



AN ANALYSIS OF STUDENTS' STRATEGIES IN SPEAKING ENGLISH IN THEIR CLASSROOM INTERACTION

Astri Marliani¹, Setia Muljanto², Anne Ratna Suminar³

SMA 13 Garut, West Java, Indonesia¹

Institut Pendidikan Indonesia,
West Java, Indonesia^{2,3}

Email:

tanto_sm@yahoo.com²

anners@institutpendidikan.ac.id³

Article History

Submitted 10 February 2021

Revised 1 March 2021

Published 30 March 2021

Abstract.

This study investigated strategies in learning speaking was used by the students. Besides that, the purpose of this study is to find out the students' strategies in learning speaking English in their classroom interaction. To achieve the purpose, the study used qualitative as research method and participant observation design. The objects of this study were 10 students of 1st grade in one college in Garut. The primary data collections of the current study were observation and questionnaire. This study used observation check list form to find out the students' speaking classroom activities Based on the research findings in the observation, showed that the students were story telling about narrative text in front of class individually like actress/actor. After performing, they got the score from their showed about used grammar, pronunciation, character, and their voices (loudly, slowly and clearly). Meanwhile, in the questionnaire, showed that the students used some learning strategies to improve their speaking classroom interaction, the strategies are: 1) Watching English movie with the subtitle. 2) Making conversation in speaking English in daily activities. 3) Finding the new vocabulary. 4) Listening to the music or song. 5) Listening to their friend when speaking English in front of class. Therefore, the students have to practice used their strategies in learning speaking classroom interaction to be more actively and confidence.

Keywords: Students' strategies, speaking skill, classroom interaction

INTRODUCTION

In learning English, there are some skills that should be learned and practiced by the students, such as listening, speaking, reading, and writing. According to Azadi (2015:126) "Speaking is one of four basic skills in learning foreign language besides listening, reading, and writing." Therefore, the researcher thought that speaking is one of the most essential skills to be developed and enhanced as means of effective communication. According to Oxford Dictionary of Current English (2009:414) "Speaking is the action of conveying information or expressing ones' thoughts and feeling in spoken language". So that, speaking is one way to giving or finding information and to communicate each other. Furthermore, communication can be built through interaction in classroom. According to Brown (2001:165) "interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people (students and teacher or students and students), resulting in reciprocal effect on each other".

Thus, interaction in communication especially in learning speaking classroom, the students should have strategy to interact. Therefore, this study was to find out the students' strategies in their speaking classroom interaction to improve their speaking skills.

LITERATURE REVIEW

Strategies are ways for the students to solve problems which is faced in constructing meaning in any context. Each strategy can be used many times with the same students. The teaching and learning process is like a triangle inside a circle. Teachers, students and the curriculum form. The triangle and their interactions occur within the educational system: The circle. The weakness of one component among these will dramatically affect the entire teaching and learning process. The students make various ways in learning English strategy, since, when the students would learn English they feel bored. The students in good learning strategies would ensure that they know how to acquire new knowledge, which leads to improved learning outcomes. According to Wrench (2009:59) stated that learning strategies have been defined as the "cognitive, affective, and physiological traits that serve as relatively stable indicators of how learners perceive, interact with, and respond to learning environments". Good learners are using various learning strategies to help them learn. However, learning strategies are the tools that can employ the students to complete a language task. Thus, a learning strategy is a person's approach to learning and using information. However, learning use strategies in the groups or individual of strategies requires direction and guidance from the teacher.

Learning strategy focuses on making the students more active. The learning strategies described here are not necessarily specific to any content area but emphasize communication. Some of the strategies are designed for group work, partners or as individually. Learning strategies guide to the students in good interaction to get their improvement in speaking in the classroom. Also they can evaluate their pronunciation, and grammar in sentence. In that learning strategies, the students hope to be understand in their group work, partners, or as individually. It means the students should try to hard use their learning strategies to be successful in speaking in classroom interaction.

Interaction and Communication are Important in Learning English

Interaction is an important world for language communication, especially for the students. According to Brown (2001:165) stated that “Relates interaction to communication, saying, “...interaction is, in fact, the heart of communication: it is what communication is all about”. Interaction has a similar meaning in the classroom. It might define classroom interaction as a two-way process between the participants in the process. Interaction between the teacher and the students are very important in the teaching and learning process. When interaction occurs, the students have opportunities to demonstrate their language what they learn in the classroom. On learning languages, it appears, the best way to learn to interact is through interaction itself. With interaction and communication, it means, the students can use English language to conversation with their friends. According to Wilga Rivers (2000:4-5) as in Brown (1994:159): “Through interaction, the students can increase their language store as they listen or read authentic linguistic material, or even the output of their follow the students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, the students can use all those 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.

Thus, a good lesson is not the one in which the students do all or even most of the talking. Some lesson may be good if the students are carefully in learning structured. The students do a good deal of talking and at the same time they get a lot feedback from the teacher. In the classroom, the students should be understood tone of voice (e.g. slowly, clearly, and naturally), because it makes the students feel confidence when they interaction in the classroom. Tone of voice is an essential for the students since learn English language. Therefore, it is essential to speak naturally, recognize, because the teachers may not understand what the students talk.

Strategies in Learning Speaking

Learning includes all the activities of providing education to other. Here, learning means the students’ interaction. According to Linse (2005:62) stated that: “When looking at language teaching, it is important to consider the technical knowledge of how people learn language with the practical, implicit and institutive knowledge that is gained through actual experience”.

Therefore, the students have to practice communicate or interact the way speaking. Speaking is one of the important skills that should be practiced to communicate orally. Some learning speaking involves ways to differentiate instruction so that everyone in the classroom can learn and understand the material.

According to Boyd & Maloof (2000:163) as in Allahyar and Nazari (2012:80) stated that: “Students’ learn through talking, so it follows that students must avail themselves of opportunities for self-expression.” So, through talking the students can communicate. Communication using languages can be divided in two ways: orally and in a written form. In the context of language learning to communicate in orally form (speaking) is more difficult than written (writing). In fact, the students are difficulties to speak English, since, they do not master English, such as, they do not understand vocabulary, structure, so they confuse when they speak to tell something in front of the class. However, today’s world requires that the goal of learning speaking should improve students’ communication skills, since, only in that way, students could

express themselves and how to social with their partner. Therefore, the students have to master speaking skill.

In learning of speaking skill has become important topic in English as a foreign language (EFL) context. English speaking ability is essential for people almost interact everywhere and every day through English. According to Swain (2005:478) stated that:” Interaction also provides learners with opportunities to use the target language”. The average people produce tens of thousands of words a day. That all, the people have to learn how to do it in speaking foreign language. Therefore, in order to the students could interact and communicate in English, the students have the key for all that, namely speaking. According to Richard and Rodgers (1986:10) as in Cahyono (2006:270) states that “Speaking was them made the primary aim of the language when direct method came”.

In the era of this method oral communication became the basis of the way to interact in the language learning programs. In learning speaking strategies, the students should find out their weaknesses in speaking. Furthermore, that strategies can be solution for the students in learning speaking. Therefore, a strategy in learning speaking is to train the students the fluency of using the target language. Besides that, the students should have strategies in learning speaking, therefore, EFLs should create a classroom environment where students have real-life communication. One of them, the students is divided into group work, this is active tool to students in speaking in front of the class, since according to Gillies (2008:23) stated that “By increasing individual accountability perceived interdependence among group members may also be increased.” This is useful for learners in the basic level, but it would limit the students’ exploration in the advanced level. In order to reach a certain level of accomplishment in spoken communication, language learners need to recognize that speaking involves three areas of knowledge pointed out by Schwarz (as cited in NCLR: 2006):

1). Mechanics

This area of language knowledge covers pronunciation, grammar, and vocabulary. This area will inform students how to pronounce words correctly, which words are suitable to be used in certain contexts, and also the correct order of words.

2). Function

This area of knowledge is about transaction and interaction. Students are informed about the importance of the clarity or simplicity in exchanging information (transaction).

Besides that, the students will also be notified when accurate understanding is necessary (interaction).

3). Social and cultural rules and norms

This area of knowledge covers turn-taking, rate of speech, length of pauses between speakers, and relative roles of participants. EFL students must recognize who is speaking to whom, in what circumstances, about what, and for what reason. Teachers need to help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations.

There, the students could practice to interact and communicate through speaking English. After the teacher provide instruction, it is important to check that the students have understood what they are being asked to do. Furthermore, the teacher must be able to stimulate the students communicate and interact through

oral activities, so the students could practice of these strategies and they speak more confident. There are some strategies that the students should have in communication in the classroom. According to Martin (2007:2) “there are some strategies specific to helping ELLs acquire and use oral language.” As follows:

1. Have students retell stories aloud.

For example, record their retellings in their own words to create language experience chart that can be used for future reading and writing lesson in the group.

2. Sing or read songs.

For example, children can bring in a favorite song to perform alone or as a group, but make sure you have heard the songs first and can approve it.

3. Experiment with speaking and writing in different tenses and using different types of expressive language.

For example, say the same word or phrase using a tone that is happy, sad, angry, and so forth.

4. Explain by showing, not just telling.

For example, act it out if you have to or use visual tools such as actual objects, diagram, etc.

5. Practice dictation.

For example, especially for learning spelling. Allow students to take turns dictating, too. Useful sentences for contextualizing the spelling words.

Thus, from the explanation above the students can explore those strategies to be more active and confidence in speaking English in classroom interaction.

METHODOLOGY

This study used qualitative design with participant observation method to observe and to understand strategies of learning speaking in classroom interaction. According to Creswell (2009:4) states that “Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.”

Thus, it needs an instrument to collect the data. The instruments were used observation and questionnaire.

In the observation, the study adopted the type of a structured observation, since the researcher observed and recorded by using video whatever activities occurred in the classroom. The researcher used observation check list form for the research to make clear what had been observed. In this study classroom observation form, the students story telling in front of class. Beside that, the teacher gave the score to the students during learning such as their characteristic, use grammar in sentence, pronunciation, and their voices. Meanwhile in the questionnaire, the researcher gave the questionnaire for one classroom about strategies in learning speaking. The students fill up two papers questionnaire what the researcher gave. The researcher gave 30 minutes for the students fill up the questionnaire with 20 questions.

FINDINGS AND DISCUSSION

This observation was conducted through video recording, in which the researcher captured the activities of the students in the classroom during learning. During this observation, the researcher recorded three sessions of classroom

interactions. Each session was observed for 90 minutes. The observed activity involved students individually presenting a narrative text to the class, followed by a 10-minute period during which students communicated using body gestures, similar to actors or actresses, randomly selected. The students had prepared materials from the provided book. In each session, there were 8 to 9 students who participated. After their performances, they received scores based on their use of grammar in sentences, pronunciation, characterization, and their vocal delivery (volume, pace, and clarity).

In the questionnaire, the researcher provided some questions using a close-ended format. The results of this questionnaire revealed that students employed several strategies. These strategies included watching English movies with subtitles to enhance their vocabulary and improve their speaking skills, engaging in English conversations during daily activities both inside and outside of the campus to practice speaking, seeking out new vocabulary to enhance their speaking ability, listening to music or songs to aid pronunciation, and finally, listening to their friends speak English in front of the class.

This research investigated the students' strategies in learning speaking English in their classroom interaction. In the observation, the students were story telling about narrative text in front of class individually like actress/actor. After performing, they got the score from their showed about used grammar, pronunciation, character, and their voices (loudly, slowly and clearly). While, in the questionnaire, the students used some strategies by watching English movie with the subtitle to add vocabulary to improve their speaking skill, making conversation in speaking English in daily activities (inside and outside of the campus) to improve their speaking skill, finding the new vocabulary to improve their speaking skill, listening to the music/song to help pronunciation in their speaking skill, and the last listening to their friends when speaking English in front of the class.

The strategies made them more confidence in the speaking class and when they were story telling about narrative text in front of class individually and talk with the body gesture same like actor/actress, some students were active and spoke English clearly without memorized assignment text in the book. And, many of students are ready to come forward in front of class by random. Moreover, there were some students seemed less of interaction and communication because they were lack of grammatical and pronunciation, especially in speaking class. In the observation, the students also seems low confidence when the students showed in front of class, such as they less of memorized of materials, it made them spoke in chunks and less structured phrases and sentences, they mixed language with Bahasa and just silent during in the class communicated.

Therefore, the students have to practice communicate or interact the way speaking. In fact, the students were difficulties to spoke English, since, they do not master English, such as they spoke to tell in front of the class. However, they have their own way to act some character in a story telling. In a character play, they used some properties to support their showed, like costume, make up character, etc. Even though, they should more practice in speaking skill to improve their speaking skill.

CONCLUSION

In conclusion, based on the observations and questionnaire, the researcher obtained some findings from the students. During the observation, students engaged in

storytelling about narrative texts individually in front of the class and communicated using body gestures akin to actors or actresses. Following their performances, they received scores based on their grammar usage, pronunciation, characterization, and vocal delivery (volume, pace, and clarity).

Meanwhile, in the questionnaire, students reported using various strategies, including watching English movies with subtitles to enhance their vocabulary and improve their speaking skills, engaging in English conversations during daily activities both inside and outside of the campus to enhance their speaking ability, seeking out new vocabulary to improve their speaking skills, listening to music or songs to improve pronunciation, and finally, listening to their friends speak English in front of the class.

Additionally, some students were active and spoke English clearly without relying on memorized assignment texts from the book. Moreover, many students demonstrated readiness to speak in front of the class. However, some students appeared less interactive and communicative due to deficiencies in grammar and pronunciation, especially during speaking classes. The researcher believes that students' strategies could assist those lacking in grammar and pronunciation to improve their speaking skills and provide them with experiences that will aid them in real-life situations or in the future

REFERENCES

- Azadi Somayeh, S., et al (2015) The Role of classroom interaction on improvement of speaking among Iranian EFL learners. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)* Volume 8 (1), January 126-135 www.ijllalw.org.
- Boyd, M., & Maloof, V. (2000). How teachers build upon Student-Proposal Intertextual Links to facilitate student talk in the ESL classroom. In J. Hall & L. Verplaetse (Eds), *The Development of second and foreign language learning through classroom interaction* (pp.163-182). Mahwah, NJ: Lawrence Erlbaum Associates.
- Brown, H. Douglas. (2001). *Teaching by principle: An Interactive Approach to Language Pedagogy*, Second Edition. New York: Addison Wesley Longman, Inc.
- Brown, S.G, Jones, and S.Rawnsley (eds). (1994:88). *Observing teaching*, Birmingham: SCED. Publications.
- Gillies, R. (2008). The Effects of cooperative learning on junior high school students' behaviours, discourse, and learning during a science-based learning activity. *School Psychology International*, 29, 328-347.
- Linse, C.T. (2005). *Practical English Language Teaching: Young Learners*, in Nunan, David (ed). NewYork:McGraw-Hill Companies.
- Oxford Dictionary of Current English (2009). *Definitions of Speaking*. New York: Oxford University Press.
- River, Wilga M. (2000). *Teaching Foreign Language Skills*. Chicago: The University Press.
- Schwartz, D.G. (2006). *Encyclopedia of Knowledge Management*, IGI Global. [electronic], <http://library.books24x7.com/toc.asp?bookid=14700>.
- Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed), *Handbook of Research on Second Language Teaching and Learning* (pp.471-484). Mahwah, NJ: Lawrence Erlbaum Associate.

- Widiati, Utami and Cahyono, Yudi.B. (2006). The Teaching of EFL Speaking in the Indonesian Context: The States of the Art. *Bahasa dan Seni* (2006), 269-271.
- Wrench. J.S., Ricchmond, V.P. and Gorhan, Joan. (2009). *Communication, Affect & Learning in the Classroom*. United States of America.