

THE EFFECTIVENESS OF INTERACTIVE LANGUAGE TEACHING IN IMPROVING STUDENT'S SPEAKING SKILL

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Abstract: Interaction is one of the important activities in language teaching learning process. The teacher needs approach and technique that can make the students creative, interactive and more enthusiastic in speaking classroom. One of the interactive techniques is a small group work. Therefore, the researcher adapted small group work technique. The purposes of the study are to find out the problems faced by the students in speaking and to find out that teaching speaking by using small group will be effective in solving the problems faced by students. The method which was used in this study was quantitative experimental research. The population of this study at the first grade students of SMAN 1 Krueng Barona Jaya. The researcher used random sample. The researcher took two classes, those are X-IA³ and X-IA². The number of sample of this research are 14 students for each class. Class X-IA³ was experimental class and class X-IA² was as control class. The data was analyzed by using statistical formula. The problems that are generally faced by students in speaking skill are their inability in expressing their idea and afraid of making mistake. The result shows that interactive language teaching by using small group work is very effective in improving student's speaking skill. It is based on the result of t-score which is higher than t-table. The value of the t-table list found =2.15 and t-score = 3.04. It means the hypothesis can be accepted. It indicates that the first grade students of SMA 1 Krueng Barona Jaya who are taught speaking by using small group work get higher score than the students who are taught without using small group work. Based on the result of the study, the researcher suggests to use small group technique in teaching speaking because it can increase the students' achievement in speaking skill.

Keywords : Interactive language teaching, Speaking skill and Small group work

Language is an essential part for human's social development. There are many functions of language. It is used to express feelings, meanings and also ideas by doing communication. For those reasons, the primary function of language is to allow interaction and communication. It means language is a vehicle for realization of interpersonal relations and for performance social transactions between individual.

Speaking is one way to communicate with others who are present. Although, people start to speak when they were born, speaking is not a simple activity, because it is not only needs words and sounds. Moreover, it is needs creativity,

structures and recursively act. Speaking is a crucial part of language learning and teaching. Teaching speaking has been undervalued for many years because English language teachers have continued to teach speaking just a repetition drills or memorization of dialogues. In now days, teaching speaking should be taught communicatively and efficiently because the goal of teaching speaking is to improve students' communicative skill. Through communicative, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

The students' face many problems in learning

English though they learn from the elementary school, the first-grade of junior high school, senior high school and also university, they still cannot speak English as well it must. The problem may occur because sometimes the students do not give their distribution for their speaking class. It makes the students difficult in reaching the goal of language teaching learning.

There are many factors caused by these failures appear, some of the failures happen because of the technique that used in their speaking class is not enjoyable and effective and both of students and teacher which cannot build a good communication or interaction each other. The problem above shows that the process of teaching and learning English does not support the improvement of speaking skills.

The teachers have to create a highly structured and well-organized learning environment in classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students, selecting material and time. Besides these roles, they have an important role that as a facilitator, teachers have to facilitate the students, they act as students' parents. So, the teacher cannot be satisfied with only one role. They can play many roles in the course of teaching. The teachers have a big role in teaching learning process.

These roles of teachers above show that teachers must be able to implement the appropriate technique and method, absolutely, when they choose the material, method and technique, they have to know what the students' need. In fact, some techniques in learning are totally depended

on the teacher as a source of knowledge and direction in the classroom. Actually, teachers should have knowledge to create interactive classroom, not only have knowledge of teaching material. The teachers have to give the opportunity for the students to express their individually by having them share their idea and opinion on a regular basis. It means, teachers must apply interesting technique and create the students to speak and give their contribution. So, teacher's and learner's role defines type of interaction characteristic of speaking classroom in which a particular technique is being used.

A classroom discussion can be arranged by making group in a class. In this technique, the students are grouped. It is important to note that group work in this research is small group work that a group at least three or fewer. It is different with pair works that only consist of two that also known as simply group work. According to Barker (1987:159), small group work is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another people in the group.

Through interaction, students can increase their language store as they listen to or read authentic linguistic materials or even the output of their fellow students in discussion, skits, join problem-solving tasks, or dialogue journal. When students convey their intention, absolutely they can express themselves to speak in the classroom. Finally, interaction is so important in language-learning situations. Due to this fact, the researcher interested in discussing more about the technique

that can be used in speaking class of language teaching. In this case, interactive language teaching is focused.

According to the background of the study, the researcher conducted the research at SMAN 1 Krueng Barona Jaya. The research was aimed to find out the problems faced by the students in speaking and to find out that teaching speaking by using small group work will be effective in solving the problems faced by students.

The population of the study was the first grade students of SMAN 1 Krueng Barona Jaya. The researcher chossed two classes were X-IA³ and X-IA². Class X-IA³ was as experimental class which consist of 20 students and class X-IA² was as control class also have the same number of students class X³. The total number of students at SMAN 1 Krueng Barona Jaya are 537 students.

LITERATURE REVIEW

SPEAKING SKILL

Language learning is supported by a series of skills. Those are listening, speaking, reading and writing. Among these four skills, speaking has important and significant role in language learning. Speaking is an activity of two or more people in sending and receiving information through oral communication. According to Frank (1972:215) stated "Oral communication as an activity involving two or more person whom participants are both reader and speaker having to react to what they hear and make their contribution at high speed". In other words, speaking is a process in which two speakers or interlocutors interchange the information. Thus speaking is the activity of

two or more people which listener and speaker reply to what they say to each other.

The goal of someone who learns a language is the ability to communicate with the native speaker of the target language or able to speak fluently. In fact learning English is not as easy as the author said in their book, there are many factors must be learned to be fluent in English, especially in speaking. To be fluent as well as the native speaker of English is not the easy task for the foreigner. We need a lot of exercises to reach that category. According to Harmer (1998:65) stated "Speaking is an integrated skill, the learner of the language need to know grammar, pronunciation, and vocabulary in order to speak well or fluently". It means that when we speak we do not only produce the sounds but we have already owned the other aspect of language such pronunciation, grammar, structure, and also vocabulary. The function of grammar to provide learner with the ability to arrange the thought, vocabulary helps the speaker in expending their thought. Meanwhile pronunciation and intonation assist them to clarify the expression.

Communicative competence is not just consist of a set of rules for formulating grammatically correct sentences, but also a knowledge when we speak, when we talk about with whom and where in what manner. In order to speak, someone not only need the skill but also need ability and the experience. The explanation shows that grammar ability does not guarantee to have a good speaking ability.

Speaking also dealing with communicating can be accomplished of a particular language.

Language can help the students to communicate successfully with the people who speak in the same language. Providing the great opportunity for the speaker to acquire the elements of language process becomes the change for getting succeed enter in to communicative activity.

There are some factors that make speaking difficult to acquire. Some characteristics of spoken language can make oral performance easy as well as, but in some cases, it is difficult.

1. Clustering. Fluent speech is phrasal; consist of sentences, not word by word. Learners can organize their output both cognitively and physically through such clustering.
2. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced forms. Contractions, elisions, reduced vowels, etc., all form special problems in speaking. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
4. Performance variables. One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can learn how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like, etc.* one of the most salient differences between native and nonnative speakers of a language is in

their hesitation phenomena.

5. Colloquial language. We need to make sure that our students know about the meaning. Students must know about word, idioms, and phrases of colloquial and that they can practice in producing these forms.
6. Rate of delivery. Another salient characteristic of fluency is rate of delivery. One of teachers' tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluently.
7. Stress, rhythm, and intonation. This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important message.
8. Interaction. Learning to produce waves of language in a vacuum –without interlocutors –would rob speaking skill of its richest component: the creativity of conversational negotiations.

Interactive Language Teaching

Interactive is adjective form of interaction. Interaction is a situation when students' attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to speaker and listener in a situation of important to both). Interaction involves not just expression of one's own ideas but comprehension of those of others. One listens to others; one responds (directly or indirectly); others listen and respond. The participants work out interpretations of meaning through this interaction,

which is always understood in a context, physical or experiential, with nonverbal cues adding aspects of meaning beyond the verbal. All of those factors should be present as students learn to communicate; listening to others, talking with others, negotiating meaning in shared context. From the very beginning of language study, classrooms should be interactive. Rivers puts it this way:

“Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint problem-solving task, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges...even at an elementary stage, they learn in this way to exploit the elasticity of language”. (1987:4-5).

Based on the explanation above, we can conclude that interactive language teaching is an approach of language teaching in creating interaction among teacher – student, student – student, and student – teacher interactively.

Interactive language teaching is more than a set of technique. It must be cultivated relationships that encourage initiation of interactive activities from either side, because interaction is not just a matter of words. Words express or camouflage the interactive intent. Students need to participate in activities that engage their interest and intention, so that interaction becomes natural and desirable and words slip out, or pour out, to accompany it.

There are some techniques and models of teaching that can be addressed as interactive language teaching activities. The most workable classroom interactive activities are presentation, pair work, discussion, debates and writing exercise.

In this research, the researcher specifies to discuss about technique of small group work that involving discussion and presentation. The activities of small group work must be managed by the teacher to make the students easier to express their creativities and speak up in a good way of interaction. A good management of interaction will help the student to interact and to share their ideas easily. It also makes them speak naturally. Interactive activities give chance for the students to be more active and independent. In this case, the students can increase their mind to reach the idea to speak.

Small Group Work

A classroom discussion can be arranged by making group in a class. In this technique, the students are grouped. It is important to note that group work in this research is small group work that a group at least three or fewer. It is different with pair works that only consist of two that also known as simply group work. According to Barker (1987:159), small group work is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another people in the group.

Small group work is essential to any classroom that is based on principle of interactive learning. In addition, Harris and Sherblom

(2008:4) defined a small group as a collection of at least three and ordinarily fewer than twenty individuals who are interdependent, influence one another over some period of time, share a common goal or purpose, assume specialized roles, have a sense of mutual belonging, maintain norms and standards for group membership, and engage in interactive communication. They also add that small group is the transactional of using symbolic behavior to achieve shared meaning among group members over a period of time. There are three keys concept of the definition: transactional process, symbolic behavior, and shared meaning.

The first key that is stated by Harris and Sherblom (2008:5) is the transactional process. In the transactional process, communication is more than merely exchanging messages or transferring information from one person to another. Harris and Sherblom (2008:5) said that in small group communication, all group members are both senders and receivers, simultaneously sending and receiving both verbal and nonverbal messages and no one cannot communicate. The second key is the symbolic behavior. Here, the meanings of both verbal and nonverbal communication exist in the symbolic significance, we attribute to the words and the nonverbal behaviors. The last one is shared meaning. It is the essential goal of small group work and also ideal to end small group meetings with everyone arriving at a more-or-less shared understanding of the meaning of the ongoing communication.

Small group work has its own characteristic. The characteristic defines small group. Haris and Sherblom (2008:10) state that there are three

characteristics of small group. They are interdependence and interactivity, the number of possible interactions among group members, and the possibility of synergy in the group's efforts and results.

Gunderson and Moore (2008:37) stated that there are three ways to accomplish group selection: self-selection, random assignment, and criterion-based selection. In self-selection, students choose their own group members. They may choose these members at random or by design. Random assignment is the teacher putting students into groups by some method of chance. Criterion-based selection is when teacher administers some sort of test or data collection tool and uses the result to assign students so that groups are both heterogeneous and roughly equal in overall ability.

Teacher's role in a group work does not end until the activity is finished when he has decided which students should work together. According to Harmer (2007:171), teacher has to control the small group activity; before, during, and after it.

RESEARCH METHOD

In this study, the researcher wants to find out the effectiveness of small group work technique in improving students speaking skill, so that the researcher has to take the experimental teaching to prove this technique is successful or not. The experimental teaching consists of experimental class and control class.

The researcher uses quantitative method. In this research, there are two kinds of test, they are pre-test and post-test. Here, the pre-test is used to see the students' speaking ability before the

treatment, and the post-test is used to see the students' speaking ability after the treatment. Both pre-test and post-test have different short story. First, the researcher gives the pre-test in order to measure their basic competence in speaking ability. Then, the researcher teaches the first class as her experiment class by using small group technique. Next, the researcher teaches control class without using small group work technique. The last, the researcher gives post test to the students for the both classes

RESULT AND DISCUSSION

Experiment Class

The writer calculated the standard deviation

$$SD_1 = \sqrt{\left[\frac{\sum x_1^2}{N} \right] - \left[\frac{\sum x_1}{N} \right]^2}$$

$$SD_1 = \sqrt{\left[\frac{56200}{14} \right] - \left[\frac{880}{14} \right]^2}$$

$$SD_1 = \sqrt{4014,29 - 3951,38}$$

$$SD_1 = \sqrt{62,91}$$

$$SD_1 = 7,93$$

So, standard deviation of the pretest is 7,93

$$\bar{X}_2 = \frac{\sum x_2}{N}$$

$$\bar{X}_2 = \frac{1010}{14}$$

$$\bar{X}_2 = 72,14$$

So, mean score of the posttest is 72,14

Then, the writer calculated the standard deviation

$$SD_2 = \sqrt{\left[\frac{\sum x_2^2}{N} \right] - \left[\frac{\sum x_2}{N} \right]^2}$$

$$SD_2 = \sqrt{\left[\frac{73800}{14} \right] - \left[\frac{1010}{14} \right]^2}$$

$$SD_2 = \sqrt{5271,43 - 5204,18}$$

$$SD_2 = \sqrt{67,25}$$

$$SD_2 = 8,20$$

So, standard deviation of the posttest is 8,20.

From both calculations, the writer obtained t-score by using the formula:

$$\begin{aligned} t\text{-score} &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(SD_1)^2}{n} + \frac{(SD_2)^2}{n}}} \\ &= \frac{62,86 - 72,14}{\sqrt{\frac{(7,93)^2}{14} + \frac{(8,20)^2}{14}}} \\ &= \frac{9,28}{\sqrt{4,49 + 4,80}} \\ &= \frac{9,28}{\sqrt{9,29}} \\ &= \frac{9,28}{3,05} \end{aligned}$$

$$t\text{-score} = 3,04$$

Control Class

The writer calculated the mean score of pre-test and post-test of the control class by using the following formula:

$$\bar{X}_1 = \frac{\sum x_1}{N}$$

$$\bar{X}_1 = \frac{835}{14}$$

$$\bar{X}_1 = 59,64$$

So, mean score of the pre-test is 59,64

Then, the writer calculated the standard deviation.

$$SD_1 = \sqrt{\left[\frac{\sum x_1^2}{N} \right] - \left[\frac{\sum x_1}{N} \right]^2}$$

$$SD_1 = \sqrt{\left[\frac{50425}{14} \right] - \left[\frac{835}{14} \right]^2}$$

$$SD_1 = \sqrt{3601,79 - 3556,93}$$

$$SD_1 = \sqrt{44,86}$$

$$SD_1 = 6,70$$

So, standard deviation of the pre-test is 6, 70

$$\bar{X}_2 = \frac{\sum x_2}{N}$$

$$\bar{X}_2 = \frac{905}{14}$$

$$\bar{X}_2 = 64, 64$$

So, mean score of the post-test is 64, 64

Then, the writer calculated the standard deviation

$$SD_2 = \sqrt{\left[\frac{\sum x_2^2}{N} \right] - \left[\frac{\sum x_2}{N} \right]^2}$$

$$SD_2 = \sqrt{\left[\frac{59225}{14} \right] - \left[\frac{905}{14} \right]^2}$$

$$SD_2 = \sqrt{4230,36 - 4178,33}$$

$$SD_2 = \sqrt{52,03}$$

$$SD_2 = 7, 21$$

So, standard deviation of the post-test is 7, 21.

From the both calculations, the writer obtained t-score by using the formula:

$$\begin{aligned} t_2\text{-score} &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(SD_1)^2}{n} + \frac{(SD_2)^2}{n}}} \\ &= \frac{59,64 - 64,64}{\sqrt{\frac{(6,70)^2}{14} + \frac{(7,21)^2}{14}}} \\ &= \frac{5}{\sqrt{3,21 + 3,71}} \\ &= \frac{5}{\sqrt{6,92}} \\ &= \frac{5}{\sqrt{2,63}} \end{aligned}$$

$$t\text{-score} = 1, 90$$

Based on the data above, the obtained t-score of experimental class is 3, 04 and of control class is 1, 90. This indicated that there are significant different of pre-test and post-test in each technique. The critical value of t for the degree of freedom of

14 sample is 2, 15 at level significance 5% (0, 05).

So, t-score = 3, 04 is higher than table t = 2, 15.

Here, it's mean, the hypothesis can be accepted. It means that, interactive language teaching by using small group technique can be effective to improve student's speaking skill especially in retelling short story.

CONCLUTION AND SUGGESTION

Conclusion

Result which has been presented in the previous chapter, the researcher puts some conclusions as follows:

1. Interactive language teaching by using small group work technique that is applied in teaching speaking in experimental class could be an effective technique. It is proper to mention because the result of t-score indicates that there is a difference between experimental class and control class. The t-score of experimental class is 3, 04 and of control class is 1, 90 and according to Arikunto (1987: 270) the critical value of t for the degree of freedom of 14 sample is 2, 15 at level significance 5% (0, 05). So, t-score of experimental class is higher than t-table and control class.
2. Interactive language teaching by using small group work could improve students' speaking ability by doing interaction orally in the class. The situation in the class was very enjoyable, the students freely communicated with each other and they were more enthusiastic when they

joined the class.

The problems that could be faced by the students in implementation of interactive language teaching were; lack of vocabulary, lack of self confidence because of nervousness and shyness. In this case, teachers have to motivate them to do interaction with others.

Sugesstion

On the basis of the result and to complete this research, some suggestions are presented in an effort to improve the students' speaking skill as follows:

1. The most important aspect than anything else in teaching is the teacher's role in classroom. The students still need to be controlled by the teacher on the process of interactive language teaching process. Well organized interaction will make the students speak and share their opinion naturally.
2. The problem mostly faced by the students is lack of self confidence. Thus, the teachers should motivate them.

The teacher has to provide a good teaching planning in order to increase the student's motivation and gain the goal of learning English. The teacher should apply interactive language teaching approach by using small group work technique as an alternative in teaching speaking where teachers talk less and students are given more chance to talk.

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