

An investigation on student's interaction in English outside the school area

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Abstract: This writing highlights the students' interaction in English outside the school area. This paper is focused on exploring the students' most frequent and infrequent interaction and perception about interaction in English outside the school area to their English improvement. This study was conducted in 2017 with 103 respondents of senior high school students. Mixed method was used as the method of this study. The data were collected through questionnaire and interview. The quantitative data were analyzed by using Statistical Package for Social Science (SPSS) and the qualitative data were analyzed through Miles and Huberman's interactive model. The findings of questionnaire revealed that the students frequently interacted with listening (54.85%) and infrequently interacted with writing (40.61%) in a day. In a week, listening was rated as the most frequent interaction (61.65%) and the most infrequent was reading (43.20%). The result of the interview indicated that the students' interaction in English outside the school area were affected their English improvement in terms of language skills, vocabulary, and pronunciation.

Keywords: Students' interaction, frequent, infrequent, improvement

Introduction

Since English becomes the most popular language in the world and has many benefits, it has become an important subject at school which is taught from elementary school to the university level. In attempting to learn a language, the essential key to achieve proficiency is by doing interaction using the language itself. Interaction generally can be defined as an action which happened when two or more objects influence each other. In addition, interaction can be defined as the process which ability to think is both developed and expressed. Webster (2017) defines interaction as a mutual or reciprocal or influence action. Moreover, interaction helps to spread awareness, knowledge, build understanding among all the people around the world and covers social aspect of life (Shafrin, 2015). English is a language which cannot be separated from the interaction of involving language skills. The concept of skills refers to the ability to do something or an activity well in order to achieve a particular goal or task (Hornby, 2000). The concept of language

can be defined as the system of communication consisting of sounds, words and grammar or a system of communication used by the people of a particular country or profession (Everson, 2009).

The English language skills consist of listening ability, speaking ability, reading ability, and writing ability. All those parts of the language skills have an important role in developing the ability of using the language fluently. Based on the Interaction Hypothesis, Interaction supports the development of language proficiency which is promoted by face – to – face interaction and communication. It means that interaction is useful for the language development including the development of the language skills.

In Indonesia, most the interaction of English in teaching and learning are commonly conducted in the school and only in the English class. However, learning language outside the classroom is also important. Baker (2004) found that learning outside classroom is effective and helpful. The researchers' preliminary research found that some students interacted in English

only in the English class. After the English class, students no longer interact in English.

This research therefore examines to answer the research questions, namely; what is the most frequent and infrequent language skill used by the students outside the school area? and What are the students' perception about the interaction outside the school area to their English ability improvement?.

Method

This research employed mixed method design involving 103 students of senior high school grade ten of Pesantren Madani Alauddin Gowa. The procedure of collecting the data was obtained from questionnaire, interview and observation. The questionnaire consisted of 20 questions regarding the students' interaction in English outside the school area. The interview consisted of 10 questions while on the observation the researcher was acted as the participant observation. This research used two kinds of technique of data analysis. The quantitative data was analyzed by SPSS analysis while the qualitative data was analyzed using Miles and Huberman's interactive model.

Findings

The Most Frequent and Infrequent Language Skills Used by the Students outside the School Area

Figure 3.1. The students' interaction in English in a day

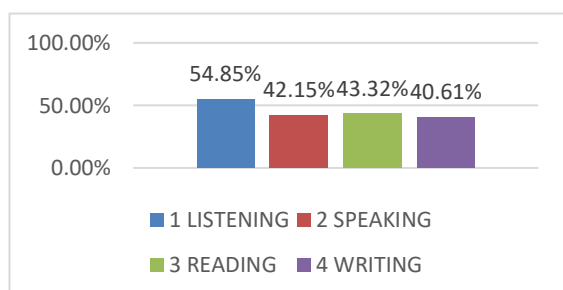


Figure 3.1 showed the students' in a day, in range of 100% for each skill. The most frequent students' interaction was listening with 54.85%, followed by reading 43.32%, speaking 42.15% and writing was placed as the most infrequent one with 40.61% in range of 100%. It can be indicated that listening was the most frequently

language skills which is used by students outside the school area and the writing was the most infrequently which is used in a day

Figure 3.2. The students' interaction in English in a week

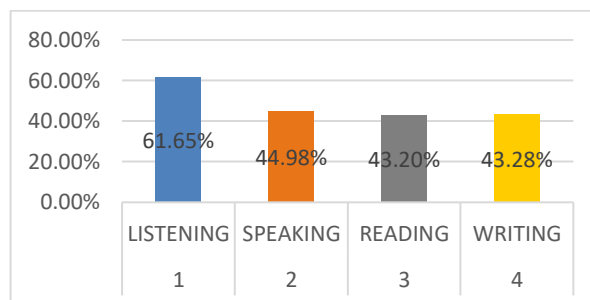


Figure 3.2 displayed the students' interaction in a week, in range of 100% for each skill. Listening was the most frequent skill with 61.65% then followed by speaking 44.98%, writing 43.28%, and the most infrequent was reading with 43.20%.

Students' Perception toward their Interaction in English outside the School Area

The data of the students' perception was taken through interview consist of 3 students. The result of the interview and observation data indicated that listening music and watching movie both improved students' English ability in terms of pronunciation and vocabulary. The findings on the students' interaction with speaking revealed that the students sometimes spoke with the people at their home. The topics that they speak were daily activities and trends. Also, the students' speaking skills, pronunciation, and vocabulary were improved by those activities.

The findings regarding the students' interaction with reading related to the English reading text that they read outside their school area. The reading text mostly occurred when students involved themselves in the video games, internet, android apps and books. Their reading activity gave improvement in terms of vocabulary and pronunciation. The finding on the students' writing showed that the students interacted with English writing captions in social media and making notes for their daily activities. They perceived that they had English

improvement in terms of vocabulary. The finding of the students' interactions in English outside the school area toward English ability improvement implied that the students had English ability improvement in terms of English understanding and vocabulary.

Discussion

The Most Frequent and Infrequent Language Skills Used by the Students outside the School Area

Figure 3.1 showed that in a day listening was the most frequent with 54.85% interaction through listening music and watching English movies/videos. Followed by reading rated by 43.32% through reading English book and text on internet. Speaking was 42.15% from speaking English and singing. The last was writing 40.61% through writing English in book, making caption/status, and giving comment in social media. Figure 3.2 showed that in a week, listening placed as the most frequent with 61.65%, speaking was 44.98%, writing was 43.28%, and reading was 43.20%. The findings implied that the students have different range of interaction in English outside the school area to the other language skills in range of a day and a week. Wise, Hausknecht, and Zhao (2013) found that the listening has the strong relation to the quality of speaking. This means that the more students do the interaction in English, the more their English ability improved.

Students' Perception toward their Interaction in English outside the School Area

The data revealed that listening music and watching movies could improve the students' English ability in terms of pronunciation and vocabulary. This was supported by Sayer and Ban (2014) revealed that students engaged with music, movies, and video games outside the classroom. The engagements also could emerge the students' linguistic sources and employ a variety of tools to accomplish a range of communicative functions in English. Arjomad (2015) also found that music had significant effect on EFL learners' pronunciation ability. The students who studied through listening music had more significant effect on the pronunciation than the students who studied using conventional method. Furthermore, the students stated that they have vocabulary

development by watching movie. Iscan (2017) found that the use of film in foreign language teaching is also influential in the development of vocabulary. However, this perception was contrast with the Interaction Hypothesis (Long, 2008) which stated language development of language proficiency is promoted by face – to – face interaction and communication. The data showed that without face – to – face interaction, their English ability could be improved in terms of pronunciation and vocabulary.

The observation data also supported the students' perception regarding the listening interaction in English. The students interacted with listening through their device. In this term, the device and gadget that the students' were used to interact were computer and mobile phone which has many content that can support them to do the listening interaction in English. The finding is also supported another research conducted by Kim (2013) which revealed that Mobile learning can improve listening skills and reveal the merits and drawbacks of the application of mobile phones in a foreign language class.

The data also exposed that speaking with people outside the school area could improve the students' English ability in terms of speaking skill, pronunciation and vocabulary. This finding was similar to the Interaction Hypothesis (Long, 2008) which is stated language development of language proficiency is promoted by face – to – face interaction and communication. The data indicated that the student had the English speaking improvement by face to face speaking interaction to their relatives. Rahmawati (2015) stated speaking activity was beneficial for the students' speaking skill and pronunciation. When the students spoke, they learnt how to use the language expressions and learnt how to speak communicatively using the language expressions with the right intonation and pronunciation. It was similar to the students' perception, that the speaking interaction in English to the relatives could improve speaking skill. It can be concluded that speaking activity outside the school area can be a practical way of developing English ability especially speaking, pronunciation and vocabulary.

The data also revealed that the students' English reading interaction improved the students'

pronunciation and vocabulary. The interaction came from video games, internet, android apps and books. It is obvious that finding ignores the concept of *Interaction Hypothesis* (Long, 2008). It indicated without the face – to – face interaction and communication the students can improve their English ability. The improvement included the pronunciation and vocabulary improvement. Gil, Larios, and Balibrea (2017) reading affected the students' pronunciation ability. The reading activity which was done repeatedly can improve the students' pronunciation. In addition, reading activity also can improve the students' vocabulary and interest of learning (Maftuhah, 2013). It implied that reading activity has positive benefits for the students' vocabulary and learning interest.

The data also showed by writing interaction the students have vocabulary improvement. This was contrast to the *Interaction Hypothesis* (Long, 2008). The data exposed the students' used the mobile phones in writing which had the social media application. HU (2013b) mobile phones allow learners to be exposed to the distributed vocabulary items on the regular basis. It that the students used their phones as the means of the English writing interaction which could improve their English vocabulary.

The findings also revealed that the students had the English ability improvements by the interaction in English outside the school area. The improvements were the students' English understanding and vocabulary. It proved that the English activity outside the classroom was beneficial for the students. The perceptions results were support and contrast with the *Interaction Hypothesis* (Long, 2008). It implied that with or without face-to-face interaction and communication the students' could improve their English ability. The interaction outside the classroom also provided positive feedback to the students which was connecting the in-school and outside school learning and use of English (Sayer & Ban, 2014). This proven that the students' interaction in English outside the school area affected to the students' improvement of English ability in or out the school. The students' English ability improvements were also supported by the role of the technology. The technology here was the students' devices and social media which has role as the means of the English interaction.

Conclusions

In one day range, listening placed as the most frequent language skill interacted by the students outside the school area while writing as the most infrequent one. In week, listening placed as the most frequent language skill interacted by the students outside the school area while writing as the most infrequent one. The students perceive that by the interaction in English outside the school area they have English ability improvement. The improvements cover the vocabulary, pronunciation, understanding, and language skills proficiency. The language development of language proficiency can be developed with or without face – to – face interaction and communication.

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