

IMPROVING THE 7TH GRADE STUDENTS' INTERACTION IN SMPN 2 KALASAN USING FUNCTIONAL COMMUNICATION ACTIVITIES (FCA)

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Abstract

The objective of this study was to improve the 7th grade students' interaction in the English teaching and learning process in SMPN 2 Kalasan through the Functional Communication Activities (FCA) technique.

This study was action research. The subjects of the study were the 7th grade students of SMPN 2 Kalasan in academic year 2017/2018. This study adapted by the model of research procedure proposed by Lodico (2010). The steps of this study were reflecting and identifying the problem, gathering data, reviewing the literature, identifying the collaborators and creating a plan of action, carrying out the action plan (conducting the Cycle 1 and Cycle 2), analyzing the data, and forming tentative conclusions. The data were collected using interviews, observations, and field notes.

The results of the study showed developmental changes made by the students their interaction in the class due to the implementation of FCA technique. This technique also helped to improve the students' motivation, participation, contribution, and cooperation.

Keywords: *improving, interaction, functional communication activities*

MENINGKATKAN INTERAKSI SISWA KELAS 7 DI SMPN 2 KALASAN MENGGUNAKAN KEGIATAN KOMUNIKASI FUNGSIONAL

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Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan interaksi siswa kelas 7 dalam proses belajar mengajar Bahasa Inggris di SMPN 2 Kalasan (Esrosan) melalui teknik Kegiatan Komunikasi Fungsional.

Penelitian ini adalah Action Research (sejenis penelitian yang bertujuan untuk memberlakukan perubahan dengan segera dalam setting pendidikan). Subjek penelitian ini adalah siswa kelas 7 Esrosan pada semester II tahun akademik 2016/2017. Penelitian ini diadaptasi dengan model prosedur penelitian yang diajukan oleh Lodico (2010). Langkah-langkah penelitian ini mencerminkan dan mengidentifikasi masalah, mengumpulkan data, meninjau literatur, mengidentifikasi kolaborator dan membuat rencana tindakan, melaksanakan rencana tindakan (melaksanakan Cycle 1 dan Cycle 2), menganalisis data, dan membentuk kesimpulan sementara. Data dikumpulkan dengan menggunakan wawancara, observasi, dan catatan lapangan.

Hasil dari penelitian ini dinilai berhasil karena perubahan siswa yang menunjukkan perkembangan positif dalam meningkatkan interaksinya di kelas. Berdasarkan temuan penelitian ini, dapat dikatakan bahwa peningkatan interaksi siswa telah dicapai melalui penerapan teknik Kegiatan Komunikasi Fungsional. Teknik ini juga membantu meningkatkan motivasi, partisipasi, kontribusi dan kerja sama siswa. Oleh karena itu, sangat disarankan untuk menerapkan teknik Kegiatan Komunikasi Fungsional ini di sekolah yang relevan untuk meningkatkan interaksi siswa.

Kata Kunci: Meningkatkan, interaksi, kegiatan komunikasi fungsional.

INTRODUCTION

The term “interaction” is made up of two morphemes, namely *inter* and *action*. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom (Rhamli, 2016). A good interaction can lead a good communication between the students and the teachers. However, learning English is not as simple as it may seem to be. The students of junior high school, included SMP N 2 Kalasan (Esrosan), have to face the interaction problem in their teaching and learning process. They were really passive in the classroom. It was really hard to communicate with them during the teaching and learning process. Most of them were really quite and rarely gave a respond. Sometimes, they were being active but they were just playing around, disturbing their friends, and doing other stuff that was not related to the teaching and learning process.

The classroom interaction itself is the reciprocal exchange between the teacher and the students and also among the students themselves. In the field of second and foreign language learning, interaction has long been considered to play an important role (Hall, 2003). It has a great influence in order to create an effective and efficient teaching and learning process. When the quality of the classroom interaction is high, the class will be more active, alive and comfortable. Because of the good relationship or interaction, the students will get the opportunities to participate, reflect on, and practice socially shared ways of knowing and thinking, and also create a positive environment during the teaching and learning process. On the other hand, the low quality of the classroom interaction will create a very passive classroom.

In teaching and learning process, we need to consider so many things before choosing the activities, for example the students’ needs, lacks, problems or difficulties and also the goals of the teaching and learning process. It has become important for teachers and researchers to understand better how meanings and knowledge are constructed between students while working in a certain activity. It also becomes important to understand the kinds of opportunities provided for learning in certain classroom, and the possible obstacles that may hinder effective problem solving and learning in certain classroom activity. I

In line with the problems presented above, through the informal interview that the researcher did during the observation, the students told the researcher that they were difficult to get interested with the activities in their English class and most of the time the classes were really boring. They also got no chance to interact with their teacher and friends effectively. Because of those reasons, the students were not paying attention to the lesson and having less motivation to learn. They also said that they were afraid or hesitant to express their opinion in the classroom activities. Meanwhile, the teacher has not enough activity in her English class to increase the students’ interest. They also do not have the awareness to make the student more active and comfortable during the teaching and learning process. We all agree that this kind of problem will make the students become passive and also decrease their interest and willingness to participate and interact in the classroom.

In improving the students’ interaction, Functional Communication Activities is one of the most suitable technique to be applied because it has many activities that can support the students’ interaction in the classroom.

RESEARCH METHOD

This study was Action Research and aimed to improve the students' interaction using the FCA technique. Lodico (2010) highlights that action research, as its name implies, within education is a type of research that aims to enact immediate changes in an educational setting.

This research was conducted at SMP N 2Kalasan in the first semester of academic year 2017/2018. The participants of this research were the 7th grade students of SMP N 2Kalasan in the academic year of 2017/2018. Their ages were around 11 to 13 years old. Most of them were from middle class family and their native language was JavaneseLanguage.

This study was adapted by the model of research procedure proposed by Lodico (2010). The steps of this study were reflecting and identifying a problem, gathering data, reviewing the literature, identifying the collaborators and creating a plan of action, carrying out the action plan (conducting the Cycle 1 and Cycle 2), analyzing the data, and forming tentative conclusions. The data were collected using interviews, observations, and field note.

Burns (1999: 161-162) states that there are five criteria of validity that can be applied to show the regularity of the data of a study. They are democratic, outcome, process, catalytic, and dialogic validity.

Based on Bell (1999: 102), the researcher, generally, held triangulation by cross-checking the existence of certain phenomena and the authenticity of individual accounts by gathering data from a number of informants and a number of sources, subsequently comparing and contrasting one account with another in order to produce a balanced study. In this case, I compared the data from the interviews, the observations and the field note in order to gain the trustworthiness of the data.

RESEARCH FINDINGS

Based on the reflection of Cycle 1, the results of the study had shown some positive improvements in the teaching and learning process. The actions improved the interaction between me as the teacher and the students also the interaction among the students. During the implementation of the actions, the students were active and enthusiastic to follow the teaching and learning process. They were focus to listen to the teacher explanation about the related materials. Their confident were also increased during the implementation. They could ask bravely when they found any difficulty and express their opinion related to the lesson. Furthermore, the students could respond my questions and instructions well. However, there were still some problems appeared during the implementation in Cycle 1. The first problem was related to the team work among the students. They seemed less cooperative to work with the students who they did not want to be. Next problem was the students' very loud voice. Some students were very excited with the activities so they talked in a very loud voice. When I explained about some instructions, they would respond or disrupt with a very loud voice, so the other students would not be able to hear my instructions.

In the Cycle 2, I found some positive improvements. First, the students were happy and actively participating in the activities conducted in the class. They became braver and more confident to ask questions or express their opinion related to the material and the activities. It seemed that the relationship between the students and the teacher was improved very well. They also became more opened to their friends. They worked with different members happily. Furthermore, the students' willingness and cooperation to work with their friends also improved. They were more enthusiastic to participate in the class activity and became more motivated to learn English.

The explanation above indicates that the implementation of the actions were successful in improving the students' interaction in the teaching and learning process. As the result, there were changes that occurred during the implementation of the actions. We could conclude that the objective of the research was achieved.

CONCLUSIONS AND SUGGESTIONS

Based on the findings, it can be concluded that the actions implemented in the teaching and learning process were successful to improve the students' interaction in the teaching and learning process. The FCA technique was supported by the other actions; the use of interesting media, the use of interesting materials and the use of various activities and tasks.

The implementation of FCA technique was considered successful because the changes made by the students showed a positive development in improving their interaction in the class. Based on the findings of this research, it could be said that the improvement of students' interaction had been achieved through the implementation of FCA technique. This technique also help to improve the students' motivation, participation, contribution and cooperation. Therefore, it was highly recommended to implement FCA technique in relevant schools to improve students' interaction.

There are some suggestions proposed for the English teachers, the students and the other researchers. The English teachers are suggested to use, conduct and apply the FCA technique in the English teaching and learning process to improve the quality of the students' interaction. Next, the students are suggested to be more active and

motivated to participate in the teaching and learning process. Their engagement and cooperation are important to support the success of the English teaching and learning process. The students have a very important role to make the teaching and learning process successful. So, they need to change their bad habits into the good ones. The last, the other researchers are recommended to continue and to improve this action research in order to find out the other efforts to improve the quality of the students' interaction in the English teaching and learning process. They are suggested to improve and explore more about the Functional Communication Activities (FCA) technique in order to maximize the English teaching and learning process. They are also suggested to vary and explore more about the supporting activities or tasks and also the interesting media to maximize the use of the FCA technique. The use of interesting activities or tasks and media will make the learning's atmosphere becomes more interesting and fun.

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