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The Effect of Classroom Interaction on Conversation Performance of EFL Learners in Binjai

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Abstract

The objective of this study was to find out the significant difference before and after the students being treated by classroom interaction strategy in speaking class. The researcher used quantitative method and pre experimental design to analyze research problem. This study was conducted to the second grade students of SMAN 6 Binjai on 21th July until 5th August 2020. The data were collected through a speaking test, the test was consists of expressed argumentative text. Firstly, students had to express their opinions about the phenomenon surrounding without being given treatment. In this test, the researcher gave the topic about social media. Secondly, the students expressed their opinions after treatment. The treatment was the researcher teach the students how to expressing opinion, asking other people's opinion and saying agreement. The test was given to measure the students' speaking skill after treatment. The researcher investigated the data and collected the score pre- test and post-test based on the scoring system. In analyzing the data, the researcher calculated the data used t-test, the researcher checked the normality of the data using Liliefors test to find out whether the distribution of data was normal, and so the researcher used t-test to clarify whether or not his hypothesis is accepted. The research findings showed that was a difference before and after the students being treated classroom interaction in speaking class. The result of the data showed that = 8,374 was greater than = 2,924. It proved that the result of post-test was better than the result of pre-test. In order to find out the significance of the improvement between pre-test and post-test, t-test was applied. After having the test of significance, the result of pre-test showed that the average score of pre-test was 67. Whereas, the averages score of post-test were 73. From the data showed, the result of the post-test in speaking test was better than the result of pre-test. From the result, it could be concluded that there are the significance of the improvement from pretest and post-test

Keywords: classroom interaction, speaking skill

I. Introduction

Speaking is one of the four skills in English subject as a tool to communicate each other. According to Hornby (2001, p. 21), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skills is the ability to perform the linguistic knowledge in the actual communication. According to Richard (2008, p. 19) considers that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. From the statements above, it can be concluded that speaking skills is the main basic for students to master their English skills and also the ability to express their ideas in order to produce a good communication each other.

According to Ur (2001, p. 117), there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low or uneven participation and mother tongue. It means that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. In addition, much practice is needed to overcome the problem of speaking faced by the students who learn a foreign language and the teacher should improve students' ability in speaking during language teaching learning process. However, in real situation in English class, speaking activities do not work as it is expected because of many factors preventing students from speaking English as mentioned before.

In relation to statements above, the English teachers are expected to create and effective teaching and learning process to develop the students' speaking skill. One of the strategies is classroom interaction. Brown (2001, p. 99), defined classroom interaction as the communication between teachers and learners in the classroom. It means that students can become more responsible with their learning if they are given enough opportunity to interact with others in English.

II. Literature Review

Foreign Language Learners speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill, its complete mastery requires some experience and practice. Luoma (2004, p. 1) argues that speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing.

Since speaking is regarded as one of the language productive skills, Brown (2004) has stated five types of speaking according to the speaker's intentions ; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say learners are supported to talk more in the classroom. Ur (2000, p. 12) declares also that: "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers' of the language, as if speaking included all other kinds of knowing."

According to Hadfield and Hadfield, in their book Introduction to Teaching English (2008, p. 105), the word interaction involves more than just putting a message together, it involves also responding to other people. This means choosing the language that is appropriate for the person you are talking to (interlocutor); it means also, responding

to what others say, taking turns in a conversation, encouraging people to speak, expressing interests, changing the topic, asking people to repeat or explain what they say and so on, in order to facilitate communication among them.

According to Hedge (2004) interaction is considered as an important factor for the learners in producing comprehensible output since it allows students to practice their language in the classroom. Also, interaction in the classroom gives the students opportunities to get feedback from the teacher or other students that leads to improve their language system. For Hedge, speaking in the classroom makes learners capable to cope with their lack of language knowledge; for example, students speaking slowly, repeating or clarifying their ideas while talking together is regarded as negotiation of meaning (discussion to reach agreement) which aimed at making the output more comprehensible.

III. Research Method

The present study is a pre-experimental research with a pretest/posttest design to examine the research questions. In pretest/posttest design, the immediate effect of treatment and the extent to which a treatment results in learning can be determined (Mackey & Gass, 2005, Lunenburg & Irby, 2008). The population of this research will be the 2nd grade students at SMAN 6 Binjai. The total of population is 1.546 students. The researcher will choose one class as the sample that will be given pre-test, treatment, and also post-test. The sample of the study is XI IPA 3 that consist of 36 students.

To investigate the effect of classroom interaction in improving students' speaking skill, the researcher select the appropriate tools for data collection which are the pre-test and post-test that were helpful in figuring out the expected results about the classroom interaction as an effective strategy to enhance the students' speaking skill. The instruments of pre-test and post-test is speaking test. This study as an attempt to uncover what happens in a classroom and particularly how the teacher and students construct the order will present the specific ways that the order problems can be solved with particular reference to its organizational features.

The Result of Validity and Reliability

The researcher assessed the instrument of the variables before it was used. To make sure that the data gathering instrument being used will measure what it is supposed to measure, the researcher tested the validity and reliability of the research instrument.

Aspects	Coefficient Correlation	t (observed)	t (critical)	Result
Pronunciation	0,767	6,739	2,0484	Valid
Vocabulary	0,847	8,425	2,0484	Valid
Grammar	0,933	13,693	2,0484	Valid
Fluency	0,826	7,750	2,0484	Valid
Comprehension	0,772	6,427	2,0484	Valid

From the table showed, the researcher concluded that the instruments were reliable. The result of calculation was 0,6175. So, the reliability was high.

The Result of Pre-test and Post-test

In the pre-test, the lowest score was 56 and the highest score was 83. As the pre-test result, the students who scored 55 up to 69 were considering as high achievers. The high achievers were 71% with the total students of 23. On the other hand, 29% students were stated as low achiever with the total students of nine.

However, if we looked at the minimum standard required by the school to second grade students, there are 16 students (44%) could pass standard. The score for the standard was 70. As a result, 56% of the total students could not meet the standard. The samples were encountered some problems in some courses. They had some problems in speaking, especially when they had to express their arguments. In the post-test, the lowest score was 60 and the highest score was 89. As the posttest result, the students who scored between 70 up to 100 were considered as high achievers. The high achievers were 58% with the total students of 21. The high score among them was 89. On the other hand, 42% students were stated as low achiever with the total students of 15. However, if we looked at the minimum standard required by the school to second grade students, 21 students (58%) could pass standard. As a result, 42% of the total students could not meet the standard. Here are the table of the pre-test and post-test:

Reliability coefficient	Interpretation
$0,00 \leq r < 0,20$	Very Low
$0,20 \leq r < 0,40$	Low
$0,40 \leq r < 0,60$	Middle
$0,60 \leq r < 0,80$	High
$0,80 \leq r < 0,100$	Very High

After calculating the result of pre-test and post-test, the researcher tested the normality of both test to determine which formula would be used in computing the significance of the treatment on student' speaking performance.

Finding Out the Score Differences from Each Subject

The table below showed the students' score of pre-test, post-test and the differences score of pre-test and post-test. The score of differences were taken from post-test scores minus pre-test scores. The data were used to find out the normal distribution test and influence of classroom interaction in improving students' speaking skill.

	Pre-test	Post-test
Total	2.427	2.642
Average	67,416	73,389

Testing the Normal Distribution Test

The researcher examined the normal distribution test of data using Liliefors test. First, the researcher determined the average (X) and standard deviation (Sd) of the differences. From table 4.2, there were found that X was 5,972 and Sd was 4,279. Here is The Result of Normal Distribution Pre-test and Post-test.

	Pre-test	Post-test	di
Total	2.427	2.642	215
Average	67,416	73,389	5,972
SD	7,857	7,411	4,279

It was determined that the ρ of pre-test was 0,150. According to the rules, if $\rho < \rho_{table}$, the data would be acknowledge as normally distributed data, in fact, ρ for pre-test (0,150) was higher than ρ_{table} for pre-test (0,130) and ρ for post-test (0,150) was higher than ρ_{table} for post-test (0,141). So that the data was distribute normally. Then, the data that was distributed normally would be counted by paired t-test.

Determining the $t_{observed}$ and $t_{critical}$

$$t_{observed} = \frac{\bar{d}}{s_d / \sqrt{n}}$$

$$= \frac{5,972}{4,279 / \sqrt{36}}$$

$$= \frac{5,972}{4,279 / 6}$$

$$= \frac{5,972}{0,713}$$

$$= 8,376$$

b. Determining $t_{critical}$

$$t_{critical} = t_{\alpha/2, n-1}$$

$$= t_{0.05(36-1)}$$

$$= t_{0.05(35)}$$

$$= 2.924$$

IV. Discussion

Testing Hypothesis

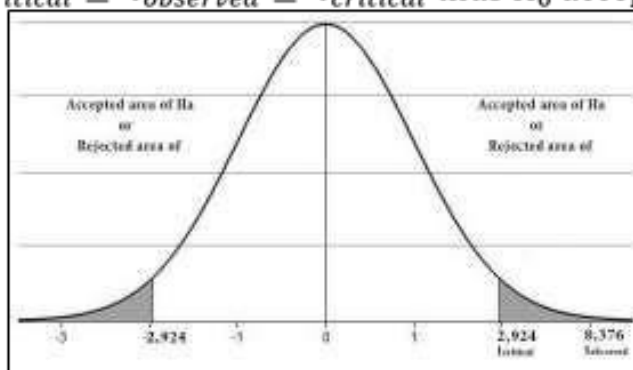
After conduct collecting, interpreting and analyzing the data, the researcher continued to testing hypothesis. Hypothesis of the research as follows:

Ho: There is no significant effect of classroom interaction to improve students' speaking skills.

Ha: There is a significant effect of classroom interaction to improve students' speaking skills.

The criteria of the test:

if $t_{critical} \leq t_{observed} \leq t_{critical}$ thus H_0 accepted



The result of the data analysis showed that $t = 8.376$ was placed in the area where H_a is accepted. Thus, it means that H_a is accepted otherwise H_0 is rejected. There was a significant influence classroom interaction strategy in improving students' speaking skill.

Based on the result of $t = 8,376$ was bigger that the result of $t = 2,924$ or $-2,924$, thus the researcher concluded that H_a was accepted and H_0 was

rejected. It means that, there was significant effect of classroom interaction to improve students' speaking skills.

Having analyzed the data, the researcher found out some conclusions as follows:

1. There was significant difference before and after the students being treated classroom interaction strategies in speaking class. It refers to the result of data analysis calculation that was greater than that is $8.376 > 2.924$. So, there was effect of classroom interaction in students' speaking skill.
2. Classroom interaction strategy is helpful in teaching speaking for improving students' speaking skill. It refers to the result of data analysis calculation that the treatment had significant averages that were 67 for pre-test and 73 for post- test. So, the students can increase their speaking skill.
3. Classroom interaction strategy gives opportunities to the students to improve their skill in speaking.

V. Conclusions

According to the research questions in the chapter 1, the researcher want to find out the significant differences before and after the students learning using classroom interaction toward students' speaking skill and to find out the improvement of students' speaking skill after learning using classroom interaction. Based on the research result, discussed in the previous chapter for the answer the research question, the researcher tested

hypothesis, for the first the researcher would be tested the normality of difference score from pre-test and post-test data used Liliefors test and the result data was normal. Because the data distribution was normal, the hypothesis would be tested using t test.

Based on calculation of t test, it was found that t was 8,376 for level significant $\alpha = 0,05$ and t_{table} was = 2,924. And the hypothesis of the research as follows:

Ho: There is no significant effect of classroom interaction to improve students' speaking skills.

Ha: There is a significant effect of classroom interaction to improve students' speaking skills.

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