


IMPROVING STUDENTS' SPEAKING SKILLS THROUGH SOCIAL INTERACTION IN THE CLASSROOM

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| ARTICLE INFO | ABSTRACT |
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| <p>Article history: Received: July 23, 2022 Revised: August 23, 2022 Accepted: September 12, 2022 Published: June 30, 2023</p> <p>Keywords: Speaking Skills Social Interaction Vocabulary Pronunciation.</p> | <p>This research purpose to find out improvement of the students' speaking skills used social interaction at the eighth grade students of SMAN 5 Selayar. The design of this research used a classroom action research which consisted of two cycles. Each cycles consisted of three meetings. The procedure of this research in every cycle consisted of four phases They had plans to action, observation, and reflection Subject matter for the research of class were the pupils XI which consisted of 20 students. The instrument of this research used interview. The result of students speaking skills in terms pronunciation and vocabulary in D-test, cycle I, and cycle II had improved in different scores. The research demonstrated there were was a significant improvement of the students speaking skills used by social interaction models. This statement could prove by the students' mean score of diagnostic test was 44, but it had increased to 62.6 in cycle I. And in Cycle II was 77.5. it means that the students' speaking skills from cycle I to cycle II was classified successful. Social Interaction could improve the students' speaking skills.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div> |
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INTRODUCTION

The learning of English speaking skill is a preference for a lot of English as a Foreign/Second Language (EFL/ESL) learners. Speaking is very important in second language learning. Despite its importance, speaking has been over look in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. In addition, the significance of mastering speaking skills of the target

language arises when the language learners realize the impact it would have on the success of their future careers. Learners realize that they need to practice the target language regularly in the classroom in order to overcome shyness and hesitation (Leong, L. M., & Ahmadi, S. M. (2017)).

According to Harmer as cited in Leong, L. M., & Ahmadi, S. M. (2017), human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication.

In everyday life, humans cannot be separated from the process of exchanging information or messages. The process of exchanging information is known as communication that involves one individual or groups with other individual or groups.

To be sure, in communication there are parties who act as messengers or communicator and recipients of messages. In order for communication to be effective, it is necessary to pay attention to the factors that influence it namely, content and clarity.

According to Parmawati A (2018) speaking is the highest target in English language because speaking is the basis of communication which becomes functional learning. There are many kinds of techniques to improve speaking skills and one of them is Analytic Teams Technique. Therefore, the researcher wants to find out whether or not Analytic Teams Technique can improve the students' speaking skills and to analyze the classroom situation when the Analytic Teams technique is implemented in speaking class.

In general, the problems they experience are related to low learning motivation. Almost all students have problems learning all English language skills. The most common problems in learning listening skills include problems capturing what the speaker is saying, the speaker's speaking speed, and problems confident. The reason why the researcher chooses this title is because of the researcher's experience while managing 1 in SMAN 5 Selayar most of the students' are embarrassed to speak English in the classroom because the teachers require using English even though it is still combined with Indonesian and regional language.

Social interaction strategies begin with the instructor introducing the topic and goals. The pupils then divide into teams to use a predetermined procedure. Teams must be monitored by the instructor to ensure that they stay on task and for evaluation purposes. After that, the groups must present their findings. The lecturer, facilitator, and students all play specific roles in social interaction. The group must be organized and the instructor must explain the notion. To develop teamwork and group cohesion, it will be necessary to teach and refresh the procedures and guidelines for working in teams. The method requires the instructor to provide content, maintain focus, and conduct reviews. Students must interact with other students. The student must take ownership of their education and be both a facilitator

and a learner. In addition to the class as a whole, students will be able to clarify material to one another. During the learning process, compromise, bargaining, and motivational techniques are used

Pupils' lack of social interaction, especially in learning, can be caused by the use of learning methods that do not vary that cannot accommodate the needs of the students in order to be able to interact with their peers. Learning methods that are usually used by teachers only use teacher-centered methods and rarely involve student activity, social interactions are expected to occur between teachers and students and with other students in the learning process rarely. Often teachers only focus on individual teaching that is only focused on one student, so that interaction does not occur in two directions. Teachers should be able to use learning methods that are expected to stimulate students so that social interaction can occur between students and teachers and students both during the learning process and when learning activities do not take place.

In the learning process between educators and students there must be social interaction that exist. Educators should be aware of what is should be done to be able to create a conducive learning environment for students in order to achieve the expected goals. The teacher's job as an educator trying to create an exciting and fun learning atmosphere for learners. Teachers as educators do not only dominate during the process learning, but also helps in creating conducive conditions as well provide motivation and guidance so that students can develop potential and creativity, through teaching and learning interactions. Fahri, L. M., & Qusyairi, L. A. H. (2019)". The reason why the researcher choosing this title because of my experience in SMAN 5 Selayar, most of the students are embarrassed to speak English in the classroom because the teacher requires using English even though it is still combined with Indonesian and regional language. In this research, the researcher wants to improve the students' speaking accuracy including pronunciation and vocabulary in improving speaking skills through social interaction, with the material asking and giving opinion.

RESEARCH METHOD

In order to enhance students' speaking through social contact, the research design employed in this study is called Classroom Action Research (CAR), and it is carried out in two cycles. Action research is the name given to a series of procedures teachers can use, according to Harmer as cited in Arung, F., & Jumardin, (2016). Teachers can use these procedures to either improve certain aspects of their teaching or to assess the effectiveness and/or appropriateness of particular activities and procedures.

The study will be divided into two cycles, each of which will have four phases. The cycle will be explained using the following action research phase scheme:

a. Cycle I

1. Planning
 - a) The researcher is assembling pertinent information and a topic.
 - b) The researcher created a lesson plan based on the subject matter by gathering feedback.
 - c) The researcher preparing format for speaking test.
2. Action
 - d) Practice the lesson plan by giving materials and explaining the instruction to the students.
 - e) Students perform in the front of the class by group
3. Observation
 - a) Observe the acting process
 - b) Observe students' understanding of the materials given by using the social interactions
 - c) Note the observation result
4. Reflection
 - a) Evaluate the teaching and learning process
 - b) Analyze students' achievement
 - c) Identify the problem of the first cycle.

a. Cycle II

Cycle II had a number of objectives, including addressing cycle I's shortcomings and providing more opportunity for students to practice speaking through social contact.

1. Re-Planning
 - a) Determine the issue from cycle I.
 - b) Update the cycle II lesson plan.
 - c) Create the cycle two evaluation form.
2. Action
 - a) Giving material and topic
 - b) Encouraging students to do more practice using social interactions
3. Observation

In this instance, the research will use a A method of tracking the teaching and learning process through observation in order to gather data for cycle II.
4. Reflection
 - a) Evaluate and analyze student's programs
 - b) The researcher will make a conclusion from cycle II.

The following steps will be used to examine the data from cycles I and II: This study uses quantitative data to examine the students' test results. By using this information, it is assumed that the pupils' speaking abilities will improve through social contact.

To calculate the students' mean score using the formula below.

$$\bar{x} = \frac{\sum x}{N}$$

Note :

\bar{x} = Mean score

$\sum x$ = The sum of all score

N = Total number of students

(Gay 2006: 320)

1. To categorize master students, the researcher employed the formula shown in step one.:

$$P = \frac{R}{T} \times 100\%$$

Notes :

P = The percentage of students who get poin up to 75

R = The number of the students eho get point up to 75 above

T = the total number of students

2. To know the percentage of the student's improvement by applying the following formula

$$P = \frac{y_1 - y}{y} \times 100\% \quad P = \frac{y_2 - y}{y} \times 100\%$$

Notes :

P = Percentage of the students' improvement

y = The result

y₁ = 1st cycle result

y₂ = 2nd cycle result.

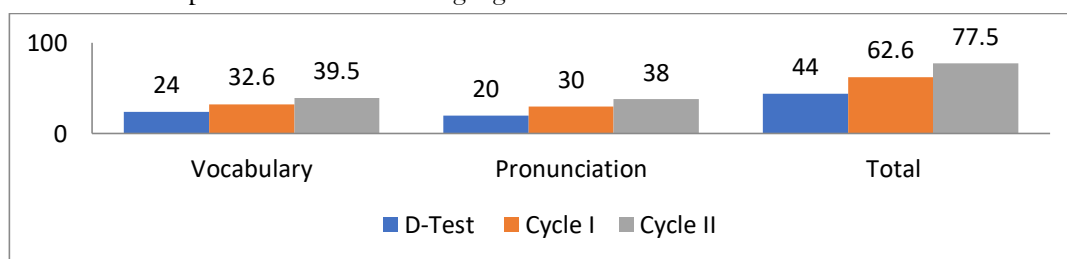
RESULT AND DISCUSSION

1. The results of improvement of students' speaking skills in terms pronunciation and vocabulary

The researcher used three types of test to guide the study in the previous chapter, such as a diagnostic test that was provided before treatment. Cycle I and cycle II of the test were given after the students' had received treatment. The table below shows the resulted of the students improved speaking skills. The application of social interaction models in improving speaking skills can be seen on the following table below:

| | Students Score | | |
|---------------|----------------|---------|----------|
| | D-Test | Cycle I | Cycle II |
| Vocabulary | 24 | 32.6 | 39.5 |
| Pronunciation | 20 | 30 | 38 |
| Total | 44 | 62.6 | 77.5 |

The table above shows speaking about the students, which concentrated improved in vocabulary and pronunciation. The pupils' lexicon score on the diagnostic test was 24. Students' vocabulary scores improved after the deployment of social interaction in the classroom in cycle I; they reached a score of 32.6. It indicates that the students' vocabulary has improved. Meanwhile, cycle II students scored 39.5, which was also higher than cycle I. Additionally, kids received a 20 on the diagnostic test for pronunciation. After the introduction of social contact, it improved; in cycle I, the pupils' scores were 30. The students' cycle II score was 38, which was greater than their cycle I score. It suggests that the pronunciation has improved. The following figure also shows the data mentioned above:



The graphic above indicates that the total mean score of vocabulary and pronunciation in diagnostic-test was 44, while in cycle I was 62.6, it shows the students' mean score increased by 19% or 19 point. And then, in cycle II total main score of students' was 77.5, it indicates that the students increased 15% from cycle I. It means that the implementation of social interaction was significant in improved the students' speaking skills at the eighth grade of SMAN 5 Selayar.

2. Developing students' speaking abilities

| Indicators | Students Ccore | | |
|---------------|-------------------|---------------------|--------------------|
| | D-Test to cycle I | Cycle I to cycle II | D test to Cycle II |
| Vocabulary | 8.6 | 6.9 | 15.5 |
| Pronunciation | 10 | 8 | 18 |
| Total | 18.6 | 14.9 | 33.5 |

According to the table above, speaking skills of students improved from Cycles I and II, Cycle I and Cycle I, and Cycle II to cycle II, with a focus on vocabulary and pronunciation. The students' vocabulary significantly improved from the diagnostic first test cycle (8.6), cycle I to cycle II (6.9), cycle II, as well. the diagnostic test (15.5). Students'

pronunciation has also significantly improved. The students received 10 scores from the diagnostic test to cycle I. Cycles I and II had a score of 8. The kids received a score of 18 from the diagnostic test to cycle II.

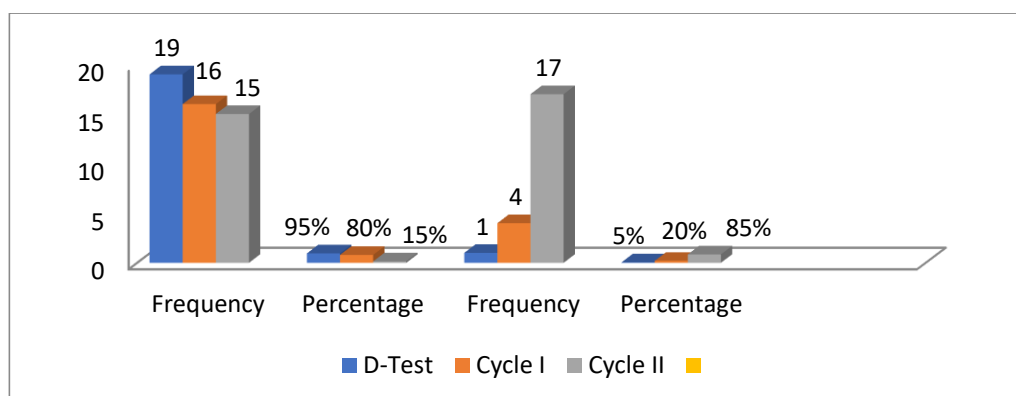
The table above displays how much students' vocabulary and pronunciation have improved overall |Cycle I came after Cycle II, and then the evaluation test, demonstrating that cycle II had the best student achievement. Between the diagnostic test and cycle I, there was an improvement in vocabulary and pronunciation of 18.6; between cycle I and cycle II, 14.9; and between cycle II and the diagnostic test, 33.5.

1. The Percentage of the Students Speaking Skill

After applying the formula, the researcher discovered that it is possible to determine the percentage of students' speaking score improvement in By incorporating action social interaction into the teaching and learning process in the classroom, it is possible to improve student accomplishment in terms of vocabulary and pronunciation from the diagnostic test, cycle I, and cycle II. The data above can be seen of the table and in form of chart below:

Table 4.3 The proportion of students' scores

| Interviews | Unsuccessful got score >75 | | Sucesful got score >75 | |
|--------------------|----------------------------|--------------|------------------------|--------------|
| | Frequency | Percentage % | Frequency | Percentage % |
| D test | 19 | 95% | 1 | 5% |
| Cycle I Interview | 16 | 80% | 4 | 20% |
| Cycle II Interview | 3 | 15% | 17 | 85% |



From the table and graphic above, it can shows that in cycle II the students got higher scores which is 85% or 17 students' in categorized successful had success >75 (kkm). There were students in cycle I. 4 got score 20%. And in diagnostic test there were 1 students' got score 5%. Furtmore, in categorized unsuccessful got score >75. In diagnostic

test there are students got score 95% or 19 students'. And the in cycle I students got score 80% or 16 students'. In cycle II there were 3 students' got score 15%. It was conducted the students' speaking skill improved significantly used social interaction in the classroom.

CONCLUSION

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion). The conclusion section must be written in Goudy Old Style, font size 12, 1.15 pt before spacing, and 1.15 pt after spacing.

Following the conclusion drawn from the data analysis in chapter IV:

1. Social interaction can help students speak more fluently, as evidenced by their test results. Additionally, based on how the students responded to the CAR teaching and learning experience. It is evident that students enjoy interacting with others. Their involvement in the class interview served as proof. Discussion, pronunciation, and vocabulary demonstrations in During an English lesson, the front of the class.
2. There was increased student engagement and took part in the speaking teaching-learning process. Social interaction can therefore be used as a substitute teaching method to help students improve and maintain their speaking skills. Only one student out of twenty (5%) who successfully completed the KKM during the first interview (D-test) (75). There were four students out of the total of 20 that passed KKM in the second interview (cycle I) (20 percent). And of the 20 students that participated in the final interview, 17 were given a score (85 percent).

As a consequence of the higher overall score of the students, it is clear that social contact at SMAN Selayar's XI-IPS grade helped students' speaking skills. This learning has also been successfully applied and has aided students' speaking skills in terms of vocabulary and pronunciation.

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