

THE EFFECT OF VERBAL INTERACTION ON SPEAKING ABILITY OF ELEVENTH-GRADE STUDENTS AT SENIOR HIGH SCHOOL 1 LURAGUNG

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ABSTRACT

English speaking ability is an important skill that must be mastered by students in the era of globalization. This study aims to evaluate the effect of verbal interaction on students' English-speaking ability at SMAN 1 Luragung, focusing on frequency, quality, and its impact on self-confidence, fluency, and vocabulary mastery. Using a quantitative approach, data were collected through a questionnaire involving 1 class in 11th E grade with 31 students as respondents. Descriptive statistical analysis and correlation tests showed that verbal interaction had a significant effect on students' speaking ability. Students reported increased fluency (mean 3.77) and vocabulary mastery (mean 3.77) through verbal interaction. In addition, feedback from teachers and friends proved to be an important factor (mean=3.90) in the learning process.

Keywords: *English speaking ability, verbal interaction, students' fluency, vocabulary mastery, self-confidence, quantitative study.*

INTRODUCTION

One of the important skills that students must master in the global era is the ability to speak English. This skill must be included in the school curriculum and is a necessary provision to face the challenges in today's world. However, many high school students still have difficulty speaking English. This is usually caused by a lack of confidence, lack of opportunities to practice, and an educational approach that does not encourage active communication.

Verbal interaction is considered as one of the effective methods to improve students' speaking ability. According to (Kusumayanthi, et.al., 2020) in his research showed that students' English language skills increased as a result of teacher-student verbal interaction. In particular, this verbal interaction helps students improve their pronunciation, grammar, and vocabulary, which are important components of effective communication in English. In addition, (Intang, et.al., 2023) added in his research, showing that students experienced significant improvements in their speaking skills, including pronunciation and comprehension, when interacting verbally through a social interaction approach in the classroom. Verbal interaction is a way of direct communication between two or more people involving the exchange of ideas, opinions, or information. In learning English, verbal interaction allows students to use English actively in everyday

life through discussions, simulations, and direct conversations. Students can correct mistakes, gain fluency in speaking, and build confidence in using the language in this way.

However, the effectiveness of verbal interaction in improving students' speaking ability still requires further research. As one of the skills that requires consistent practice, English speaking ability is influenced by various factors, including the frequency of verbal interaction, the quality of the interaction, and the support provided by the learning environment. Therefore, the purpose of this study is to determine how verbal interaction affects high school students' English-speaking ability. This study not only looks at how often students engage in verbal interaction, but also the quality of the interaction affects the development of their speaking skills.

The results of this study are expected to provide insight to educators about the importance of creating a learning environment that supports verbal interaction. Understanding that verbal interaction has a positive impact on students' speaking skills allows teachers to develop more effective strategies, such as using discussion-based methods, simulations, or other activities that encourage active communication.

METHOD

This study employs a quantitative approach to evaluate the effect of verbal interaction on the speaking ability of eleventh-grade students in class XI-E at Senior High School 1 Luragung. In this study, the selection of respondents analyzed variations in the level of initial English language ability to ensure similarities between students' abilities.

The research mechanism related to English speaking ability from the questionnaire as the main instrument to measure the intensity and quality of students' verbal interactions during learning activities. This study is to analyze students' speaking abilities based on the ability structure including pronunciation, grammar, and vocabulary, in accordance with the standards applied (Wijaya, 2021). The accuracy and consistency of the instrument are evaluated through tests on small groups of students before full-scale implementation. The verbal interaction questionnaire was created to identify various aspects of interaction such as communication activity, various discussion themes, and learning environment motivation, referring to the effective interaction model presented by (Santosa et al., 2022)

The data collection procedure begins with the distribution of questionnaires to students as respondents, which is carried out directly during learning activities. This questionnaire contains questions that ask students to assess how often and how high-quality their verbal interactions are in learning activities, and to measure how much influence these interactions have on the development of their speaking skills. The collected data are then examined using descriptive statistical analysis to describe the distribution of verbal interaction data and students' speaking skills. Furthermore, to test the relationship between the two variables, a correlation test is used to identify the level of influence of verbal interaction on students' speaking skills.

To ensure the validity and reliability of the research instrument, the questionnaire was first tested on a different group of students from the main sample to identify potential problems in understanding and interpreting the questions. The reliability of the questionnaire will be tested using the Cronbach's Alpha technique to validate the consistency of each question item. This study also understands the ethical aspects by providing clear information to respondents about the purpose of the study and ensuring that their identities are kept confidential. So, it is hoped that this study can provide broader insights into the importance of verbal interaction in English language learning and provide references for educators in designing more

effective teaching strategies in learning activities.

FINDINGS AND DISCUSSION

FINDINGS

Based on the results of the data study related to the influence of verbal interaction on students' English-speaking skills, the following are the main findings:

Frequency of Verbal Interaction

From the existing statistical data, it can be concluded that students reported speaking English in class with moderate intensity (mean = 3.07). Then the encouragement from the teacher to speak actively in class concluded a higher average value (mean = 3.50), indicating that the teacher's role is quite active in encouraging the use of English.

Student Confidence

Regarding the average student confidence in speaking English is at a fairly good level (mean = 3.30). However, some students are still afraid of making mistakes (mean = 3.30), which indicates a need to create a more supportive learning environment.

The Effect of Verbal Interaction on Speaking Ability

In the diagram statistics concluded students reported that verbal interaction helped improve speaking fluency (mean = 3.77) and vocabulary mastery (mean = 3.77). Most students felt that verbal interaction had a very significant impact on their overall speaking ability (mean = 3.43).

Importance of Feedback

Feedback from teachers and peers had the highest mean score (mean = 3.90), underlining the importance of input during the learning process.

DISCUSSION

These findings indicate the importance of verbal interaction as an effective learning strategy in improving high school students' English speaking ability.

Verbal Interaction as a Learning Strategy

English speaking activities in class are at a moderate level. The teacher has provided good encouragement to encourage students to speak, but the use of more varied methods, such as role-playing or debating, can help improve student participation.

Confidence and Speaking Anxiety

Although students are quite confident in speaking English, the fear of making mistakes is still a

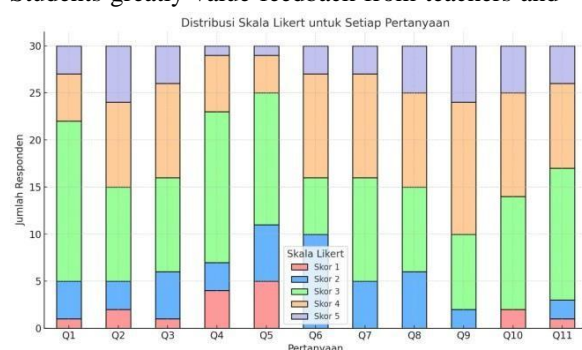
barrier. There needs to be a more relaxed learning approach, such as an emphasis on communication rather than grammar.

Impact on Language Ability

Verbal interaction has been shown to have a significant impact on fluency and vocabulary. This is in accordance with language learning theories that emphasize the importance of repeated practice in real situations.

Feedback as a Key Factor

Students greatly value feedback from teachers and



peers, which helps them improve their speaking skills. Teachers can maximize this moment to provide specific and constructive feedback.

CONCLUSION

This study proves that verbal interaction has a significant influence on the speaking ability of eleventh-grade students in class XI-E at Senior High School 1 Luragung. Verbal interaction helps improve students' fluency, vocabulary mastery, and self-confidence. However, the fear of making mistakes is still an obstacle that needs to be overcome through a more supportive learning environment. Feedback from teachers and friends has been shown to be a major key factor in improving speaking ability. These results emphasize the importance of implementing verbal interaction-based learning strategies to support students' speaking skills effectively.

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