THE CORRELATION BETWEEN PERCEPTION OF CLASSROOM INTERACTION AND SPEAKING ACHIEVEMENT OF THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

A Thesis

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INDRALAYA

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Inderalaya, July 2020
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THE CORRELATION BETWEEN PERCEPTION OF CLASSROOM INTERACTION AND SPEAKING ACHIEVEMENT OF THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

ABSTRACT

This study aimed to find out whether there was any significant correlation between the third semester students' perception of classroom interaction and speaking achievement of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University or not. The research design used in this study was correlation. To collect the data, students' perception questionnaire and speaking test were used. The population of this study was all third semester students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University. The number of the sample was 75 student. To collect the data, students' perception questionnaire and speaking test were used. The data were analyzed statistically by using Statistical Package for the Social Sciences (SPSS) version 24. This study showed that there was no significant correlation between perception of classroom interaction and students' speaking achievement of the third semester students because the p-value (0.071) was bigger than 0.05.

Keywords: *Correlation, Perception of Classroom Interaction, Speaking Achievement*

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CHAPTER 1

INTRODUCTION

This chapter describes (1) background of the study; (2) the problems of the study; (3) the objectives of the study; (4) significance of the study.

1.1 Background of the Study

English is the most commonly used language among foreign language speakers. English is taught in Indonesia from Junior High School to University level before the amendment of 2013 Indonesian English curriculum coming into effect in 2014, in which English subject in Primary School is eliminated and in Senior High School, time allotment for the subject is reduced (Indonesian English curriculum, 2013). The main purpose of teaching English in Indonesia is that the students are able to communicate in English in writing and orally even formal or informal situation. Furthermore, the purpose of teaching English is to facilitate language skills of students based on their level of interest, development, and to enable them to communicate in English. There are a lot of problems found in the English language learning such as lack of learner motivation, poor scheduled time and over-crowded English classes as the writer's experiences.

In learning English, students should have four skills, such as speaking, reading, writing, and listening. All of the skills are supported by vocabulary, spelling, pronunciation, and grammar. One of the skills in language learning that the students should acquire is speaking. Oxford Dictionary of Current English (2009, p.414) states that speaking is "the action of conveying information or expressing ones' thoughts and feelings in spoken languages".

According to Brown (2001), classroom interaction is the interaction between teachers and learners in the classroom. According to Tsui (1995),

“The classroom interaction can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher”. In addition, according to Richards, Platt and Heidi (1992), “Classroom interaction is the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of Classroom Discourse, Teacher Talk and Second Language Acquisition.” This study is intended to investigate students’ perception of classroom interaction during the learning-teaching process in a speaking class. Astuti (2011) said that the level of student understanding of speaking class is influenced by interaction between students and teachers, learning facilities, learning methods used by teachers and etc. When the students participate in the entire process of learning, a class is considered working well. In addition, Murray and Lang (1997) state “students who participate actively in the classroom willing fact learn the subject matter more effectively than students that are taught in the traditional lecture mode…”. The quality of education will not apart from the learning. In learning, the teacher must be able to carry out their duties and roles because it will have an effect on student success. The success of students in learning can be seen from student achievement. In education, students will participate success through the learning achievement test. Expected good results by teachers, students, parents and schools are high learning achievements.

The level of student understanding of speaking class is influenced by interaction between students and teachers, learning facilities, learning methods used by teachers and etc. In teaching and learning activities, teachers’ attitudes and behaviors will describe the professionalism which shapes students’ perception towards the teacher. Perception is a process by which people regard, analyze, retrieve and react to any kind of information from the environment. Every students have the positive and negative

perception. When students feel enjoyed with the activities which delivered by their teacher in the learning process, then they will really enjoy. On the other hand, when the classroom atmosphere is not good, students feel lazy and they will disobey the teacher.

In speaking class, students are usually confused and afraid about what they want to say. The teacher is really dominance when talking in young learner's classroom interaction. It seems to be irrelevant in foreign language teaching since it does not provide adequate chances for students to practice the language (Tsui, 1995). Actually the teacher knows about that situation. Mustapha and Rahman (2011, p. 154) stated "they used their hands, head or facial expression to show agreement or disagreement with what was being discussed in class". In this case, their feedback or question can also be spontaneous (Mustapha and Rahman, 2011). In this situation, the students must to be able to initiate interaction when they have any opportunity to share their ideas or something in the classroom. Actually they can be spontaneous in making their talk show by giving nonverbal interactions naturally. In the classroom, the students can participate actively by asking for others ideas. When the students deliver their ideas, they can also elaborate their ideas or opinions to make them clear. In this situation, Mustapha and Rahman (2011, p. 151) stated "the students can defend their ideas by explaining the logic behind their ideas and share with the class their thought processes".

The roles of students are really important here. The students also have to participate to help classmates out by helping them to speak in English, helping them with vocabularies and grammar, and also helping their peers about their pronunciation. They can participate actively by interacting with teacher or peers when they need help. They can ask teachers or their peers at times of difficulty in making their talk show. The students also must pay attention to their classmates and teacher by listening or even taking notes.

These are the indicators to show that students participate actively in the classroom.

In fact, the writer found several problems by doing interview to the 2nd semester students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University. Students in this semester are still in the stage of adapting in teaching and learning activity. In speaking class, the students have difficulty expressing words or looking for the right words. Also their biggest problem is feeling difficulties in grammar. In other words, the students are afraid that what they say is wrong or not appropriate. It causes them to be nervous and not confident. During the teaching and learning activity, the one who talk more is the teacher, wheres the students just listen. They will speak when the teacher ask them. In this case, the classroom interaction is very important here to help students' weak in English.

Based on the information above, the writer is interested in conducting the correlational study entitled **"The Correlation between Perception of Classroom Interaction and Speaking Achievement of the Third Semester Students of English Education Study Program of Sriwijaya University".**

1.2 The Problems of the Study

The study is intended to answer the following proposed question :

1.2 The Problem of the Study

Based on the explanation above, the problem of this study is formulated as "Is there any significant correlation between third semester students' perception of classroom interaction and speaking achievement of the Third Semester Students of English Education Study Program of Sriwijaya University ?"

1.3 The Objective of the Study

The objective of the study aim to find out "If there is a significant correlation between students' perception of classroom interaction and speaking achievement of the Third Semester Students of English Education Study Program of Sriwijaya University or not."

1.4 Significance of Study

The results of the study are expected to be beneficial and be able to give a contribution to the effective teaching and learning porcess especially in speaking achievement. In theory, hopefully this study can enhance the knowledge that classroom interaction is really important. Practically, this study can be useful for teacher to control the students in learning process.

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