An Analysis on Students' Classroom Interaction in Speaking Class at SMAN 1 Bangkinang

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Abstrak

Penelitian kualitatif ini dilaksanakan di SMAN 1 Bangkinang kelas XII IPS 2 tahun ajaran 2022/2023. Analisis keterampilan berbicara siswa dalam penelitian ini bertujuan untuk mengetahui bagaimana interaksi kelas siswa pada kelas berbicara di SMAN 1 Bangkinang. Subyek penelitian ini terdiri dari 20 siswa, 11 siswa laki-laki dan 9 siswa perempuan. Instrumen penelitian adalah angket dan dokumentasi. Berdasarkan hasil temuan, dalam interaksi peserta didik-konten sebanyak 25% siswa tidak memahami materi berbicara dan memahami tugas-tugas pembelajaran yang diberikan oleh guru. Sedangkan dalam interaksi pelajar-pelajar, 75% siswa tidak tertarik untuk berlatih berbicara bahasa Inggris dan sebanyak 35% siswa tidak memahami penjelasan yang diberikan oleh temannya pada saat presentasi. Sementara itu, peneliti menemukan adanya interaksi yang baik antara guru dan siswa, antusiasme yang tinggi ketika mendapatkan motivasi dan keinginan untuk bertanya kepada guru jika mereka tidak mengerti.

Kata kunci: *Interaksi Kelas, Kelas Berbicara*

Abstract

This qualitative research was conducted at SMAN 1 Bangkinang class XII IPS 2 for the academic year 2022/2023. The analysis of students' speaking skills in this study aims to determine how the class interaction of students in the speaking class at SMAN 1 Bangkinang. The subjects of this study consisted of 20 students, 11 male students and 9 female students. The research instrument is a questionnaire and documentation. Based on the result findings, in the learner-content interaction as much as 25% of students do not understand the speaking material and understand the learning tasks given by the teacher. While in learner-learner interaction, 75% of students are not interested in practicing speaking English and as many as 35% of students do not understand the explanation given by a friend at the time of presentation. Meanwhile, the researchers found there was good interaction between teachers and students, high enthusiasm when getting motivated and a desire to ask the teacher if they did not understand.

Keywords: *Classroom Interaction, Speaking Class*

INTRODUCTION

English as a means of communication both in Indonesia and in the world makes English a language that is not foreign to the people of Indonesia. This is one of the reasons that make English a subject that is studied and taught in Indonesia at various levels, including junior, senior and university. Humans are considered as education because they have various potentials, such as intellectual potential, life potential, physical potential, and spiritual potential (Rianti, 2017). Therefore, it is not surprising that many Indonesians are proficient in English even though it takes a long time to master it. Masrul (2016) divides the four fundamental English language abilities into two categories: receptive skills and

productive skills. This is often regarded as the hardest of the four abilities, according to some experts (speaking, listening, reading and writing).

Speaking is a crucial ability for participants in the English Study Program who intend to become English teachers, according to Marleni (2018). Speaking, according to Harmer (2007:284), is the capacity to communicate with ease and assumes not only knowledge of linguistic characteristics but also the capacity to absorb language and information "on the fly." People who want to improve their speaking abilities should practice as frequently as they can and get experience almost anywhere, even in language lessons.

Brown (2001:165) argues that interaction—the core of communication—must occur often for speakers of the target language to gain expertise speaking English. Due to the effects of globalization and everyone's knowledge of English as their worldwide language, teaching English has increased significantly in recent years. The teacher's communication style and interactions with the students have a significant impact on how well a lesson is taught. In language learning activities, teacher discourse is an integral part of foreign language instruction, and how teachers communicate affects both how well they instruct and how well students learn. In Indonesia, English language instruction is often conducted in a classroom environment directly under the direction and supervision of the teacher.

When teachers and students are working together to educate and learn, there is interaction in the classroom. Additionally, Dagarin (2004:128) supports the idea that classroom engagement may be characterized as a two-way process between the learners.

Anywhere, at any time, especially in a classroom setting, interaction may happen as long as individuals talk to one another, act, and get replies from one another. Students lack the courage to express their ideas and opinions while speaking in class interactions, which makes them uninterested in using their English skills. This indicates that an interaction is just a communication involving more than one person. It may also refer to a reaction or an activity through which a response is created. Additionally, some students believe that learning English is a challenging topic.

Students require the teacher's assistance to practice using English during all teacher-student interaction activities when they are learning the language in the classroom. Materials, media, classroom activities, classroom management, the teacher's attitude, and the teacher's technique, according to (Marleni, 2018), all had an impact on the students' speaking abilities. The objective is for students to get more comfortable speaking English in class interactions so that all interactions may be conducted appropriately and efficiently. Typically, classroom communication and learning take place naturally through class language.

In the classroom, there is a "two-way process between the participants in the language process, the teacher impacts the learners and vice versa," claims Dagarin (2004, p. 128) The contact in the classroom is then classified by Sarosdy et al. (2006) as pedagogic interaction, which refers to the interaction in the teaching and learning process. The most crucial aspect of all classroom activities is the connection between teachers and students. In speaking, the teacher is asked to make the right conversation, because it can form a harmonious atmosphere and at the same time can promote closer and friendly relations between teachers and students.

Based on the explanation above, it can be concluded that speaking English in class is one of the things that students are still unfamiliar with the lack of practice to speak English also affects their confidence. In addition, the teacher plays an important role in directing students by inviting and guiding them to speak English. So that speaking English is no longer foreign to students.

Based on the questionnaires distributed to students at SMAN 1 Bangkinang, the researcher found several problems experienced. Firstly, students' feel that speaking in class is a difficult English subject. Secondly, students' do not practice speaking English when they have leisure time in class and thirdly, students' do not understand the explanation given by their friends during the presentation.

From some of the problems above, researchers are interested in analysis students' speaking class in the classroom interaction process. Therefore, in this study to determine the

classroom interaction between teachers and students that occur in the classroom in analysis students' speaking class in the teaching and learning process, the researchers conducted a study entitled "An Analysis on Students' Classroom Interaction in Speaking Class at SMAN 1 Bangkinang".

METHOD

This research conducted at SMAN 1 Bangkinang. This school is located on Jl. Bendungan Uwai, Kelurahan Pulau, Pulau, Bangkinang, Kampar, Riau. In this study, the researcher uses a qualitative research that examines students' problems in classroom interactions in speaking class in the XII grade social sciences 2 of SMAN 1 Bangkinang in the 2022/2023 academic year.

The data for this research will be obtained by questionnaire and documentation. In this research, the data source is the students' XII grade social sciences 2 of SMAN 1 Bangkinang. Sources of data used in qualitative research, namely:

1. Primary data

In this study, the source was obtained directly from the questionnaire of the students' about speaking class in classroom interaction.

2. Secondary data

Secondary sources are data from journal reading sources or essays on language variations, as well as articles and magazines to strengthen findings, internet media related to the research object and complement existing primary sources.

The most basic type of non-probability sampling; participants were selected based on availability and willingness to participate. Researchers selected the samples for study through a fixed or unscheduled selection process. The purpose is not to test hypotheses on large populations, however, to develop a basic understanding of a minority population. Convenience sampling is taken based on the availability of elements and the ease of obtaining them, in other words the sample is taken because the sample is at the right time and place.

The techniques of collection data by using questionnaire and documentation. The questionnaires in this study were questions or statements about students' interactions in the classroom when they spoke English. Each items had two opinion: yes or no. Beverlay (2009) asserts that documentation is made up of subjective information that may be very helpful in the pursuit of a justification, such as data, case notes, websites, and letters. Beverlay adds that documentation is connected to student performance and classroom conditions. especially the textbooks used by students and professors for English classes. It all comes down to how a teacher and student interact in the classroom.

There are three steps to the data analysis process: data reduction, data visualization, and conclusion or verification. The following is how the author will describe the analytical procedure:

1. Data reduction

Data reduction was carried out during the study activities. In this instance, the researcher edited the data while doing the investigation. The researcher recorded data, documentation, and photographs of the students' questionnaire responses during speaking class interaction.

2. Data Display

This approach was used to organize information, provide a description, or provide a narrative in order to make conclusions. It is done because, throughout the qualitative research process, the data are typically formed like stories, necessitating simplicity without losing their integrity. The data is shown so that you may see the whole picture or a portion of the big picture. At this point, researchers work to categorize and provide data that follows the topic, starting with the coding on each subject.

3. Conclusion and Verification

The researchers' analysis of the collected data was presented in this part. Activities are designed to look for links, equations, or distinctions that might help explain the significance of the data that has been collected.

The following are the primary phases of qualitative research, according to Sugiono (2017):

1. Description stage or orientation stage

The researchers now recount what they have seen, heard, and felt. The researcher quickly lists the data they have collected.

2. Reduction stage.

The researcher now narrows down all of the data from the earlier stage and focuses on a single issue.

3. Selection stage

The researcher gives a more thorough explanation of the emphasis that has been chosen and conducts an in-depth investigation of the problem at hand.

RESULT AND DISCUSSION
Research Findings

Based on the result of the questionnaire to the subject of the research, the researcher presents the finding of the research. The findings for this research are based on the questionnaire with 11 statements and was given to 20 students' in XII grade social sciences 2. The questionnaire was apply to measure the students' classroom interaction in speaking class was divided into three indicators, namely: a. Interactive Learning with Content (interaction between students with a topic or subject of study that is a component of education) b. Student-teacher interaction (students and teachers interacting with one another) c. Interaction between students or groups, with or without the assistance of a teacher or other adult educator. The researcher evaluated each category of the questionnaire in order to clarify them, as follows:

1. Learner-Content Interaction

Table 1. Questionnaire 1

Statement	Option	Frequency	Percentage
I understand the learning material in speaking English given by the teacher.	Strongly Agree	3	15%
	Agree	14	70%
Saya memahami materi pembelajaran dalam berbicara bahasa inggris yang diberikan oleh guru	Less Agree	2	10%
	Disagree	1	5%
Total		20	100%

Based on the table 1, show that 15% of students strongly agree. 70% of students agree, 10% of students less agree, and 5% of students disagree. This shows that students have a good interaction with the speaking learning materials. Most of the students choose to agree, it can be concluded that the learning material in speaking English given by the teacher can be understood by the students.

Table 2. Questionnaire 2

Statement	Option	Frequency	Percentage
I found the idea by reading textbooks.	Strongly Agree	0	0%
Saya menemukan ide dengan membaca buku ajar.	Agree	15	75%
	Less Agree	5	25%
	Disagree	0	0%
Total		20	100%

Based on the table 2, show that 0% of students strongly agree. 75% of students agree, 25% of students less agree, 0% of students disagree. This shows that students have a good interaction with the learning material. Most of the students choose to agree, it can be concluded that by reading textbooks, students can find ideas in learning materials.

Table 3. Questionnaire 3

Statement	Option	Frequency	Percentage
I am able to do the task of learning to speak English given by the teacher.	Strongly Agree	0	0%
	Agree	15	75%
Saya mampu mengerjakan tugas pembelajaran berbicara bahasa inggris yang diberikan oleh guru.	Less Agree	5	25%
	Disagree	0	0%
Total		20	100%

Based on the table 3, show that 0% of students strongly agree. 75% of students agree, 25% of students less agree, 0% of students disagree. This shows that they do not have difficulty in interaction with speaking learning materials. Most of the students choose to agree and can be concluded that students are able to do the task of learning to speak English given by the teacher.

2. **Learner-Instructor Interaction**

Table 4. Questionnaire 4

Statement	Option	Frequency	Percentage
The teacher gives motivational words to students at the end of the lesson.	Strongly Agree	14	70%
	Agree	6	30%
Guru memberikan kata-kata motivasi kepada siswa diakhir pembelajaran.	Less Agree	0	0%
	Disagree	0	0%
Total		20	100%

Based on the table 4, show that 70% of students strongly agree. This shows that there is no difficulty in interaction between teachers and students in speaking class. 30%

of students agree, 0% of students less agree, 0% of students disagree. It can be concluded that the interaction between students and teachers most of the students strongly agree. Students assume that the teacher gives motivational words to them at the end of the lesson.

Table 4. Questionnaire 5

Statement	Option	Frequency	Percentage
I pay attention and understand the explanation given by the teacher in speaking class.	Strongly Agree	3	15%
	Agree	17	85%
Saya memperhatikan dan memahami penjelasan yang diberikan oleh guru pada kelas berbicara.	Less Agree	0	0%
	Disagree	0	0%
Total		20	100%

Based on the table 5, show that 15%% of students strongly agree. 85% of students agree, 0% of students less agree, 0% of students disagree. This shows that there is good interaction between teachers and students in speaking class. It can be concluded that the interaction between students and teachers very high, can be proven by assuming that students pay attention and can understand the explanation given by the teacher in the speaking class.

Table 6. Questionnaire 6

Statement	Option	Frequency	Percentage
The teacher gives an explanation to the students in direction of giving assignments.	Strongly Agree	8	40%
	Agree	12	60%
Guru memberi penjelasan kepada siswa dalam pengarahan pemberian tugas.	Less Agree	0	0%
	Disagree	0	0%
Total		20	100%

Based on the table 6, show that 40% of students strongly agree. 60% of students agree, 0% of students less agree, 0% of students disagree. This shows that there is not difficult in interaction between teachers and students. It can be concluded that the interaction between students and teachers in speaking class very high. The students assuming that the teacher gives an explanation to the students in direction of giving assignments.

Table 7. Questionnaire 7

Statement	Option	Frequency	Percentage
I ask the teacher about learning in English if I don't understand.	Strongly Agree	1	5%
Saya bertanya kepada guru	Agree	19	95%

	Option	Frequency	Percentage
mengenai pembelajaran dalam berbahasa inggris jika saya tidak mengerti.	Less Agree	0	0%
	Disagree	0	0%
Total		20	100%

Based on the table 7, show that 5% of students strongly agree. 95% of students agree, 0% of students less agree, 0% of students disagree. This shows that there is good interaction between teachers and students in speaking class. It can be concluded that students do not hesitate to ask the teacher about learning English if they do not understand.

3. **Learner-Learner Interaction**

Table 8. Questionnaire 8

Statement	Option	Frequency	Percentage
I ask a question when a friend gives an opportunity to ask a question during a presentation in front of the class.	Strongly Agree	8	40%
	Agree	8	40%
Saya memberikan pertanyaan ketika teman memberikan kesempatan untuk bertanya pada saat presentase didepan kelas.	Less Agree	4	20%
	Disagree	0	0%
Total		20	100%

Based on the table 8, show that 40% of students strongly agree. 40% of students agree, 20% of students less agree, 0% of students disagree. This shows that there is no difficulty in the interaction between fellow students. Meanwhile, 20% of students choose to be silent when their friends gave them the opportunity to ask questions during a presentation in front of the class.

Table 9. Questionnaire 9

Statement	Option	Frequency	Percentage
I discuss with friends when I have difficulty talking to the teacher.	Strongly Agree	3	15%
	Agree	16	80%
Saya berdiskusi dengan teman ketika mengalami kesulitan untuk berbicara dengan guru.	Less Agree	1	5%
	Disagree	0	0%
Total		20	100%

Based on the table 9, show that 15% of students strongly agree. 80% of students agree, 5% of students less agree, 0% of students disagree. This shows that there is no difficulty in the interaction between fellow students. Students want to discuss with friends when they have difficulty talking to the teacher

Table 10. Questionnaire 10

Statement	Option	Frequency	Percentage
I understand the explanation given by a friend during the presentation. *Saya memahami penjelasan yang diberikan oleh teman saat presentasi.*	Strongly Agree	0	0%
	Agree	13	65%
	Less Agree	7	35%
	Disagree	0	0%
Total		20	100%

Based on the table 10, show that 0% of students strongly agree. 65% of students agree, 35% of students less agree, 0% of students disagree. This shows that there is a good interaction between students in the speaking class. This can be concluded when they can understand the explanation given by a friend during the presentation. Meanwhile, 35% of students have difficulty interacting because they do not understand the explanation given by their friends.

Table 11. Questionnaire 11

Statement	Option	Frequency	Percentage
I practice English in speaking classes and have conversations with classmates. *Saya berlatih bahasa inggris dalam kelas berbicara dan melakukan percakapan dengan teman sekelas.*	Strongly Agree	0	0%
	Agree	4	20%
	Less Agree	15	75%
	Disagree	1	5%
Total		20	100%

Based on the table 11, show that 0% of students strongly agree. 20% of students agree, 75% of students less agree, and 5% of students disagree. This shows that there is difficulty in interaction between students in the speaking class. The data shows that some students less agree that they practice speaking English and have conversations with classmates.

This study provides data on students' ability to interact in class based on existing class interactions from the questionnaire and the results are divided into four, namely strongly agree, agree, less agree and disagree. From the explanation above, the following are common difficulties in classroom interaction questionnaires:

1. Learner-Content Interaction: Students still have difficulty in interacting with the subject. This is based on the results of a survey which shows students still do not find ideas after reading textbooks and are unable to do the assignments given by the teacher.
2. Learner-Instructor Interaction: There is no difficulty in interaction between students and teacher, this is concluded based on a questionnaire where most students choose "strongly agree" and "agree".
3. Learner-Learner Interaction: Students have difficulty interacting with their classmates, some students are not interested in practicing English and having conversations with classmates, this is concluded based on a questionnaire which some of them choose "less agree".

DISCUSSION

This study intends to identify the issues and particular information experienced by the class XII social sciences 2 students at SMAN 1 Bangkinang during the academic year 2022/2023 in speaking class. The majority of students indicate that they "agree" with the claims that there is excellent interaction in speaking class based on the data collected. Indicators of classroom interaction include interactions between students and the course material, students and teachers, and students and other students.

The first result, with the indicator of learner-content interaction, students still have difficulty in interacting with learning materials. The results of the questionnaire show that students who choose "less sagree" are mostly found in questionnaires number 2 and 3, that were 5 students with a percentage of 25%, with the statement that students have not found ideas by reading textbooks and have not been able to do the learning assignments given by the teacher. The factors that cause students difficulty in interacting are: (1) students do not understand what they read in textbooks. (2) they cannot understand the learning material.

Students are able to read and perform other interaction with the learning material, but most students do not know what they are reading so they cannot understand the learning material. According to Paul cited in (Mellany, 2011) she is said that Asian Children can use English at home or even outside to speak, write, and listen. When participating in group activities or forums outside the classroom, students' speaking abilities, interaction, and discussion skills come in extremely handy because they are accustomed to doing so and are therefore comfortable and confident when speaking. According to Dayag et al., teachers can start conversations with their students by taking the initiative. cited in (Rustandi & Mubarak, 2006) initiation is the teacher ask a question or action to initiate students to do interaction in classroom. This is a way for teachers to support students to communicate or interact. According to Harmer cited in (Rustandi & Mubarak, 2006) it is the stage "when the teacher has to do something is to get the students involved, engage and ready". It is believed that this is an important way to make language classes interactive because it provides a response for students to interact continuously. Dayag et al. in (Rustandi & Mubarak, 2006) state that response is represent the teacher initiate in response of initiation move by participants act.

The second discussion on the indicator of learner-instructor interaction, the average chose "Agree" in the questionnaires. The interaction that occurs between students and teachers is good, the teacher always motivates students at the end of the lesson and can also determine interesting learning topics in the teaching process, this can support students to start interaction or not, such as: favorite food or hobbies. In this situation, pupils are courageous and self-assured enough to strike up conversations with their teacher and fellow students (Pujiastuti) cited in (Daar, 2020). This was also conveyed by (Daar, 2020) If the teacher can establish the conditions that support students' learning goals while serving as an example of language, students will have more opportunities to practice speaking. Speaking is a skill that all students should possess since without it, the class would feel inactive because the students won't engage with the lessons that the instructor presents in class. According to (Daar, 2020) English teachers encourage students to practice utilizing English as a medium of interaction with teachers and classmates by creating English-related situations in the classroom. Teachers commonly employ language to control the classroom and establish relationships with their pupils. This may be congruent with Walsh's second language teaching strategies (2011:113). Speaking ability is crucial for students since it is helpful for interacting with others and having class discussions.

The last discussion about learner-learner interaction, students have difficulty interacting with their classmates, some students are not interested in practicing English and having conversations with classmates, with students who choose "less agree" at questionnaire number 11, as many as 15 students with 75% presentation stating their students not interested in practicing talking and having conversations with classmates. And 35% of students do not understand the explanation given by a friend during the presentation, this means the questionnaire number 10. The factors causing: (1) students feel nothing to

say, (2) lack of confidence. This issue is linked to the limited vocabulary of language learners. The interaction also occurred when students requested the teacher for additional language, according to Sharliz (2017). For instance, when students are struggling to come up with anything to say during speaking practice in class, they will simply respond with "I don't know," "word order and vocabulary don't always flow into my thoughts," or "I need a little bit of time to translate into English." This issue is primarily caused by the students' lack of drive to communicate or their selection of a boring topic to speak, which makes them consider how challenging oral duties are during the learning process (Graham, 1997, p.25). The teacher understood the situation and assisted students by translating the phrases into English or providing them the motivation to speak out, which is crucial in boosting students' confidence while interacting or giving presentations in front of the class (Sharliz, 2017).

In addition to the activities, Harmer (2001, p. 272) argued that discussions, as speaking tasks, can be seen as the most beneficial and engaging from oral practice in the classroom because they give students the chance to share their opinions, talk about their experiences, and express their views in order to improve their communicative ability when using the target language.

Based on the explanation above, it can be concluded from the questionnaire that class interaction in the speaking class is low, especially on indicators of student-student interaction. Researchers found problems that occur in class interaction in the speaking class. The main problem that occurs is that students have difficulty with English subjects, especially in speaking, have difficulties in understanding the learning material, while the causative factors found are: 1. lack of interest in understanding learning, 2. lack of speaking practice, 3. lack of understanding of explanations given by a friend during a presentation in front of the class. In this class interaction in the speaking class, in the learner-content interaction as much as 25% of students do not understand the speaking material and understand the learning tasks given by the teacher. While in learner-learner interaction, 75% of students are not interested in practicing speaking English and as many as 35% of students do not understand the explanation given by a friend at the time of presentation.

CONCLUSION

The researcher found a conclusion based on the analysis of the data after looking at the results of the classroom interaction amongst the students in speaking class at the XII grade social sciences 2 at SMAN 1 Bangkinang for the 2022/2023 academic year. The researcher also made some recommendations for engaging students in the learning process in the classroom.

Based on the findings, there are problems experienced by students, it can be concluded that the problems obtained by students are difficulty understanding learning materials, difficulty speaking in class, students not interested in practicing speaking, and difficulties in understanding the explanations given by friends during presentations. Meanwhile, the researchers found there was good interaction between teachers and students, high enthusiasm when getting motivated and a desire to ask the teacher if they did not understand.

Finally, in conversational classes, students must be more actively involved in class to achieve better results when interacting in class. To participate and contribute effectively in class, you must create your own opportunities and discover and implement strategies for using language. It should also increase your motivation to learn and practice English.

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