

Students' Preferences of Interaction in Oral Productions

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ABSTRACT

The objectives of the study were to know the students' preferences of interactions in oral production at the fifth semester student in English Department of Makassar Muhammadiyah University. A descriptive method was applied to the fifth semester students as the sample of the study with the total number of samples were 24 students by using purposive sampling. The result of this study showed that there were three categories of preferences in oral interaction, those are preferences toward the teaching method, preferences toward the teacher performance, preferences toward the students' interest. Meanwhile, the dominant preferences toward the teaching method were preferences of the open discussion class, the dominant preferences toward the teacher performance were preferences of the lecturer who help the students to solve the problem in the classroom, and the dominant preferences toward the students' interest were preferences of using full English in presentation.

ARTICLE HISTORY

Published March 25th 2022



KEYWORDS

Students' Preferences, Oral Production, Descriptive Method

ARTICLE LICENCE

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1. Introduction

Religion The capability to interact orally with others and using the target language effectively have become an utmost importance nowadays. Up to the point where people who cannot speak a foreign language cannot be considered as an effective language user, even if they can read it and understand it. In learning a foreign language, oral interaction is one of the most difficult competences to develop (Aswad, 2019). Indeed, oral interaction skill as the key element for maintaining social relationships, such us interaction in dialogue, debate, and other interaction is often neglected in the classroom environments because students' interest to learn it on how to express their ideas spontaneously. Therefore, there is no significant changes were seen in students' performance through their oral production. Otherwise, students' dynamic role, attitude, participation and motivation, are vital in the learning process. Without their active involvement in class activities, oral skills cannot be properly developed, especially as the classroom which in many occasions is the only environment that they have opportunities to use orally as the target language.

Therefore, for effective language learning and teaching, both learner skills and learner assumptions should be given due attention. In promoting this idea, students should be provided with the opportunity to clarify and asses their preferences, particularly in references to definition of objectives in general and awareness of strategies in learning (Al-Obaydi & Rahman, 2021). Moreover, individual preferences will affect the performance of students in learning process because their learning opportunities which they are exposed mostly determine their language preferences and choices. Accordingly, these researches used authentic information from the students' preferences with the intention of fostering student motivation toward increased oral interaction.

1.1. Language performance and Oral skill

This Speaking is something students do when the student drill particular language patterns, but the oral skill is much more than this. It involves speaking and listening as a two-way process where responding is expected. According to Byrne, (1991) oral tasks involve the productive skill of speaking and the receptive skill of understanding. It means that learners need to know on how to speak as well as to listen. Hence, when learners understand the difference between hearing something and listening attentively to someone, learners can then grasp a variety of communication requirements that range from talking to an audience in a meaningful transactional mode, to speaking with each other by building up the discourse as the conversation flows in an interactional task. The conjunction of these relevant elements in the classroom is a contribution to the gradual achievement of communicative competence, Rahman & Sadik, (2018). This is precisely what researcher wants to clarify so that the outcomes of this research can be valued in their right dimension.

In general, despite students being exposed to learn English in class, the student cannot express themselves effectively when student is asking to participate orally in communicative activities. According to Nunan (1993), this may happen because no distinction between knowing various grammatical rules and being able to use effectively and appropriately when communicating. Moreover, learners intend to perform perfectly by the first-time student will speak partly because teachers sometimes highlight accuracy rather than fluency, and thus errors are not considered part of the learning process. Therefore, the learners must develop skills and strategies for using the language to communicate meanings as effectively as possible in concrete situations. This makes it crucial to include speaking activities in the English language class since learner promote meaningful activities within a cooperative learning environment, strengthening self-esteem, and improving social relationships.

1.2. Language Preferences

Language preferences refer to attitude of students toward language that are used in their linguistic context. These attitudes are linked to the student's values and beliefs which in turn promote or discourage the linguistic choices that the student's make in the academic or informal realm of daily activities. The definition of which has always been a contested area of academic exchange among researcher (Rahman, et al., 2019). The diversity in the definition of attitude arises as a result of the difficulty in studying attitudes. The attitudes are not directly observable but have to be inferred from the respondent's introspection". Others offer more elaborate definitions. Garret, et.al (2003) refer to the 'tripartite structure' of attitude, which the researchers claim has to cognitive, affective and behavioral components. The researchers explain that attitudes are cognitive in that they contain or comprise beliefs about the world'. The attitudes are affective to involve feelings about an attitude object'. Finally, attitudes are systematically linked to behavior, because the students predispose humans to act in a certain way.

From the definitions there appears to be consensus on the 'tripartite structure' of attitudes. However, underlying all three definitions cited above is the evaluative quality of attitudes, the intrinsic or integrative (involving personal, emotive perceptions) and the extrinsic (relating to the instrumental value of the language). Though this definition also refers to the evaluative quality of attitudes, it highlights the nature of attitude. Attitudes can involve emotive perceptions, involve personal perceptions about English and also refer to the instrumental value of language. Attitude towards a language', Richard & Schmidt (2002) stated that language attitudes can either encourage or discourage the language choices a person make within a particular social environment.

1.3. Type of Preferences

For effective language learning and teaching, both learner skills and learner assumptions should be given due attention. In promoting this idea, students should be provided with the opportunity to clarify and assess their preferences, particularly in reference to definition of objectives in general and awareness of strategies in learning. Moved to the conviction where learners and learner's preferences are crucial importance in development of learner autonomy. Learners' preferences have been investigated in some research. Willing, (1985) distinguished learners' preferences in three different areas: 1) Preferences for Particular Kinds of Teaching Method (classroom activities). According to Antony's model, method is the level at which theory is put into practice and at which choice are made about are particular skills to be taught, the content to be taught, and the order in which the content will be presented. Method is a way in achieving something. Method is strategy of series of activities designed to achieve a particular education goal, 2) Preferences for Particular Types of Teacher Performance. According to Fernandez, teacher typically centered the students' attention on providing explanations while the students remain in silence. During a language class, many teachers spend a considerable amount of time doing the talking and encouraging the students to participate, rather than listening to students and helping and encourage the students' weaknesses. This implies a continuing need to be more conscious of the necessity of using a variety of different teaching methodology, techniques, and activities to promote students' active participation in the classroom, and 3) Preferences for Particular Students' Interest. Interest is kind of emotion arousal status and it is a tendency that the people know things or love some activities. It is manifested as learning interest in learning. The students are only passionate to the interested it and willing to learn it. With an interest, the people will be active to seek from satisfactory knowledge and to understand the required approaches and methods. When the students become interested in learning, they will show enthusiasm to the activities to participate, to learn, explore, improve the efficiency, and develop new abilities.

2. Methodology

This paper is written based mainly on a descriptive method where the process, principal, and procedure used to approach the problems and found the answer. The data was in form of statement, suggestion, comment, and critics.

Through this descriptive research the writer tried to understand and interpret the collected data from the behavior of human interaction their perception without a formal measurement (Lexy, 1985). The variables of this research are the students' preferences of interaction in oral production. The kind of preferences that were observed are the perception about their views or choices in three areas; teaching method, teacher performance, and students' interest at the fifth semester of English Department in Makassar Muhammadiyah University as its indicators.

Data collected through questionnaires then the data were analyzed by calculating the number of students' respond to find out the frequency and percentage of students' preferences based on the analysis result of the questionnaire. These procures were chosen as the most suitable means of collecting, analyzing, and evaluating the amounts and types of students' preferences in the classroom.

3. Finding and Discussion

There are three categories of students' preferences. They are students' preferences toward the teaching method, students' preferences toward the teacher performance, and students' preferences toward the students' interest. it was found that the majority of the students agreed with the positive statements and disagreed with the negative statements about the students 'preferences toward teaching method, teacher performance, and students' interest. These categories are as follows;

Firstly, the analysis of the students' preferences toward the teaching method based on the data presentation above concluded that the dominant preferences toward the teaching method were the preferences to the open discussion class method, preferences to the resume material, and preferences to the open discussion class. The result shows that the majority students participate in oral class, if the lecturer employs the teaching method which can enhance the students' interest in the classroom. This study result was in line with Butler, (2003) found out that an extremely valuable method in language learning can encourage thinking and creativity of the students and engage in many controlled speaking activities centered on specific topic of situations. Indeed, the respondents prefer to the teaching method which can create the motivation and involvement necessary for learning to occur, (Ritonga, 2020). Many of the classroom activities, which are currently in use the method in teaching English.

Secondly, the analysis of students' preferences toward the teacher performances shows that the dominant preferences of the students were preferences to the lecturer who more interact to the students' preferences to the teaching style who makes students more relax, preferences to the lecturer who help the students to solve the problem in the classroom, preferences to the lecturer giving a relevant example, preferences to the study case concept, and preferences to use English (50%) in teaching. The result shows that the majority of students show a great willing to learn English and speak fluently. The students participate in the oral class and they are willing to improve their speaking skill because they feel comfortable and motivated by the teachers. It was in line with Fernandez, (2004) who indicated that teacher typically centers the students 'attention and encouraging the students to participate in the classroom. In addition, Richmond, (2012) points out that the teacher effectively engaged students in learning in order to meet individual learning needs. Based on the statement above reveals that the dominant preferences of the students show that the teachers' approach has an effect on the development of students' speaking skill.

Thirdly, the analysis of students' preferences toward the students' interest shows that the dominant preferences of the students were preferences to use full English in presentation, preferences to speak English with known topic and interesting, preferences to the lecturer that present an interesting material with a relevant topic for the students and preferences to the lecturer give the feedback in teaching process. The collected data shows that the individual preferences will affect the performance of students in learning process, when students become interested in learning, they will show enthusiasm to the activities to participate, to learn, explore, improve the efficiency, and develop new abilities. Ghrip, (2009) defined the problem in speaking is the speaking material that related to familiarity of topic a good or well-chosen topic plays a vital part in language study. It means that the topics that are not familiar will make students not interested and feel confused to speak about. Therefore, the majority of students prefer to the lecturer who give the students a lot of benefits such as, they felt relax, more serious, and active. Had a high initiative and strong enthusiastic in learning. In terms to create friendly and cooperate atmosphere for language learning. Attract the attention of the students and willing to learn, and the most important one was the teacher could create a strong motivation for the students based on the preferences.

4. Conclusion

In teaching English, the lecturer needs to continue learning advanced teaching method in order to improve the professional knowledge concerning the students' preferences in learning English. They need to provide some meaningful

opportunities for students to communicate in teaching and learning process, especially, those who face problems in expressing themselves in the target language. In teaching and learning process, the lecturer needs to create the atmosphere which enjoyable and interesting situation in order to get more attention in learning because when the students can enjoy the situation, they will be easy to receive and master the instruction and material from the lecturer.

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