

**THE ANALYSIS OF ABILITY TO EXPRESS THE OPINION IN
THEMATIC LEARNING ON 4TH GRADE STUDENTS**

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Abstract. This research is to describe the ability to express opinions and difficulties experienced by students to express their opinions in thematic learning on grade 4th students of SD Negeri 2 Kedungsoko. The type of research used in this research is descriptive qualitative research by collecting data using observation, interviews and documentation. The study began on March 25, 2019 until June 18, 2019 in the fourth grade students of SD Negeri 2 Kedungsoko with a total of 21 students. Based on the data analysis with five indicators of ability to express opinions, from 21 students showed that in the aspect of conformity of opinion 11 students had good abilities, aspects of fluency 9 students with good abilities, aspects of courage 9 students with good courage, aspects of clarity of opinion 7 students with good abilities, aspects of the coherent of ideas/concepts 2 students with good abilities. The ability to express opinions in thematic learning on fourth grade students of SD Negeri 2 Kedungsoko can be concluded that 12 students are still less able to express their opinions well. The difficulty experienced by students to express their opinions in thematic learning is the difficulty of expressing their opinions clearly, being unable to communicate opinions with a good language, doubts in expressing opinions, unclear voice intonation, lack of the coherent of ideas / concepts delivered.

Keywords: Ability to express opinions, thematic, students.

A. Introduction

The ability of students to express their opinions can be seen from the question and answer activities during the learning process that occurs between the teacher and students. The activity of delivering an opinion by students in the learning process can show the existence of good interaction between the teacher and students in learning. This is in accordance with Mahanal's opinion (Astuti, 2017) that when students often ask questions and teachers often provide feedback the more often students give answers or opinions, so the more meaningful interactions are established. According to Anindawati (2013) The ability to express an opinion is one of the assets that must be mastered by students so students can convey their ideas and thoughts to the things learned. The students' ability to express their opinions will show their ability to think.

The ability to express opinions is very beneficial for someone's growth and development. The benefits of expressing opinions according to

(Fatimah, 2016) are as follows: (1) Can train students to be a brave person, (2) Know the information received, (3) Encourage dialogue in decision making, (4) Increase the openness of mind and provide feedback to the opinions of others. Students will be able to express their opinions properly if students are accustomed to being allowed to express their opinions in the learning process. Learning in elementary school education itself refers to thematic learning. In its application, thematic learning has several advantages. The advantages of thematic learning according to the Ministry of Education and Culture (Trianto, 2010), one of them is the development of students' social skills of students in the learning process, social skills include, teamwork, communication, and willing to listen to the opinions of others.

The 4th-grade elementary school students aged 10-11 years, according to Piaget's theory of Cognitive development (Lefudin, 2017) are in the concrete operational stage. The main

characteristic of a child's development at this stage is the children begin to think logically about concrete events. Social interaction with peers, especially in expressing opinions and discussing, can help clarify thinking which ultimately makes it more logical. Based on the results of preliminary observations on 4th-grade students and the initial interviews with 4th-grade teachers at SD Negeri 2 Kedungsoko, 14 students have not brave to express their opinions in learning. Students who often express their opinions in learning are students who tend to be active in learning activities. According to the class teacher, 7 students tend to be more active to interact in learning activities, while other students still tend to be shy and did not brave to express their opinions in the learning process. The purpose of this study is to describe the ability to express opinions in thematic learning on 4th-grade students at SD Negeri 2 Kedungsoko and to describe the difficulties experienced by students to express their opinions in thematic

learning in 4th-grade students at SD Negeri 2 Kedungsoko.

The problems experienced by 4th-grade students of SDN 2 Kedungsoko are supported by a research conducted by Rosyida (Rosyida, 2015) with the title of "Questioning and the Opinion ability of SMA Negeri Batu students in Biology Subjects" (Kemampuan Bertanya dan Berpendapat Siswa SMA Negeri Batu Pada Mata Pelajaran Biologi). This research produced a conclusion that the students who brave to express their opinions were 12% and 82% of students did not brave to express their opinions. According to Rahayu (Rahayu, 2017) in her research entitled "The Inquiry Application to Improve the Ability to Express Students' Discussion Opinions at SMA Negeri 2 Selimbau" shows that the 10th grade students of SMA Negeri 2 Selimbau, Kapuas Hulu Regency, are lack in speaking skills which caused students to get relatively low grades, which is below the Minimum Criteria of Mastery Learning scores on the teaching material to express their opinions in the discussion.

B. Research Methodology

The type of research used in this study is descriptive qualitative research. The subjects in this study were the 4th-grade students of SD Negeri 2 Kedungsoko, Tulungagung Regency, with a total of 21 students. Consisting of 13 female students and 8 male students. The research was conducted on March 25, 2019, until June 18, 2019, in 4th-grade students at SD Negeri 2 Kedungsoko with a total of 21 students. This research is located at SD Negeri 2 Kedungsoko, Tulungagung Sub-district, Tulungagung Regency, Province of East Java. Research procedures conducted by researchers using research procedures by (Moleong, 2014) which consists of 3 stages: (1) Pre-Field Stage, which includes titles submission, selecting research fields, conducting preliminary studies, submitting research proposals to supervisors, compiling research instruments, administering research permits in the field. (2) Field Work Stage, including understanding the

background of research and self-preparation, entering the field, playing a role while collecting data, and recording data that has been collected. (3) Reporting Stage, at this stage the researcher conducts the preparation of research results then revises the results of the study if necessary.

The data collection techniques in this research were observation, interviews, and documentation. The data analysis technique in this research uses analysis techniques by Miles and Huberman (Sugiyono, 2018) which consists of 3 stages, namely: Data Reduction, Data Display, and Conclusion Drawing/Verification. While the technique of checking the validity data in this research is to improve perseverance and triangulation techniques. According to Sugiyono (Sugiyono, 2018) triangulation techniques to test the credibility of the data by checking the data to the same source with different techniques, which was by observation, interviews, and also documentation.

C. Research Results and Discussion

The results of the research conducted by researchers using data collection techniques, namely, observation, interviews, and documentation are as follows:

1. The Ability to Express Opinions in Thematic Learning on 4th-grade Students of SD Negeri 2 Kedungsoko

Observation of the ability to express opinions that directed to students consists of 5 indicators, on each indicator, there is a statement item. Indicators of the ability to express opinions that used in this study are indicators by Siregar (2018).

a. Conformity of Opinion with the Material that being Taught

Table 4.1 The Observation Results of Conformity of Opinion with the Material that being Taught

No	Nama	Kesesuaian pendapat dengan materi yang diajarkan		Deskripsi
		Pendapat yang disampaikan sesuai dengan Tema "Kayanya Negeriku" Subtema "Pelestarian Kekayaan Sumber Daya Alam di Indonesia"		
1	AEP	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
2	AM	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
3	ARI	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
4	ANA	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
5	CWM	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
6	DCT	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
7	MA	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
8	MZA	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
9	MRH	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
10	NOR	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
11	NZZ	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
12	NCP	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
13	PA	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
14	RDS	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
15	REW	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
16	SN	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
17	SC	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
18	YS	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan
19	ZAM	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
20	EMPW	√		Siswa mampu menyampaikan pendapat sesuai dengan materi yang diajarkan
21	SA	x		Pendapat yang disampaikan siswa belum sesuai dengan materi yang diajarkan

Based on table 4.1 The ability to express opinions from 21 students

shows that students' opinions in the study of the conformity of opinions

with the material that is taught, 11 students have good abilities with descriptions of students able to express opinions following the material being taught, these students are ARI, CWM, DCT, MA, MRH, NCP, RDS, SN, SC, ZAM, EMPW. Students who have a low ability with a description of the opinions expressed by students are not

following the material being taught, there are 10 students out of 21 students, these students are AEP, AM, ANA, MZA, NOR, NZZ, PA, REW, YS, SA. The interview results of teachers obtained data that opinions that are following the material being taught are the opinions of students who tend to be active in learning activities.

b. The Fluency

Tabel 4.2 The Observation Results of the Fluency Category

No.	Nama.	Kelancaran		Deskripsi
		Siswa mampu berbicara dengan bahasa Indonesia yang baik	Siswa mampu berbicara dengan lancar	
1	AEP	√	x	Siswa mampu berbicara dengan bahasa Indonesia yang baik namun ketika berbicara masih terbata-bata.
2	AM	√	x	Siswa mampu berbicara dengan bahasa Indonesia yang baik namun ketika berbicara masih terbata-bata.
3	ARI	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
4	ANA	x	x	Siswa belum mampu berbicara dengan bahasa Indonesia yang baik dan terbata-bata.
5	CWM	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
6	DCT	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
7	MA	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
8	MZA	x	x	Siswa belum mampu berbicara dengan bahasa Indonesia yang baik dan terbata-bata.
9	MRH	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
10	NOR	x	x	Siswa belum mampu berbicara dengan bahasa Indonesia yang baik dan terbata-bata.
11	NZZ	√	x	Siswa mampu berbicara dengan bahasa Indonesia yang baik namun
12	NCP	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
13	PA	√	x	Siswa mampu berbicara dengan bahasa Indonesia yang baik namun ketika berbicara masih terbata-bata.
14	RDS	√	x	Siswa mampu berbicara dengan bahasa Indonesia yang baik namun ketika berbicara masih terbata-bata.
15	REW	x	x	Siswa belum mampu berbicara dengan bahasa Indonesia yang baik dan terbata-bata.
16	SN	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
17	SC	√	x	Siswa mampu berbicara dengan bahasa Indonesia yang baik namun ketika berbicara masih terbata-bata.
18	YS	x	x	Siswa belum mampu berbicara dengan bahasa Indonesia yang baik dan terbata-bata.
19	ZAM	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
20	EMPW	√	√	Siswa mampu berbicara dengan bahasa Indonesia yang baik dan lancar.
21	SA	x	x	Siswa belum mampu berbicara dengan bahasa Indonesia yang baik dan terbata-bata.

Based on table 4.2 the ability to express opinions in the category of fluency, from 21 students there are 9 students who have good abilities with a

description of being able to speak Bahasa well and fluently", there are the students with the initials of ARI, CWM, DCT, MA, MRH, NCP, SN,

ZAM, EMPW. Students who have fair abilities with descriptions of being able to speak Bahasa well but still haltingly, there are 6 students out of 21 students, namely AEP, AM, NZZ, PA, RDS, SC, and 6 other students have low abilities with descriptions of not been able to speak Indonesian well and haltingly,

namely ANA, MZA, NOR, REW, YS, SA. The teacher and student interviews results obtained data that students are still not fluent in expressing their opinions because they are still haltingly in expressing their opinions in thematic learning.

c. Braveness

Table 4.3 Observation Results of Braveness Category

No.	Nama.	Keberanian		Deskripsi
		Siswa berani menyampaikan pendapat	Siswa percaya diri dalam menyampaikan pendapat	
1	AEP	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
2	AM	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
3	ARI	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
4	ANA	x	x	Siswa kurang berani dan tidak percaya diri menyampaikan pendapat.
5	CWM	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
6	DCT	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
7	MA	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
8	MZA	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
9	MRH	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
10	NOR	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
11	NZZ	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
12	NCP	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
13	PA	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
14	RDS	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
15	REW	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
16	SN	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
17	SC	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
18	YS	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.
19	ZAM	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
20	EMPW	√	√	Siswa berani dan percaya diri menyampaikan pendapat.
21	SA	x	x	Siswa kurang berani dan kurang percaya diri menyampaikan pendapat.

Based on table 4.3 the ability to express opinions on the braveness category, from 21 students there were 9 students who had good bravery with descriptions of students who were

brave and confident in expressing their opinions, which are the students with the initials of ARI, CWM, DCT, MA, MRH, NCP, SN, ZAM, EMPW, and 12 other students are lacked bravery in

expressing opinions with descriptions of students lacking bravery and less confidence in expressing opinions, namely AEP, AM, ANA, MZA, NOR, NZZ, PA, RDS, REW, SC, YS, SA, these students are less brave to express the opinions of their own will, but inclined to give the opinion when appointed by the teacher. The results of the teacher interviews obtained data

that students who have lacked bravery and less confidence to express their opinions will be inclined to remain silent when learning activities be held. The teacher overcomes the less confidence and lacked bravery in expressing opinions by appointing students so they will learn to speak up to express their opinions.

d. The Clarity of Expressing Opinions

Table 4.4 Observation Results of the Clarity of Expressing Opinions

No.	Nama.	Kejelasan Pengungkapan Pendapat		Deskripsi
		Siswa mampu mengemukakan pendapat dengan jelas	Pendapat yang disampaikan mudah dipahami	
1	AEP	x	x	Pendapat yang disampaikan kurang jelas dan kurang dapat dipahami.
2	AM	√	x	Siswa mampu mengemukakan pendapat dengan suara yang jelas namun pendapatnya kurang dapat dipahami
3	ARI	√	√	Pendapat yang disampaikan jelas dan mudah dipahami.
4	ANA	x	x	Pendapat yang disampaikan kurang jelas dan kurang dapat dipahami.
5	CWM	√	√	Pendapat yang disampaikan jelas dan mudah dipahami
6	DCT	√	√	Pendapat yang disampaikan jelas dan mudah dipahami
7	MA	√	√	Pendapat yang disampaikan jelas dan mudah dipahami
8	MZA	x	x	Pendapat yang disampaikan kurang jelas dan kurang dapat dipahami.
9	MRH	√	√	Pendapat yang disampaikan jelas dan mudah dipahami
10	NOR	x	x	Pendapat yang disampaikan kurang jelas dan kurang dapat dipahami.
11	NZZ	x	x	Pendapat yang disampaikan kurang jelas dan kurang dapat dipahami.
12	NCP	x	√	Pendapat yang disampaikan kurang jelas namun masih dapat dipahami
13	PA	x	√	Pendapat yang disampaikan kurang jelas namun masih dapat dipahami.
14	RDS	√	x	Siswa mampu mengemukakan pendapat dengan suara yang jelas namun pendapatnya kurang dapat dipahami
15	REW	x	x	Pendapat yang disampaikan kurang jelas dan kurang dapat dipahami.
16	SN	x	√	Pendapat yang disampaikan kurang jelas namun masih dapat dipahami.
17	SC	x	√	Pendapat yang disampaikan kurang jelas namun masih dapat dipahami.
18	YS	x	x	Pendapat yang disampaikan kurang jelas dan kurang dapat dipahami.
19	ZAM	√	√	Pendapat yang disampaikan jelas dan mudah dipahami
20	EMPW	√	√	Pendapat yang disampaikan jelas dan mudah dipahami
21	SA	x	x	Pendapat yang disampaikan kurang jelas dan kurang dapat dipahami.

Based on table 4.4 the ability to express opinions in clarity category, from 21 students, 7 students have a good ability with a description of the

opinions expressed are clearly and easily understood, which are the students with the initials of ARI, CWM, DCT, MA, MRH, ZAM, Wahyuni & Janattaka

EMPW. Students who have fair abilities are 6 students, consisting of 2 students with the initials of AM and RDS with a description of able to express opinions in a clear voice but their opinions are less understandable and 4 students with the initials NCP, PA, SN and SC with a description of the opinion expressed are less clear but can still be understood. Other 8 students have low abilities with the

unclear and incomprehensible opinions expressed, these students are AEP, ANA, MZA, NOR, NZZ, REW, YS, SA. The results of interviews with teachers obtained data that the incomprehensibility of the opinions expressed by students is caused by low intonation on the process of delivering an opinion because voice intonation can affect others' understanding.

e. The Coherence of Ideas/Concepts

Table 4.5 Observation Results of The Coherence of Ideas/Concepts

No.	Nama.	Keruntutan Ide/Gagasan		Deskripsi
		Siswa menyampaikan pendapat dengan kalimat yang baik	Siswa menyampaikan pendapat dengan kalimat yang runtut	
1	AEP	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
2	AM	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
3	ARI	√	√	Siswa mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
4	ANA	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
5	CWM	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
6	DCT	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
7	MA	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
8	MZA	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
9	MRH	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
10	NOR	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
11	NZZ	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
12	NCP	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
13	PA	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
14	RDS	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
15	REW	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
16	SN	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
17	SC	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
18	YS	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
19	ZAM	√	√	Siswa mampu menyampaikan pendapat dengan kalimat yang baik dan runtut
20	EMPW	x	√	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik namun sudah runtut
21	SA	x	x	Siswa belum mampu menyampaikan pendapat dengan kalimat yang baik dan runtut

Based on table 4.5 the ability to express opinions in the coherence of ideas/concepts, from 21 students, 2

students have good abilities with descriptions of able to express opinions in good and coherent sentences, which

are ARI, ZAM. Students who have fair abilities are 9 students, namely CWM, DCT, MA, MRH, NCP, PA, SN, SC, EMPW with the description of not being able to express opinions in good sentences but the sentences are coherent. Other students with a total of 10 students have low abilities with descriptions of have not been able to express opinions with good and coherent sentences, namely AEP, AM, ANA, MZA, NOR, NZZ, RDS, REW, YS, SA. The results of interviews with teachers obtained data that the 4th-grade students of SD Negeri 2 Kedungsoko still need help and guidance from the teacher to be able to communicate the opinions they want to be delivered in good and coherent sentences.

Based on the results of the data obtained through data collection from observational data, interviews, and documentation shows that the 4th-grade students of SD Negeri 2 Kedungsoko, with the total of 21 students, 12 students are still unable to express their opinions properly, but there are still 9 students who are able to

express opinion with good ability, which are ARI, CWM, DCT, MA, MRH, NCP, SN, ZAM, and EMPW. According to Susanto (Susanto, 2018), the ability to express opinions is able to communicate and express what they want, feel, and think. These students have reached the indicators of the ability to express opinions. Students who can speak to express their opinions well are students who tend to be active and in learning activities. According to Yuliana (Yuliana, 2015), when speaking, someone expresses their opinions, thoughts, ideas, or ideas verbally. Speaking is also a skill that can exercise one's ability to think and analyze critically and creatively. Because through speaking, a person dares to communicate the results of his thoughts about ideas and concepts.

Students with the initials of AEP, AM, ANA, MZA, NOR, NZZ, PA, RDS, REW, SC, YS, and SA are unable to express their opinions with good ability. These students have not reached the indicator of the ability to express opinions. Students are still halted in expressing their opinions

because students feel nervous to speak in front of their friends, loss braveness and lack of confidence in expressing opinions, and still unclear in expressing opinions. These students are students who tend to be passive in learning activities. This is in accordance with Sarbaini's opinions (Sarbaini, 2014), there are still many passive students in the learning process, in terms of expressing questions and opinions, even some children are preoccupied with their activities without paying attention to lessons. Harley (in Ramadhani, 2014) also states that people who behave passively are often hesitant in talking, speak in a low voice, nervous and reluctant to express opinions. Passive behavior is caused because they think that communicating with others is something that should be avoided because they are afraid of being wrong if they talk. Whereas according to (Usmaedi, 2017) the conditions of elementary school students' learning, generally only accustom students to be passive in accepting facts, information and material from the teacher without

demanding much thinking. Whereas according to Usmaedi (Usmaedi, 2017) the elementary school students' learning conditions, generally only accustom students to be passive in receiving facts, information and material from the teacher without demanding much thinking.

2. The Difficulties of Students to Express Opinions in Thematic Learning

Difficulty experienced by AEP, ANA, MZA, NOR, NZZ, REW, YS, SA, NCP, PA, SN, and SC the 4th-grade students of SD Negeri 2 Kedungsoko are still having difficulty to express their opinions clearly because the clarity of the opinions expressed by students is still not good (low), so the purposes communicated by students have not been communicated properly and will affect the others' understanding level. According to Lestari (Lestari, 2018), students can be said to be skilled in expressing their opinions if they can express the opinions with Bahasa correctly, politely and can be understood by others. Students also

find difficulties to speak with a clear voice intonation when expressing their opinions during the learning process so the other people in the class are less able to hear the voice of the student who is speaking.

Students with the initials of ANA, MZA, NOR, REW, YS, SA have difficulty in communicating the opinions they want to communicate in Bahasa goodly. When expressing the opinion, the 4th-grade student of SD Negeri 2 Kedungsoko still used a mixed language, namely Bahasa and their daily language (Javanese). his is in accordance with Pulungan's research (Pulungan, 2017), that students have difficulties to communicate ideas, thoughts, and questions, using a variety of good and correct spoken languages due to lack of bravery and students' learning interest to appear speaking, and also the lack of teacher attention to students' speaking skills. Meanwhile, according to Marisa (Marisa, 2015), a child with a Bahasa-speaking family will get more and varied Bahasa vocabulary compared to conversations in Javanese-speaking families.

Difficulties experienced by 4th-grade students of SD Negeri 2 Kedungsoko, namely AEP, AM, ANA, MZA, NOR, NZZ, PA, RDS, REW, SC, YS, SA are still having doubts and lack of self-confidence that make students afraid of their opinions being blame when trying to speak to express their opinions and cause students to be reluctant to express their opinions. This is in accordance with the opinion according to Harley (in Ramadhani, 2014) that often indecisive in speaking, speak in a low voice, nervous and reluctant to express opinions is the behavior of passive people. The behavior is caused by they think that communicating with others is something that should be avoided because they are afraid of being wrong if they talk. According to Sukisno (Sukisno, 2018), most students tend to take a quiet attitude and sit rather than have a dialogue especially arguing with the teacher or friends. Teachers are supposed to start trying to make students able to bravely and openly express their opinions.

The 4th-grade students of SD Negeri 2 Kedungsoko AEP, AM, ANA, MZA, NOR, NZZ, RDS, REW, YS, SA have difficulty in arranging words/sentences that will be communicated due to lack of mastery of vocabulary, so it caused a lack of coherences opinions expressed. This is in accordance with Pradana's research (Pradana, 2016), that the difficulties experienced in expressing opinion one of them are the difficulty to arrange words so it is often less coherent in communicating the ideas. According to Miller (in Karnadi, 2009), children enrich the vocabulary from the process of interaction with peers. Because during school or at home, many children have interaction with peers. Peers are very influential in the ability to express the children's opinions. Based on this, it can be concluded that the difficulty in arranging words/sentences that will be communicated due to lack of mastery of vocabulary can be overcome by increasing student interaction with peers.

D. Conclusion

Based on the results of research conducted by researchers, it can be concluded that: The ability to express opinions in thematic learning at 4th-grade students of SD Negeri 2 Kedungsoko, 12 students are still unable to express their opinions properly. Based on the five indicators of the ability to express opinions shows that 10 out of 21 students, the expressed opinions are not following the material being taught yet, 12 out of 21 students halted in expressing their opinions, 12 out of 21 students were not yet brave and less confident in expressing their opinions, 12 out of 21 students, the opinions expressed are unclear, 10 out of 21 students have not been able to express opinions with good and coherent sentences. The difficulties experienced by students to express their opinions in thematic learning at 4th-grade students of SD Negeri 2 Kedungsoko are difficulties in

expressing their opinions clearly, less able to communicate opinions with a good language, having doubts in expressing opinions, less clear intonation of voice, and the lack of the coherences of ideas/concepts communicated.

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