

A Study of Tenth Students' Speaking Ability in Asking and Giving Opinions

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Abstrak

Tujuan penelitian ini adalah untuk menganalisis keterampilan berbicara siswa dan mengidentifikasi kesulitan yang dihadapi oleh siswa dalam mengajukan dan memberikan pendapat pada siswa kelas X SMKN 5 Padang, seperti keterbatasan kosakata, kesalahan pengucapan, serta kesulitan dalam membedakan ungkapan yang digunakan untuk meminta dan memberikan pendapat. Penelitian ini menggunakan metode deskriptif. Peneliti menggunakan teknik cluster random sampling pada dua kelas, yaitu X TKRO 1 dan X TKRO 2 di SMKN 5 Padang. Kelas yang terpilih adalah X TKRO 1 yang terdiri dari 30 siswa. Data dikumpulkan melalui tes berbicara, di mana siswa menampilkan dialog tentang meminta dan memberikan pendapat di depan kelas. Data dianalisis berdasarkan kriteria komponen keterampilan berbicara. Hasil penelitian menunjukkan bahwa keterampilan berbicara siswa kelas X TKRO 1 dalam meminta dan memberikan pendapat berada pada kategori sedang, dengan nilai rata-rata 69,3, yang mencerminkan kemampuan mereka pada aspek-aspek yang dianalisis seperti kelancaran, ketepatan, pengucapan, tata bahasa, dan kosakata. Kesulitan yang paling sering dihadapi siswa adalah pengucapan, dengan 80% dari 30 siswa memperoleh nilai di bawah rata-rata, serta kelancaran berbicara, di mana 66,6% siswa juga menunjukkan performa di bawah rata-rata.

Keywords: Keterampilan Berbicara, Meminta dan Memberikan Pendapat

Abstract

The aims of the research was to analyze the students' speaking skills and identify the difficulties that encountered by the students in asking and giving opinions at the tenth grade of SMKN 5 Padang, such as limited vocabulary, mispronunciation, and difficulty in distinguishing expressions used for asking and giving opinions. This research used a descriptive method. 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 consisting of 30 students. The data were collected through a speaking test where students performed dialogues in asking and giving opinions in front of the class. The data were 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 at moderate, with the mean score 69.3, reflecting 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.

Keywords: Speaking Skill, Asking and Giving Opinion

INTRODUCTION

The purpose of teaching speaking involves helping students develop the ability to express themselves clearly and confidently in various situations. Teaching speaking should focus on developing communicative competence by connecting speaking practice to relevant real-life situations. This principle emphasizes the importance of using language in meaningful contexts, such as through activities like discussions, debates, and role plays. 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 (Brown & Lee, 2025).

Pronunciation, which includes intonation, stress, and articulation, plays a key role in improving listener comprehension and clarity in communication. Alongside this, proper

grammar use 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 (Marzona et al., 2024).

Task-Based Language Teaching (TBLT), speaking is taught through tasks that mirror real-world language use (Nunan, 2022). 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 should not be treated merely as the display of language knowledge; rather, it functions as a tool for interaction and meaningful communication (Susanti, 2025). According to him, tasks should be learner-centered, encouraging communication rather than mere accuracy.

Based on the pre research activities in class X at SMK N 5 Padang, there were several problems which experienced by students especially in speaking by asking and giving opinions. 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 students 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 was the students could not 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.....*. Based on the problems above, the researchers is interested in conducting a research entitled "An Analysis of Students' Speaking skills in Asking and Giving Opinions" at the tenth grade of SMK N 5 Padang".

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

DISCUSSION

The researchers analyzes 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. Speaking skills are the ability to convey ideas and feelings appropriately in various social contexts (Harmer, 2022). This suggests that students need to explore and organize their ideas effectively. Speaking skills as the ability to produce spoken language that includes mastery of vocabulary, grammar, and clarity in pronunciation (Brown & Abeywickrama, 2025).

The data collected from the speaking performance of students in class X TKRO 1 at SMK Negeri 5 Padang regarding their ability in asking and giving opinions reveals that 23.3% of students scored in the excellent category (80-100), indicating a very strong command of speaking skills. This aligns with the theory of Speaking (Brown & Abeywickrama, 2025), 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 excel 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 (Brown & Abeywickrama, 2025) 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.

Additionally, 30% of students scored in the good category (60-69), indicating that their speaking skill is competent but still has room for improvement. According to (M. Siczek & Siczek, 2022), students in this category have the foundation for effective communication but need more practice in areas such as fluency, pronunciation, and confidence in expressing opinions. These students may benefit from additional exposure and exercises to improve their speaking skills.

On the other hand, 16.7% of students scored in the poor category (50-59), revealing challenges in their skill to ask questions and give opinions clearly. According to (Thornbury, 2022), students in this category often struggle with organizing their ideas and expressing them in a clear and concise manner, which is essential for asking relevant questions or providing well-structured opinions. These challenges may arise from limited practice or experience in speaking tasks that require organization and fluency.

Lastly, 3.33% of students scored in the very poor category (below 50), indicating significant difficulties in both language use and organizing their thoughts when asking and giving opinions. (Harmer, 2022) explains that students in this category may have foundational issues with basic language skills and speaking strategies, making it difficult for them to communicate opinions effectively. For these students, focused instruction on vocabulary building, sentence structure, and practice in asking and giving opinions is crucial to improving their speaking skills.

In addition to analyzing the overall speaking skills of students in asking and giving opinions, the researchers also examined the specific difficulties students faced during speaking activities related to these skills. The majority of students demonstrated a good ability in asking questions, particularly those involving simple yes/no questions and information-seeking questions. This part of speaking was relatively easier for students, as it involves asking basic questions such as "What do you think about...?" or "what your opinion about...?". According to (Ur, 2024), students generally find it easier to ask straightforward questions as they rely on familiar question forms that they can use confidently.

However, students faced greater challenges when it came to giving opinions, where the difficulty often lay in providing clear, well-supported, and relevant opinions. Many students struggled to structure their opinions logically, sometimes offering vague or incomplete responses. For instance, some students expressed opinions like "ok," without explaining why or supporting their ideas with examples or reasons. This suggests that students need more practice in structuring their opinions with clear reasoning and elaboration. (n.d.) stress that in speaking, providing coherent and well-supported opinions is essential to make communication meaningful, which requires students to practice organizing their thoughts before speaking (Zhang et al., 2025).

Additionally, fluency was another area where students struggled, especially when asked to express opinions in real-time. Some students hesitated or gave short, unelaborated answers, making their speaking less fluent. Fluency is a key aspect of speaking, and students often need more practice to speak smoothly without pausing or overthinking. Fluency exercises can help students become more confident and spontaneous in giving opinions.

The research findings suggest that students' overall speaking skill in asking and giving opinions is moderate. While some students performed well, particularly in asking questions, many struggled with providing clear and elaborated opinions. Students may have a basic understanding of the language, they often face difficulties when it comes to expressing ideas clearly and fluently. With more practice, these students can improve their speaking skills, particularly in areas like elaborating on opinions and increasing their speaking fluency.

In conclusion, the research on the speaking skills of tenth-grade students at SMK N 5 Padang reveals that while some students excel in expressing asking and giving opinion, many face challenges in providing clear, elaborated opinions and maintaining fluency. A significant number of students demonstrated proficiency in asking simple questions but struggled with organizing and supporting their opinions, as well as speaking fluently. These difficulties highlight the need for more practice in structuring opinions, improving vocabulary, and enhancing fluency to help students communicate more effectively. Overall, students showed moderate speaking skills, with room for improvement in expressing ideas coherently and fluently.

CONCLUSION

After conducting a research on analysis of students' speaking skills in asking and giving opinion based on the researchers findings in the previous chapter, the researcher 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 (mean score) obtained for each component is as follows: fluency (96.7% of students are at the moderate level), accuracy 96.7% (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 mispronounce 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, often resulting in ungrammatical sentences. Meanwhile, vocabulary remains limited for 30% of students, leading to the use of Indonesian words in English dialogues.

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