with reciprocal relationship.

To support this thesis, the researcher also put some previous research. The research which has relevance with this research was conducted by Saleky under the title *"Expressing Opinions as a strategy in improving student's speaking abilities"* (2018). The result showed the students' progress in speaking abilities improved. The students were able to speak by delivering their own thoughts, feelings, and opinions. It can be concluded that Expressing Opinions as a strategy was effective and useful for the students to improve their speaking ability.

The second previous research was conducted by Novita under the title *"Improving students' ability in speaking about asking and giving opinion"* (2012). The aim of the research is to know how to increase students' ability in speaking about asking and giving opinion. By practicing

classroom action research as the method of this research. The subject of the research is the Eight grade B of SMPN 21 TERPADU Pontianak. Based on the analysis of the students' test result, the researchers describe the qualification of students' mean score in second cycle (70.8) which reached 100% of achievement score is Good to Excellent.

Implementation of EO and GR as a strategy also help the teacher to have an active and communicative class and the researcher hope the response of the students in second grade at Al-Zahrah Islamic Boarding school will be positive, to know how effective the implementation of EO an GR as a strategy to increase students' speaking performance.

METHOD

The design of this research was a collaborative action research. It was design to improve the students' skill to enhance their skill in speaking through EO and GR (Expressing Opinions and Giving Reasons) a strategy to increase the students' speaking performance.

In this study, collaborative classroom action research will be applied to improve the student's oral performance by a strategy it is *Expressing Opinions and Giving Reasons*. Kemmis and McTaggart (1998) stated that are four stages of action research, they are: Planning, implementing the plan, observation the action, analyzing the data obtain during the action and making reflection [9].

Technique of Data Collection

Technique of data collection is the ways that used by the researcher to get the data. Sugiyono states that data collection can be done in certain setting, source, and way [10]. In this research to collect the required data, the researcher used tests, observation checklist, and questionnaires as the instruments.

The observation checklist is directed to get specific information on aspect of the class. Observation checklist that used in this research is for the observer. The observer in this research is the English teacher in MTS Swasta Al-Zahrah. The last instrument is questionnaire it used to elicit comprehensive information from the students during teaching and learning process. In this research, questionnaire was administered to the students to complete the information that cannot be attained from observation checklist.

Technique of Data Analysis

Technique of data analysis is the continuation of the data collecting phase. Data analysis is an essential part in doing a research. Therefore, researcher must understand the techniques of data analysis to get reliable and scientific result. Usually there are two kinds of data collected and analyzed in classroom action research namely, qualitative and quantitative data. The researcher

will use quantitative data as a data collection. The data collected from the tests, questionnaires, and observation checklist.

The quantitative data analyzed by descriptive statistics to calculate the mean score of the students. It means that the collecting data in this research analyzed by using the formula. Mean score is used to find the average score of the students' mastery.

$$\bar{x} = \frac{\sum fx}{N}$$

\bar{x} = Mean score

$\sum fx$ = Total score of all students

N = Number of students

The observation data is analyzed based on the qualitative data procedure. Meanwhile, to see the students score in speaking test, the researcher uses the procedure of qualitative data with analytic rubric score by Oller [11].

Meanwhile, to analyzed the students' respond, the researcher used the scale of perception by Arikunto [12].

FINDINGS AND DISCUSSION

The Researcher's Performance During Teaching Speaking by Using EO and GR

The analysis of the teaching and learning process was done by referring to the information obtained from the observation checklist and the test. The information was about the students and researcher activities in the classroom and also about the strategy applied. The strength and the weaknesses of the strategy analyzed in this phase. From the information, some findings that needed to be improved in the teaching and learning activity either from the teacher or the students' side were recorded.

Basically, EO and GR had been accordingly by the researcher such as prepared the materials. In case of this strategy the students need to be in high participate the students were actively involved during the teaching and learning process in three meeting. It was evident that most of the students pay attention in learning process, the students also speak up to express their opinion about the topics that gave by the researcher. These activities of students indicated to good category because most of them were actively involved. The researcher's performance in teaching speaking in both cycle 1 and cycle 2 was measured in 3 meetings each.

In cycle 1, the researcher's performance in teaching speaking skill through EO and GR (Expressing Opinions and Giving Reasons) was 60%. The researcher should be strict enough the students who were not active in teaching and learning process and the researcher should use English clearly and speak slowly in explaining the task during the teaching and learning process.

However, based on the result of observation checklist for the researcher in cycle 2, it showed that the score for the teacher in teaching speaking by using EO and GR was in level good. It means the researcher were actively involved in teaching speaking by using EO and GR. The researcher had a good performance in implementing EO and GR in improving the students speaking performance and carried out the procedures as previously planned and the teaching, learning process based on the lesson plan.

The method applied in this cycle has worked well to solve the students' problem in speaking skill. Based on the result of observation checklist for researcher in teaching speaking through EO and GR (Expressing Opinions and Giving Reasons) of cycle 2 showed that total score was 75%.

Students' Activities in Learning Speaking by Using EO and GR

The analysis of learning result was done based on the result of the students' activities in speaking ability during their activity in the classroom. The researcher analyzed the students speaking score based on the criteria that had been set before. The observation checklist was filled by the English teacher in the MTS Swasta Al-Zahrah as an observer about the activities in teaching and learning process from the analysis it was found that some students still faced difficulties in expressing their opinions and giving the reasons about the topic "You can know a lot about a person from the clothes he or she wears". The problems were dealt with how to speak, express the opinions and giving reasons about the topics of speaking chose in confident and the most important speak well with the good accuracy, fluency and comprehensibility while holding the topic about "You can know a lot about a person from the clothes he or she wears". when speak in the classroom.

In cycle 1, the first meeting showed that some students found difficulties to respond the researcher question about the topic " You can know a lot about a person from the clothes he or she wears". However, it seems to be that students had tried to speak and express their opinion although they used simple sentences and spoke short time and unconfidently. Moreover, the focused of this study was to encourage the student : achievement and to increased their speaking performance in speaking skill.

In the second meeting the students showed has high motivation to increase their speaking performance during learning speaking by using EO and GR (Expressing Opinions and Giving Reasons) than the first meeting before. The students also were enthusiastic to involve in speaking activity especially in expressing opinions and giving reasons.

In the third meeting, the students did a post-test. The activities could run well and there were no significant problems in the classroom. The post-test was held to evaluate whether the students speaking ability could be improve or not. The students speak in English that given in

three previous meeting. Based on the result of the test for the students in third meeting showed that total mean score was 60%. So, the students' activities to increase speaking performance by using expressing opinions and giving reasons. Thus, this score meant that the criteria of success had not been achieved yet.

In cycle 2 however, based on the observation for checklist for the observer in learning speaking skill, some facts were identifying. in generally the result showed in cycle 2 had met the criteria. They were able to develop their opinions about the topic.

Therefore, it was concluded that the using EO and GR as a strategy to increase the students' speaking performance in this cycle has succeeded to solve the students' problem in mastering speaking skill especially in expressing their opinion and giving reasons about a topic. The researcher found the result of observation checklist was about 70%. Thus, it meant that the students' speaking performance by using EO and GR had been improved or was meet the criteria of success.

Result of Test

Based on the result of the test in cycle 1, it did not really show the satisfied achievement because the students average score in speaking test was fair, and did not met the criteria of success about 70% had been set before. Then, the researcher analyzed the students' post-test score.

The result shows that there were three students got the lowest score about 60. Then, there were two students got the highest score about 75. Based on the post-test activity in the first cycle, the researcher got the result was, the score of post-tests of the students in second grade at Al-Zahrah Islamic Boarding School does not met the criteria of success. The total score was 1350 and mean score of the students in speaking was 67.5 and it was categorized in the level "good" but, it does not meet the criteria of success about 70.

Meanwhile in cycle 2, there were two students got the lowest score about 70 and two students got highest score about 86. But all of students' score meet the criteria of success. The researcher found that the total score 1552 and the average achievement of the students' test was 77.6 and categorized in the level "very good". It can be concluded that the students' achievement in speaking skill especially in speaking performance by using expressing opinions and giving reasons had a significant improvement.

Result of Questionnaires

The researcher used questionnaire besides to testing the students. The researcher had reasons for choosing questionnaire as her instrument. The reason was, it can collect information from a large number of students, and the other side the students as respondents can complete and return it in certain period. Based on the result of questionnaire which were distributed to

students after cycle 2 was fully accomplished, it was found that the students felt happy and were not burdened when they were assigned in expressing their opinions and giving their reasons about the topics that were given by the researcher. The questionnaire was in Bahasa Indonesia so that the students could understand the question well.

The conclusion toward the students' response on the implementation of EO and GR as a strategy showed that the total score was 58,75 and average score was 9,79. Meanwhile the total mean score was about 27,09 and average mean score was about 4,52 and it has criteria Strongly agree or Very Good level. Based on the explanation indicated that most of the student answered that they strongly agree and liked learning speaking through EO and GR (Expressing Opinions and Giving Reasons) and they were so motivated to increase their speaking performance also in teaching and learning process.

CONCLUSION

After implementing EO and GR (Expressing Opinions and Giving Reasons) as a strategy in teaching and learning process of speaking, the researcher found the significant differences in the mean scores of the students' test in cycle 1 and cycle 2. In cycle 1 the test was about 67.5 and in cycle 2 the test score was about 77.6. The result indicates that the implementing of EO and GR (Expressing Opinions and Giving Reasons) to increase the students' speaking performance was success in teaching and learning process in the classroom.

Learning and improving speaking by implementing EO and GR (Expressing Opinions and Giving Reasons) : 4,55 criteria : Strongly agree. Easy to have a good speaking performance by using express the opinions and give the reasons : 4,57 : Strongly agree. Spirit to learned speaking c by using EO and GR (Expressing Opinions and Giving Reasons) : 4,55 : Strongly agree. Active in learning and increase speaking performance by using EO and GR (Expressing Opinions and Giving Reasons) : 4,35: Strongly agree. Helping in speaking performance by using EO and GR (Expressing Opinions and Giving Reasons) : 4,63 : Strongly agree. Able to express by spontanant about an argument or a topic by EO and GR (Expressing Opinions and Giving Reasons) : 4,45 : Strongly agree. It showed that total score 58,75 and average score was 9,79. Total mean score about 27,09 and average mean score about 4,52 and it has criteria Strongly agree or Very Good level.

Based on the result of observation checklist, it showed that score for the researcher in teaching speaking by using EO and GR (Expressing Opinions and Giving Reasons) was 70 % and in level good.

The result of field notes also showed that the students' activities for two cycles meeting they more interested in learning process because they had been familiar and understood about the action and the topic. The researcher had guided the students practice with their partner, so it

was easy for students in expressing and discussing their opinions and were motivate to involve in conversation, so it was easy for students in expressing their opinion and were motivated to involve in conversation about the topic.

REFERENCES

- [1] S. Siahaan, *Issues in Linguistics*, Yogyakarta: Graha Ilmu, 2008.
- [2] K. M. Bailey, *Practical English Language Teaching: Speaking*, New York: McGraw-Hill, 2005.
- [3] J. Harmer, *How to Teach English: New Edition*, Harlow: Pearson Education Limited, 2007.
- [4] D. Nunan, *Language Teaching Methodology*, vol. 25, New Jersey: Prentice Hall, 1991, pp. 279-295.
- [5] L. Cameron, *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press, 2001.
- [6] C. T. Linse, *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill, 2005.
- [7] H. Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal*, vol. 13, no. 11, pp. 50-62, 2006.
- [8] S. Thornbury, *How to Teach Speaking*, Harlow: Pearson Education Limited, 2005.
- [9] A. Burns, *Doing Action Research in Language Teaching: A Guide for Practitioners*, New York: Routledge, 2010.
- [10] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2008.
- [11] J. Oller, *Language Test at School*, New Mexico: Longman, 1979.
- [12] S. Arikunto, *Prosedur Penelitian*, Jakarta: Rineka Cipta, 2019.