

DEVELOPING SPEAKING SKILL OF GRADE XI STUDENTS AT SMAN 6 PALU THROUGH CLASS INTERACTION

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Abstrak

Penelitian ini bertujuan untuk mengembangkan keterampilan berbicara siswa melalui Teknik Interaksi Kelas. Penelitian ini difokuskan pada aspek kelancaran. Subyek penelitian ini adalah 20 siswa kelas XI pada SMAN 6 Palu. Penelitian ini adalah penelitian tindakan kelas yang dirancang berbentuk spiral yang meliputi perencanaan, tindakan, pengamatan, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus. Masing-masing siklus terdiri dari empat pertemuan. Data diperoleh dari lembar pengamatan, catatan lapangan, dan tes. Adapun kriteria keberhasilan penelitian ini adalah 75% siswa harus memperoleh nilai minimal 75 secara individu. Hasil tes pada siklus 1 menunjukkan 55% atau 11 siswa berhasil, sementara 45% atau 9 siswa belum berhasil (gagal). Sedangkan hasil tes pada siklus 2 menunjukkan 80% atau 16 siswa berhasil dan 20% atau 4 siswa belum berhasil (gagal). Maka, Teknik Interaksi Kelas efektif untuk mengembangkan keterampilan berbicara siswa.

Kata Kunci: Mengembangkan, Keterampilan Berbicara, dan Interaksi Kelas

Students who learn English at Senior High School are required to both understand written and spoken English. This is stated clearly in the curriculum of SMA Negeri 6 Palu in the year of 2014/2015 that “The standard competence of speaking for students is the capability to understand meaning in transactional and interpersonal speaking and sustain it in daily life context” (Nurchamid, Said, Rantenai, Kadir, Taumbung, Sulistyono, Mutia, and Anggraini, 2014: 34). The problem existing in SMA Negeri 6 Palu in learning English is speaking skill. Based on my prior experience in that school, I found that some students were still low in fluency in speaking skill. It was found by the students’ score in English lesson which shows that only 6 out of 20 students in the class passed the standard score. The students also had no motivation in speaking. The possible causes are there were no variations of activities in teaching speaking, the role of students in teaching and learning process was only as the object of learning, and the class interaction among the grade eleventh students of SMA Negeri 6 palu was rarely occurred.

Based on the previous background, I conducted research on developing the students’ speaking skill at SMA Negeri 6 Palu through Class Interaction. I chose the students of SMA Negeri 6 Palu for several reasons. First, I am an English teacher in that school. So, I have such personal responsibility to develop the speaking skill of students in that school. Next, I found some problems related to the lack of English environment condition in that school. Most people never use English in that school. Finally, motivation of most of the students was low, and some others was very low. It could be seen from an atmosphere occurred during teaching and learning process of English lesson which was not alive. Most students just keep silent. They seemed more eager to do write than speak. Students were afraid of being humiliated by their schoolmates or teachers as they could not produce correct pronunciation and speak English fluently.

The question of this research is “How can the students’ speaking skill be developed through Class Interaction?” The objective of

this research was to study and describe how the application of class interaction develops the speaking skill of the grade eleventh students at SMA Negeri 6 palu.

The result of this research is expected to give beneficial contribution to the students, teachers, the institution particularly the upper secondary school, and further researcher. For the students, this research gives a meaningful input to increase students' enthusiasm in speaking English in order to maximize their speaking ability. For the teachers, this research helps them boost the students' motivation to speak English by giving them supporting environment in addition to repair the existing environment to be better. For the institution, I expect to increase the quality of English subject in the school.

CLASS INTERACTION

Class interaction can be created, modified, and provided to fit any class size, condition and any situation. It can be applied in any English lesson requiring the wide range creativity level of teachers. Teachers are able to create recalling and sharing experience opportunities for students to make use of their background knowledge and experience in doing the tasks. Class interaction is appropriate to be applied in every condition.

Interaction in the class can promote positive motivation among students to use and speak English freely without an influential anxiety. Oxford (1999: 1) expresses "This can be done by creating various opportunities for class success in using spoken English". Tsipkilades and Keramida (2010: 1) also state "Students who hold positive attitudes towards language learning are less likely to suffer from language learning anxiety and more likely to participate actively in learning tasks." The variation of learning activities in the class will be able to avoid such a boredom and encourage students motivation to learn more

since they are curious to what is the next activities they will do.

Creating English class interaction seems easy to be understood and applied since the role here is mainly placed on the creativity of teachers in managing the class, providing various interactive activities with rich English even in each corners of the room, providing rich English when conducting the teaching and learning activity, and creating joyful situation when conducting the teaching and learning activity so that students will be motivated to speak English comfortably (Kim, 2011). Teachers have responsibility to support, help, and lead students to develop their speaking skill by giving them high interaction in the class through various fun interactive activities.

There is a trick to let a joyful interaction in the class begin. By providing students some baits to provoke the other sentence flow smoothly from students' mouth. It is advisable thing to write down an alternate responses in the cardboard. Some questions that students should say when they are asked to do something instead of just saying "I don't know" or even just bowing silently. For example, when teachers ask one student about the material, and he or she answers simply by saying I don't know, teachers patiently point the cardboard with alternate responses. Students are hoped to be accustomed to speak English in complete sentences with ease. Alternate questions instead of "I don't know" suggested by Seidlitz and Perryman (2013) are as follows: 1) May I please have some more information? 2) May I please have some time to think? 3) Would you please repeat the question? 4) Where could I find more information about that? 5) May I ask a friend for help? It is definitely advised that teachers should firstly assist students to say something they have not known yet.

Definitely in class interaction, there is a sense of security because they are working with their classmates to come up with an

answer or accomplish a task. There is no pressure on one solitary student. As a group or pair they share the responsibility for the work. Papaja (2011) states that students are also allowed the freedom to come up with answers that reflect their own thinking. Effective class interaction can be created through the use of various activities in the class. By making lessons and activities more fun, we can stimulate students not just to come to class but to also enthusiastically contribute to their own learning.

METHOD

The method of this research is Classroom Action Research. There are two kinds of data which were collected. The first is quantitative data, and the second is qualitative data. The quantitative data referred to students' speaking scores which were taken by test while the qualitative data deals with any occurrences and changes happen during classroom activities; Students' behavior, class situation, and the process of class activity.

The characteristic of Classroom Action Research is cyclic or measurable sequence in one cycle. The design of this research was conducted by using spiral design which is related and continued from one cycle to the next cycle. Each cycle consisted of planning phase, action phase, observing phase, and reflecting phase (Kemmis and McTaggart, 1988). This research employed two cycles. Cycle one consisted of planning, action, observing and reflecting that was done based on the planning. Cycle two was done according to the change and development achieved. It is implemented based on what must be repaired from the previous cycle. Each cycle was expected to give significant contribution to develop students' speaking skill.

This research was conducted in SMA Negeri 6 Palu which is located in Jalan Padanjakaya, Palu. This school has 4 parallel

classes in each grade. The total class of the school is 12 classes. The subject of this research was the grade XI IPA 2 students at SMA Negeri 6 Palu. The total number of students is 20 students consists of 5 males and 15 females. In order to get accurate data of this research, I used four instruments to collect the data. The instruments were observation sheets, field notes, recorder, and test.

Procedures of the research covered planning, acting or implementing the action, observing, and reflecting. The first phase in classroom action research is planning. This phase was applied to keep me focus on the thematic concern and solve the problem in order to make development. Things which were planned in this planning phase consist of technique or strategy that was applied in the class. In this research, I applied the English class interaction to develop students' speaking skill. The other important things which had been prepared in the planning phase were the teaching equipments such as the lesson plan, material, teaching aids, scoring rubric, and observation sheet. In writing lesson plans and designing teaching aid, I asked advices from my collaborator.

Action phase was done for conducting the teaching and learning process under the use of class interaction. In this research, I conducted three meetings in the action phase. Each meeting had a different step. First Meeting was employed by providing students more on vocabulary mastery strategy. The second meeting was a pair interaction between two students. The third meeting created a large interaction through discussion between two big groups. The review of those three meetings as follows:

First Meeting

I told students about the instructional objectives of that lesson based on the lesson plan that has been done. I motivated students to learn with short and simple friendly conversation. After that, I Put a poster or

cardboard with alternate responses on the board suggested by Seidlitz and Perryman (2013) as in page 5 to teach students how to respond the questions in English better than just saying I do not know or just keeping silent. Then, students were taught how to speak in complete sentences. It is useful to create rich English environment in the class and to lead students practice speaking in the class to enhance the English class interaction. For example: I will ask students: "What is your opinion about this school?" Students answers in complete sentences "My opinion about this school is ...". It is better to be said by students in answering questions instead of just saying very good. I called students' name randomly. Our goal is to have everyone involved in discussions so that we can assess all students' understanding of concepts, not just those students who enjoy participating. I used response signals to indicate students' ready response. It is also used to make choices, and rank students' answers. Some examples of students' ready Response are hands up when ready, hands down when ready, thinker's Chin (hand off chin when ready), stand when you are ready, sit when you are ready, put your pen on your paper when ready, and head downs.

I set visuals and vocabularies mastery to support the language objectives. It can not be denied that vocabulary is one of the important aspects in speaking. In supporting the objective of the research on developing students' speaking skill by applying class interaction, I provided vocabulary strategy as one of the steps in this lesson. The first step I did to provide vocabulary strategy was introducing or displaying at least ten new words per lesson. After that, Students surveyed a text from back to front looking for unfamiliar words. Then, I generated a list of 3-10 words based on students' survey. Students practiced saying new words. Students read passage. After generating and explaining the difficult words to the students, it became easy for me to to check their

comprehension about the text by asking them to create some clues about their passage and let their friends guess what their topic is. The last step was have students participate in every conversation.

Second Meeting

As in the first meeting, I told the instructional objectives of the lesson to the students in order to keep the teaching and learning process stay at the right path and corridor. After doing the pre-activity, students were placed into peers, and each peer got one sheet consists of one topic and lists of words that should have the close relation with the preceeded topic. Students were instructed to choose ten words which have the closest relationship with the topic.

Here is an example of what had been done in second meeting. The topic was about "Holiday". There were fifteen or more words listed under the topic. I ask students' to choose ten of fifteen words that were the most compatible with the topic. Students should discuss their choices in pair. By doing this activity students created their own interaction with their peer in making choices. They were guided by the way how to ask the reason and how to respond the question by the guidance on the cardboard provided by me.

Third Meeting

Pre-activity had been done as usual. I started while activity by dividing students into two large groups. Then, I distributed the passages with different topic to each group. Each group had only ten minutes to read, discuss, and comprehend the content of the passage. After the ten minutes over, passage on their hand was switched to the other group. It was the opportunity of the other group to create as many questions as they could based on the passage from another group. It run for ten minutes as well. After ten minutes over, I took the passages from the two groups and discussion began. Group

A delivered their first question to group B and vice versa. Once the discussion time over, I invited one representative of each groups to conclude their idea in front of the class.

The collaborator and I observed the implementation of the action phase whether the application and the planning match or not. I also observed the motivation of students during the teaching and learning process by checking on the observation sheet. Observation was closely watching and noting classroom events, happening interaction, either students in the class (students' observation) or teacher (teacher observation). Observation was combined with field notes and documentation.

After carrying out the teaching and learning activities under the class interaction activity, I did reflection. Hui (2011: 49) states that by conducting the reflection, the researcher will find whether it is necessary to conduct another cycle. In this matter, I discussed the application of class interaction activity in cycle one with the collaborator. I found out the weaknesses that occur in the cycle one to be revised in the next cycle.

This research had criteria to determine the successfulness of the application of class interaction in developing students' speaking skill. It could be seen by the achievement of students. The individual standard score that should be gained by students after the treatment was 75. This research is considered successful when at least 75 percent of the total number of students gained more than that standard score as a classical achievement. The most important thing in this research was how to lead students achieve the goal of standard competence of English material and develop their speaking skill after the class interaction activities.

At senior high school, the scoring system takes 0-100 point scale. Based on the scoring system suggested at the curriculum of senior high school and combined with the scoring guide of fluency, I used the scoring system computation as in page 12. The result of the computation was analyzed descriptively. In getting the information of the development of students' speaking skill, I applied a scoring guide of fluency adapted from Nurkasih (2008) as seen in the following Table.

Table 1: Scoring Guide of Speaking Skill

Speaking component and descriptor		score	Category
Fluency	Fluency as fluent and effortless as that of native speaker.	4.50 to 5	Excellent
	Speed of speech seems to be slightly affected by language problems.	3.90 to 4.49	Very Good
	Speed and fluency are rather strongly affected by language problems.	3.30 to 3.89	Good
	Usually hesitant often forced into silence by language limitation.	2.50 to 3.29	Fair
	Speech is so halting and fragmentary as to make conversation virtually impossible.	0 to 2.49	Poor

(Adapted from Nurkasih. 2008. *Communicative Group Technique*).

The result of the test was computed statistically by using formula adapted from Yusuf (2006). After that, I presented the students' score and its percentage in Table form. Eventhough students' score was

computed statistically, it was also elaborate qualitatively to analyze briefly how students gain that score and how the development occur. In order to compute students' score individually, I used the formula as follows:

$$\text{Students' individual score} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100$$

Thus, after getting students individual score, I computed the percentage of classical achievement by using the formula as follows:

$$\text{The percentage (\%)} = \frac{\text{Number of passing students}}{\text{Total number of students}} \times 100$$

All data gathered through test and non-test was described qualitatively to explicate the process of how the application of class interaction influenced the students' score in test, how students' behaved during the teaching and learning process, and what was students' respond. Above all, the data was analyzed to find out how the application of English class interaction improve students' motivation to learn English and develop students' speaking skill.

I used observation sheets to get a data of teacher's activity and students' activity in the class. Students' activity was represented by four components. They are participation, attention, discipline, and assignment. Teacher's activity was represented by six components. They are material mastery, systematic presentation, media and teaching aids, performance, and the way in encouraging students' motivation.

The students' development in speaking through Class Interaction technique were investigated and analyzed through test that was provided to students at the end of the cycle. I focused on the fluency aspect. In order to give better understanding toward the findings of each cycle, the result of analysis is elaborated as follows:

a. Cycle 1

I found that the lowest point was 2 or equivalent with score 2.50 to 3.29. This score was obtained by 7 students or 35%. According to the scoring guide of speaking skill as seen in page 11, those students got that score because they usually hesitant to speak. They had lack vocabulary so that they felt difficult to produce ideas fluently.

There were 40% of students got 3 or equivalent with 3.30 to 3.89. They were given that score because their fluency in speaking English was rather strongly affected by their mother language. They know how to speak English but sometimes paused for a while to think the proper vocabulary to be used. They also sometimes mixed their speech with Bahasa Indonesia.

The highest point was 4 which is equivalent with score 3.90 to 4.49. The score was obtained by 5 students or 25%. They got that score due to the scoring guide that their fluency in speaking English was slightly affected by some language problems, such as, the use of ungrammatical sentences, think about appropriate vocabulary, and the afraid of making errors. But it was not a big deal since they could produce their idea clearly. There were no students who got point 1 as well as point 5 in this scale.

The data indicates that 55% or 11 students were successful, and 45% or 9 students failed in the test. The Kriteria Ketuntasan Minimal or Minimal Standard Achievement was at least 75 and should be gained by 75% from the total number of students in the class. I concluded that the teaching and learning process in order to develop students' speaking skill by using Class Interaction Technique in cycle 1 was not successful yet and needed to be continued to cycle 2.

b. Cycle 2

The test in cycle 2 was aimed both to know students' score and to measure whether there was any development of students' score after providing the cycle 2 as the revised section of cycle 1 or not. The test was conducted after three meetings of teaching and learning process in cycle 2. I used the formula as seen in page 12 to calculate students' individual score. After getting the data of students' individual score, I computed the percentage of classical achievement. The result of the test would be the key point whether students' speaking skill was developed or not by the implementation of

Class Interaction Technique with its various kinds of activities.

The lowest point was 2 or equivalent with score 2.50 to 3.29. After being calculated by formula as in page 12, students' individual score in this point were in the range of 50 to 65.8. This score was obtained by only one student initialed SRS or just about 5% of the total number of students. She got 2.50 so that her individual score was 50. The score of this student was not developed from cycle 1 to cycle 2. I found one possible reason why it happened. SRS was a new student in the class, she moved to Palu from one village in the West Coast of Sulawesi Tengah. She told me that she rarely studied English in her old school. It was quite difficult for her to follow the material. She tried to give her best. I kept giving her motivation to study and interact with her friend.

There were 11 students or 55% of all students got 3 or equivalent with score 3.30 to 3.89. The score that should be achieved by students to get 75 was 3.75. Even though those 11 students got the same point in this case 3, but they had different individual score since their score was different each other. Some of them were qualified successful since their score passed the standard score while some others were qualified fail because their score was under 75. They were given that score based on their ability to speak English which was rather strongly affected by some problems, such as lack of vocabulary and the use of ungrammatical sentences. Each of them was different in the frequency of making errors and the speed of speech so that their scores were varied.

The highest point was 4 which is equivalent with score 3.90 to 4.49. The score was obtained by 8 students or 40% of total number of students in the class. All of them were exactly qualified successful. Their speaking skill was good in which they speak fluent and understandable even though there were still some mispronunciation they did. There was development in the students'

grade from cycle to cycle. The minimal standard achievement was 75, and it was expected to be gained by at least 75% of students in the class. In fact, it was 80% of students who passed the standard score in the second cycle. The criterion of success was successfully achieved.

CONCLUSION AND SUGGESTION

The data which were found through observation indicated that Class Interaction Technique was appropriate to be used in the class to develop students' speaking skill and to increase students' eagerness to speak English. The class situation became more alive. The students' motivation to learn English was higher than before the class interaction activities. As there were various pairs, group, and the whole class activities, the students seemed eager to be involved in all activities.

Based on the result of observation sheets and field notes, there were actually some weaknesses occurred in cycle 1. Some students were still shy to speak in front of the class because of being afraid of making mispronunciation. Students found it difficult to express ideas since they do not know the proper words to be used. The most possible reason was that I did not give sufficient model for students to speak in front of the class and I did not provide sufficient opportunity for students to practice the pronunciation of the unfamiliar words. After discussing the solution with my collaborator, I revised all weaknesses in cycle 2. I gave students the sufficient model to speak and gave them bigger opportunities to practice many vocabularies when they learn so that they could produce their ideas easily.

The result of test in cycle 1 to cycle 2 shows that the students' speaking skill was developed. Class Interaction is effective because during the teaching and learning process, various activities were used to create high interaction between student-teacher, teacher-students, and especially among

students in the class. Compared with the result of students' achievement in cycle 1, students' achievement in cycle 2 has great development. It can be seen from the students' successful percentage in cycle 1 was 55 % increased to 80 % in cycle 2. Even though it was not a significant result, referring to its criteria of success, it is definitely a success. The students' speaking score is not the only indicator showing the success of this research. The development of the students' enthusiasm and their cheerfulness shown during the research was the best thing that I got as my own satisfaction. Their happiness and spirit increased by this technique also become the evidence of the success which could not be numerically measured.

In the application of this technique, teachers should be highly creative to apply different activities in teaching and learning process. The activities must be attractive to encourage students to learn and expect the students to use English without worrying about their errors. The study of developing students' speaking skill by doing Class Interaction Technique from other point of view is needed to meet the need of this knowledge. Besides, I only deal with speaking fluency, whereas there are other aspects of speaking were not analyzed here. A wise time management is also expected in applying Class Interaction technique. It takes a long time to conduct from the first session in increasing students' vocabulary until the session of interacting in the whole class while English lesson has very limited time in school.

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