



Descriptive Analysis of Students' Response in English Teaching Learning in Asking and Giving Opinion at Eighth Grade of UPTD SMP Negeri 1 Gunungsitoli in 2022/2023

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Abstrak

Bentuk interaksi antara guru dan siswa tergolong interaksi kelompok dengan individu, interaksi ini digambarkan oleh siswa sebagai kelompok dengan individu, artinya seorang guru melakukan kegiatan meminta dan memberi pendapat sehingga memungkinkan interaksi berjalan dengan baik di lingkungan sekolah dan proses kegiatan belajar, yang akan menimbulkan respon dari siswa. Respon adalah umpan balik yang diterima siswa atas pembelajaran yang telah mereka pelajari. Masalah dalam penelitian ini yaitu sulitnya respon siswa dalam pembelajaran bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah analisis deskriptif kualitatif, teknik yang digunakan dalam pengumpulan data adalah observasi dan wawancara dan dari hasil wawancara tersebut peneliti menganalisis data dengan cara reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini bertujuan untuk mengetahui respon siswa dan untuk menjelaskan faktor penyebab kesulitan respon siswa dalam pembelajaran bahasa Inggris dalam meminta dan memberikan pendapat di kelas delapan UPTD SMP Negeri 1 Gunungsitoli. Jumlah subjek dalam penelitian ini adalah 32 siswa dari kelas VIII-D. Berdasarkan hasil, dimana beberapa siswa mengalami kesulitan dalam memahami, menerjemahkan, mengemukakan pendapat atau ide dalam bahasa Inggris. Faktor penyebab respon siswa sulit adalah penggunaan metode yang monoton atau ceramah yang mengakibatkan siswa kurang aktif, kurangnya kosa kata sehingga siswa kesulitan menyusun kalimat dan mengungkapkannya dalam bahasa Inggris, kurang percaya diri. Akhirnya berdasarkan hasil tersebut, peneliti menyimpulkan bahwa respon siswa terhadap pembelajaran bahasa Inggris di UPTD SMP Negeri 1 Gunungsitoli rendah sehingga harus ditingkatkan lagi terutama dalam menanggapi pertanyaan atau memberikan pendapat dari guru dimana siswa harus menjawab dengan menggunakan Bahasa Inggris.

Kata kunci: Tanggapan Siswa, Pembelajaran Bahasa Inggris, Bertanya dan Memberi Pendapat.

Abstract

The form of interaction between teachers and students is classified as group interaction with individuals, this interaction is described by students as groups with individuals, meaning that a teacher carries out activities asking for and giving opinions so as to enable interaction to run well in the school environment and the process of learning activities, which will lead to responses from student. Response is the feedback students receive for the learning they have learned. The problem in this study is the difficulty of students' responses in learning English. The method used in this research is descriptive qualitative analysis, the techniques used in data collection are observation and interviews and from the results of these interviews the researcher analyzed the data by means of data reduction, data presentation, and drawing conclusions. The aim of the research to know the students' response and to explain the factor causing student difficult response in English teaching learning in asking and giving opinion at eighth grade of UPTD SMP Negeri 1 Gunungsitoli. The total numbers of subjects in this study were 32 students from class VIII-D. Based on the results, where some students experience difficulties in understanding, translating, expressing opinions or ideas in English. Factors that cause difficult student responses are the use of monotonous or lecture methods which result in less active students, lack of vocabulary so that students find it difficult to compose sentences and express them in English, lack of confidence. Finally, based on the results, the researcher concluded that the response of students to learning English at UPTD SMP Negeri 1 Gunungsitoli was low so that it must be improved again, especially in responding to questions or giving opinions from teachers where students had to answer using English.

Keywords: *Students' Response, English Teaching Learning, Asking and Giving Opinion.*

Introduction

Interaction becomes important in classroom learning as it can establish good communication between teacher and student. According to (Liskinasih, 2016) cited in (Susantara, 2020, p.247) the purpose of interaction is to maintain class activities so that learning objectives can be achieved. As it is known the current relationship between teacher and student is often one-way where students just listen to what the teacher has to say.

This form of teacher-student interaction is classified as group-individual interaction, which is described by students as group-on-individual, that is, the teacher conducts question-and-answer activities. To enable good interaction within the school environment and learning process, this will lead to student responses.

The response is the feedback that students receive on the learning they have learned. According to (Bennett, 1975) cited in (Sumilia, 2019, p.110), response is something said or done in response; response or reaction. Meanwhile, according to (Paulina, 2002) cited in (Sumilia, 2019, p.111), response is a

behavioral act, the reaction is the result of bringing into the mind a stimulus like our senses. This means that the student's response to the teacher in class depends on how the teacher provides the stimuli to motivate students to be more active in the class. It can be concluded that response is the feedback given by the students to the learning taught by the teacher.

Based the observation activities carried out by the researcher found several things that made it difficult for students to interact or communicate, especially in English lessons, namely the problems that appear in student's speaking are lack of self-confidence and anxiety. They might be confronted with certain feelings that usually affect them when speaking English such as unconfident, shy, anxious, nervous, and worried. Alyan (2013) cited in (Hariswan Putera Jaya 2020, p.106) found that communication or responses problems occur because students encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning. These for sure are big problems for the students this problem

was obtained from results of observations made by researchers during internship activities at UPTD SMP Negeri 1 Gunungsitoli.

In a way that allows for a good response from students, the teacher must provide stimulus or motivation to students so they can interact in the classroom without any pressure. So that students are able to express themselves in terms of learning and can interact, in this case the teacher can also carry out activities of asking and giving opinions.

Asking and giving opinion is interdependent, when we ask for another's opinion, that person will inevitably give the opinion we ask for. Ask for his opinion Ask questions about other people's opinions. And to give an opinion is to give an opinion, point of view to others. According to (Priyana, 2008) cited in (Richa Kusuma Wardani 2020, p.51), asking and giving opinion is used to express how people should consult others and how we give opinions to others. In other words, the activity can lead to feedback communication between the teacher and the student.

By asking and giving opinions, the teacher can create a comfortable situation for learning foreign languages for students such as the teacher providing stimulus and students are able to respond to the teacher, then the teacher provides feedback to each student who provides several responses with questions so that students can actively participate in the process learn how to teach.

Therefore of these problems the researcher is interested in knowing more what are how students' response and to explain the factor causing student difficult response. The researcher conduct a research with the title "**Descriptive Analysis of Students' Response in English Teaching Learning in Asking and Giving**

Opinion at Eighth Grade of UPTD SMP Negeri 1 Gunungsitoli in 2022/2023".

Methods

The researcher conducted the qualitative descriptive method research, researcher used inductive approach that aims to find the focus of research. Calderon (2006) is quoted in (Richard M. Rillo 2018, p.169), stating that descriptive research is a process of collecting, analyzing, categorizing and tabulating data that addresses the conditions, practices, processes, trends, and applied causal relationships, then interpret the data properly and correctly. It includes the collection of various data such as survey methods and fact-finding techniques. The researcher must explain what happened and what is happening. According to (Waliman, 2011, p.10), descriptive research involves describing a phenomenon about how we think about something.

The researcher used qualitative methods to analyze the problem. Strauss and Corbin (1998) cited in (Guntur 2019, p.96), qualitative research is a type of research that will deal with cultural experiences, behaviors and phenomena, as well as ongoing interactions. In order for the researcher to understand the phenomenon experienced by the subject and through descriptions in the form of words and language, in a logically specific context, and using different methods.

Qualitative methods used descriptions and categories (words) to study human experience and reality from the perspective of the subject. In qualitative research, researcher tends to prioritize accurate explanations to analyze and present what has been found. In other words, qualitative is a research design where researcher will collect and present data with descriptions used and accurate explanations. The descriptive qualitative

procedure is collecting data, compiling data and interpreting data.

Setting and schedule of the research

This research was conducted at UPTD SMP Negeri 1 Gunungsitoli which is location on Jl. Karet No.34, Ilir, Gunungsitoli District, Gunungsitoli Town, North Sumatra. This research was conducted out in collaboration with an English teacher and students' at the school. This research was conduct on May 2023. The time allocation referred to the educational calendar of UPTD SMP Negeri 1 Gunungsitoli.

Source of data

The researcher data source is anything that can provide information about data. Depending on the source, the data is divided into two, namely primary data and secondary data. 1. Primary data, namely data generated by the researcher with the specific purpose of solving the current problem. Data is collected by the researcher himself directly from the original source or place of the subject of the study; 2. Secondary data is data collected for purposes other than solving the problem being studied. This data can be found quickly. In this study, the secondary data sources were documents, articles, journals and websites data is a variety of information that has existed before and is deliberately collected by researcher that are uses to complete research data needs.

Instrument of the research

In this research, researcher used observation and interview as instruments to collect all information and data during the research. In this case it is intended to determine the ability of students' responses.

Data collecting technique

Based on the instrument of the research, the researcher use two data collection technique namely used document analysis from the results of observations and interviews at UPTD SMP Negeri 1 Gunungsitoli.

1. Observation is a data collection technique that is carried out by directly observing the participants. The goal is to record the actions of research subjects that are relevant to research.
2. Interview is a method when the subject and researcher meet in a certain situation in the process of obtaining information. Research information in the form of data obtained directly by researchers from research subjects to know the factors causing students' difficult responses in teaching English learning.

Data analysis technique

There are three main components of data analysis used by researcher. This is data reduction, data visualization and conclusions.

1. Data reduction

Not all data obtained from a search is a document. This means important information should be obtained and unimportant information should be omitted. During the data reduction process, the researcher selected, focused, simplified and summarized the interview data. Data reduction is carried out in research activities. In this case, the researcher reduces information in research activities if the data is not important or does not support the data that the researcher needs.

2. Data display

Displaying data means describing data in a descriptive or narrative form. As the second element of data analysis,

this technique is used to organize information, describe or narrate to draw conclusions. By displaying the data, the researcher considers what he needs to do, he can analyze or take other action according to his understanding.

3. Conclusion

The third activity is drawing conclusions. In this study, conclusions are drawn continuously during the research process. Researchers tend to accumulate and form their own interpretations during the course of research. The researcher writes not only what he sees but also his interpretation of the observation and teacher-students' interview.

Results and Discussion

Based on the research design, the researcher analysis of students' responses and explain the factor causing student difficult response in English teaching learning.

Based on the answers from teacher and students interview the researcher find that the students' responses when the teacher asked questions were lacking because they were not confident or afraid of being wrong if they said something. The obstacles experienced by some students were lack of focus because other students were busy, lacking in stringing words into sentences and lack of vocabulary in English and not understanding English at all. So that the students' difficulties in responding were the lack of vocabulary, the class conditions were not conducive, and they did not understand English.

The result is that there are some students who are able to respond to questions from the teacher and are able to provide opinions or ideas in English, but there are also some students who experience difficulties in responding to

something in English. However, the factors that cause difficult student responses to learning English include as follows:

1. Inappropriate method

The method is the method used to carry out something in order to achieve what is desired. Basically the learning method is the method used by the teacher to facilitate or technique in conveying material to students. If the method used is only the lecture method, it is likely that students will feel bored and not active in learning or there will be no feedback between the teacher and students. So that it is difficult to carry out interactions and responses because only the teacher plays an active role and students only listen to what material the teacher will deliver.

2. Lack of vocabulary in English

Vocabulary is a very important part of learning a language. Especially in learning language, the more vocabulary students know, the greater their ability to understand what is heard and read, and the higher their ability to be able to say what they want to say or write. So, if a student is lacking in vocabulary then the student will have difficulty responding to every question the teacher asks him.

3. Lack of confidence

Confidence is the ability to believe in the abilities we have or the ability to develop positive judgments both for ourselves and the environment around us. However, in an educational environment students sometimes lack self-confidence, because they are afraid of being wrong in conveying something so that other students laugh at it, and are still lacking in expressing ideas or opinions in English because there are

words that are not understood or don't understand what they mean.

From these several factors it can be said that the factors causing the difficulty of student responses in learning English at UPTD SMP Negeri 1 Gunungsitoli consist of two factors, namely external and internal factors. External factors include inaccurate methods so that students quickly feel bored or there is no feedback or students are less active. While the internal factors are the lack of vocabulary and lack of self-confidence from students.

Conclusion

Based on the description and analysis of the research data, the students' response towards English teaching learning in asking and giving opinion at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli can be concluded as follows:

1. The response of students to learning English at UPTD SMP Negeri 1 Gunungsitoli was low, especially in responding to questions or giving opinions from teachers where students had to answer using English. Where some students not enough are able to understand, translate, express opinions or ideas in English.
2. Factors that cause difficult student responses to learning English at UPTD SMP Negeri 1 Gunungsitoli are the use of monotonous or lecture methods which result in less active students, lack of vocabulary so that students find it difficult to compose sentences and express them in English, lack of confidence where some students are afraid to express opinions because they are afraid of being wrong, they are still lacking in expressing ideas or opinions in English because there are words that are not understood what they mean.

From the explanation above, the researcher concluded that students'

response in English teaching learning is very important so that there is feedback between teachers and students. In addition, the researcher found factors causing student difficult responses in English teaching learning, namely lack of vocabulary, lack of confidence, not understanding the use of grammar, difficulties in receiving and understanding the material.

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