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on English Language Teaching

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SPE32 — The impact of student-student vs student-teacher interactions on students' speaking skills

30 Minute Paper   *Dr. TEDJO Gunawan Suryoputro and Miss NASUTION Nelmi*

This paper reports on a study of whether student-student interactions are better than student-teacher interaction in improving students' speaking. The subjects were three groups of students – two experimental and one control group. Each group was given pre-test before the treatment and post-test after the treatment. The data were analysed using t-test to see which of the treatments was better. The result revealed that the average student achievement in the student-student interaction far excelled the achievement of the students in the teacher-student interaction. It was clearly seen that the students' achievement in the teacher-student group did not have a significant difference from the achievement of the control group. To conclude, the student-student interactions, in which they were given exposure to use the language in class around 75%, enhanced their speaking skills.

SPE33 — The many paths to speaking fluency

30 Minute Workshop   *Mr SKEATES Colin*

A common feature in most communicative classrooms is helping students become more fluent with the language they have previously studied. Unfortunately, given a busy curriculum, teachers often neglect giving students the opportunity to practice. This workshop will focus on how teachers can help their students develop their speaking fluency using activities that take very little time or that can be done outside the classroom. Such activities require a range of resources - from no resources needed, to paper and pen, to recording devices commonly found on today's cell phones. For each activity participants will be asked to do the activity, reflect on their experience and then join a discussion on how such activities can be modified to suit their individual teaching context. At the end of the workshop, a handout will be provided stating the overview of the workshop and additional activities. Participants will need a pen and their cell phones.

SPE34 — The utilisation of a tour-guide model in teaching presentation

30 Minute Paper   *Ms NGUYEN THI Thanh Huong*

Making presentation is introduced in the speaking syllabus for 2nd-year students at the Faculty of English Language Teacher Education (FELTE), University of Languages and International Studies, Vietnam National University (VNU), Hanoi with the purpose of improving students' oral, non-verbal communication and group work skills. Yet, these well-meaning intentions are regrettably not fulfilled. This is because students are generally not interested in making in-class presentation, claiming that it is boring and not beneficial for their learning. Meanwhile, they are attracted to outdoor activities, especially to those related to cultural and historical places. Tour-guide model presentation, an outdoor activity that integrates learning and playing can be both interesting and conducive to improving students' real-world and academic skills as well as cultural knowledge. That is why the presenter decided to investigate the effectiveness of a tour-guide model presentation in motivating 11 volunteer students to make presentation through the use of interviews, observation and journals.

SPE35 — Video clip-making to improve eighth grade students' speaking ability at State Junior High School 4 Kepajen Malang

30 Minute Paper   *Mrs. Siti Umasitah*

Encouraging students to speak English is challenging. Frequently, students get high scores theoretically but this is not accompanied by practice. In speaking, for example, most students understand what the speaker says and respond well; on the contrary, when they are asked to stimulate the conversation, it seems difficult. Based on experience, the presenter will present an alternative strategy to encourage students to speak English by applying electronic media, especially cellular. Since the using of gadgets is presently very popular among teenagers, the presenter will try to utilise the media to optimise teaching and learning activity. The students are paired to make a video clip about their activity in the semester holiday (e.g. trying a new recipe). With one as cameraman and the other as actor, the video is presented in front of the class. The audience respond about the video they have made.

To: **Gunawan Suryoputro Tedjo**
Presenter
10th Annual CamTESOL Conference on
English Language Teaching
Phnom Penh, Cambodia, 22-23 February 2014

Subject: *Recognition of Presenter*

This letter serves as recognition that you presented at the 10th Annual CamTESOL Conference on English Language Teaching, held in Phnom Penh, Cambodia on 22-23 February 2014.

Details of your presentation are recorded below:

Name of Presenter: Gunawan Suryoputro Tedjo

Title of Presentation: The impact of student-student vs student-teacher interactions on students' speaking skills

Mode of Presentation: 30 Minute Paper

An initiative of IDP Education, the Annual CamTESOL Conference Series commenced in 2005. The aims of the conference are:

- provide a forum for the exchange of ideas and dissemination of information on good practices within English Language Teaching;
- strengthen and broaden the network of English language teachers and all those involved in the ELT sector in Cambodia and the region;
- increase the links between the ELT communities in Southeast Asia and the international ELT community;
- showcase research in the fields of language and language education.

Attendance at this conference averages 1400-1600 delegates. International registrations exceed 500, with delegates coming from approximately 30 countries. Details of this conference series may be found on the conference website: www.camtesol.org

This letter is provided by way of official recognition of your presentation at the above conference.

Jeremy Lindeck
Conference Convenor,
CamTESOL Conference Series

Sreng Mao
Country Director,
IDP Education (Cambodia)

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The Impact of the Student-Student versus Teacher-Student Interactions on Students' Speaking Skills

Gunawan Suryoputro
Nelmi Nasution
Universitas Muhammadiyah Prof. Dr. HAMKA

Abstract

The study attempts to investigate the effect of the treatments of student-student interactions versus teacher-student interactions to the students' speaking skills in Conversation in English Programs. The number of the students in each of the three classes (namely student-student interactions class, teacher-student interactions class and control class is not more than 12 students; an ideal number for student-centered class. Each class teacher of the experiment group (student-student interaction group and teacher-student interaction group) is provided with lesson plan and discussions on the lesson plans were conducted prior to the treatments; while the control group teacher has no interfere at all (from the researcher). The students were given situational dialog test before being treated. After being treated for ten consecutive sessions, the same test was administered again. To meet the prerequisite for normal distribution, the data of pre test and post test were analyzed. After normal distribution test was conducted, to determine the progress from the pretest and posttest, paired samples
t-test is used; while comparing the progress of the students' speaking skills in those three groups, one way anova is implemented. The results of the gain of the students' achievement was again processed using LSD (Least significant difference) test to further analyze and find out the most significant improvement among the three group. The LSD test showed that the average of students' achievement in the Student- Student Interactions Group far excelled the achievement of the students in the Teacher-Student Interaction Group and the Control Group. It is clearly seen that the progress of students' achievement in the Teacher-Student Group did not have a significant difference with the progress of the students in the Control Group. To conclude, student-student interactions, in which students are given exposure to use the language in class around 75%, enhance students speaking skills.

Key words: *exposure, student-student interactions, teacher-student interactions, experiment group, control group, pre test, post test.*

A. Background

Recent research into second/foreign language acquisition has been based on the assumption that a person learns a second language because he needs to communicate in the language.[1] However, English is considered as a "subject" in many classes in Indonesia. As a "subject" it is studied like other subjects, such as: mathematics or physics; therefore, most of the focus of the lessons are transferring the knowledge: on the rules and regulations of grammar, on understanding reading passages, on preparing students to face the exams, etc. Exposing students to the use of English in classrooms while discussing the lessons and relating them to the real life; like asking permission to go to the rest room, giving the reason for coming late to the class etc, seem still not accustomed to the Indonesian way of teaching and learning.

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[1] Rod Ellis, *Classroom Interaction and its Relation to Second Language Learning: A Journal of Language Teaching and Research in South East Asia 11 (2)*, (Singapore: SEAMEO Regional Language Centre: 1986) , 29.

Teaching English as a skill for successful communication is still beyond question in most junior high schools, senior high schools or universities in Indonesia.

Conducting a research on finding the most effective ways in fostering students' speaking skills in Indonesian setting, is very crucial to provide some insights to the English teachers on formulating and creating lessons that eventually produce fluent English speakers of Indonesian students.

B. Setting

The research took place in LBPP LIA Slipi covering Conversational English Program. The time allotment for the programs is 44 hours or 22 sessions where the last two sessions are designed for administering the written and oral tests. Each session consists of two hours; however, the researcher has decided to give treatment for 10 sessions, which is 20 hours.

C. Research Design

The aim of this research was to find out the effects of the exposure of student-student interactions versus teacher-student interactions to the students' speaking skills. The design used in this research was quasi-experimental design. Lynch [2] states that "there are two kinds of quasi research designs; quasi-experimental design with and without control". Based on the theory, both designs are applied in this research. Two groups will get treatments, and one group has no treatment at all. Therefore, there would be two experimental groups and one control group.

As a result, there were three groups in this research: the student-student interaction group and the teacher-student interaction group and the no-treatment group. Each group consists of 10 – 15 students.

1. The Variables and Treatments

There were three variables in this research: two independent variables and one dependent variable. The independent variables are variable X_{s-s} as the first independent variable (teaching by using student-student interaction to boost speaking skills) and variable X_{t-s} as the second independent variable (teaching by using teacher-student interaction to boost speaking skills). The other variable is X_c (teaching without given any treatment). All variables influence the dependent variable (speaking skills). The research focuses on the exposure of student-student interactions versus teacher-student interactions to students speaking skills.

This research was intended to examine the exposure of student-student interactions and teacher-student interactions to students' speaking skills, and to analyze the effects of two different treatments, student-student interactions and teacher-student interactions, given to the experimental classes (S-S and T-S classes) and the group with no treatment as well. The researcher also conducted pretest before conducting the treatments for the three classes.

The experimental design can be demonstrated in the following table:

Table 2: The Experimental Design

GROUP	PRE-TEST	TREATMENT	POST- TEST
E 1 : S-S (student-student interaction class)	$X_{s-s\ pre}$	T	$X_{s-s\ post}$
E 2: T-S (teacher-student interaction class)	$X_{t-s\ pre}$	T	$X_{t-s\ post}$
C: Control/Comparison Group	$X_{c\ pre}$	NT	$X_{c\ post}$

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[2] Brian K. Lynch, *Language Program Evaluation: Theory and Practice*. (United Kingdom: Cambridge University Press:1996), 73.

Note:

T : the treatment of the experiment

NT : No Treatment

X_{s-s}: Experimental group with the student-student interactions

X_{t-s}: Experimental group with the teacher-student interactions

X_c : Control/comparison group with no treatment provided by researcher

$X_{s-s\ pre}, X_{t-s\ pre}, X_{c\ pre}$: the observation in the pre-test

$X_{s-s\ post}, X_{t-s\ post}, X_{c\ post}$: the observation in the post-test

The results of the pre-test and post-test was analyzed by using t_{test} to investigate whether there are differences or not among the three groups to students' speaking skills: the students getting treatment by using student-student interactions and teacher-student interactions and the control/comparison group. Then, ANOVA was used to compare the achievement gained by each group and finally to obtain group with the most significant improvement, LSD (Least Significant Difference) Test was conducted.

2. The Instructors

Three English teachers taught the 10 sessions. Two teachers taught the experimental groups, and one teacher taught the control group. The first teacher taught the class employing student-student interaction, while the second teacher taught the class by implementing teacher-student interaction. The third teacher taught the control group. The researcher distributed five different lesson plans to the first and second teachers. Each lesson plan was to be used for two consecutive sessions. The third teacher will teach the control group without any interferes from the researcher; however, she reported what she did in the class to the researcher.

In order to avoid misinterpretation of the execution of the lesson plans, the instructors discussed each lesson plan with the researcher to have similar perception in executing the lesson plans. The researcher also helped the instructors with the teaching aids or other aspects needed to support the teaching and learning process plan smoothly.

3. The Teaching Program

The teaching program in this study was aiming at investigating the effect of the exposure of student-student interactions versus teacher-student interactions to students' speaking skills. The program in each experimental group and control group consists of ten sessions of two-hour allotment time for each session. The materials given (Conversational in English Two Lesson 1-5 were all the same, but the way of delivery is different based on the lesson plan designed for each session for both experimental groups (Student-Student Interactions Lesson Plans and Teacher-Student Interactions Lesson Plans While the control group instructor is asked to teach and report to the researcher about his plan for every session.

4. The Post Tests

The post test was administered to measure whether the subjects have made progress after they were given treatment and was used as the parameter to measure students' speaking skills. The post test was administered at the eleventh session, meaning, it was given directly at the following session, right after the last session of the treatment.

Prior to the test, the instructor explained the purpose of the test and told the subjects that they would take the test assessing their speaking ability after they were given lessons by their instructors. The post test consists of 10 sets of situational dialogs for a pair of students or if there is three students last, there is a set of dialogs for the three of them. Student A and Student B were given separate instruction so that the information gap exists resulting more authentic contexts. At the first round, student A started the conversation, while in the second round, student B started it. While conducting the dialogs both students were not allowed to look back at the steps unless there are pictures to be described (Appendix 10: DVD of the pre test and post test of all groups).

5. The Treatments

The treatments given for the experimental groups were based on the designed lesson plans for the ten consecutive sessions. The Experimental Group 1 (E1, student-student interactions) was given at least 75 % chances for students to conduct oral practices, while in Experimental Group 2 (E2, teacher-student interactions), the teacher dominated at least 75 % of the talk during each session. Please see Appendix 2 and 3 for the complete lesson plan of E1 and E 2.

D. Population and Sample

The population of the research was Conversation in English (CV) Level Two. The researcher believes that Conversation in English Program was the most suitable to be selected since the focus of the research was speaking skills. The researcher took three classes consisting of maximum 15 students. In Conversational classes, students have more chances to do oral practices. Therefore, the program was chosen as the most suitable one to observe the students' speaking skills. There are CV 1 – 6 Levels in this program and the researcher selected CV 2 Program judging that they are already accustomed to be given chances to do oral practices in CV 1, so in this level, they can gain more confidence in expressing themselves in English.

E. Data Collection

1. Collecting Data

a. Instrument

The researcher used two situational dialogs to collect the data. The students will be asked to work in pairs and will be given two situational dialogs. In situational dialog one, Student A will initiate the dialog based on the prompts given while in situational dialogs two, Student B will initiate the dialog. The purpose of giving chance for each student to initiate the dialog is for giving an objective evaluation on the students' oral performance. There are ten sets of situational dialogs covering lesson one to lesson five of the Conversation in English level Two book .The researcher provides band descriptors to evaluate the students' performance.

b. The Test

The main instrument of the test was *Interactive* that covered a longer and more complex interaction, which sometimes included multiple exchanges and/or multiple participants. Before conducting the dialogs, the students was given time to familiarize themselves with the situations and their roles. The dialogs, then, were videotaped.

2. Techniques of Collecting Data

The researcher gave two situational dialogs to each pair of students and they were to perform the oral communication based on the dialogs. The results were both videotaped and audiotape; scored and then analyzed using the band descriptors designed to evaluate the oral performances.

In collecting the data, there were procedures that the researcher took: first of all, the researcher conducted the tryout test. The aim of this test is to find out whether the test was reliable and valid to be used as an instrument to conduct the next tests, a pretest and posttest. Based on the try-out test, the researcher revised the situational dialogs.

Next, she gave the students the pretest. By analyzing the result of the test, the researcher formulated the kinds of treatments and activities that she gave to the students. Then, she conducted the treatments to two experimental classes: student-student and teacher-student interactions.

Finally, the researcher administered the final test (posttest), and calculated the reliability of the test. The results of the pretest and posttest were calculated, and analyzed by t

~test~ procedure with SPSS program. The researcher also compared the means of the two groups in order to find their significant difference. The test results of the two groups were presented after conducting the t ~value~. Next, ANOVA analysis was given to determine the gain achieved by the three groups using multiple comparisons Tests. Finally, to observe the most significant improvement gained of the three groups, the LSD *(Least Significant Difference)* Test was conducted.

3. The Speaking Test Scoring System

Since Conversational in English Two (CV 2) Program is considered elementary level, the researcher focused on three basic factors to evaluate: *Fluency, Pronunciation and Comprehension;* while the other two factors: Grammar and Vocabulary are applied in Higher Level.

The researcher modified the band descriptors based on the 6 point scale of Heaton[3], the 5 point scale of Brown,[4] the 6 point-scale of Hughes[5], the 5 point-scale of Harris[6] and the 6 point scale of Tsang and Wong[7]. Heaton elaborates into Accuracy, Fluency and Comprehensibility, while Brown covers a wider range : Grammar, Vocabulary, Comprehension, Fluency and Pronunciation. The researcher employs three criteria : Pronunciation, Comprehension and Fluency, using a 6 point scale, as follows:

Oral English Test Scoring System Band Descriptors

Level	Score Range	Description
		Pronunciation
6	86-100	Has no first language influence, native pronunciation. Has accurate intonation and stress. Accent is equivalent to and fully accepted by educated native speakers.
5	71-85	Has very limited first language influence, but would not be taken for a native speaker. Intonation and stress problems are very limited. Accent is slightly noticeable.
4	56-70	Has first language influence but not interfere understanding. Intonation and stress problems are occasional. Marked "foreign accent."
3	41-55	First language influence is obvious. Mispronunciations lead to occasional misunderstanding.
2	21-40	Has a very heavy accent. Frequent mispronunciations makes understanding difficult and require repetition.
1	≤ 20	Has severe first language influence. Pronunciation, stress and intonation make speech frequently unintelligible.

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[3] J.B Heaton, *Writing English Language Tests,*(New York: Longman Inc., 1988), 100.

[4] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Pearson Education: New York, 2000), 406-407.

[5] Arthur Hughes, *Testing for Language Teacher, (* New York: Cambridge University Press, 1989),111-112.

[6] David P Harris, *Testing English as a Second Language*. (New York: McGraw Hill Inc., 1977), 84.

[7] Wai King Tsang and Matilda Wong. *Conversational English: An Interactive, Collaborative, and Reflective Approach: cited Higgs & Clifford, 1982*, eds. Jack J. Richards and Willy A. Renandya (United Kingdom: Cambridge University Press, 2002), 222-223.

		Fluency
6	86-100	Speaks as fluent and effortless as that of a native speaker's. Uses fairly wide range of expressions.
5	71-85	Speaks fluently and effortlessly but the speed is slightly affected by natural hesitations resulting from consideration of appropriateness.
4	56-70	Maintains a flow of language with occasional hesitations caused by rephrasing and groping for words.
3	41-55	Makes occasional pauses caused by language problems; sentences maybe left uncompleted.
2	21-40	Speaks with frequent pauses due to language limitations; able to convey only basic information in words or short phrases.
1	≤ 20	Speaks with full of long and unnatural pauses; halting and fragmented that makes conversation virtually impossible; resulting communication breakdown.
		Comprehension
6	86-100	Understands everything without difficulty. Very few clarifications required; replies are comprehensive.
5	71-85	Understands everything at normal speed. A few interruption for the sake of clarifications are necessary.
4	56-70	Understands almost all of the speech, but requires occasional repetition or rephrasing.
3	41-55	Understands almost all of the speech, but requires constant clarification; responses are relevant though not adequate.
2	21-40	Understands only slow, basic simple speech in highly predictable contexts. Responses are sometimes not relevant.
1	≤ 20	Understands very little, sometimes not able to respond.

4. The Try Out Test

The Pre-test and Post-test were tried out to three classes of the same level and program, i.e. Conversation in English Two (CV 2) for its validity and reliability. Twenty five students from the three classes were rated by two raters aiming at inter reliability of the test. The two raters were the researcher and the other rater who was widely acknowledged. Based on the scores of both raters, the coefficient correlation was 0.73 which means that the test has high reliability.

There were 15 sets of situations (separating the role for student A and student B in different booklets) for the intention of getting 10 sets of valid and reliable situational dialogs. Based on the try out test, ten sets of tests were chosen with minor revision for practicality.

Here is the sample of the test:

SET 1: Situation A
Topic: Asking for and giving personal information
Setting: At a bank between a customer service officer and a client

Student A
Customer Service Officer
Start the conversation by greeting B. Offer help.
Ask what account B wants to open.
Tell B you will fill out the application form. Ask B for: name, occupation, office address, home address, telephone number
Tell B to sign the form and bring it to the teller

SET 1: Situation B
Topic: Asking for and giving personal information
Setting: At a seminar between two participants

Student A
Seminar Participant from China
Respond to B and tell B the seat next to you is vacant.
Greet B and respond to B's comment on the presentation.
Respond to B when B asks about your name, nationality, place of origin. Ask B similar questions.
Respond to B and exchange your business card before B is leaving and then tell B you enjoy talking to B.

SET 1: Situation A
Topic: Asking for and giving personal information
Setting: At a bank between a customer service officer and a client

Student B
Client
Respond to A and tell A that you would like to open an account.
Tell the account you want to open.
Respond to A's questions about your: name, occupation, office address, home address, telephone number.
End the conversation by signing the form and thanking B

SET 1: Situation B
Topic: Asking for and giving personal information
Setting: At a seminar between two participants

Student B
Seminar Participant from Australia
Start the conversation by asking if the seat next to A is vacant.
Greet A and comment on the presentation.
Introduce yourself to A and ask A's: name, nationality, place of origin and the company A work for.
End the conversation by telling A that you want to meet another participant that you know and thanking A. Ask A's business card before leaving.

5. The Reliability ,Validity, and Practicality of the Test

Any test that we use must be appropriate in terms of our objectives, dependable in the evidence it provides, and applicable to our particular situation.[8] Reliability means the stability of the test scores. The same test when given to the same groups on different time, or when two parallel forms of the tests given to the same group, or when scored in different time; or scored by two or more competent scorers have approximately the same results, a test is considered reliable.

A test is claimed to be possessing validity if it measures what it is intended to be measured and how well the test measures. Content validity measures the specific skills or the content of a particular course of study, while empirical validity determines the test scores correlation with the criterion. In addition to that, face validity, which refers to the way the test looks needs to be fulfilled as well. The last important aspect is Practicality which means the test needs to be economical, easy to administer and to score and meets the standard of ease of interpretation.

To measure the reliability of the test, there are several methods that can be used such as-retest, parallel test and split-half test, and Product Moment formula. In this test, the researcher will use Product Moment Formula. There will be two raters to give the scores to know whether the test was reliable or not, and then the students' scores are correlated by using the formula correlation of r_{xy} Product Moment of Pearson[9].

After the calculation, the reliability index of the test is expected to be found. The data obtained from the test have to be reliable. The criteria that can be used for the reliability index of the whole test r_{tt} [10] are :

$$0.00 \leq r_{tt} \leq 0.199 = \text{very low reliability}$$
$$0.20 \leq r_{tt} \leq 0.399 = \text{low reliability}$$
$$0.60 \quad r_{tt} \leq 0.599 = \text{medium reliability}$$
$$0.60 \quad r_{tt} \leq 0.799 = \text{high reliability}$$
$$0.80 \quad r_{tt} \leq 1.00 = \text{very high reliability}$$

F. Data Analysis

After the data was collected by means of pre determined techniques, they were analyzed by using t test. The data obtained from the pre test are computed to find out the mean (X) and the standard deviation (SD).

The one-way ANOVA was used to find out if student-student interaction was more effective than teacher-student interaction and/or control/comparison group in enhancing students' speaking skills. The LSD Test formula for significant difference of improvement of the Speaking Skills.

G. Research Findings

Normally, before administering a test to students, a researcher usually administers homogeneity tests aiming at probing the homogeneity of the students. In this case, the researcher believes the students are homogenous because there is a placement test administered by *Lembaga Bahasa dan Pendidikan Profesional* (LBPP) LIA, the institution where the research takes place. Therefore, it can be assumed that

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[8] David P. Harris, Testing English as a Second Language, (New York: McGraw Hill Inc., 1977),13.
[9] http://www.mnstate.edu/wasson/ed602pearsoncorr.htm, accessed April 22, 2010
[10] 44Ridwan. Deliverer H. Buchari Alma. *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* : *Korelasi Apearman Rank (*Bandung: ALFABETA, 2004),138.

the students have similar English competence. The data gained from the pre test and post test, normality tests were conducted to determine whether the pretest and posttest data had normal distribution.

1. Homogeneity Test

In this study, the homogeneity test was not administered because the students were considered homogeneous. Before the students were placed in Conversation in English Program, they had to take the Placement Test to determine their level of competence so that they can be posted in the intended level from Conversation in English One until Conversation in English Six. Therefore, it can be proved that they just passed the standardized test before placed in certain Level.

Of those six levels, the researcher chose Conversation in English Two because it is observed that they need time to internalize the teaching method in LBPP LIA; therefore, one term which consists of three months is considered adequate for the students to get used to with the teaching style in LBPP LIA. As a result, the researcher believes that after the internalization in Conversation in English One, the students have similar capability so that the classes can be used as the object of the study in Conversation in English Two.

To get promoted to higher levels, the students have to take promotion tests consisting of 2 (two) standardized tests, oral and written tests, constructed by the material and test department; therefore, in term of proficiency, the students were considered homogeneous because they could pass the standardized tests.

2. The Test of Normality

A normality test is a statistical process used to determine if a sample or any group of data fits a standard normal distribution. A normality test can be performed mathematically or graphically. It is required by some statistical tests such as paired sample Student's t-test, one-way and two-way ANOVA because they make assumptions that data comes from a normally distributed population, and if such assumptions are not valid, the results of the tests will be unreliable. There are null and alternative hypotheses in determining whether the data are distributed normally or not. If the data is not normally distributed, another statistic calculation called no parametric (Wilcoxon signed rank test dan Kruskal-Wallis test) can be employed.

Ho: the data distribution is normal
Ha: the data distribution is not normal

From the result of SPSS calculation, it is found out that:

If Asymp. Sig > 0.05 Ho is accepted (the data distribution is normal)
If Asymp. Sig < 0.05 Ha is accepted (the data distribution is not normal)

a. The Normality Test of Pretest and Posttest of the Overall Groups Data

One-Sample Kolmogorov-Smirnov Test

		Pre_Score	Post_Score
N		24	24
Normal Parameters a,b	Mean	55.0692	66.3292
	Std. Deviation	7.73076	8.74057
Most Extreme Differences	Absolute	.100	.163
	Positive	.089	.120
	Negative	-.100	-.163
Kolmogorov-Smirnov Z		.490	.801
Asymp. Sig. (2-tailed)		.970	.543

a. Test distribution is Normal.

b. Calculated from data.

Normal P-P Plot of Pre_Score

Normal P-P Plot of Post_Score
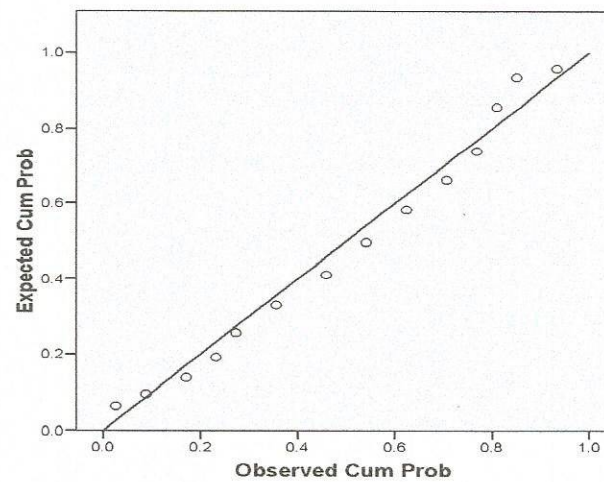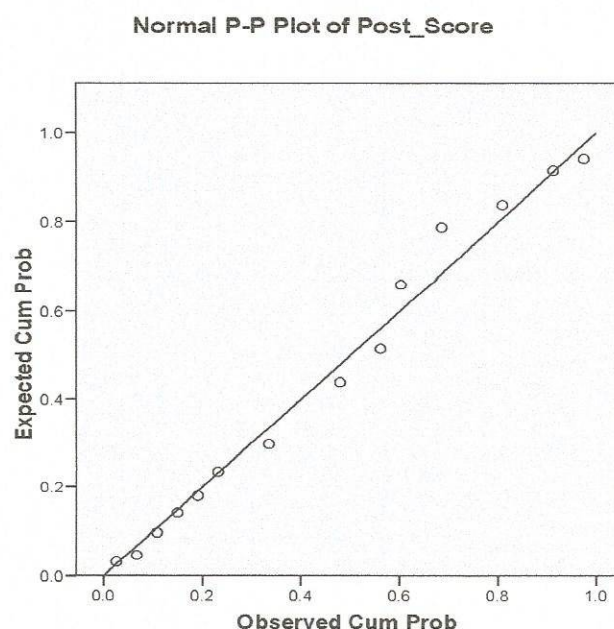
b. The summary of the normality test for each group and the ovearall data

Group	Score	*Sig.*	Remarks
Teacher - Student	Pre	0.978	Normal
	Post	0.757	Normal
Student - Student	Pre	0.989	Normal
	Post	0.751	Normal
Control	Pre	0.893	Normal
	Post	0.953	Normal
Over All	Pre	0.970	Normal
	Post	0.543	Normal

Based on the normality test, the statistics show that all data are normally distributed. The next step is determining students' English speaking skills progress before and after the treatment.

c. The Test of Truth Hypothesis

After calculating the pretest and post test of each group, the next procedure was to calculate the gain scores of each group (Appendix 9). The objective of calculating this gain scores was to find out which group achieves the highest progress. Gain was calculated from the different scores of pretest and posttest. The result of the gain ratio of Student-Student Interactions, Teacher-Student Interactions and Control Groups are seen as follow:

The Result of the Gain of students' achievement Table

Descriptives

GAIN

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Teacher_Student	6	.0563	.13288	.05425	-.0831	.1958	-.15	.22
Student-Student	10	.3475	.14703	.04650	.2423	.4527	.15	.63
Control	8	.1785	.14016	.04955	.0613	.2957	.00	.42
Total	24	.2184	.18147	.03704	.1417	.2950	-.15	.63

Test of Homogeneity of Variances

GAIN

Levene Statistic	df1	df2	Sig.
.031	2	21	.970

ANOVA

GAIN

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.337	2	.169	8.419	.002
Within Groups	.420	21	.020		
Total	.757	23			

The Results of The Average of the Students Achievement Summary Table

Group	Progress Average Score	$F_{statistic}$	Sig.
Teacher - Student :	0.0563		
Student - Student :	0.3475	8.419	0.002
Control :	0.1785		

Of all the three groups, it is clearly seen that Student-Student Interactions Group achieved the most signinficant progress in terms of students Speaking Skills. On the contrary, the Teacher-Student Interactions Group gained the lowest improvement. The statistic showed that there were significant differences among the average of students' achievement in the three groups. This can be proven by the scores of $F_{statistic}$ (8.419) > $F_{critical}$ (3.467) or the significant value (sig.) was below 0.05.

Since the F (*anova*) Test concluded that there was a significant difference among the average of the three groups, the reseracher conducted the next Test; ie: LSD (*Least significant difference*) to further analyze and find out the most significant improvement among the three groups.

Multiple Comparisons

Dependent Variable: GAIN

LSD

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Teacher_Student	Student-Student	-.29119*	.07306	.001	-.4431	-.1392
	Control	-.12214	.07641	.125	-.2810	.0368
Student-Student	Teacher_Student	.29119*	.07306	.001	.1392	.4431
	Control	.16905*	.06711	.020	.0295	.3086
Control	Teacher_Student	.12214	.07641	.125	-.0368	.2810
	Student-Student	-.16905*	.06711	.020	-.3086	-.0295

*. The mean difference is significant at the .05 level.

The Results of Multiple Comparisons of the Students Progress Table

Group	vs	Group	Average Difference	*Sig.*
Student-Student		Teacher-Student	0.2912	0.001
		Control	0.1691	0.020
Teacher-Student		Control	0.1221	0.125

The LSD Test showed that the average of students' achievement in the Student- Student Interactions Group excelled the achievement of the students in the Teacher-Student Interaction Group and the Control Group. It is clearly seen that the progress of students' achievement in the Teacher-Student Group did not have a significant difference with the progress of the students in the Control Group. It can be proved that Student-Student Interactions Method enhances each Student's speaking Skills significantly. It is shown that all the *significant value (sig.)* of the LSD Test of Student-Student Interactions Group were below 0.05.

H. Discussions

This study found that Student-Student Interactions Group excelled the performance of the students in Teacher-Student Interactions & Control Groups because there was a significance Mean difference between the Student-Student Interactions Group versus Teacher-Student Interactions & Control Groups. The result also indicated that the students significantly benefitted more from Student-Student Interactions methods than from Teacher-Student Interactions Methods. Students treated using Student-Student Interactions Method were able to express themselves verbally much better than those of students in the Teacher-Student Interactions and Control Groups.

In line with the constructivists' belief as well as John Shindler's management Orientation Matrix[11], student-student interactions become the crucial ingredients in enhancing students' speaking skills. The more exposure given to students to use the language, the more effective they will be in fostering their speaking skills. This notion is also approved by Judith A. Rance-Roney[12] who believes that learners must use English to construct meaning via interactions with other learners which is the heart of the matter in successfully acquiring the foreign/second language learnt. Cooperative and collaborative learning is the key in endorsing the student-student interactions method. Needless to say, student-student

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[11] http://www.calstatela.edu/faculty/jshindl/cm/Chapter4teacherclassification.htm. (accessed December 12, 2008)
[12] Judith A. Rance-Roney, Reconceptualizing Interactional Groups: Grouping Schecmes for Maximizing Language Learning:, English Teaching Forum vol. 48 Number 1 (2010): 20.

interactions enhance students speaking skills as stated by Hymes (in Celce-Murcia)[13] through his communicative approach in which he emphasizes the crucial aspect of making students communicate in the target language so that students are exposed not only in the linguistic stuructures but they are also exposed to semantic notions and social functions via classroom materials and activities reflecting real-life situations and demands.

1. **The Effects of the Exposure of Student-Student Interactions to Students' Speaking Skills**
Exposing students to student-student interactions through cooperative learning, information gap activities, think-pair share and similar student-student interactions activities are vital to fostering students' speaking skills. Endorsing learning by doing help students learn more effectively since they experience the authentic (close to real-life) activities. From the previous explanation, it could be interpreted that there were some advantages of fostering students' speaking skills through student-student interactions activities:

a. Students develop the "can-do" attitude which is effective, motivating and enjoyable. Students' speaking skills are enhanced because they are able to do more oral practices, share their ideas, learn from each other, are more involved, feel more secure since most of the time they speak with their partner or within their group simultaneously with the other groups. They also use English in a meaningful and realistic way, hence, they enjoy using English to communicate.

b. Students have a chance to talk about personal feelings and private experiences. They have a chance to reflect, find out about other people and even share their secrets. Working together, students can share their experiences, ideas, opinions. Sharing means having a two-way process: explaining to others and listening to them, and reacting to them. Being equipped with the language of interactions, students, at the same time improve their interaction skills.

c. Students develop their self-confidence in speaking English. Rehearsing conversations, learning model dialogs, practicing meaningful drilling make them have enough students' talking time which smoothening their tongue resulting in better confidence since they are given chances to practice in pairs or in groups namely meaningful drilling which in the end help them gain self-confidence when speaking in front of the whole students

d. Students' fluency is improved significantly. They are able to articulate easily and comprehensively since they are given up to 75% of the session for oral practices. The oral practices help them improve their pronunciation by learning to say the whole words, phrases or expressions/functions so that they get their tongues around those meaningful words for automaticity.

Students speak English as much as possible during the interactions. They are equipped with classroom language. They are taught simple expressions to interact. Using classroom language like these help students manage themselves to keep using as much English as possible when interacting.

2. **The Effects of the Exposure of Teacher -Student Interactions to Students' Speaking Skills**

Teacher-Student Interactions make the teacher's talking time high and the students' talking time low because the teacher is the focus of the teaching and learning process. When students hardly have time to be given chances for oral practices, their speaking skills will not be improved effectively. . From the previous statistic explanation, it could be interpreted that there were some weaknesses of employing teacher -student interactions activities:

a. To transfer knowledge, teachers traditionally give lecture, assuming that students are taking notes and absorbing concepts. As a result, students learn passively, focusing on the teacher's presentation. Therefore, Students tend to be quiet and shy and get nervous when asked to make a dialog or perform in front of the class. Because students are given a lot of chance to listen to the teachers explaining the

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[13] Marianne Celce-Murcia, *Language Teaching Approaches: An Overview: In Teaching English as a Second or Foreign Language*, ed., Marianne Celce Murcia. (Boston: Heinle & Heinle, 2001), 3.

lesson, they hardly have chance to express themselves. They are usually only challenged to rote learning and memorization.

b. Students mostly work individually; hence there is little interaction among students. The dominant figure is the teacher with his authoritative power. Students are observed with the materials and answering the teacher's questions individually or do the exercises provided in the book. They have little chance to do oral practices; therefore, they lack exposure to pronouncing phrases or expressions. As a result, it brings ineffectiveness in students' speaking skills.

c. Students lack of self-confidence in speaking due to the scarcity of chances in expressing themselves orally. They are only given around 25% or less of the given time to speak, while practice is the heart of the matter in mastering speaking skills. They are asked to answer or express themselves to the whole class without having enough time to do rehearsals. As a result, the probability of making mistakes is big and being laughed by the other students is another inhibition. This threatening condition can increase the affective filter which eventually resulting in more mistakes the students make during the teaching and learning process.

Therefore, it is clearly proven that advocating student-student interactions in enhancing students speaking skills yields fruitful favorable results in students successful learning.

I. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the data analysis (paired sample t $_{test}$ calculation in chapter IV) and the discussions of research findings, there are four major conclusions that can be drawn:

a. Student-Student Interactions foster students' speaking skills. Students are exposed to a lot of oral practices through group work, cooperative learning, think-pair-share activities, etc. These methods of interactions allow students to share their experiences, thoughts, opinions, even feelings. When language is used in a meaningful context, students feel the real need to get the message across. In addition to that, their fluency is improving thanks to the exposure given by the teacher. The more chances they have for practices, the better their fluency is. Furthermore, their self-confidence is improving because they have a sense of achievement being able to speak English a lot. This can be achieved because the atmosphere is conducive; no pressure and less threatening situations because ample time is given for rehearsals. This approach makes the students enjoy the teaching and learning process.

b. Teacher-student Interactions Approach does not foster students' speaking skills. The high teacher's talking time and the low student's talking time make the

students' speaking skills as a sluggish snail. The students have little chance to do oral practices, but they are exposed much to listening to the teacher's lecturing about the lesson or to do the exercises by writing them down in the book. And without enough time to prepare or given chances for drilling, they are asked to perform in front of the class. This threatening atmosphere resulting students' lack of self-confidence, which eventually making them reluctant to speak because they are afraid to make mistakes.

c. Control/Comparison group doesn't foster Speaking Skills. Although there was an improvement in the students' speaking skills, it was not significant. Therefore, we can say that Control/Comparison group doesn't bring positive improvement to the students' speaking skills. The equal distribution of student-student interactions and teacher-student interactions is not conducive to fostering students' speaking skills.

d. Student-Student Interactions is far more significant than Teacher-Student Interactions and Control/Comparison Group in contributing to the students' speaking skills. The statistic results can obviously interpreted that the more time is given to the students to do oral practices, the faster they will be in fostering their speaking skills; while on the other hand, the less time is given for them to

do rehearsals the more timid and reluctant they will be in speaking. Interactions play a vital role in maximizing students' exposure in English. Since the students must frequently interact among them, the teacher has to equip them with classroom language. Classroom language being a second nature makes the English speaking only atmosphere applicable. Eventually, the students' sense of achievement speed up their improvement of speaking skills. Only teacher-student interactions method has no effects to the students' speaking skills. The statistic *Least Significant Difference Data Results* display that teacher -student interactions method does not improve the students' speaking skills. Because students are treated as an *"empty vessel"* that absorbed all the material taught, and they are conditioned to be passive learners, they make no improvement in their communicative competence. The little chance given for oral practices make the students not motivated to speak because it is not made as their habits in the class. They are conditioned to rote learning and memorization only, which is the lowest level of thinking process based on Bloom's Taxonomy. All in all, teacher-student interactions only benefit teacher's speaking skills, not the students'.

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