Developing Speaking Skills through Opinion Expression Method in Islamic Higher Education Context

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Abstract. Through the Opinion Expressions Method, this study seeks to improve students' speaking skills in the context of Islamic higher education. It was separated into two cycles and planned as a cooperative classroom action research project. Data were gathered throughout six speaking lesson meetings during the second semester's term from class observations, field notes, questionnaires, and speaking tests. 24 students participated in the study. Based on the specified success criteria, the researchers determined how well the students were developing their speaking skills. According to the results, 11 students (48%) failed the first cycle while 13 students (54%) completed it. The researchers carried on to the following cycle because the students' speaking skills had not yet met the standards for success. Some changes were made to address the shortcomings in the First cycle, including requiring more direction in structuring sentences by posing and responding to questions based on the callings in the photos provided in groups; encouraging students to be active in group work; emphasizing the importance of having fair distribution of work among the participants; and explaining that the direction-giving process should be improved. In the second cycle, 19 students (79%) successfully gained it, while just 5 students (21%) failed. Finally, a fascinating implication of this research was that the Opinion expression method may be used to develop students' speaking skills.

Keywords: EFL, Opinion Expressions, Speaking Skills

Introduction

When talking about how speaking skills have improved throughout the show, it's crucial to consider the numerous factors that have an impact on this interaction. A small portion of what makes up creative skill is oral creation, the manner of correspondence, the number of conversationalists, collaboration strategies, the amount of data handled, the amount of time, the presence of lecturers and students, and the circumstances under which this mass of components frequently connects. The role of schools in developing students' English communication skills is essential. The teaching and learning process in Islamic higher education is fascinating because they can communicate with one another in English, especially when they need to express their ideas or conduct evaluations to look at topics that make references to the objectives of the examples they are given.

Four skills are developed identically to obtain the minimum standard of achievement in English-speaking activities. It suggests that the skill to express one's opinions orally as well as the skill to understand conclusions drawn from written or printed texts are expected of language learners. The speakers can be included in correspondence with an appropriate language skill capacity by being skilled in the four language abilities and the relevant language components. From one end of the world to the other, people speak English as an international language as well. In the modern day, English is widely used as a correspondence language in many spheres of life, including trade, romantic relationships,

politics, science, and invention, among many others (Kim et al., 2019; Elbes & Oktaviani, 2022).

People need to understand and be proficient in English to access more comprehensive information, data, and innovation, people need to understand and be proficient in English. One of the linguistic skills that is formally taught to students at school is speaking skill. Speaking skills, along with other language skills like listening, reading, and writing, are important (Andi & Arafah, 2017; Handayani & Aminatun, 2020). Speaking skills are important for oral communication. Typically, correspondence will involve taking and giving information. In this cycle, the speaker may be the only person to initiate a discussion by asking questions, and the audience would then be expected to respond appropriately. There is a give-and-take relationship on this educational occasion. The main goal of teaching English at the university level is for students to be able to connect in English in a way that is suitable for their needs (Rao, 2019; Agustina & Setiawan, 2020; Choirunnisa & Sari, 2021).

In any event, it is challenging for English professors to give students the confidence to teach in English. It is expected that this subject would be taught by a qualified lecturer with acceptable skill and execution. The speaker should be able to discern or understand the strategies employed to help students learn English without difficulty. As a result, the researchers make an effort to suggest the opinion expression approach to find potentially useful advice for aiding students with their speaking skills. According to some fictitious premises (Harmer, 2007; Rustamov & Mamaziyayev, 2022; Baresh, 2022), researchers anticipate that this approach will be easier to utilize for this reason. The goal of the opinion expression approach is for students to accomplish something through speaking. This approach to teaching highlights the communicative goal of the students. The functional notional approach to learning (Adebileje, A., & Akinola, 2020; Bardovi-Harlig, 2020) emphasizes that the students and their real goals are at the heart of the teaching method.

According to a preliminary study based on the results of their oral presentation, the students believed that it was difficult to explain their thoughts and feelings in reacting to or addressing their speaker's concerns by using the information they had learned. For instance, they hardly provided a proper response when their lecturer asked them a question orally. Despite being aware of the importance of the questions, they felt it was difficult to respond or act. The kids had a hard time finding dialect articulations and the right words. The fact that they rarely use English when speaking with their speaker or companions during the English illustration time, despite their lecturer's best efforts to encourage and force them to do so, the classroom teaching and learning process has a significant negative impact on developing speaking skills. The method of expressing opinions is one way to promote that. To help the students express their viewpoints using English, speaking is taught through specific inquiries.

Due to the actual situation and recently clarified day-to-day perception, the researchers have identified problems that should have been addressed but were instead being addressed by EFL students in Islamic higher education settings. The main problem was that during the English-speaking lesson, the students lacked motivation to participate in the learning process. The second is that most students found it difficult to express their opinions in response to questions using rational language they had previously learned in theory and speech communication. The final one is that the students were unable to clearly articulate their evaluation findings so that the audience could understand them. In this activity study, the researchers use photos and pictures as motivating material to encourage the students to develop their speaking skills. The researcher then came up with the following research topic: How can students' Speaking skills be developed through the Opinion expression method?

Theoretical Framework

Opinion Expressions

To know your sentiments or considerations about someone/something can be seen by saying or composing the articulations to show the sentiments, assessments, or thoughts of your closely held individual belief ought to be communicated in the presentation and the end, utilizing expressions, for example, "In my opinion, I believe, I think, I strongly believe, In my view".

Based on Mill's arguments in Brown (2000), the right to speak freely of discourse is perceived as a multi-layered right that incorporates not just the right to communicate, or scatter, data, and thoughts but three further unmistakable viewpoints:

a. The right to look for data and thoughts;
b. The right to get data and thoughts;
c. The right to grant data and thoughts.

International, regional, and national perceives that the right to speak freely of discourse, as the opportunity of articulation, incorporates any medium, be it orally, composed, on paper, through the web, or through fine arts. This implies that the security of the right to speak freely of discourse as a right incorporates the substance, yet additionally the method for articulation (Dewi et al., 2017; Hussain, 2017; Bilen, 2021).

In the teaching and learning process, it is an acceptable way for the students to offer their viewpoints, thoughts, and thoughts dependent on the photos given as media to animate students to work on communicating in English uninhibitedly (Iman, 2017; Krebt, 2017). The opportunity of articulation can lead the students to deliver their argumentation is saying something. In this way, they can foster their talking expertise.

Because of the assertion, the students can show their viewpoints about something. In this illustration, it alludes to calling in the image which is utilized as media. They can build sentences depending on what's going on in it. In the teaching and learning process, the students pose the inquiries to their companions in gathering and they should offer the responses to the inquiries given in taking the turn, so every one of them should be dynamic in showing their perspective and investment in this movement.

All that we do furnish us with the benefits and the burdens. So does along these lines (Opinion articulation) it enjoys benefits and burdens. It is tied in with talking tips and more English talking in offering your perspectives (Belhouchet, A., & Mezhoud, 2019).

Speaking

The primary language skill accomplished and experienced by an individual during the beginning phase of their life is oral or communicated in language. Thus, many would concur that learning a language is figuring out how to talk it. Speaking is one of the language abilities prepared for students who zeroed in on the capability to utilize English in oral correspondence. The ability markers cover familiarity, precision, and openness (Andi & Arafah, 2017).

Communicated in language creation, figuring out how to talk in an unknown dialect, is frequently viewed as quite possibly the most troublesome part of language learning for the speaker to assist the student with. The functional issues are self-evident. In the creation of discourse, every speaker needs to talk. She/he needs to talk independently and preferably, she needs somebody to pay attention to her speaking and to react to her.

Speaking, when it is performed well, is perhaps the main indicator that someone has dominated a language since it includes other language exercises, for example, tuning in, perusing, and composing. For example, in a gathering, members need to peruse printed matter identified with the gathering destinations, tune in, and compose data or notes contention or thoughts stood up by different members required before they talk and recommend things with the end goal of the gathering (Elbes & Oktaviani, 2022).

While presenting new material or another movement, there are inconveniences in doing correspondence practice with the entire class. The present circumstance has the least attributes of regular correspondence (for example thirty individuals are conversing with one

individual and generally checking out the rear of one another's heads). It is likewise not extremely effective since it gives every student only one moment to talk in any event, barring the teacher talking in a thirty-minute meeting. Every student can represent similar time shortly at pair work, and quickly on the off chance that they work in gatherings of four or five (Agustina & Setiawan, 2020; Choirunnisa & Sari, 2021).

Nonetheless, this is one of the spaces in which speakers' reports on utilizing informative exercises showed the best divergences. Contingent upon conditions, some felt ready to move rapidly to gathering and pair work, while others coordinated most correspondence practice between the speaker and students in the entire class. This is applied at all levels (Rustamov & Mamaziyayev, 2022; Baresh, 2022). The previous frequently educated in schools where pair and gathering work was utilized from the soonest classes, and in a few subjects. As speakers and students gain insight with bunch work, the simpler and more viable this sort of training becomes.

Speaking is a more complex skill than listening, for, in addition to knowing the sound, structure, vocabulary, and culture subsystems of the language, the speakers must (Finnocchiaro and Brumfit in Belhouchet & Mezhoud, 2019) point out:

1. Think of the thoughts they wish to communicate, either starting a discussion or reacting to a past speaker;
2. Change the tongue, lips, and jaw positions to explain the suitable sounds;
3. Be intentionally mindful of the proper practical articulations, just as of the linguistic, lexical, and cultural highlights expected to communicate the thought;
4. Be delicate to any change in the "register" or style required by the personal(s) to whom they are talking and the circumstance in which the discussion is occurring;
5. Change the heading of their musings dependent on the other individual's reactions. All of these interrelated mental and physical issues take place instantaneously and simultaneously.

The statement above can be understood that speaking is used for many different purposes and each purpose involves a different skill. Simply we say that speaking is the skill to express ourselves in daily life or the skill to express opinions/ideas fluently.

Materials and Method

Collaborative action research was used since the study was conducted in collaboration with a third party. However, the roles of the researchers and the collaborator were distinct, with the researchers using the opinion expression method to teach and the collaborator tracking the development of the teaching and learning process. The research was conducted in cycles utilizing the CAR model because it was intended to be a CAR. The cycles began with the four recommended phases of planning, acting, observing, and reflecting (Wulandari et al., 2019; Eliawati & Harahap, 2019; Sunata, 2019; Nurhasanah et al., 2020; Kemmis, 2021; Putra et al., 2022). This study was carried out at UIN Datokarama Palu's English Department. There are 24 students in the class, with a range of skills, genders, and learning preferences. The researchers conducted field research using a variety of instruments, including an observation checklist, field notes, a questionnaire, and a test, to collect accurate and trustworthy data. The researchers collected, selected, categorized, compared, summarized, and analyzed the data as they reflected on the data they had obtained.

Results and Discussion
Results
Cycle I

A fundamental finding through this collaboration was that a large portion of the students energetically answered researchers' inquiries. They set themselves up to respond to the inquiries. The researchers just posed three inquiries to urge them to talk unreservedly founded on their program. The collaborator noticed the researchers and the

students. He noted down on gave a paper to the students' reactions to the researchers' inquiries.

The researchers requested students' consideration by applauding the hand and requested that students be more dynamic in growing experience. They informed the students about the following action which the students ought to contemplate. After that, the researchers enlightened them regarding the goals of the illustration on the board that the class ought to accomplish through the gatherings. The informative goals were as per the following:

1. Students posed and responded to the inquiries concerning an occasion in the image (in the gathering of four).
2. Students offered their viewpoints or sentiments about individuals or somebody's disturbing an occasion in the image (Individually).

The researchers cleared up every one of the informative goals to direct the students to the objective of the illustration. The clarifications were generally given in English to acclimate students to this approach to education. The students mindfully paid attention to the analysts' clarification. To check students' comprehension, after clarifying, the researchers asked for affirmation inquiry. It implies that they comprehended and the illustration was preceded. To guide the students to the point they planned to learn at the primary gathering, the researchers controlled examining questions. Examining questions were expected to uncover students' earlier information about the subject and to lead the students to the more unambiguous topic of portraying the occasion in the image. Furthermore, examining the question was additionally significant to heat students' souls to learn. The researchers likewise educated the structure regarding the Speaking Band Scale as an instrument to gauge the students' capacity to create speaking skills.

The researchers proceeded with the movement by giving the depiction of the picture, they did it two by two and every one of them attempted to match the portrayal of the picture given. The greater part of the students could match them. There were four quantities of portrayals of the picture.

The upside of this basic movement was to lead the students to zero in on the occasions in the pictures. In the following movement, the researchers made sense of numerous ways to offer viewpoints. In this step, the students ought to get familiar with the specific English Expressions; it relied heavily on serious areas of strength for how assessments were, because they ought to offer their viewpoint concerning an occasion in the picture.

The following action was to respond to the inquiries in light of the exchange given. It was an in about a teller bank. A few inquiries were given, and the students ought to respond to the inquiries given in the discourse. It implies that how to lead them to make the inquiries and answer them which alludes to the calling in the image. Then the students focused on the picture. There were many inquiries and the responses were given as the model utilizing "Basic endlessly present Progressive Tense" because the pictures alluded to show something is doing now and routine movement. They do it in gatherings of four. In light of the responses they got, they were approached to compose the draft or portray an occasion in the image, before introducing or communicating before their gathering. For one gathering was one moderator to offer their viewpoint before their gathering. Different gatherings likewise focused on the speaker in each gathering who was communicating her/his perspective because of the pictures. She/he could offer her viewpoint in a bunch uninhibitedly.

For this movement, the students were given two pictures. Each gathering picked one of them and among them posed and responded to the inquiries because of the picture they had picked. After that, they composed the draft before offering their viewpoints before their gatherings.

Every student went to communicate their point of view before their gathering. They were placed in gatherings to empower the researchers to control and guide them to do class action. To acquire information about students' movements, the collaborator noticed the

students' actions by utilizing a perception agenda. The researchers coordinated the students on classroom tasks and wrote down significant data from students' actions on given paper (field notes).

Next, the researchers completed three exercises. Those three exercises were: 1. furnished the students with support; 2. streaked back to the finished study classroom action; and 3. allocated the students with homework.

The findings in the first meeting of the first cycle revealed that some students were unable to show their active participation in the class activities. This fact led the researchers to judge that the fourteen students were judged in always category. Ten of twenty-four students were actively asking and responding to questions in the classroom interaction. There were sixteen of the twenty-four students who were categorized always since they actively participated in the classroom in which they frequently asked and answered the questions.

The number of students who were categorized low motivation to use oral English confidently to interact during the lesson period was only one student. He was categorized as low learners for their inattentiveness toward oral classroom activities. Then twelve students of the total number of students were categorized in a high level of motivation to express their opinions in English and only two students were reluctant to express their opinions in English. The number of the students who were in the high motivation category was six students who could conclude what they had studied in the end meeting orally and only two students who found it difficult to conclude what they had studied.

Findings from field notes

The discoveries from field notes are introduced as follows: the discoveries showed that in opening the class, the researchers stood up near the entryway and welcomed the students before coming to the front of the class. The collaborator took the situation at the back corner of the class to make them effectively control all of the class members. The class was preceded. After posing a few basic inquiries to the students, the researchers guided the students to the center of the conversation by giving the portrayals of the pictures to lead them to the subject.

1. Evaluation

    The researchers evaluated the singular students' oral show while showing opinion expressions concerning an occasion in the picture. They evaluated the students' exercises in doing all undertakings in each gathering speaking performance.

    Since in classical achievement, the criteria of success is 75% of all students and the individual score is 70 so, the researchers calculated students' successful percentage using the formula proposed by Bailey and Nunan (2005). The result was that there was 52% of students consideration successful. Having converted to the criteria of success, where 54% < 70% (54% is less than 70%) this research was not successful yet and should be continued to the next Cycle.

2. Reflection

    Appearance in action research is the way for researchers to mirror the discoveries of the exploration, whether the treatment has a critical commitment, and to conclude whether an updated arrangement was required. The information from the perception and field notes were contrasted and reflected with the students' enthusiasm during the showing learning exercises and students' speaking performance when they were offering their viewpoints and the analysts' exhibition. From the consequence of scoring students' speaking skills, it was found that the main thirteen students acquired a score of 70 or higher. It implies that the students who met the measures of achievement were just 54%. It implies that the measures of progress were not accomplished. Furthermore, the discoveries from the examination of the educating and growing experience demonstrated that the following cycle was

expected to work on the students' speaking skills. The modification of the strategies in showing their opinion expression was required for cycle II.

3. Revision of Cycle 1

The students' speaking skills may be the aftereffect of how the instructing and educational experience happened. In this way founded on the discoveries recorded on the perception sheet and field note of, some modifications ought to be finished. In the first place, the students required more direction in building sentences by posing and addressing the inquiries in light of the callings in the photos given in gatherings. Second, to make a reasonable between the calling in the image and the sentences built, it was required the system of empowering the students in utilizing connective sentences. Third, to urge students to be dynamic in bunch work, having fair occupation among the individuals as well as additional control from the lecturer was vital. Fourth, explain in giving directions and support as well as direction supply ought to be improved to make all students dynamic in learning exercises. At long last, the methodology ought to likewise zero in on making the students raise their fearlessness and familiar with coordination in developing the sentences to exclusively show their opinion expressions before their gathering and before the class.

Cycle II

The findings in the first meeting of the second cycle uncovered that there were a few students who had the option to show their dynamic cooperation in the class exercises. This reality drove the researchers to have the judgment that the seventeen students were decided in consistently class. Thirteen of 24 students were effectively posing and answering inquiries in the classroom connection. There were eighteen of 24 students who were ordered consistently since they performed active participation in the classroom in which they regularly posed and responded to the inquiries.

There is no number of students who were categorized as low motivation to use oral English confidently to interact during the lesson period. Then fourteen students of the total number of students were categorized in a high level of motivation to express their opinion in English and no students were reluctant to express their opinion in English. The number of the students who were in the high motivation category was twelve students who could conclude what they had studied in the end meeting orally and no students who found it difficult to conclude what they had studied.

In this session, the researchers asked the students to present their opinion expressions based on the picture they had chosen in front of the class individually. This activity consumed much time for big class so it should be continued in meeting 2 cycle II.

The second meeting of cycle two was the continuation of the first meeting. Although there was a similarity in teaching implementation between the first and the second meeting, the second meeting emphasized the evaluation of both the learning process and students' achievement.

In the second meeting, to begin the class, the researchers did a similar activity as they did in the subsequent gathering. They posed the students' directional inquiries for a few minutes and went to the center material. Next, the researchers completed three exercises. Those three exercises were: 1. furnished the students with support; 2. streaked back to the finished study classroom action; and 3. allocated the students with homework.

1. Evaluation

The researchers evaluated the singular students' oral show while showing opinion expressions concerning an occasion in the picture. They evaluated the students' exercises in doing all undertakings in each gathering speaking performance.

The data showed above that most of the students (19 of 24 students) got a score of 70 or more which is categorized as a "successful" qualification. There were only five students who got scores less than 70 which is categorized as "not success". Since in criteria of success stated that there are at least 75% of students achieved an

individual score is at least 70, the researchers calculated students' successful percentages using the formula as proposed by Bailey and Nunan (2005).

The result was 79% of students' considerations successful. Having converted to the criteria of success, where 79 % > 75% (79 % is more than 75%) this research was successful and could be stopped in this second cycle, since the result of the students' test has already achieved the criteria of success.

The findings from field notes were introduced as follows: The findings showed that in opening the class, the researchers stood up near the entryway and welcomed the students before coming to the front of the class. The collaborator took a position at the back corner of the class to make him effectively control all of the class members. The class was preceded. In the wake of posing a few basic inquiries to the students, the researchers guided the students to the center of the conversation by requesting that they pick the picture. One student picked one picture which was utilized for building the sentences to make the draft recorded as a hard copy and after that, she/he ought to show their opinion expressions in light of the picture given before the class exclusively.

2. Reflection of Cycle II

After investigating information and scoring the students' speaking skills, the researchers did a reflection. To start with, it was observed that 19 students got a score of 70 or higher. It implies that the quantity of students who had met the rule was 75%. At the end of the day, the measures of progress have been accomplished.

Besides, the improvement was likewise gotten from the excitedly during the educating growing experience through opinion expressions by involving the media of pictures in fostering the students' capacity in speaking skill. From the field notes, it was observed that the students were effective in learning exercises. The consolation and direction given to the students gave great reaction and investment.

In meetings 1 and 2 in cycle II, the researchers have diminished superfluous methodology or activity which doesn't keep up with the arrangement. The researchers expected that the updated/improved plan of the treatment would assist them with accomplishing the goals of the example. It was endorsed for certain focuses that were amendment and alteration from the means utilized in cycle I: (1) Ask the students to talk about the pictures in a bunch by posing and addressing the inquiries. (2) Ask the students to compose a draft from the responses got. (3) Ask the students to offer their opinions in front of the groups, (4) request that the students express their opinions in front of the class independently.

The vast majority of the students are effective due to the students' cooperation being awesome in following the educational cycle. Also, in meetings 1 and 2 in cycle II, most students had no wavering, exceptionally understandable, and clear message, with just minor loss of detail and little requirement for development.

All in all, the teaching-learning process through opinion expressions for sure assisted the students with fostering their speaking skills. Since the criteria of success of the research had been accomplished in cycle II, the following cycle didn't have to do. Consequently, the research additionally wrapped up.

Discussion
Research instruments

Research instruments were used to collect data on how the activity was carried out. Speaking exams, perception sheets, polls, and field notes were the instruments. The speaking test was used to assess the student's performance. Their ability to articulate their opinions about a situation in the images was tested. The Speaking Band Scale was used to evaluate the kids' speaking abilities. In addition to the speaking test, the perception sheet and the field notes were used to determine how the activity was designed to enhance the learning process. Field notes, a record, and a perception sheet were all used to support the use of techniques in developing students' speaking abilities. Perception sheets were used to

get a clear picture of how the preparation was carried out. The researchers and the collaborator together produced the perception sheet. During the teaching-learning process, the collaborator observed and reported on the students' and researchers' exercises. The right tools would very likely choose to obtain accurate information. The researchers considered having properly designed examination tools that they employed to acquire information in agreement with the information's quality. It suggests that the researchers set up appropriate testing equipment and that they and their colleagues conducted the investigation in the actual world.

Instructional material and media

The layout of educational materials and media was closely related to the layout of instruction. The researchers arranged or arranged five things under instructional materials and media in light of the findings. The example plan, the showing materials, the displaying medium, the assessment sheet, and the score sheet were all included.

The findings relating to the introduction of informative arrangements or arrangements revealed that the researchers had made a few major arrangements before entering the field of study. They fully understood how they prepared and organized the researchers. One of the effects of carrying out assisting action and accomplishing to carry out the rules was shown in the actions that the researchers undertook in planning educational materials and media and this finding is supported by Rao (2019), Agustina & Setiawan (2020), Choirunnisa & Sari (2021) where in conducting research, instructional materials and media can play a crucial role in disseminating information, facilitating learning, and enhancing understanding of complex topics.

Researchers' performance

One of the crucial components of demonstrating educational experience that the researchers anticipated being taken into account was their presentation. The reason is that in classroom action research, the teaching system that includes the educator's presentation and the student's response is seen as the key reality that needs to be uncovered.

1. The presentations made by the three researchers and the participation of the students in the lesson both play important roles in determining how well the educational experience went. Per the researchers' presentation, there were a few significant differences between the treatments between cycles I and II. Given the tracking down discovery and appearance in Cycle 1, it was justified to modify the therapies in Cycle The treatments were as follows: a. The researchers and collaborators reminded the students of the example in each meeting so that they became more naturally engaged and that their understandings were also shaped by the example. Then, at that time, b. they and their colleagues were consistently prepared to help the students with resolving their concerns whenever they encountered difficulties, and this approach could significantly improve their homeroom performance (students' vigor, inspiration, interest, reaction, and progress). In the final step, they gave students more time and space to ask and reply to questions about an event in the image. They did this in groups of four, after which they created the draft based on the input they received from the groups and shared their opinions. The final remedy also demonstrated how the students had individually completed their opinions before the class to essentially achieve the goal. After welcoming students and getting a sense of their conditions, the researchers began by asking a few questions of the class during pre-action. The two tasks mentioned above are unquestionably necessary for the researchers to complete to foster a sense of respect and caring among the students. Students could believe that researchers or lecturers care about them if they respond to their greetings swiftly. Alternately, if the lecturers or researchers seem to have neglected the positive news, students can become resistant to the speaker's presence.

2. Student's participation in the teaching-learning process

To give the lecturer, the authority to make an accurate assessment of the interaction, researchers should lead a thorough assessment of the teaching and learning process. Comprehensive evaluation keeps in mind the assessment concerns regarding students' engagement in class discussions. To make sure that students are appreciated each time they put up a heroic effort, their investment should be surveyed.

One thing lecturers should keep in mind, according to Bailey and Nunan (2005), is that students' learning styles may not always match lecturers' teaching methods, and occasionally they may even try to compete with one another. Some students, for instance, may prefer to sit still and concentrate when learning, but their professors may believe that they will advance by communicating. The researchers agreed that to demonstrate educational experience, students' participation was necessary in speaking, and they needed to share their opinions about an event in the image. The researchers used a perspective agenda with three classes of recurrence-consistently, occasionally, and rarely in education and educational experience poll the students' support. The results of the students' cooperation were intended to increase their enthusiasm, inspiration, interest, and growth as well as their capacity in speaking skills to communicate their opinions in front of the class only, to score well on the speaking achievement test.

3. Students' speaking performance in the teaching-learning process

In each meeting, the students' responses were observed to address their speaking performance during the teaching and learning process. The researchers wanted to determine whether students' speaking abilities varied from one encounter to the next. Surveys and assessments of students' speaking abilities help to eliminate the students' stumbling when expressing their opinions in English.

The elements that the researchers used as a guide to survey students' oral presentations as the teaching-learning process moved from meeting to meeting. They represent the students' response, teamwork, acting out, and willingness to collaborate within the sample time.

The following explanation explains the examination's impact on students' speaking abilities: 1) How well students spoke in meetings 1 and 2 on the teaching-learning process Cycle I demonstrates that they did, in fact, occasionally struggle to communicate their opinions in groups. 2) In meeting 3 of cycle 1, 12 people spoke, demonstrating that there was essentially no hesitation on their part to articulate their perspectives in front of the class. The reason it occurred was that the researchers typically reviewed their drafts before expressing their opinions in front of the class and groups. Whenever they encountered problems, they often helped them deal with them.

The majority of the students, or 24 students, demonstrated that they were on time to share their opinions in front of the class during the examination of students' speaking performance in gatherings 1 and 2 of Cycle II. It is possible to infer from the illustration that students were eager to join the class. They argued that they were preparing lecturers' minds for the next task. The students' curiosity grew from one meeting to the next for several reasons. The researchers used a variety of interventions, such as supporting them when they encountered difficulties, which could have encouraged them to focus primarily on the example. In addition, they and the partner reminded the students of the illustration from one meeting to another by going over the subject once more so that their speaking ability as a whole may improve this finding is similar to the findings of several previous studies where incorporating opinion expression into the teaching-learning process can significantly enhance students' speaking performance while fostering critical thinking, communication skills, and a collaborative learning environment (Choirunnisa & Sari, 2021; Rustamov & Mamaziyayev, 2022; Baresh, 2022).

Conclusion

The use of opinion statements encourages students to speak. They were used to develop the students' speaking abilities. The use of images may improve students' ability to communicate their ideas about a particular event. This test demonstrated that the students made an effort to pose and address the questions in light of the direction the image supplied. Before presenting their position, they were required to produce a draft of their perspective to gauge their writing abilities. Before their groups and the class on their own, they may share their opinions. Opinion expressions can be used to help students improve their communication skills when speaking English. Based on their speaking abilities and achievements, the improvement in speaking ability was calculated. In the main cycle, only 13 out of 24 students met the standard of their obtained score for the familiarity, exactness, and openness or conceptualizing skills components. The success rate for the following cycle was 79%, or 19 out of 24 students. It implies that the laws of accomplishment have been followed.

Acknowledgment

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