

# The Use of Expressions of Opinion in Written Discussion Text of The Twelfth Year Students of SMA N 1 Ngawen Blora

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## Abstract

The purpose of the study is the use of expression of opinion in written discussion text, this study has three main objective study, they are: 1). Analyze the expression of opinion was found in twelfth-year students of SMA N 1 Ngawen, 2) The errors found in the expression of opinion in written text of twelfth-year students of SMA N 1 Ngawen, 3) The possible solution from the expression of opinion in the written discussion text of twelfth-year students of SMA N 1 Ngawen Blora. The writer used a descriptive qualitative to describe and analyze the whole data from 70 twelfth-year students of SMA N 1 Ngawen Blora. the descriptive qualitative is derived from the observation and interview. the subject of the research is 70 twelfth-year students work sheets, and the writer used quisonaire to interview a teacher to get possible solution. The writer found 4 types of expression of opinion used by 40 students from 70, there are: 1) Asking opinion by 8%, 2) Giving opinions by 47%, 3) Agreeing by 22%, 4) Disagreeing with 23%. meanwhile, the errors were found 5 cases, there were: 1) Spelling error within 20%, 2) Punctuation error within 40%, 3) Capital letter within 40%. The possible solution is the teacher enhance and practice those materials deeper with the students in the classroom. The next for the teacher to be able to develop more deeper for the materials in the discussion text.

**Keywords:** expressions of opinions, writing, discussion text

## Introduction

English is used as an international language all over the world. Be it a first language or a second language. Goodwyn and Branson (2005) English is the second or third language of many people and is a fundamental part of many of the major discourses the world relies on to make things work. According to Agustin (2018) Language plays an important role in human life. Language is not only a means of communication, but also a social symbol of humanity, making statements, conveying facts and knowledge, explaining or reporting something, and serving as a social medium among language users. It is also a means to become a person. You can also nurture relationships. This shows that people can use words to express their thoughts, feelings, information, etc. Language and school are closely related. Language is the most important tool in school. On the other hand, training makes a valuable contribution to language development and promotion.

According to Griffiths (2008) English as a language has four skills: listening, speaking, reading, and writing. By studying at school, students are expected to acquire these skills. In addition to these four skills, English also has four elements: vocabulary, grammar,

pronunciation, and punctuation . All these skills are interrelated and must be mastered by students. Writing skills are especially important. Why is writing ability important? Writing is a physical and mental activity. Ideas are thoughts about discovering ideas, thinking about how to communicate them, and developing them into statements and paragraphs that the reader can understand (Nunan 2003). Writing is the process of communication that uses the conventional system to convey the meaning to the receiver or word to form sentences, paragraphs, verses, and so forth. Roger (2008) says, "Writing is a highly complex method of expression involving the integration of eye-hand, linguistic, and conceptual abilities". The researcher choose it because the researcher want to know the types of expression of opinion found in twelfth-year students of SMA N 1 Ngawen Blora, the errors found in expression of opinion used in twelfth-year students of SMA N 1 Ngawen Blora, and the possible solutions for the error found in the expression of opinon used in twelfth-year students of SMA N 1 Ngawen Blora. The statements of the problem of this study are what are the types of expression of opinions used in writing discussion text of the twelfth-year students at SMA N 1 Ngawen Blora? What are the errors found in the use of expression of opinion in writing discussion text of the twelfth-year students at SMA N 1 Ngawen Blora? What are the possible solutions for the errors found in the use of expression of opinion in writing discussion text of the twelfth-year students at SMA N 1 Ngawen Blora?

### **Literature Review**

The first review was a study conducted by Ester Hutabarat (2015), entitled "The Effect of STAD Method In Writing Discussion Text Ability at The XXI Grade Students of SMA N 1 Sipirok ". The method of research used is collecting data. The research findings show that the STAD method is not the best. In addition, the STAD method could be used to improve the class situation. The research also found the strengths and the weaknesses when the STAD method is used in teaching writing. Furthermore, the strengths conducted in the research based on questioner are most of the students that use of STAD technique could help them in improving their skill in writing discussion text, it could increase the student's motivation in English.

The second review study was by Maylisha Sy, Edi Ardian, and Samsul Amri (2019), entitled "The Students Writing Skill of Discussion Text at Grade XII of MAN Indragilihilir". The method of the research used descriptive quantitative research. The results of the study that their writing skill in discussion text was good. It was proven by their mean score which is 74.1. It can be concluded that students have good skills to write discussion texts. The researcher assumed that this good result can be because the students had been able to understand what the teacher explain during the teaching and learning process and they also read many texts in the library or the internet.

The third review study was by Maria, Eni Rusniia, Unai Salam (2015) entitled entitled "Improving Students Speaking Ability In Using Expression for Asking, Giving and Refusing Opinion Through Role Play Technique". The method of this research used the appropriate method that was Classroom Action Research. This method should be applied to solve the research problem because classroom action research can be a very valuable way to extend teaching skill and more understanding about teacher, classroom, and students. Kemmis and Mc. Taggart said, "Action research typically involves four broad phases in a cycle of research". The phases are planning, action, observation, and reflection.

The fourth review study was by Muhammad Ali Subkhan (2016) entitled "The Implementation of Think Talk Write (TTW) in Teaching Writing Tenth Grade Students at SMA N 1 Ngawen Blora ". The research used descriptive qualitative research. In this study the

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researcher as an instrument of the research, because he has more background knowledge about the context of the research. In addition, the research gave some questions to collect data and also to understand what happened. Staples of this problem may develop in order for the researcher find other information that relates to the object of the study.

The last review study was by Tria Novianti (2020) entitled “A Study On Expression of Asking Opinion at Senior High School Teknologi Pekanbaru ”. The researcher used descriptive quantitative method. Based on the writer findings, it can be concluded that the first year students’ speaking ability in Senior High School Teknologi Pekanbaru was in enough level with the mean score 60. There were 10 students (55.56%) from 18 students can be categorized into enough level, then only 8 students (44.44%) can be categorized into good level.

## Method

Qualitative descriptive methods were used in this analysis. Qualitative research is research that has data in the form of descriptive data (written or spoken words) which are the result of observing an individual's behavior holistically (Muloeng, 2001). The object of the study was “The Use of Expressions of Opinion in Written Discussion Text of Twelfth-year Students of SMA N 1 Ngawen Blora. To collect the data, the researcher classified the data and making focus on the data, presented the data analysis gives an effort to a conclusion, discussed all of the data and continue concluding. Muloeng (2001) defines qualitative research as a study that includes descriptive data (written or spoken words) that come from carefully monitoring a person's behavior (whole). The conduct that was seen was the outcome of a finished, built behavior rather than a hypothesis. According to the explanation in the Eleventh Grade Senior High School Textbook published by the Ministry of Education and Culture of Republic Indonesia, there are four ways of expressing an opinion in order to ask and give an opinion, such as: personal point of view (asking opinion), general point of view (giving opinion), agreeing with an opinion, and disagreeing with an opinion.

### 1. Asking Opinion

Asking opinion is a person's way of thinking to find out or get information based on the experience or mindset of others;

### 2. Giving Opinion.

Giving opinion is the process of someone to share or express their thoughts about something to others;

### 3. Agreeing.

Agreeing is an attempt to express a sense of agreement to someone's ideas or ideas;

### 4. Disagreeing

Disagreeing is a process when someone wants to provide a response to a result of the discussion.

## Data Collection

The researcher used document analysis to collect data. In this case, the researcher used content analysis by reading the worksheet of the students in twelve grade at SMA N 1 Ngawen Blora. The researcher concentrated on the type of expression opinion found worksheeteet the students and the errors found in expression opinion used by twelve grade at SMA N 1 Ngawen Blora in this study. As a result, the researcher focused his attention on the worksheet the students. The steps involved in data collection were as follows:

1. The worksheet of the twelve students at SMA N 1 Ngawen Blora were read repeatedly by the researcher in order to get errors were made by the students.

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2. The researcher would classified and identified the data from twelve grade students SMA N 1 Ngawen, Blora by using grouping expression opinion.
3. The researcher would make a possible solution for the errors were made by twelve grade students at SMA N 1 Ngawen Blora.

## Data Analysis

In this study, the content analysis method was used to examine the expression of opinion by twelve grade students at SMA N 1 Ngawen Blora. According to Fraenkel and Wallen (2007), content analysis is a technique that academics can use to indirectly evaluate human behavior by analyzing communications such as textbooks and essays. It is possible to study newspapers, novels, magazine articles, songs, commercial imagery, and other forms of communication. To collect data the researcher use the following steps:

1. The researcher grouping of expression opinion found in worksheet twelve-grade students at SMA N 1 Ngawen, Blora.
2. The researcher identifying the error found in worksheet twelve-grade students at SMA N 1 Ngawen, Blora.
3. The researcher made a possible solution for the error found in worksheet twelve-grade students at SMA N 1 Ngawen, Blora.

## Findings and Discussions

1. Expressions of Opinions in Written Discussion Text of the Twelfth-Years Students of SMA N 1 Ngawen Blora In this research, the data were taken in SMA N 1 Ngawen Blora. The researcher collected data from 70 twelfth-grade students at SMA N 1 Ngawen Blora. The expression of opinions that were found can be used by researchers to make a conclusion for their research.

No.	Type	The expression	F	F%
.	Asking opinion	What do you think about?	1	3%
		Do you agree	2	5%

No.	N	Type	The expression	F	F%
.		Giving opinion	I think	7	17%
			In my opinion	11	27%
			From my point of view	1	3%

No.	N	Type	The expression	F	F%
3		Agreeing	It is true	2	5%
			Do you agree	7	17%

	Type	The expression	F	F%
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No.				
	Disagreeing	I don't agree	8	20%
		I disagree	1	3%
	Total		40	100%

1. Errors found in the use of Expression of Opinions in Written Discussion Text of The Twelfth-Years Students of SMA N 1 Ngawen Blora In this research, the data were taken in SMA N 1 Ngawen Blora. The researcher collected data from 70 twelfth-grade students at SMA N 1 Ngawen Blora The errors found can used by the teacher to improve the ability students especially for using expression of opinions in written discussion text

O	THE ERRORS	CASE	F	F%
	spelling	1. thing (think)	1	20%
	punctuation	1.In my opinion (In my opinion,) 2.However I don't agree (However, I don't agree)	2	40%
	Capital letter	1.i(I)	2	40%
	Total		5	100%

O	THE ERRORS	F	F%
	Doesn't provide strong arguments or evidence	7	30%
	Over generalization	8	33%
	Do not refer to facts or reliable sources	5	20%
	Relying on personal opinion without further explanation	4	17%
	Total	24	100%

2. Possible solutions from the errors found in the use of Expression of Opinions in Written Discussion Text of The Twelfth-Years Students of SMA N 1 Ngawen Blora In this research, the data were taken in SMA N 1 Ngawen Blora. The researcher collected data from 70 twelfth-grade students at SMA N 1 Ngawen Blora. The researchers used questionnaire questions given to teachers of SMA 1 Ngawen Blora to answer possible solutions.

O.	QUESTIONS	ANSWER
	how to provide strong arguments or evidence	1.Investigate and use reliable sources it's mean if you want to include information or data from other sources, be sure to use reliable sources and refer

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		to them properly.
	How do you avoid generalizations?	1. Avoid using words like "all," "always," or "never," as these can lead to inaccurate generalizations. Better to use more specific and accurate words.
	how to refer to facts or reliable sources	1. Take time to reflect on your opinion and gather facts and arguments to support it. Make sure that the opinion you convey is based on sound thought and not just based on emotion or personal opinion.
	how not to Rely on personal opinion without further explanation	1. Support your opinion with evidence: Instead of stating your opinion without any backing, provide evidence, data, or examples to support your point of view. Use credible sources to strengthen your argument and demonstrate that your opinion is based on reliable information.

## Discussion

The discussion section aims to answer questions posed by problem statements. The purpose of this discussion is to go over the results of the writer's data collection. To conclude the response, the writer provides the following interpretation and discussion:

1. The types of Expressions of Opinions in Written Discussion Text of The Twelfth-Year Students of SMA N 1 Ngawen Blora. Based on research findings that were 4 types of expressions opinions in the witten discussion text of the twelfth-year students of SMA N 1 Ngawen Blora, There were 2 kinds of expression found from asking opinion within 3% and 5%. From giving opinion there were 3 kinds of expression within 17%, 27%, and 3%. Agreeing, there were 2 kinds of expression found within 5% and 17%. Disagreeing, there were 2 kinds of expression found within 20% and 3%.

The types that were found in twelfth-year students of SMA N 1 Ngawen Blora represent the students' understanding of the expressions of opinions in the discussion text. The understanding of these students belongs to the fairly good category, where students are able to use various kinds of expression of opinions as an approach in the discussion text given by the teacher.

2. The errors found in The Use of Expression of Opinions in Written Discussion Text of The Twelfth-Year Students of SMA N 1 Ngawen Blora. Based on research finding that were 3 types of mechanical errors and 4 general errors found in Expression of Opinions in Written Discussion Text of The Twelfth-Year Students of SMA N 1 Ngawen Blora, there were 20% belongs to spelling errors within found in 1 student, 40% belongs to punctuation errors within found in 2 students, and 40% belongs to capital letter errors within found in 2 students. From the all the errors found in the expression of opinions of twelfth-year students of SMA N 1 Ngawen Blora, students were able to use some of the expressions of opinions well even though there were errors. The errors that were found were only 5 out of 40 students who used expression of opinions, this means that the teacher was good at developing expression of opinions material.

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3. The possible solution from the errors found in The Use of Expression of Opinions in Written Discussion Text of Twelfth-Year Students of SMA N 1 Ngawen Blora The researcher used questionnaire to determine possibility solution from the errors. According to the data, questionnaire can be concluded that the possible solutions that can be used to overcome these problems is the teacher enhance and practice this materials deeper with the students in the classroom.

## Conclusion

Based on the result of research, there are three conclusion as follow:

1. That were 4 types found in 40 students from 70 twelfth-grade students at SMA N 1 Ngawen Blora, namely asking opinion, giving opinion, agreeing, disagreeing. From the whole 70 sample there are 40 students used expression opinions and the others within 30 students are not. There were 2 kinds of expression found from asking opinion within 3% and 5%. From giving opinion there were 3 kinds of expression within 17%, 27% and 3%. Agreeing, there were 2 kinds of expression found within 5% and 17%. Disagreeing, there were 2 kinds of expression found within 20% and 3%.

2. That were 3 types of mechanical errors found in Expression of Opinions in Written Discussion Text of The Twelfth-Year Students of SMA N 1 Ngawen Blora, there were 20% belongs to spelling errors within found in 1 student, 40% belongs to punctuation errors within found in 2 students, and 40% belongs to capital letter errors within found in 2 students. Then 4 general errors found, there are; 1) the students doesn't provide strong arguments or evidence, 2) the students use over generalization, 3) the students doesn't refer to facts or reliable sources, 4) the students relying on personal opinion without further explanation.

3. It can be concluded that expression of opinions in written discussion text of the twelfth-year students of SMA N 1 Ngawen Blora is quiet low. It is proven by student's ability from 70 students there is only 40 students used expression of opinions. Meanwhile the errors found is good enough. The solution from the teacher is enhance and practice those materials deeper with the students in the classroom.

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