

**ANALYSIS OF THE SPEAKING FOR INFORMAL INTERACTION  
CLASS ACTIVITIES ON FIRST SEMESTER STUDENTS OF ENGLISH  
EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

**A THESIS**

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**Language and Art Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

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## DECLARATION

I, the undersigned,

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Clarify that the thesis entitled "*Analysis of the Speaking for Informal Interaction Class Activities on First Semester Students of English Education Study Program of Sriwijaya University*" in my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2017 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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**ABSTRACT**

This study focused on investigating the learning activities applied by the lecturer in the speaking for informal interaction class in class B of first-semester students of the English Education study program of Sriwijaya University. This was a qualitative study with a case study as a method of inquiry and the purposive sampling technique was applied to select the sample which consisted of 1 lecturer and 6 students. The techniques of collecting data were Document Analysis, observation, and Interview. Then, analyzing qualitative data belongs to data reduction, data display, and conclusion. The result showed that the learning activities applied by the lecturer were various with three stages of teaching and learning activities, with 10 kinds of speaking activities on whilst teaching and learning activities, which were prepared talk, discussion, role-play, storytelling, brainstorming, interview, describing pictures, reporting, communication games, and question and answer which were all in line with Harmer and Suban theories.

**Keywords: Speaking Learning Activities, Teaching Speaking, Speaking for Informal Interaction Class**

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

### **1.1. Background of The Study**

Education is a system that could change human behavior individually or in groups through activities of learning and training. Education involves the interaction between two parties, which are the lecturer and students in the classroom. In the communication activities between students, communication activities between lecturer and students, and collaboration between the two of them (Ngatmini et al., 2018). Because of this, education is an essential thing for everyone as mentioned in National Education System Law No. 20 of 2003 which said that the government obligates every Indonesian the age of 7 to 15 years old to complete learning at school until junior high school as an effort to improve their standard of living. By this definition, education should be a whole system where people could learn and train to be better human beings in the future.

Learning a language is one of the fields of education. Language is a communication system that is used by people to communicate with others including sounds or spoken language, written language, and signed language that conveys meaning to express the speakers' ideas (Muhaimin, 2023). Therefore, language is not only something that has no meaning in it. It conveys an idea that the speaker wants to say and to express. In accordance with the previous definition of learning, learning a language could change the learner from not knowing and understanding the language into practicing and understanding it well. Therefore, if someone is learning a language, there must be a change in their knowledge about the language. The previous study showed that learning all aspects of language is impactful in improving the learning and understanding of a foreign language (Rubio, 2021). Another previous study also mentioned that learning a language with all aspects could train students while learning a language

and could improve their language skills (Irkinovich, 2021). Especially learning English as an international language.

Learning the English Language as a global language is a must because nowadays people can interact with others from around the world through the internet, and one of the most frequently used languages to connect each person is the English Language (Taguchi & Ishihara, 2018). However, this condition forced people to learn the English Language more. Learning the English Language might be a hard task for some people because the learner has to learn the four skills of the English Language. They are speaking skills, listening skills, reading skills, and writing skills. Those skills are interrelated and used in real-life communication. Therefore, when a person learns the English Language, they must learn those four skills to have a better understanding of English (Nan, 2018). This also happens to students who learn the English Language. They have been given materials and activities to do which involve all the skills even though the purpose of the class is only to improve one of the skills, for example, the speaking skills.

One of the most important skills in learning the English Language is speaking skills. El Majidi (2021) mentioned speaking is at the heart of second language learning. It is important because speaking is used by humans to communicate and express their thoughts, ideas, intentions, viewpoints, and hopes to others. Speaking skill is the ability to produce sounds that have meaning carried by the speakers (Ahmadi, 1990). “Speaking is the skill that the students will be judged upon most in real-life situations” (Rao, 2019). On the other hand, sometimes students fail to deliver their ideas in the speaking classroom because they lack vocabulary and do not know how to talk it out loud. Therefore, most of the people’s goal who study English are to improve their speaking skills in order to communicate with others in English.

Although speaking skills are an important aspect of English, in fact learning speaking skills are also the hardest thing to do. Based on students' point of view, speaking skills is one of the most difficult skills to be learned (Pinatih, 2021:103). Students who start from the lowest level of education will face the

same difficulties when it comes to learning to speak. It is in line with the research done by Pinatih (2021) that students experienced some difficulties while learning to speak. It is difficult because the successful outcomes of learning to speak are the students can speak English fluently or at least the students can express their ideas clearly.

The purpose of studying English to speak is to develop effective communication skills, which are essential in today's globalized world (Leleka, 2022). Unfortunately, in our education system, many classroom activities apply teacher-centered learning where the teacher is the one who talks the most to the students. Because of it, it is hard for Indonesian students to practice their English-speaking ability. As a result, many of them are afraid to speak and show low interest in speaking. The fact that students are scared of getting judged and are too shy to speak during this speaking class (Riadil, 2020). This also happened in the English Language classroom, especially the speaking classroom. Research done by Ngatmi et al. (2018) showed that the speaking learning activities at four universities were dominated by lecturers, where lecturers talked the most and students lacked confidence and material understanding. This result was also supported by the researcher's own experience where the students lacked confidence to speak and express their minds during the speaking learning activity because of some reasons, such as the learning activity limiting the students to practice their speaking skills. Therefore, the students were afraid to speak, make grammar errors, and were afraid that their ideas were wrong.

Therefore, the lecturer and students need to work together on creating great speaking learning activities as the lecturer provides selective speaking materials and various speaking learning activities that could suit students the most, and students need to give their best in learning by paying attention during the learning activities in the classroom so that the impact of the learning activities would be better. According to Jack Richards (2020) the material and learning activities that could improve students speaking skills needed to be considered by the lecturer. In designing speaking learning activities, the lecturer needs to

consider their students' ways of learning and need to coordinate those to the learning pattern. For instance, students with an audiovisual ability needed to be given materials that included audiovisual material. By those, students will learn and acquire new skills from learning.

Since the objective of speaking activities is to boost students' speaking ability, here are some learning activities that could improve students' ability in speaking, they are discussion, role-playing, speech just like storytelling, games including speaking, group chatting, group work, practice listening to English movie played by native speakers, and presentation (Anggraini, 2018), (Maghenddam, 2018). Lecturers and students must be involved in those activities so that the learning activities in the classroom will be interactive. Based on the researcher's own experience during the speaking class, if the lecturer only explained the materials, the learning impact would not be as good as if the classroom activities involved students' speaking activities.

To improve students' confidence in performing their speaking skills, the lecturer needs to create a safe environment and enjoyable learning activities for the students. Such as, when asking students' opinions, the teacher should not blame the students' opinions if it was not good, yet the lecturer could direct the students to the right point of view of the learning material. Therefore, students would not feel scared to express their opinions because they knew that the lecturer would not judge their opinions.

Speaking learning activities in the classroom also must be in line with the 13th and Merdeka curriculum and a lesson plan made by both the government and the lecturer. Every activity must follow the lesson plan that has been made so that the learning objectives can be achieved. Teachers of EFL should use lesson plans in the learning process so that students can reach the target of learning (Trisnawat et al., 2018). The research conducted by Pertiwi (2022) resulted in the students' interviews that students still lacked confidence in speaking English because the teacher did not apply various learning activities during the classroom yet the

teacher only served the textbooks and media tools in teaching speaking. Therefore, lecturers need to follow the curriculum and lesson plan to conduct learning activities in the classroom, so that students would feel brave in speaking English.

Based on pre-research through observation and interviews with some students of the speaking for informal interaction class, this course mainly discussed how students should speak in an informal situation such as having a casual conversation with someone at a birthday party. One of the learning activities where the lecturer asked the students to role-play in groups or pairs. One of the students said that there were some challenges faced by students during the speaking learning activities. First, some of the students faced some difficulties in doing the learning activities because the learning activities were not suitable for them since the learning activities limited the students' ways of learning. Second, Students lacked confidence to speak during the class. They did not have the encouragement to express their ideas in front of others, especially the introverts. It was supported by the researcher's own experience where the outcomes of speaking learning activities were not maximum because the students were unable to explore other strategies to learn speaking which limited them to improve their speaking ability.

Therefore, based on the explanation above, the researcher was interested in conducting research dealing with various learning activities during the speaking class entitled "Analysis of the Speaking for Informal Interaction Class Activities on First Semester Students of English Education Study Program of Sriwijaya University" because various learning activities were very important for the students to explore the speaking activities that could boost their speaking skills. The research gap in this research was explaining the gap between what should be and the fact of the speaking learning activities. The interesting thing about this research was the results would enlighten the reader about the learning activities applied by the lecturer in the speaking for informal interaction class including the stage of teaching and learning activities, the type of speaking, the learning activities, and others.

This research was expected to elaborate the learning activities that were applied by the lecturer during speaking for informal interaction class. The results of the study would provide pieces of information about what the learning activities were, which might answer the readers' curiosity about whether the learning activities are various or monotonous. Moreover, it would give alternatives for lecturers or teachers to apply various learning activities in order that the learning process will be more effective and various.

### **1.2. The Problem of The Study**

The problem of this research was formulated into this question.

- 1) What were the learning activities applied by the lecturer in speaking for informal interaction class?

### **1.3. The Objective of The Study**

The objective of this study was to

- 1) To describe the learning activities applied by the lecturer in speaking for informal interaction class

### **1.4. The Significance of The Study**

This Research was expected to give significant benefits for some parties in the speaking field:

- 1) For the Lecturer  
The Researcher hopes that the result of this research would be useful for lecturers in reviewing their teaching strategies to be better in the future, knowing more about what kind of learning activities were effective, and developing better teaching and learning strategies for the students on learning speaking for informal interaction class on first semester students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University.
- 2) For the Students  
Using many classrooms learning activities and learning models at the same time could effectively make students more active in the classroom by identifying the right learning model and activities, which could



increase students' speaking learning outcomes. With the classroom learning model and activities, students would be encouraged to actively talk and practice in the classroom and outside the classroom so that the applied learning model and activities could be successful. Since they were immersed in English learning procedures, they would be interested in learning about English, particularly speaking.

3) For The Readers

It was expected that this research would give more insights and knowledges about learning activities in Teaching Speaking so that the readers who might be parents of students could be more aware of the kinds of learning activities that applied to the students during the speaking class, Especially Speaking for Informal Interaction Class on first semester students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University

4) For the Researcher

The result of this research is also related to the research about what are the effective learning activities in Teaching speaking for Informal Interaction Classes on first semester students of the English Education Study Program of the Faculty of Teacher Training and Education of Sriwijaya University. This research also can be beneficial for the next researcher as a guide to doing more research related to speaking learning activities.

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