

# AN ANALYSIS OF THE SECOND YEAR STUDENTS' SPEAKING ABILITY IN ASKING AND GIVING OPINIONS AT SMAN 7 LUBUK BUAYA PADANG

Silvi Eka Oktaviana<sup>1</sup>, Ernati<sup>1</sup>, Welya Roza<sup>1</sup>

<sup>1</sup>The Student of English Department, The Faculty of Teacher Training And Education, Bung Hatta University

E-mail: [silvi.ekaoktaviana@yahoo.co.id](mailto:silvi.ekaoktaviana@yahoo.co.id)

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## Abstract

This research was aimed at finding out the second year students' speaking ability in asking and giving opinions at SMAN 7 Padang. The design of this research was descriptive. The population of this research was the second year students at SMAN 7 Padang. The members of the population were 274 students. The researcher took 63 students as the sample. In selecting the sample, the researcher used stratified cluster random sampling technique since the population is grouped into two strata, MIA and IIS. To collect the data the researcher used speaking test. Generally, the researcher got mean 11.63 and standard deviation 2.34. The result of the data analysis showed that the students' speaking ability in asking and giving opinions was moderate. It is indicated by data that there were 14 students (22.22%) classified as high ability, 36 students (57.14%) classified as moderate ability and 13 students (20.54%) classified as low ability. Based on this conclusion English teachers are suggested to improve their students' speaking ability in asking and giving opinion through giving more practice speaking especially asking and giving opinions. The students are expected to improve their speaking ability in asking and giving opinion into high ability through practicing speaking in asking and giving opinion. For next researcher, it is suggested to study about the factors that make their ability moderate.

**Key words:** ability, speaking, component of speaking

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## Introduction

Language is as a tool of communication to express our idea, feeling, thought. It is supported by Richards & Schmidt (2010: 311) that language is the system of human society for communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. It means that language is used

for communication all over the world. Human uses language to communicate to other people in the world. Through language people can build communication well.

In modern life, we should be able to speak English as a foreign language because there are some information using English such as technology, science, social media, and education. It is important for us

to be able to speak well in our daily life. In all institution, English is one of subjects that must be learned in many levels of Education, from junior high school, senior high school until university level. Students can share their ideas, feeling, thought, and knowledge to other people by using English.

Speaking is one of the important skills that the students should acquire in order to be able to communicate in oral communication. When the students are able to communicate in oral language they would be able to express their thoughts, feeling, opinions, and experiences. Clark (in Maria, 2015: 3) says that in speaking, a speaker expresses his thought and feelings, words, phrases, and sentences following certain structure which regulates the meaningful units and meaningful of sentences. This is supported by Wells (in Maria, 2015: 3). He says that speaking is essential to be mastered by students as a tool of communication.

Besides, according to Richards (2008: 19) the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. It means that the mastery of

speaking English can be evaluated whether the students are able to speak well or not.

Therefore, in order to master speaking the students should study the language skills and language components. The four language skills are listening, speaking, reading and writing. Then there are some language components, namely grammar, vocabulary, pronunciation, etc that support language skill.

Furthermore, in order to master language components in speaking, it needs practice. It is also supported by Harmer (2007:123) that speaking is an active productive skill that needs practicing continuously. In modern era, speaking skill is essential thing that should be mastered in order to build good communication with other people in the world. In fact, speaking is one of the most difficult skills to be practiced by the students because they should be able to apply all English components and organize their idea.

Based on the researcher's interview with English Teacher of SMAN 7 Padang, it was found that it is very difficult for the students to express ideas in speaking because it is a foreign language. Sometimes they feel shy when they are speaking English. Their interest in English is also less. Their structure was not good. Both their performance and motivation of speaking were not satisfied. It indicates the existence of problem in students' speaking

ability. It is also supported by McCroskey (in Shafie, 2011: 147), there are seven factors faced by students including low intellectual skills, speech skill deficiencies, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, and ethnic/cultural divergence in communication norms. It means that social factors, internal factor of their self become crucial problem. It is like being afraid and confidence.

The researcher also asked them about their opinion, because the researcher wanted to know the students' ability in giving opinions. They seldom used the expression of opinion whether agree or disagree about opinion. Their answer was not also related with the question.

In giving opinion, we can involve the expression of agreeing and disagreeing. Their idea should also be relevant to the topic. Mastering vocabulary and grammar is needed in giving opinion. Besides, students have to be critical and active person and they have to know all events in the world especially in Indonesia so that they can express their opinion well.

Based on the description above, the researcher was interested in conducting research entitled 'An analysis of the second year students' speaking ability in asking and giving opinions at SMAN 7 Padang'.

The problem for this research was limited to the second year students' speaking ability in asking and giving opinions on social issue at SMAN 7 Padang because they have studied about asking and giving opinion. Generally the main purpose of the research was to find out the students' speaking ability in asking and giving opinion on social issue at SMAN 7 Padang. And the specific purposes of this research were as follows:

1. To find out the second year students' speaking ability to express ideas (content) on asking and giving opinions on social issue at SMAN 7 Padang?
2. To find out the second year students' speaking ability to use grammar in asking and giving opinion on social issue at SMAN 7 Padang?
3. To find out the second year students' speaking ability to use appropriate vocabulary in asking and giving opinions on social issue at SMAN 7 Padang?
4. To find out the second year students' speaking ability in terms of fluency in asking and giving opinions on social issue at SMAN 7 Padang?
5. To find out the second year students' speaking ability in terms

of pronunciation in asking and giving opinions on social issue at

### **Research Method**

The design of this research was descriptive method. Gay (1987:189) states that descriptive method involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. It means that descriptive method does not control the subject of the study, but it measures what already exist.

According to Gay (1987:102), the population is the group of interest to the researcher would like the results of the study to be generalized. The population of this research was the second year students of SMAN 7 Padang. The researcher chose the second year students as population because they had learned about asking and giving opinion on social issue. The total number of population was 274 students. They were divided into nine classes. There were seven classes of exact science (MIA) , and two classes of social science (IIS). XI MIA 1 and XI IIS 1 was a sample. In this research, the researcher used stratified cluster random sampling to select a sample because the population consists of two major or strata; MIA and IIS. All the members of selected group had similar characteristics; same curriculum, material,

SMAN 7 Padang?

syllabus and number of hours for studying speaking English per a week.

The researcher used speaking test for collecting data in this research. Cell phone was a media for recording the students' voice. The researcher asked to the students to do conversation in pairs based on topics provided as below: (social issue)

1. Social media
2. Corruption
3. Bullying
4. Smoking
5. Your Own Topic

Before the students do conversation about the topic, the researcher explained about the direction of the test. The researcher gave 3-5 minutes for each pairs to do conversation in speaking. The evaluated was based on the five components such as idea, grammar, vocabulary, fluency and pronunciation.

. In order to get validity of the test, the researcher used content validity which the test material was based on the syllabus at SMAN 7 Padang. . In order to get reliability of the test, the researcher used inter-rater technique by using two scorers (scorer 1 and scorer 2). The first scorer is

the researcher and the second scorer is Irma Yanti Chandra. The researcher chose her because she got good grade in speaking. To find out the correlation index of two scorers, the researcher used Pearson Product Moment formula suggested by Arikunto (2012:87) as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x)^2\} \{(n \sum y^2) - (\sum y)^2\}}}$$

Where:

$r_{xy}$  = the coefficient correlation between variable x and y

x = the score from the first scorer

y = the score from the second scorer

n = the total number of the students who follow the test

$\sum xy$  = the total scores of cross product xy

Furthermore, the researcher used degree of coefficient correlation based on Arikunto's idea (Arikunto, 2012: 89)

0.81 – 1.00 = very high correlation

0.61 – 0.80 = high correlation

0.41 – 0.60 = moderate correlation

0.21 – 0.40 = low correlation

0.0 – 0.20 = very low

Based on the result of data analysis, the coefficient correlation reliability index of this test between two scorers was 0.90 (see Appendix 4). It was categorized very high correlation. It means that the test was reliable to collect the data

The data of this research was the students' score on asking and giving opinion on social issue. The scores are the result of speaking test. To collect the data of this research the data the researcher did these following steps:

1. The researcher gave some topics to the students and they chose one of topics.
2. The researcher gave 3-5 minutes to write a conversation in pairs and spoke in front of the class orally.
3. The researcher listened and recorded the students' speaking by using cell phone.
4. The researcher did transcription (See Appendix 27) and gave recording and transcription to the second scorer to check students' ideas, grammar, vocabulary, pronunciation, and fluency.
5. The researcher and second scorer played recording and gave score based on the following criteria.

In analyzing the data, the researcher analyzed the students' ability by using the following steps:

1. The researcher asked the students to do conversation about the topic chosen in pair.
2. The researcher recorded each pair of students' voice. For data of recording see Appendix 5.
3. To get the raw score, the researcher counted the students' score.
4. To present the raw score for each sample, the researcher used the following formula:

$$\text{Student's score} = \frac{\text{score from scater 1} + \text{score from scater 2}}{2}$$

5. To calculate the average ability (M), the researcher used this formula (Arikunto, 2012: 289):

$$M = \frac{\sum x}{N}$$

Where:

M = Mean

$\sum x$  = The total score of the students

N = Number of students

6. To calculate the Standard Deviation (SD), the researcher used the formula below (Arikunto, 2012: 289):

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where:

SD = Standard Deviation

## Findings

$\sum x$  = The total score of the students

$\sum x^2$  = The total of x

N = Number of students

7. To classify the students' ability into high, moderate, and low, the researcher used the criteria below;

>M + 1 SD = High

(M - 1 SD) (M + 1 SD) = Moderate

< M - 1 SD = Low

8. To find the percentage of students who has high, moderate, and low ability, the researcher used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: percentage of students who got high, moderate, or low ability.

R: the sum of the students who got high, moderate, or low ability.

T: the sum of the students.

In general, the students' speaking ability in asking and giving opinions was

moderate. It is indicated by percentage of students whose ability was included in moderate category 57.14%.

### **1. The Students' Speaking Ability in Expressing Ideas (Content) in Asking and Giving Opinions**

The ability of the second year students' speaking ability of SMAN 7 Padang in expressing ideas was moderate. It is indicated by percentage of students whose ability was included in moderate category 68.25%. There were number of students who classified as low ability (9.52%) because they have some problems in expressing ideas (content) in asking and giving opinion, such as they didn't speak about topic related to social issue, and they didn't understand about what they talked. For example:

X: What do you think about the adventure?

Y: I think adventure really important.....

From the example above, the students did not express the ideas related to the topic.

### **2. The Students' Speaking Ability in Using Grammar in Asking and Giving Opinions**

The ability of the second year students' speaking ability of SMAN 7 Padang in using grammar was moderate. It is indicated by percentage of students whose ability was included in moderate category 63.49%. There were 23.81% of students classified as low ability, because they have problem in using grammar in asking and giving opinion. For example:

Y: What what your opinion about it?

X: In my opinion, **or government support government to ket and punising in criminal.** Do you agree with me?

From the example above, the students did not master grammar well, the correct one is

X: What is your opinion about it?

Y: In my opinion, we should support our government to catch and punish the criminals. Do you agree with me?

### **3. The Students' Speaking Ability in Using Appropriate Vocabulary in Asking and Giving Opinions**

The ability of the second year students' speaking ability of SMAN 7 Padang in using appropriate vocabulary was moderate. It is indicated by percentage of students whose ability was included in moderate category 61.90%. There are still 17.46% of the students classified as low ability because they have problem in using

appropriate vocabulary. For example: *I think **corupsi** in Indonesia is be **worry**.*

The word ‘corupsi’ and ‘worry’ in the example are not appropriate. The correct one is ‘*I think corruption in Indonesia is quite concerned*’.

#### **4. The Students’ Speaking Ability in Terms of Fluency in Asking and Giving Opinions**

The ability of the second year students’ speaking ability of SMAN 7 Padang in terms of fluency was moderate. It is indicated by percentage of students whose ability was included in moderate category 63.49%. There were 12.70% of them classified as low ability, it was because their ability in applying good fluency in asking and giving opinion usually hesitant and more repetitions. For example: *Yes, I agree. But many of the government in involved **aaa involved aaaa involved** in corruption*

#### **5. The Students’ Speaking Ability in Terms of Pronunciation in Asking and Giving Opinions**

The ability of the second year students’ speaking ability of SMAN 7 Padang in terms of pronunciation was moderate. It is indicated by percentage of students whose ability was included in

moderate category 65.08%. There were 12.70% classified as low ability. They were classified as low ability because they made errors in pronunciation frequently. For example: *I think **corupsi**....* This word is not pronounced correctly and the correct one is /k ’r p n/

### **Discussion**

#### **1. The Students’ Speaking Ability in Asking and Giving Opinions**

Speaking is the basic language. It is supported by Tarigan (in Sholihin: 2013) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. According to Thornbury (2005:1), Speaking is so much part of daily life that we take it for granted. Sarwati (in Marini, 2014: 9) states that speaking skill is the ability to perform the linguistic knowledge in actual communication, its function is to express one idea, feeling, thought and needs orally. While Richard and Rodgers (in Marini, 2014: 9) say that the spoken language is primary and it can be reflected in an oral-based methodology.

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, Burns & Joyce (in Kosar & Bedir, 2014: 13). Among the four



language skills speaking is viewed to be at the heart of second language learning (Egan (in Kosar & Bedir, 2014: 13).

Furthermore, the researcher found that the students' speaking ability in asking and giving opinion was moderate. It means that most of the students can speak well in asking and giving opinions. Although there were still numbers of students who classified as low ability because they have some problems in asking and giving opinion. It is also related to Richard's idea (2008:19) that speaking skill is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. In other words being able to speak fluently is urgent in students' language learning. According to Syakur (1987: 5) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency. Furthermore, there are some types of speaking. Brown (2010: 184 – 185) divides basic types of speaking into five categories: imitative, intensive, responsive, interactive, expensive.

When we are speaking, we need to express our ideas. There are some

expression in English, such as expression of asking and giving instruction, expression of invitation, expression of offering, expression of surprise and disbelief, expression of anger and annoyance, expression of congratulation, compliment, and gratitude, expression of asking and giving opinion. In this research, the researcher focused on asking and giving opinion. It is also based on syllabus. Based on English Book of XI grade, an opinion is the way you feel or think about something. Our opinion is about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support your opinion.

## **2. The Students' Speaking Ability in Expressing Ideas (Content) in Asking and Giving Opinions**

The students' ability in expressing the idea was moderate. It means that the students were able to speak well by considering the ideas (content) that they delivered. Most of them have understood well, they can make the audience understand to what she/he delivered. They can use the expression of asking and giving opinion appropriately. The students have to speak that related to the topic, social issue so that the students are good in content. It supported by Heaton (in Marini, 2014:15) Comprehension of the content is

defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. In other word, students understand what they said.

According to Harmer (1998:52) there are four things that students need to do with “new” language: be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it. Nunan (2003) adds that there are some principles for teaching speaking. One of them is to give students practice. Teacher should give more practice to students. Brumfit (1984:5) defines teaching as an activity that is performed directly or indirectly, by human beings on human beings. Karo-karo (in Kusmaryati, 2008:6) adds that teaching is the activity to transfer the material from someone to another, in order that they can absorb, master and develop the material

Angganing (2011: 56) in his research proved that the teaching strategies and students’ learning achievement has a significant relationship. Wahyudi (2010:3) says that based on the result of his research could be concluded there are influenced learning and motivation and teaching strategies of students’ learning achievement partially or simultaneously. Aswan (2002: 12) proved that students’ ability is influenced by factors of teachers

and teaching activities. Agus (2012: 12) states that teaching strategies influence to students’ learning achievement.

### **3. The Students’ Speaking Ability in Using Grammar in Asking and Giving Opinions**

The students’ ability in using grammar was moderate. It means that the students can use grammar correctly when they were speaking about asking and giving opinion. Most of them understood how to use appropriate grammar. It is related to Thornbury’s idea (2002:3). He states that grammar is partly the study of what forms (or structures) are possible in a language. It is needed for students to arrange a correct sentence in conversation. In other word, grammar is very important because if the speaker speaks with correct grammar, he will be a good speaker.

Furthermore, students need practice to make their grammar is good. Harmer (1998:52) states there are four things that students need to do with “new” language: be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it. Nunan (2003) adds that there are some principles for teaching speaking. One of them is to give students practice. Teacher should give more practice to students. Brumfit (1984:5) defines teaching as an activity that is performed directly or indirectly, by human

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#### **4. The Students' Speaking Ability in Using Appropriate Vocabulary in Asking and Giving Opinions**

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. According to Sedita (2005:34), students' word knowledge is link strongly to academic success because the students who have large vocabularies

can understand new ideas and concept more quickly than students with limit vocabularies. We need to enrich our vocabulary so that we can deliver our thoughts, feelings, and idea well.

Based on the result of research, the students' ability in using appropriate vocabulary was moderate. It means that they have moderate ability in choosing vocabulary related to the topic, most of them use appropriate vocabulary.

Besides, the students need practice to enrich vocabularies because words of English are not easy to remember. According to Harmer (1998:52) there are four things that students need to do with "new" language: be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it. Nunan (2003) adds that there are some principles for teaching speaking. One of them is to give students practice. Teacher should give more practice to students. Brumfit (1984:5) defines teaching as an activity that is performed directly or indirectly, by human beings on human beings. Karo-karo (in Kusmaryati, 2008:6) adds that teaching is the activity to transfer the material from someone to another, in order that they can absorb, master and develop the material

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### **5. The Students' Speaking Ability in Terms of Fluency in Asking and Giving Opinions**

Palmer (2011:5) says that speaking will enable us to communicate clearly with coworkers and avoid misunderstanding on the job. Speaking will enable us to feel more confident and become more respectable.

It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. One of the characteristics of speaking in everyday life is that speaking is spontaneous. Another aspect of producing spoken language is the time-constraint. The students must be able to produce unplanned utterances in real time otherwise people will not have the patience to listen to them.

Based on the result, the researcher found that the students' ability in terms of fluency was moderate. It means that the fluency of the students in asking and giving opinions was moderate. It is related to Riddel's idea (in Marini, 2014: 15). He said in simple terms, fluency is the ability to talk freely without too much stopping or hesitating.

When the students are speaking fluently, the students should be able to provide many vocabularies from other sources, so they can speak with having no hesitation. Then, they also do not think about the mistakes. Beside, good utterances are also necessary thing because the listener will understand what we mean.

In order to make our utterance is good and we can speak fluently, it is needed a practice. As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. Kathleen & Rudolph (in Hanifa, 2013) state that these are some points that students must do simultaneously:

1. To decide what he wants to say
2. To choose the patterns he is going to use
3. To choose the words convey the meaning

4. To use the correct arrangement of sound, voice, pitch, and form
5. To make sure that he wants to say in appropriate situation
6. To place his tongue and lips in certain positions to produce the sounds.

Harmer (2007:56) says that teachers should have some strategies in teaching in order to make the students enjoy and understand about materials. Brumfit (1984:5) defines teaching as an activity that is performed directly or indirectly, by human beings on human beings. Karo-karo (in Kusmaryati, 2008:6) adds that teaching is the activity to transfer the material from someone to another, in order that they can absorb, master and develop the material

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## **6. The Students' Speaking Ability in Terms of Pronunciation in Asking and Giving Opinions**

Pronunciation is the way for students' to produce clearer language when they speak. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11). Then, Harmer (2007: 343) says that if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

Based on the result of research, the students' ability in terms of pronunciation was moderate. It means that the students can apply the good pronunciation and they seldom made errors in pronunciation.

Pronunciation is needed practice. Pronouncing the words clearly is to make listener understand what we mean. Harmer (1998:52) says there are four things that students need to do with "new" language: be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it. Nunan (2003) adds that there are some principles for teaching speaking. One of them is to give students practice. Teacher should give more practice to students. Brumfit (1984:5) defines teaching as an activity that is performed directly or indirectly, by human

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## **Conclusion and Suggestions**

### **1. Conclusion**

For some students, speaking is difficult because it is a foreign language. Based on the result of the data analysis, the researcher can conclude that the students' speaking ability in asking and giving opinion at SMAN 7 Padang was moderate generally. It means that some students understand about asking and giving opinions and know component of speaking well. But there are still number of students did not understand about it. The teacher did not give practice effectively. As

previously discussed, teaching strategies also have a significant relationship with students' learning achievement.

Since the result of study, almost all of students can speak English well, they can organize their ideas, grammar is also good, they did little repetition and good pronunciation although there are some students did not understand the component of speaking. So, students need to practice in order to improve their ability.

Therefore, the researcher focused on the students' speaking ability in asking and giving opinions because they have studied about asking and giving opinion. The researcher did not discussed about factors that cause the students' ability is moderate because of limited time.

Then, there are some findings of this research in details to make clear:

1. The ability of the second year students in expressing the idea (content) in asking and giving opinion at SMAN 7 Padang was moderate. It can be concluded that almost all students understand what they said, they also speak related to the topic and use some expressions of asking and giving opinions although there are number of students did not understand what they said and they did not speak related to the topic.

2. The ability of the second year students in using grammar in asking and giving opinions at SMAN 7 Padang was moderate. There are some students that almost master grammar although there are number of students made mistakes in grammar.
3. The ability of the second year students in using appropriate vocabulary in asking and giving opinions at SMAN 7 Padang was moderate. There are some students could use appropriate word, but there are number of students did not choose appropriate word to make their sentence was correct.
4. The ability of the second year students in terms of fluency in asking and giving opinions at SMAN 7 Padang was moderate. There are some students could speak fluently, but there are number of students still speak hesitantly.
5. The ability of the second year students in terms of pronunciation in asking and giving opinions at SMAN 7 Padang was moderate. There are some students know how to pronounce the words well, but there are still number of students made errors in pronouncing the words.

## **2. Suggestions**

Based on the conclusion above, the researcher gives several suggestions. Firstly, since the result of research that

students' speaking ability in asking and giving opinion is moderate. English teachers are suggested to improve their students' speaking ability in asking and giving opinion through giving more practice speaking especially asking and giving opinions.

Secondly, referring to the result of research that they have moderate ability in asking and giving opinion, the students are expected to improve their speaking ability in asking and giving opinion into high ability through practicing speaking in asking and giving opinion.

The last, the researcher has done to study about the students' speaking ability in asking and giving opinion and the result showed that the students' ability is moderate, but the researcher has not yet studied the factors that cause their ability is moderate. So, it is suggested to another researcher to study about the factors that make their ability moderate.

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