CHAPTER 1

INTRODUCTION

This chapter deals with the background of the research which tells about speaking skill in asking and giving opinion. Setting of the research contains about the main problems which have previously the researcher formulated in background of the research. Limitation of the research is the focus of the researcher in this research. Formulation of the research contains a research question will be answered by researcher in this research. Purpose of the research describe about purpose which will be gained through the research's process. Significance of the research describe about contributions of the research. These chapters end with definition of the key terms.

1.1 Background of the Research

Human being needs communication to fulfill their needs in their life. People can communicate in written and oral form. They communicate and interacts each other using language in spoken and oral form in daily life. One of languages used in wide world is English. It is used in many aspects of life. When it is used as a language for science and technology, it becomes an instrument for everyone to broaden and to move beyond particular boundaries. So people should be able to communicate in English as well as possible.

Mastering English is important in our modern society and global area. In Indonesia English is taught from elementary school, junior high school, senior high school, and university. This language constitutes a foreign language that should be mastered by everyone, especially for the students. Realizing this importance, the government decides that English should be learned from elementary school to

university in order to improve the quality of human resources in Indonesia.

English has four language skills: reading, writing, listening, and speaking. The mastery of speaking skills in English is a priority for students. Students consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language competency. However, speaking skill may be more difficult to be achieved. Students tend to have low motivation in practicing the language for English doesn't fulfill their everyday needs furthermore it is because their mother tongue is not English. To make easy in learning English, this has been taught integrally to achieve in integrated language skill.

One of the skills that should be master by someone who want to master English is speaking. Some expert defined speaking as follow: According to A.J. Hoge (2014; 14) Speaking English is not a passive activity. You must connect with other people. You must constantly ask and answer questions. You must communicate ideas, emotions, and descriptions. You must be ready for the unexpected. You must be spontaneous. You must actively interact. Or we can say a conversation can run smoothly and continuously when the speakers involved in it have good ability in speaking, because in conversation there are activities like questioning and answering. And in conversation, people involved in it are demanded not only able to understand the speaker partner but also able to make him or her understand about what he or she says.

At school, English is thoughts through certain teaching materials. Asking and giving opinion is one of the examples of the teaching material. As it is mention in

syllabus Mata Pelajaran Sekolah Menengah Pertama/ Madrasah Tsanawiyah (SMP/Mts) issued by Kementrian Pendidikaan Indonesia in 2017, chapter II, grade VIII students study about asking and giving opinion for listening and speaking skills.

In SMPN 1 Rambah Hilir, students must learn about some expression contained in the curriculum, they are expression of Asking and Giving opinion, asking and giving help, asking and giving fact, expression likes and dislike. Students are hoped to able to express their opinion about an issues, because they had already learned it. Based on the researcher experiences in practice teaching (PPL) at eight grade students of SMPN 1 Rambah Hilir, after having consultation with the English teacher. Researcher wondered to know the speaking skill of students in SMP N 1 Rambah Hilir

From the English teacher, the researcher got information that students of SMP N 1 Rambah Hilir, put speaking ability as the most difficult ability to be achieved. According to the teacher the causes are firstly, the students are not trained to express their idea in English because the students do not have confidence to speak English in the classroom situation. Secondly, the students have limit vocabulary because do not understand meaning of the word can make students feel shy to speak English. The last, students tend to keep silent in speaking session because the students do not know how to create their idea to speak up. Based on the explanation above, the researcher interested and want analysis the students' speaking skill in Asking and giving opinion at eight grade of SMPN 1 Rambah Hilir.

1.2 Setting of the Research

Based on the background of the research, the researcher found some problems. Firstly, the students are not trained to express their idea in English, Secondly, the students have limit vocabulary, the last, students tend to keep silent in speaking session. Based on explanation above, the researcher concluded this research to know about how is the students' speaking skill in Asking and giving opinion at eight grade of SMP N 1 Rambah Hilir.

1.3 Limitation of the Research

Based on the setting of the research above, researcher limits the research in speaking skill of students to ask and give opinion.

1.4 Formulation of the Research

Based on the limitation of the research above, the researcher formulated of the research on the following question: "How is the students' speaking skill in Asking and Giving opinion at eight grade of SMP N 1 Rambah Hilir"?

1.5 Purpose of the Research

Based on the formulation of the research above, the research aimed: To analyze students' speaking skill in asking & giving opinion at eight grade of SMP N 1 Rambah Hilir.

1.5 Significant of the Research

The results of this research were expected to provide benefits to various, as follow:

1) For students

For students this research can get more knowledge and improve their speaking skill in asking and giving opinion at eight grade of SMP N 1 Rambah Hilir. The students have much knowledge about how to practice in speaking in front of the class. It can make them easier to study English.

2) For teacher

After reading result of the research the teacher can get the progress in the next teaching, especially in speaking. And English teacher will get more information and motivation to improve students' ability in speaking skill.

3) Researcher

The researcher expected who want to do research about asking & giving opinion in speaking skill can get information and can give the knowledge in this research.

1.6 Definition of the Key Terms

The definition of the key terms of this research as follow:

1) **Speaking**

According A.J. Hoge (2014) Speaking English is not a passive activity. You must connect with other people. You must constantly ask and answer questions. You must communicate ideas, emotions, and descriptions. You must be ready for the unexpected. You must be spontaneous. You must actively interact. Or we can say a conversation can run smoothly and continuously when the speakers involved in it have good ability in speaking, because in conversation there are activities like questioning and answering. And in conversation, people involved in it are demanded

not only able to understand the speaker partner but also able to make him or her understand about what he or she says.

2) **Asking & Giving Opinion**

According Kementerian Pendidikan dan Kebudayaan Republik Indonesia curriculum 2013 an opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion our opinion, it is important to give reasoning or an example to support our opinion.

Opinion is including the words of opinion and argument/reasons. Opinion dialogue is a dialogue consists of two persons or more who have opinion each others. It can use the expressions, such as in my opinion, in my view, I think etc. The definition of asking and giving opinion: asking opinion is used when someone wants to know about anyone thought. Giving opinion is used when someone conveys about his thought to others.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about the review of related literature of the research. The review of related literature is very important to discuss, because the researcher interested in explaining in this chapter more to make clear students speaking skill in asking & giving opinion at eight grade. This contains about review of related theories about nature of speaking, component of speaking, type of speaking, elements of speaking, teaching speaking, a brief description about asking and giving opinion. This chapter also discusses about review of related finding and conceptual framework.

2.1 Review of Related Theories

2.1.1 The Nature of Speaking

a. Definition of speaking

Speaking is very important language skill. Many experts have some different definition about speaking. According H. Douglas Brow(2003) speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. In other word someone's ability in speaking is easily measured by the speaking partner. That can effect the continuation of the conversation.

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According to Gower in Derakhsan (2016), speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consist of using vocabulary, grammar and pronunciation through some activities, fluency take into account the ability to keep going when speaking spontaneously. . It means that in speaking someone should be able to convey what come to his or her mind in correct form of sentence, choice of word and able to keep the conversation continued, and furthermore to have good speaking ability the language components must be taken into granted.

While Rahayu (2015) argues that speaking is a language skill or means of communication in which one can express his/her idea. In other word when someone wants someone else understand what he or she want, he or she must be able to speak it up.

b. Type of speaking

Brown (2003: 141- 142) further states that there are some basic types of speaking as in the following taxonomy:

1. Imitative

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It is some one people interested only what is labeled by "pronunciation''. She /he imitative a native speaker's pronunciation.

2. Intensive

The second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological, relationships. Example of extensive assessment tasks includes reading aloud, sentence and dialogue.

3. Responsive

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small for talk, simple requests and comments. This is a kind of short replies to teacher or students initiated question or comments, giving instructions and directions, those replies are usually sufficient and meaningful.

4. Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and Multiple participants. Interaction can take the two form of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5. Extensive (monologue)

Extensive oral production task include speeches, oral representation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out together.

Based on explanation of some theory above, Speaking is an activity to express idea through appropriate oral sentences.

b. Component Of Speaking

There are many componets in the speaking. According Pernanda in siti (2015) The five aspect of speaking skill are as bellow:

1. Grammar

Gramar is the rule by which put together meaningful an part of a language to communicate message that are comprehensible

2. Vocabulary

vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context.

3. Pronunciation

Pronunciation is refers to the way words are said.

4. Fluency

Fluency is quality or condition of being fluent.

5. Comprehension

Comprehension is understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.

b. Teaching Speaking

When we do teaching and learning process, we must know the element of teaching speaking, according Brown (2000,p.271-283) when teaching speaking have four element as the following :

1. Types of classroom speaking performance, in te types of classroom speaking the students are expectedin english classroom are imitative,intensive,responsive,transactional,interpersonal and extensive.

2. Principle for design tecniques: in teaching speaking there are some principles for designing speaking technique should pay attention, they are using technique that cover the spectrum of learner needs,providing intrisically motivating technique,encourage the use of autentic language in meaningfull contexts, provide approriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities initiate oral communication and encourage the development of speaking strategies.

3. Teaching conversation : in the teaching and learning activities english teacher can use some way teaching conversation such as direct conversation,indirect conversation, transactional conversation, meaningful oral grammar and individual practice.

4. Teaching pronunciation: the teacher teaching pronunciation have some part such as intonation,stress and meaningfull.

b. The Roles Of The Teacher In The Speaking Class

As with any other type of classroom procedure, the teacher need to play a number of different roles during the speaking activities, have three particular relevance if the teacher trying to get students to speak fluently: Harmer (2007)

1. Prompter : students sometime get lost can't think of what to say next, or in some other way lose the fluency we expert of them. We can leave them to strunggle out of such situations on their own and indeed sometimes this may be the best option, however we may be able to help them.

2. Participant: the teacher should be good animators when asking students to produce language.

3. Feedback provider : when students are in the middle of speaking activity, over correction may inhibit them and take the communicativeness out of the activity, on the other hand, helpful and gentle correction may get students out of difficult understandings and hesitation. Everityng depends upon our tact and the appropriacy of the feedback we give in particular situation.

b. Classroom Speaking Activities

There are many models of learning speaking in the classroom activities according to Harmer (2007) the first acting from a script.students learn such as drama can apply in speaking with action from drama. The second communication with game, speaking activities will be active with game and not bored because the students

usually be more interested for example puzzle,draw a picture,who I am , and the other game.the third, Discussion group, discussion group is one of activity in speaking class, discussion in speaking program only talking about easy topic. Because this discussion just to train the students to speak english. The fourth, prepared talks, prepared talks is the students make the presentation on a topic of their own choice.the fifth, questionnaires , with questionnaires the student must have questioner and respondent to do discuss the topic.

2.1.2 The Nature of Asking and Giving Opinion

a. Definition of Asking & Giving Opinion

In syllabus mata pelajaran sekolah menengah pertama/madrasah tsanawiyah issued by kementrian pendidikan dan kebudayaan Jakarta 2017, one of the aim of teaching English in SMP is to make the students able to ask and to give opinion. One definition of opinion can be found in buku paket b.inggris grade X1. Issued by kementrian pendidikan dan kebudayaan Indonesia 2017. In the book opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion our opinion, it is important to give reasoning or an example to support our opinion. It can be said that it is a kind of an expression someone uses to describe his or her interpretation to something that he or she sees, feels, and tastes.

While one of definition of asking or ask according oxford learner's pocket dictionary means put a question to somebody in order to get information. Whereas giving or give hand something to somebody. So we can say that asking and giving

opinion are activities in conversation while someone is asking and expressing one's commentary on something that come to his or her mind.

b. Example of Asking and Giving Opinion expressions

Asking for opinions:

1. What do you think of...?

2. What is your opinion about…?

3. Do you think that …?

4. What do you think?

5. What would you say about

Giving opinions:

1. In my opinion Java Island has the most population in Indonesia

2. To my opinion it's better to place the vas on the teacher table.

3. To say frankly I hate math

4. To be honest that this morning I came late

5. I think our new teacher is very smart.

(Taken from Bahasa Inggris sekolah menengah pertama grade VIII departemen pendidikan nasional 2008)

C. Example of Asking and Giving Opinion Dialogue

Dialogue 1
Nina   : Hi. Nana
Nana   : Hello Nina?
Nina   : What is your opinion about my picture?
Nana   : Wow! Amazing! I think it is very beautiful and colorful. I think your
             talent as a Painter or designer.
Nina   : Thank you. By the way have you finished your homework?
Nana   : Not yet. I have a problem about it. Can you help me?
Nina   : Ok. No Problem. What do you think of English lesson?

Nana   : I think English lesson is difficult. What is about you?
Nina   : In my opinion lesson is easy because it's one of my favorite lessons.
Nana   : All right, then. See you in the class.
Nina   : See you there.

Dialogue 2

Andi   : Do you think bears can swim?
Budi   : I think so.
Jainul   : Do you think panda eat meat?
Cecep   : I don't think so.
Dewi   : I think ostriches are not birds.
Dina   : I don't think so. Why do you think so?
Dewi   : Because they don't fly.
Wendi   : What do you think about lions?
Santi   : I think they are fierce.
(taken from Buku paket Bahasa Inggris)

Dialogue 3

Harris   : Hi Tom! What are you doing?
Tommy   : Hello Harris, I'm reading a newspaper.
Harris   : any good news?
Tommy   : I've just read about full day school.
Harris   : so what your opinion about that?
Tommy   : in my view, it is useful for Indonesian education development. Because if
            school time is extended until 4 or 5 PM, students can learn more. So,
            Indonesia's educational ranking in the world can be increased.
Harris   : Do you think like that? But how about the students? Don't you think it is
            too boring for them? In school all day.
Tommy   : No, If the teacher can bring class situation more fun, giving them exciting
            activities, so the student will enjoy their day in school.
Harris   : I think you're right

Dialogue 4

Bara   : Hi, Mentari. Where are you going anyway?
Mentari   : Oh, hi Bara. I'm going to the library.
Bara   : Oh. Hey, Maybe you can also borrow teenlit or chicklit there?
Mentari   : Well, I think that impossible, Bara. Because I don't like those books. In
            my opinion, the stories are not so interesting and sometimes they're so
            boring.
Bara   : I see. According to me, the books are okay. The stories are based on the
            everyday facts in teenagers life.

Mentari : Then, we have different opinion about it, Bara. And I appreciate your opinion.
(taken from English in Focus for grade VIII Junior High School(SMP/MTS)

Dialogue 5

Bambang : Hi, Andi are you busy? I have something to ask you.
Andi : Hi. Not for this time. What is it about?
Bambang : What's your opinion of smoking?
Andi : I'm not sure. For me, it's important that children do not smoke.
Bambang : But do you think it's a good idea that people can smoke in shops and buses?
Andi : I don't think so. Children use buses too.
Bambang : So what do you think about stopping smoking everywhere in Muara rumbai?
Andi : I think that's a good idea.
Bambang : Ok. Thank you bye
Andi : don't mention it. Bye

Dialogue 6

Laila : What is your plan for the holiday next week?
Asep : Umm, I don't have any plan. What about you?
Laila : I plan to go to Yogyakarta.
Asep : Oh, you went to Yogyakarta last holiday, didn't you?
Laila : Yes, I did. However, I haven't visited some places, like Kasongan and Kotagede.
Asep : Of course. They were the main destinations when I first went to Yogyakarta.
Laila : What do you think about the place?
Asep : I think it is a unique place. It is a village where most of its people produce potteries and other art works.
Laila : That sounds interesting. What do you think?
Asep : Yes, it is. Like Kasongan, many of its people produce art works. However, they produce silver crafts. You won't be disappointed if you visit those places.
(Taken from scaffolding English for junior high school students)

Dialogue 7

Bambang : Hi, Andi are you busy? I have something to ask you.
Andi : Hi. Not for this time. What is it about?
Bambang : What's your opinion of smoking?
Andi : I'm not sure. For me, it's important that children do not smoke.

Bambang   : But do you think it's a good idea that people can smoke in shops and buses?
Andi   : I don't think so. Children use buses too.
Bambang   : So what do you think about stopping smoking everywhere in Muara rumbai?
Andi   : I think that's a good idea.
Bambang   : Ok. Thank you bye
Andi   : don't mention it. Bye

2.1.3 Review of Related Findings

The researcher needs to have a review of related findings in order to have principle, comparisons and contributions to the research. The first one a research done by Yogi Fernanda(2016) . *An analysis of students' speaking ability in speaking activity in the classroom.* He found out that there are so many mistakes in students' speaking ability when they spoke English in the class, although the students have many mistake in speaking, but the students have many strengthens when they spoke English with others. Firstly in communication in the class, the students have a good self confidence to speak English in the class. They never shy to conversation in speaking with their friends or pairs with teacher in front the class. From his findings we can conclude that students have good self confidence although they made mistake in speaking.

The second research is done by Siti Surinah Harahap(2015) *An analysis on students' speaking skill at second grade SMP 8* Rambah Hilir Based on the result of her research she found out that The students' speaking skill of SMP 8 Rambah Hilir was moderate and The factors that are affecting students speaking skill are the exposure of English, the practice of speaking inside and outside the classroom, the demonstration from the teacher and the student's confidence. From her finding in the

research we can conclude external factors can be more influence than internal factors to the success of the students in speaking.

The third finding was found by Meilisa Hartianti(2016), she conducted a research entitled *An analysis of the first grade students' speaking ability in asking and giving opinion at junior high school 11 Padang*. This research was descriptive; the population of this research was 224 students, the result of this study showed that the students' speaking ability in Asking and Giving opinion was high. 50 % students had high ability, 97 % had low ability, 100 % students had high ability in using grammar. Based on the result the students must improve their speaking ability in asking and giving opinion through giving more practices in speaking especially asking and giving opinion.
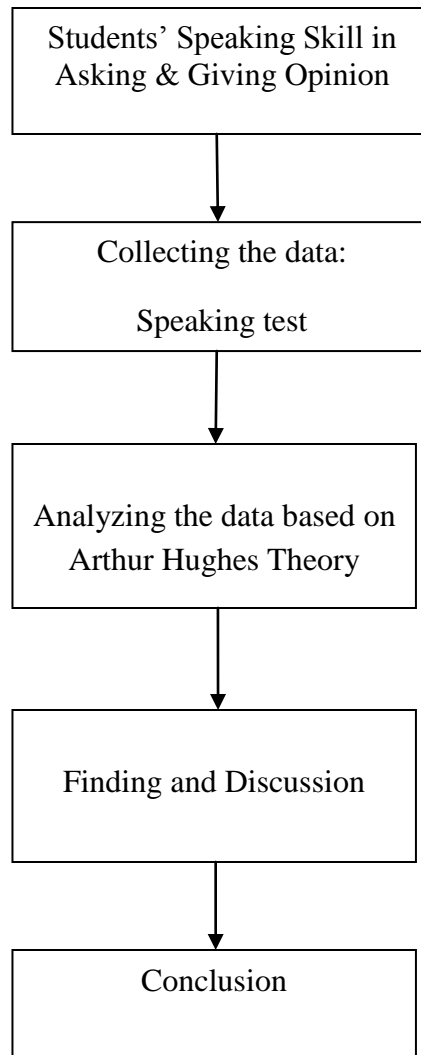
The last one is e research which was done by Ildi Kurniawan(2018) in his research titled *An analysis of students English speaking skill at coastal schools of Bengkulu city, Indonesia*. He found that there were weaknesses and strengths of students; they first experience difficulties in terms of grammar, fluency and vocabulary. However, they also had the power of pronunciation to speak English and at the same time had a good understanding when they were asked a question, what they answer in sync with the intent of the question.

Based on the findings that have been discuss about, in short that mostly students really found difficulties in speaking so that researcher wants to find out how the speaking skill of SMP N 1 Rambah Hilir at eight grade students are. Whether the factors mentioned above reflect the skill of students in speaking.

2.1.4 Conceptual Framework

Conceptual framework is the concept that writer use to plan the research. A conceptual framework is an analytical tool with several variation and context. The researcher also included the conceptual framework of the research in order to make the reader easy to see the plan of the research. The following figure describes the conceptual framework

Figure 1: Conceptual Framework

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┌─────────────────────────────┐
│  Students' Speaking Skill in │
│   Asking & Giving Opinion    │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│     Collecting the data:     │
│                              │
│        Speaking test         │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│   Analyzing the data based on│
│      Arthur Hughes Theory    │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│    Finding and Discussion    │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│         Conclusion           │
└─────────────────────────────┘
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The figure above explains how the researcher will do the research. This research started by asking the students to choose their partner by selecting using lottery papers. After the students finish, the researcher give time 5-20 minutes to prepare conversation and practice to perform a dialogue using asking and giving opinion expressions in front of the class. Researcher listened and recorded the performances using phone as a media. Three raters analyzed of recorded and give score. The researcher analyzed the score using Arthur hughes it consist of accent, grammar, vocabulary, fluency, and comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology of the research. This chapter consists of several sections, research design, setting of the research, population and sample, instrument of the research, procedure of the research, This research also discusses about technique of collecting data and technique of analyzing data.

3.1 Research Design

The design of the research is descriptive quantitative research. According to L.R.Gay (2012) descriptive quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest. Quantitaive research is a tool for researcher to make researcher in processing their data and to describe current conditions, investigate relations, and study cause-effect phenomena.

3.2 Setting of the Research

The setting of this research conducted at eight grade students of SMP N 1 Rambah Hilir, the place of the research located on Desa Sejati, Muara Rumbai, on Rambah Hilir Subdistrict, Rokan Hulu Regency.

3.2.1   Population

Arikunto (2010:p.173) defined population is a set or collection of all elements processing one or more attributes of interest. And according to Arikunto (2010: 174) population research is only done for a limited population and the subject is not many. The population on the research was the eighth grade students of SMP N 1 Rambah

Hilir. in academic year 2018/ 2019. So, the total populations of the research are 50 students.

3.2.2   Sample

According L.R. Gay (2012) Sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. The total sample of eight grade students are 50. The researcher used total sampling. To determine the member of the group which performed a conversation in front of the class researcher used lottery papers.

In taking the sample the researcher doing some steps as follow: Firstly, researcher wrote sample name in lottery papers. Secondly, the lottery papers are put in a box, finally researcher decided the sample by picking the lottery papers from the box.

3.3 Instrumentations

L.R. Gay (2012) stated that an instrument is a test or tool used for data collection, and the instruments sections of a research plan describes the particular instruments to be used in the study and how they will measure the variables stated in your hypothesis. This instrument the researcher used:

a. Speaking Test

In this research, the researcher used dialogue to test the speaking skill of the students. The students are asked to come in front of the class to perform the activity of asking and giving opinion. To analyze their speaking skill, the researcher used scoring rubric from Arthur hughes (2003). Meanwhile when students' speaking skill

assesed with speaking component by Arthur hughes(2003 : 131) the scoring of consist five criteria: accent , grammar, vocablary, fluency and comprehension.

Table 3.1 The criterion of scoring speaking from Arthur hughes (2003)

a. **speaking assesment rubric.**

	Level	Indicator
Accent	1	Pronouncition frequently unitelligible
	2	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent require concentrade listening, and mispronounciations lead to occasional misuderstanding and apparent errors in grammar or vocabulary.
	4	Marked foreign accent and occasional mispronounciation wich do not interfere with understanding.
	5	No conspicuous mispronounciations, but would not be taken for native speaker.
	6	Native pronounciation, with no trace of foreign accent.

Grammar	1	Grammar almost entirely inaccurate expert in stock pharases
	2	Constant error showing control of every few major patterns and fluently preventing communication
	3	Frequent errors shhowing control of every few major patterns uncontrolled and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some patterns but no weakness that the cause misuderstanding.
	5	Few errors, with no patterns of failure
	6	No more than two errors during interview
Vocabulary	1	Vocabulary inadequate for evens the simpelest conversation
	2	Vocabulary limited to basic personal and survival areas
	3	Choice of words sometimes innacurate, limitations of vocabulary

		prevent discussion of some common profesional and social topics.
	4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion of any non-technical subject with some circulumlocutions.
	5	Profesional vocabulary board and precise: general vocabulary adequate to cope with complex practical problems and varied social situation.
	6	Vocabulary apparently as accurate and extensive as that of an educates native speakers.
Fluency	1	Speech is so halting and fragmantary that conversation in virtually immpossible.
	2	Speech is slow and uneven except for short or routine sentence.
	3	Speech is frequently hestitant and jerky: sentence may be left uncompleted.

	4	Speech is occasionally hestitant, with some unevennes caused by repharasing and grouping for words.
	5	Speech is effortless and smooth,but perceptively non-native in speed and evenness.
	6	Speech on all professional and general topics as effortles and smoth as a native speaker's
Comprehension	1	Understand too little for the simplest type of conversation.
	2	Understand only slow, very simple speech on common social touristy topics: require constant repitition and rephrasing.
	3	Understand quite well formal educated speech directed to him, but requires occasional repetition and repharasing.
	4	Understand careful,somewhat simplified speech direct to him with considerable repitition and

		reprashing.
	5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
	6	Understand everything in both formal and colloqial speech to be expected of an educated native speaker.

<div align="right">(Arthur Hughes 2003, p.131)</div>

3.1 The Procedure Of The Research

The procedure of the research as follow:

1. The researcher did consult with english teacher in deciding when the researcher recorded the student performances.

2. Before the researcher record the students performances the researcher made a flash back about the material of asking and giving opinion that has been tought by the teacher before.

3. The researcher told to the students that she will record students performances that is performing a dialogue in front of the class using asking and giving opinion expression.

4. The researcher told the students that they choose the topic provided

5. The researcher provided about thirty minutes to prepare the performances dialogue

6. The group which did performance the dialogue first decided by the numbers written in lottery papers.

7. The member of group also decided based on the name written in other lottery papers.

8. The researcher recorded the performances of the conversation

9. To make the condition in order to have condusive situation, the setting of the scene can be outdoor or indoor or in the class time or out of the class time

10. The performance of the dialogue is expected to take for about five minute at the longest time.

11. In analyzing the record, researcher ask three raters' help

3.5 Technique of Collecting the Data

Researcher collects the data used speaking test through students' performance. The researcher asks the students in front of the class to perform a conversation containing asking and giving opinion expressions. The detail activities the researcher did were as follows:

1. The researcher set up the class to be ready in doing some activities

2. The researcher make some reflection about the topic of asking and giving opinion

3. Through lottery papers researcher decided group of students in performing asking and giving opinion activities

4. The researcher record the performance using a video camera

5. The researcher asks three raters' help in scoring the performance of the students in the record.

6. The researcher analyzed the result of the scoring by using Arthur hughes formula. It consists of accent, grammar, vocabulary, fluency, comprehension.

3.6 Technique of Analyzing the Data

This research used a descriptive quantitative. According to L.R.Gay (2012) descriptive quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest. The researcher use several technique of analyzing the data, firstly, the researcher make some reflection about the topic of asking and giving opinion to students, secondly, the researcher give speaking test by asking the student to perform a dialogue in front of the class and record to performance students, thirdly, the data speaking test scoring by raters based on speaking assessment rubric. It consists of accent, grammar, vocabulary, fluency and comprehension.

Table 3.2 Weighting table of speaking skill

Proficiency Descriptions	1	2	3	4	5	6
Accent	0	25	50	50	75	100
Grammar	16,6	33,2	50	66,5	83	100
Vocabulary	16,6	33,2	50	66,7	83,2	100
Fluency	16,6	33,2	50	66,4	83	100
Comprehension	17,4	34,8	52	65	82,5	100

(Trancript score of the weighting table

Table 3.3 The range of the score for speaking skill in asking and giving opinion:

Range of Score	The level of the speaking skill in asking and giving opinion
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

Arikunto (2012)