

**TEACHER – STUDENT INTERACTION IN SPEAKING CLASS AT THE  
FIRST YEAR OF *SMK MUHAMMADIYAH 2*  
SURAKARTA IN 2011/2012**



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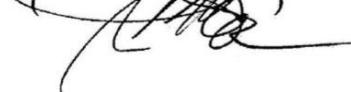
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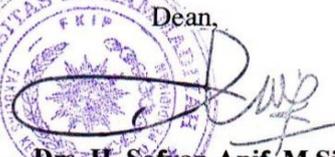
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**TEACHER – STUDENT INTERACTION IN SPEAKING CLASS AT THE  
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**ABSTRACT**

*This study aims at describing: 1) the process of teacher–student interaction in speaking class, and 2) the type of interaction in English speaking classroom.*

*In achieving the objectives, the researcher employed descriptive qualitative as the approach to collect and analyze the data. The research was held in SMK Muhammadiyah 2 Surakarta. The object of the study is the process of speaking classroom interaction of the first year. The writer got the data of the research from event, informant, and document. The techniques of collecting data are the observation, interview, and documentation about the teacher–students interaction process.*

*The results of the analysis show that the process of teaching speaking elicits the students' capability in speaking. By using this technique, the students are able to know their errors, the reason and correct them. So, it facilitates the teacher–student interaction process. There are three types of teacher–students interaction, namely learner-content interaction, learner–instructor interaction, and learner–learner interaction. The researcher finds two types of interactions in the field: learner–instructor interaction, and learner–learner interaction.*

**Keyword:** *Teacher's Principles in Teaching Speaking, interaction*

## **1. Introduction**

In communication, speaking is one of the four skills in English as a tool which is often used to interact each other. It is one reason why speaking is taught in almost English course. According to Harmer (1999:1), “speaking is so much a part of daily life that we take it for granted”. In short, speaking is a part of our daily life because it is needed by people who make communication orally with the other.

To make students fluent in speaking, there are several aspects which should be considered, namely the students’ proficiency, the content appropriate for the students, teacher’s creativity and interaction. One of the aspects, interaction, plays a significant role in promoting their speaking skill. Interaction simply means communication which is done by more than one person. Interaction in speaking takes an important role because actually the functions of spoken language are interactional and transactional. Brown (2001:267) states “the interaction between these two models of performance applies especially strongly to conversation, the most popular discourse category in the profession”. Interaction when conversation training between the teacher and the students in the classroom is very important to develop student’s ability in speaking.

To build a good interaction in speaking classroom, there are at least two factors which need to be considered by the teacher. First is communication. In communication, the students will know how to listen to others, how to talk with the others and how to negotiate the meaning. So the teacher has to keep communication with the students and communication among the students. Second, good interaction also comes from interactive activities in the classroom. Interactive activities can arouse the students’ willingness and need or reason to speak.

There many types of teacher – students interactions which happened in the teaching-learning process. Moore (1989) divides types of teacher – students into three parts; learner-content interaction, learner-instructor interaction, and learner-learner interaction. In learner-content

interaction, the content or subject which given by the teacher is provided for one-way communication. It is the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind. Different from learner-content interaction, learner-instructor interaction is not individual; the teacher is especially valuable in responding to the learners' application of new knowledge. The last is learner-learner interaction or inter-learner interaction, between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor.

In teaching speaking, *SMK Muhammadiyah 2 Surakarta* is also supported by some multimedia, language library, and so on. Based on the observation in the one of first year classes of *SMK Muhammadiyah 2 Surakarta*, the writer finds that the teacher tries hard to stimulate the students to take a part in speaking class. As the result, almost all of the students become active in the class. But the writer still can find several students who prefer to keep silent during the speaking class and rarely practice their speaking skill.

There are some problems arise related to speaking class. The first is students' difficulties in pronunciation. Most students do not know how to pronounce some words although their teacher has given examples to pronounce it. Some students believe that they have problems with their tongues and they still think that the correct pronunciation is funny in their ears. Second problem is vocabulary. The students are still confused of how to increase their vocabulary although the teacher often asked them to watch English movie and listen English songs which the singers are native speaker when they have spare time.

## **2. Research Method**

In this research the writer uses the qualitative research. Qualitative research is appropriate with the research which focuses on object being

researched. The form of the data is information in words derived from the observational notes and interview notes accumulated in the field, documents and records. The data sources are taken from interview, informants, and documents. The methods used to collect the data are observation, interview, and recording data. The object of the study in this research is the teacher-students interaction in speaking class at the first year of *SMK Muhammadiyah 2 Surakarta* in 2011/2012. The subject of this research is the first year students of *SMK Muhammadiyah 2 Surakarta*. According to Sutopo (1996:88), there are three steps used in this model, namely data reduction, data discussion, conclusion and verification.

### **3. Theoretical Review**

#### **a. Notion of Teacher – Students Interaction**

“Interaction is the collaborative exchange of thought, feeling or ideas between two or more people, resulting in a reciprocal effect on each other” (Brown, 2001:165). Teacher and students interaction has important roles for teaching and learning activity in the classroom. Baron and Byrne (1997:22) defines “even more important, potential interaction between variables can be examined – we can determine whether the impact of one independent variables is affected in some manner by one or more other variables”. It may imply the manner of the student as the independent variable is affected by the teacher, classmates and lesson materials in the classroom.

From the explanation above, the writer concludes that students – teacher interaction is the whole process of the teacher – students as the independent variables in the class which make association and can effect each other.

#### **b. Types of Teacher – Students Interactions**

According to Moore (1989), the types of interaction are divided into three parts. Each point is described in the following:

### 1) Learner-Content Interaction

Learner-content interaction is defined as interaction between the learner and the content or the subject given by the teacher in the classroom. Depending on its nature, the course can be content interactive or provide for one-way communication. This is a defining characteristic of education. Without it there cannot be education, since it is the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind.

### 2) Learner-Instructor Interaction

According to Moore (1989):

Learner instructor interaction is conceptualised as interaction both between the learner and the author of course materials and the learner and the teacher. The author argues that learner – expert interaction is key to motivating students to learn, maintaining and enhancing their interest in subject matter. However, while subject matter experts try to organize the application of student's knowledge into practice, it is the course instructor whose feedback is critical for its implementation.

In this interaction, distance instructors attempt to achieve aims held in common with all other educators. First having planned or been given a curriculum, a program of content to be taught, they seek to stimulate or at least maintain the student's interest in what is to be taught, to motivate the student to learn, to enhance and maintain the learner's interest, including self-direction and self-motivation.

However, the lack of feedback from individual learner to educator makes these teaching procedures highly generalized, not individual, leaving ultimate responsibility for maintaining motivation, for interacting with the presentation, for analyzing the success of application,

and for diagnosing the difficulty on the learners themselves, requiring a high degree of learner autonomy.

### 3) Learner – learner interaction

It is the third form of interaction, a new dimension of distance education, which will be a challenge to our thinking and practice in the 1990s. Learner – learner interaction, is defined as interaction between one learner and others learners, alone or in groups, with or without the real-time presence of the instructor. According to Moore (1989), “studies in the area point at the importance of peer interaction for distance learners particularly at the stage of application and evaluation of new content”. ([http://www.elearning-reviews.org/topics/pedagogy/educational\\_principles/theory/1989-moore-three-types-interaction/](http://www.elearning-reviews.org/topics/pedagogy/educational_principles/theory/1989-moore-three-types-interaction/) by Ramanau)

## c. Speaking Skill

### 1) Notion of Speaking Skill

Speaking skills is the ability to perform the linguistic knowledge in actual communication. Its function is to express one idea, feeling, thought and needs orally. Harmer (2005:1) states “speaking is so much a part of daily life that we take it for granted”. The average person produces tens of thousands of words a day even more than that. The students have to learn how to do it all over again in a foreign language.

In Scott’s statement (2009:1):

Speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.

Based on definitions above, the writer concludes that speaking is language skill, productive skill and a part of daily life to communicate orally with the other to express their emotion, communicate intentions and reactions, and explore the language.

## **2) Elements of Speaking**

There are some components that should be recognized by language learner in learning speaking skill:

### **1) Pronunciation**

When teachers teach English, they need to be sure that their students can be understood when they speak. Students need to be able to say what they want to say. Pronunciation is the students' way to utter English well and it deals with phonology.

### **2) Grammar**

“Grammar is partly the study of what forms (or structures) are possible in a language” (Thornbury, 1999:1). It concerns with how to arrange to correct sentence in conversation. Grammar has been concerned almost exclusively with analysis at the level of the sentences. A grammar is a description of the rules that govern how language's sentences are formed.

### **3) Vocabulary**

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, a 'fully meaningful and complete' conversation is hard to the speaker. In fact, a lot of conversation does consist to a very large extent of such common words and short phrase. Having a limited vocabulary is also a barrier that precludes learners from learning a language.

### **4) Fluency**

It can be defined as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means being able to keep the language coming. There may be mistakes, fillers and repetitions, but there are no unusually language pauses in the flow of talk. In interactive speaking activities, the teachers are trying to get their students to communicate their own ideas, opinion and wishes. They are fully aware of the meaning they wish to convey, but the exact content of their message is unpredictable, and the teacher cannot give them the exact

language they need to communicate. As a result the students will not always be aware in their use of the language, but this is not important, so long as the speakers are able to be understood.

### **3) Teaching Speaking**

Teaching is giving instruction; cause to know or be able to do something; giving knowledge, skill; giving lessons.

In Scott's statement (2009:1):

Speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.

Then the writer concludes that teaching speaking is giving lessons to communicate orally with the other to express their emotion, communicate intentions and reactions, and explore the language.

### **4) Principles of Teaching Speaking**

According to Brown (1991:275-276), there are seven principles of teaching speaking, as follows:

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.

7) Encourage the development of speaking strategies.

For interactive teaching speaking, the teacher can easily slip into pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. The teacher has to integrate speaking and listening skill because skills in producing language are often initiated through comprehension. In teaching speaking skill, the teacher should recognize the difficulties faced by the students. The teacher helps the students to develop their knowledge by providing authentic practice that prepares the students for real-life communication.

### **5) Technique for Teaching Speaking**

According to Fauziati (2010:19-28), there are some techniques used by the teacher to teach speaking skill.

1) Role playing

Role playing is a way or a method of teaching that not only encourages the students to apply spontaneously the grammar they have already learned, but also encourages the students to speak up without worrying about set of patterns.

2) Games

Games are one of activities which can help to create dynamic, motivating classes. When the students are in a relaxed atmosphere, actually the real learning takes place.

3) Problem Solving

To share the information and opinion at the topic, the teacher gives opportunities for the students to work in pair or small group. In order to make them more focused on problem solving the materials.

4) Discussion

Usually group discussion consists of there up to five students. It such group work is used regularly and introduced with a careful explanation of each purpose, the class will soon accept it as a natural

activity. The goal of group discussion is to improve the students' fluency and the students' grammar.

#### 5) Song

Teaching speaking using song makes the students enjoy learning because usually provides a peaceful and happy mood for listeners, beside that song can be used as materials for discussion. For example, asks the students to paraphrasing this song.

The writer conclude that in teaching speaking process, the teacher should uses various technique and give a priority to the students to practice in using words or language and the teacher is just as a facilitator who helps the students in solving the problem in teaching learning process.

#### **d. Interaction in Speaking Class**

The teachers have authority to control interaction in the class, but they have to give chance to the students in the class. Fauziati (2008:15) states that "the goal of teaching speaking is communicative efficiency". It means that the students should be able to create communication and interaction in the class.

### **4. Research Finding**

#### **a. The Process of Teacher – Student Interaction in Speaking Class**

The writer divides the activities which happened in speaking class into three terms; the opening, core learning and closing. The teaching speaking process was suitable with the principle of teaching speaking. The writer focuses on the activity happened in speaking class, from the opening, core learning and closing.

From the activity, the writer also found percentage of the teacher's talktime in English is 30% in delivered the material to the students. The teacher has three considerations; first is students are early to apply their English in speaking, so the teacher wants to enrich the students' vocabulary before increase their speaking skill. Second is the students'

understanding were deeper when the teacher explained the materials in Bahasa than delivered the materials in English. And the last is the teacher's time in explaining is more effective than he used bilingual to the students.

#### **b. Types of Interaction in Speaking Class**

Actually there are three types of interaction namely; learner – content interaction, learner – instructor interaction and learner – learner interaction. From the observation in the classroom, the writer found any two types of interaction; they are learner – instructor interaction and learner – learner interaction.

Learner – instructor interaction is interaction between the teacher and the student with an expert who prepares the subject study as instructor. This interaction is happened when the teacher presented the material, explained it and the last made an evaluation about the material and the student understanding the material. The second is learner – learner interaction. It is interaction between one learner and others learners, alone or in groups, with our without the real-time presence of the instructor. In observation in the class, the student had interacted with the other in a group setting. They discussed the materials, solve the problem with their groups, and practiced some dialogue in group. The teacher just facilitates the activities.

### **5. Conclusion**

The writer divides the activities which happened in speaking class into three terms; the opening, core learning and closing. From the activity in the classroom, the writer also found percentage of the teacher's talktime in English is 30% in delivered the material to the students. The teacher prefer used Bahasa than English.

From the observation in the classroom, the writer found any two types of interaction; they are learner – instructor interaction and learner – learner interaction.

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