

# The Implications of the Interaction of Learning to Speak on the Speaking Ability of Class XI Students of SMA Negeri 2 Makassar

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**Abstract:** The aims of this study are 1) to describe the class interactions that occur in learning to speak; 2) describe the implications of class interaction used in learning to speak on students' speaking abilities; 3) analyze the suitability of class interaction with the standard learning process in the independent learning curriculum. Researchers used the Flanders Interaction Analysis Categories (FIAC) model to analyze class interactions that occur in learning to speak. This study uses a descriptive approach with a qualitative quantitative approach (mixed method). Data was collected through the observation method with note-taking techniques. Data were analyzed interactively with three main stages, namely data reduction, data presentation, and conclusion and verification. The results of the study prove that (1) speaking teacher (GB) produces an average value of 48.18%, (2) speaking students (SB) produces an average value of 27.53%, (3) silence (K) produces average value of 14.41%, (4) teacher response ratio (RRG) produces an average value of 32.45%, (5) student initiative ratio (RIS) produces an average value of 11.62%, (6) teacher direct response ratio (RRLG) produces an average value of 69.45%, (7) content turnover ratio (RPK) produces an average value of 45.77%, (8) fixed student ratio (RTS) produces an average value of 0%, and (9) the use of language between students and teachers during interactions is 93.56% for the use of Indonesian, consisting of 65.34% teachers and 28.21% students; and the use of Makassar language is 6.44%, consisting of 3.13% teachers and 3.32 students. The process of learning to speak in class XI SMA Negeri 2 Makassar has not met the standards of the Merdeka Belajar Curriculum process.

**Keywords:** class interaction, FIAC, speaking, merdeka belajar curriculum.

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## 1. INTRODUCTION

Humans are social beings who always need other humans to interact with each other, exchange experiences, ideas and information, and share knowledge. Without the process of interaction, humans as social beings will never be able to realize their existence and develop themselves to be better.

The simple limitation is that humans cannot be separated from the existence of other humans. Human interaction is built by positioning language as the main component. Therefore, the success of an interaction depends on the ability of the actor himself to utilize language as a manifestation of thought. One form of activity in which there is human interaction that positions language as its medium is learning.

Learning in class is essentially based on the interaction process of the learning actors involved in it, namely between teachers and students or students and other students which is then known as class interaction. Class

interaction requires a pattern of reciprocal relationships, giving and receiving ideas or information, sharing feelings and experiences, and accepting problems and providing solutions. Class interaction becomes very important in a teaching and learning process. It is even said that class interaction determines the success of student learning. This is as stated by Berlo (Arief, 2015: 1) that the interaction between teachers and students by using fresh, communicative, dynamic language during the learning process takes place greatly determines the success of student learning because absorption of messages from these interactions becomes more effective. Luz (2015) suggests building good class interactions to improve the quality of learning. In fact, Nunan (Arief, 2015: 1) states that class interaction is a determinant of student success in learning language or literature as well as facilitating the learning process itself. Therefore, it becomes very important for teachers to foster good class interaction during learning.

Thus, the reason for successful learning is the importance of fostering class interaction as well as reasons for the convenience of student learning as stated by Ahmad, et al. (2017) in his research that fostering good class interaction by paying attention to the involvement, needs, and characteristics of students influences learning comfort. Because, with class interaction, student learning perspectives become broader, not just understanding the material but there are principles of openness, mutual acceptance, mutual assistance, and learning for mutual progress so as to form a conducive classroom atmosphere on the basis of familiarity. Terzi and Celik (2005) also revealed that class interaction is very important to be fostered in order to avoid the existence of a distance or separation space between teachers and students or students and other students. It cannot be denied that sometimes in a learning interaction there is only intensive interaction between the teacher and certain students or only students and students in a certain group. Referring to various research results, the worst impacts that will occur when class interaction is not carried out properly are (1) the creation of a learning process that is not conducive (Razak, 2013, Wahyudi et al., 2015), (2) student learning motivation is disrupted (Dewi, et al., 2016, Ahmad, et al., 2017), and (3) low student achievement (Meilani, 2015, Rizawati, et al., 2017).

The government established the Merdeka Belajar Curriculum as an advanced curriculum from the 2013 Curriculum. The Merdeka Belajar curriculum is a curriculum that specifically gives education management authority to schools and local governments. Thus, this curriculum provides flexibility to schools in implementing, planning, and evaluating educational programs. The learning characteristics carried out by the Merdeka Belajar Curriculum are to provide the widest possible opportunity (in a guided framework) for students to design and carry out their learning independently based on their respective interests and learning styles. Class interaction in this curriculum requires more optimal teacher performance to foster, guide, and guide the student learning process independently and collectively. For this reason, the implementation of Merdeka Belajar Curriculum requires an intensive and directed class interaction system. Thus the importance of learning interaction in the implementation of Merdeka Belajar Curriculum.

Class interaction as a communication activity can be studied further by involving various linguistic disciplines. One of them is pragmatics. Pragmatics is a field of study of linguistics whose existence is very close to human life as language users. The phenomenon of using language as in class interaction is the realm of pragmatic studies. Practically pragmatics can be defined as the study of the meaning of utterances in certain situations (Djajasudarma, 2012:47). Speakers when interacting not only produce language sounds, but also have a specific purpose or purpose of the speech conveyed to the speech partner. Leech (2011: 8), reveals that pragmatics is the study of meaning related to speech situations.

The scope of pragmatic study is divided into several parts, one of which is speech acts. Djajasudarma (2012: 53), explains that speech acts are actions in the form of actions using language. The action is often used to express something, such as providing information, ordering, making requests, and so on. These actions or actions utilize language to convey the intent or purpose of the speaker. Speech acts are often used by teachers in teaching and learning activities. Therefore, understanding class interaction as a language process for successful learning conducted by the teacher can be done by examining the speech acts used during the learning process. The discourse study model of speech acts in class interaction has been conceptualized by many experts such as (1) Flanders (1970), Moskowitz (1971), (2) Burton (1981), (3) Sinclair and Coulthard (1978), (4) J.A. van Ek (1976), (5) Grice (1981), and (6) Leech (1993) (Arief, 2015:2). These experts expressed opinions and ideas about the types, functions, and sub-functions of teacher speech acts. After reading and

examining the six models of discourse study of speech acts in class interaction, the researcher is interested in the model put forward by Flanders (1970). The reason is that this model systematically explains learning procedures in relation to learning behavior, class interaction, and learning outcomes arising from the behavior and class interaction. Flanders (1970) introduced a speech act observation system in class interaction known as Flanders Interaction Analysis Categories (FIAC). This system was used by Flanders to observe the relationship between teaching behavior, class interaction, and the results of the teaching itself (Arief, 2015:61).

One aspect of language that must be mastered by students is speaking, because speaking skills support other skills (Tarigan, 1986:86). This skill is not a type of skill that can be passed down from generation to generation, although basically every human being can speak naturally. However, formal speaking skills require intensive practice and direction. Stewart and Kennert Zimmer (Haryadi and Zamzani, 1997:56) view the need for effective communication as something that is essential to achieve the success of each individual or group. Students who have good speaking skills, their speech will be more easily understood by listeners. Speaking supports reading and writing skills. Writing and speaking have in common, namely as language production activities and are conveying information. Students' ability to speak will also be useful in listening and understanding reading activities. However, the problem that occurs in the field is that not all students have good speaking skills. Therefore, the development of speaking skills must be done as early as possible.

The importance of speaking or storytelling skills in communication is also expressed by Supriyadi (2005: 178) that if someone has good speaking skills, he will gain social or professional benefits. Social benefits related to social interaction activities between individuals. Furthermore, professional advantage is gained when using language to ask questions, convey facts and knowledge, explain and describe. These oral language skills make it easier for students to communicate and express ideas or ideas to others. The importance of mastering speaking skills for students is also stated by Farris (Supriyadi, 2005:179) that learning speaking skills is important for students to master in order to be able to develop thinking, reading, writing, and listening skills. Their thinking skills will be trained when they organize, conceptualize, clarify, and simplify thoughts, feelings, and ideas to others orally. Therefore, learning to speak is like "building a foundation to produce a solid building". Thus, the teacher's task of teaching speaking skills becomes very difficult. However, as stated by experts and some of the research results that have been stated previously, what must be done by the teacher to create a conducive learning atmosphere, motivate students to learn, and improve student learning outcomes is to foster good class interaction.

Often the question arises whether the teacher who teaches speaking skills is able to foster good class interaction? Are the learning interactions that occur in line with the standards of learning interactions desired by the Free Learning Curriculum? This is the big question for researchers to further prove the truth through research actions, especially at SMA Negeri 2 Makassar.

## 2. THEORY REVIEW

### A. The Nature of Pragmatics

Pragmatics is a field of study of linguistics whose existence is very close to human life as language users. Humans always use language to establish interaction with other humans to establish social interaction. The interaction between speakers and speech partners contains certain meanings and purposes according to the context that becomes the background of a speech. This language phenomenon is the realm of pragmatic studies.

### B. Scope of Pragmatics

Pragmatics has its own scope which is the field of study. Pragmatics examines areas such as deixis, presuppositions, conversational implicatures and speech acts.

#### a. Deixis

Deixis is the relationship between the word used in the speech act and the referent of the word which is not fixed or can change and move (Chaer and Leonie, 2004:57). Deixis is technical for one of the most basic things we do with speech. Deixis means 'appointment' through language (Yule, 2006:13). Appointment or deixis is the location and identification of the person, object, event, process, or activity that is being discussed or being referred to in relation to the dimensions of space and time, when spoken by the speaker or being spoken to (Djasudarma, 2012:43).

#### b. Presupposition

Presupposition or presupposition is something that is assumed by the speaker as an event before producing an utterance. Those who have presuppositions are speakers, not sentences (Yule, 2006:43). Presupposition in speech acts is the meaning or "additional" information contained in the utterances that are used implicitly (Chaer and Leonie, 2004:58). Nababan (Sulistyo, 2013: 11) says that presupposition is the basis or inference regarding the context and situation of language that makes language forms (sentences or expressions) have meaning for listeners or recipients of that language, and vice versa can help speakers determine the forms of language that can be used. used to express the intended meaning. In other words, presuppositions can interfere with reducing barriers to people's response to the interpretation of a speech.

#### c. Implicature

The concept of implicature was first introduced by H. P. Grice (1975) to solve the problem of language meaning which cannot be solved by ordinary semantic theory. Implicature is used to take into account what is suggested or what is meant by speakers as different from what is stated literally (Rani, et al. 2006:170). What is meant by conversational implicature is the relationship between the utterances spoken between two people who are conversing. This connection does not appear literally, but is only understood implicitly (Chaer and Leonie, 2004:59). Grice (Wijana and Rohmadi, 2011:13) again states that what is meant by conversational implicature is an utterance (utterance) that implies something different from what is actually spoken. In other words, something meant by the speaker is different from what is said (explicitly).

#### d. Speech acts

The first expert who introduced the term and theory of speech acts was Austin in 1962. Austin is a professor at Harvard University. The theory comes from lectures which were then recorded by Umson (1965) under the title "How to do things with words?" (Putrayasa, 2014:37). However, this theory only developed and became known in the world of linguistics after Searle (1969) published a book entitled "Peect Act, and Essay in the Philosophy of Language" (Aslinda and Leni, 2007:33). Searle argued that, in all lingual interactions there are speech acts. Linguistic interactions are not only symbols, words, or sentences that are in the form of speech act behavior (the performant of speech act). In summary, it can be said that a speech act is a product or result of a sentence under certain conditions and is the smallest unit of lingual interaction.

### **C. The Nature of Speech Acts**

#### a. Definition of speech act

Speech acts are included in the study of pragmatics. A speech act is a product or result of a sentence under certain conditions and is the smallest form of linguistic communication which can be in the form of statements, questions, orders or something else. Speech in a communication is not only in the form of symbols, words, or sentences, but is more appropriate if it is called a product or result of symbols, words, or sentences that manifest speech act behavior. Someone in expressing himself with language does not only produce utterances that contain words or grammatical structures, but they also have to show actions through the utterances that are uttered. The process of communicating between speakers and speech partners involve es two language phenomena, namely speech events and speech acts. Djajasudarma (2012: 53), explains that speech acts are actions in the form of actions using language. The action is often used to express something, such as providing information, ordering, submitting requests, and so on. The action or action utilizes language to convey the intent or purpose of the speaker.

The concept of speech acts refers to the ability of each individual to use language. Sulistiyo (2013: 6), explains that a speech act is a person's ability to use language to convey the speaker's messages or goals to the speech partner. This opinion indicates that speech acts are related to the ability possessed by a person in using language to convey intentions and objectives to the speech partner. Thus, the speech acts of each individual have differences, can be high or low ability.

Speech acts are the activities of a speaker in using language to express something. Putrayasa (2014: 86), explains that a speech act is a person's activity of using language to a speech partner in order to communicate something. The meaning communicated to the speech partner cannot only be understood based on the use of language in speaking. However, meaning is also determined by aspects of communication as a whole, including situational aspects of communication.

However, the meaning is also determined by aspects of communication as a whole, including situational aspects of communication. Tarigan (2015: 31), reveals that speech acts are a study of how to do something by utilizing sentences by realizing that the context of utterances or expressions is very influential.

This theory of speech acts aims to express questions, even though what is meant is to order or say something with a special intonation (sarcastic). This opinion also explains that in the use of speech acts, a person has the goal of asking a question, when in fact the person has the goal of ordering the speech partner to do something or asking the speech partner to say something.

Based on the explanation above, it can be concluded that speech acts refer to psychological symptoms that arise from within a person in the form of actions that use language to express something to the speech partner. The meaning communicated can not only be understood based on the use of language in speaking activities, but also determined by comprehensive aspects of communication, including situational aspects. Actions that utilize language depend on the ability of a speaker to use language to convey the desired goals and intentions. The ability to perform actions in the form of language has a relative nature between each individual.

#### b. Types of speech acts

A speech act is an action or action that uses language to communicate. Speech acts have several types of actions performed by speakers in communicating their intent and purpose to the speech partner. Austin (in Leech, 2011: 316), divides three types of actions that can be realized by speakers, namely locutionary acts, illocutionary acts, and perlocutionary acts.

First, the notion of locutionary acts is simply explained by Yule (2006: 83), that locutionary acts are basic speech acts or speech acts that produce a linguistic expression that has meaning. This opinion explains that locutionary speech is a speech act that forms the basis of an utterance and has a meaning. This locutionary act is only limited to a linguistic expression that has meaning.

A locutionary act is a speech act that only aims to express something, so it is easy to identify and analyze. Wijana and Rohmadi (2011:21), revealed that locutionary acts are speech acts to express something or are called the act of saying something. The concept of locution relates to propositional sentences. Speech in the form of sentences in this case is seen as a unit consisting of two elements, namely the subject/topic and the predicate/comment. This type of speech act is relatively easy to identify because it is not accompanied by the speech context included in the speech situation.

Thus, a locutionary act is a type of speech act that forms the basis of an utterance that has a meaning. Locutionary acts only aim to express something, so they are easy to recognize because they are not accompanied by a speech context. In addition, speakers in locutionary acts in speech do not aim to order the speech partner to do something, and do not aim to influence the speech partner in an act of language that is uttered.

Second, the definition of illocutionary acts is explained by Yule (2006: 84), that illocutionary acts are speech acts that form a speech with several functions contained in the mind. Illocutionary acts are displayed through the communicative emphasis of an utterance. The emphasis in question is the emphasis in a speech that is adjusted to the intent and purpose to be conveyed.

Illocutionary acts are speech acts used to express something and to do something. Wijana and Rohmadi (2011: 22), explain that an illocutionary act is an utterance that can be used to do something or is called the act of doing something. This speech act is difficult to identify because it must first consider who the speaker and addressee are, when and where the speech act occurs. Thus, the illocutionary act is a central part of understanding a speech act. This opinion indicates that the illocutionary act is a central part in understanding a speech act because in this speech act it can be used to do something. In addition, this speech act is difficult to identify because it requires consideration of who the speaker and addressee are, when and where the speech act occurs.

Thus, an illocutionary act is a type of speech act that can be used to do something. Illocutionary acts can form an utterance with several functions that are displayed through a communicative emphasis. The emphasis in question is the emphasis in a speech that is adjusted to the intent and purpose to be conveyed. This speech act requires a consideration of who the speaker and addressee are, when and where the speech act occurs. Thus, the illocutionary act is a central part of understanding a speech act.

Third, the definition of perlocutionary acts is explained by Yule (2006: 84), that perlocutionary acts are utterances that not only create utterances that have a function, but these utterances also have consequences or effects. This opinion indicates that perlocutionary acts are speech acts that are not only limited to utterances that have certain functions such as illocutionary acts, but also have effects or consequences that arise after the utterance is delivered.

Perlocutionary act is a speech act that aims to influence the interlocutor to do something expected by the speaker. Wijana and Rohmadi (2011: 22), explain that perlocutionary acts are speech acts whose utterances are intended to influence the interlocutor or are called acts of affecting someone. This speech act sees that the speech uttered by the speaker often has the power of influence or has an effect on those who listen to it to do something expected by the speaker.

Based on some of the opinions described above, it can be concluded that perlocutionary acts are acts of language, both in the form of speech and in writing, which are intended to influence and give certain effects to the speech partners, in this case listeners or readers. This speech act sees that the speech uttered by the speaker often has the power of influence or effect for those who listen to it to do something expected by the speaker.

#### **D. Interaction in the Teaching and Learning Process**

According to Elly M and Kolip (2011: 62), interaction is a process in which people communicate influencing each other in thoughts and actions. Based on the above understanding, interaction can occur if the parties involved give action and reaction to each other.

#### **E. Class Interaction**

Interaction in the classroom shows all the behavior of students and teachers during the learning process which consists of giving and receiving ideas or information, sharing feelings and experiences, socialization, and teacher's actions when students make mistakes. According to Chaudron (1993:131-136), there are many activities that occur between students and teachers while interacting in class, namely:

##### **a. Communication switch**

While in class, teachers and students often take turns in speaking, this means that between students and teachers there is a change in communication. If students talk a lot, students tend to be active.

##### **b. Question and answer**

Teacher questions can become a student facilitator in producing teaching materials. Meanwhile the student's response can be seen as an effective effort to continue learning.

##### **c. Ask Meaning**

Situations when students do not understand the purpose of the material provided, they can ask each other with comprehensive examination, confirmation and clarification.

##### **d. Reciprocal**

It is used to assess student understanding. On the other hand, it is also used to correct errors.

#### **F. Flanders Class Interaction Analysis Model**

The method of studying class interaction through speech acts was coined by Flanders. Flanders developed a class interaction analysis method in the 1970s. His method is known as Flander's Interactional Analysis Categories (FIAC). Flanders argues that effective teaching depends on how much the teacher is able to influence student behavior, both directly and indirectly (Arief, 2015:61).

#### **G. Speaking Skills**

Skill is the ability to do something well, in this case, namely language skills. Being skilled in a conversation with someone or many people will lead to good and directed communication, in this case a person must be skilled in speaking so that the subject matter is clear. Speaking is one part of language skills. According to Suharyanti (1996: 5), speaking is the utilization of a number of muscles and muscle tissue of the human body to give audible and visible signs so that the intent and purpose of the ideas can be conveyed. This shows that speaking is the pronunciation of sounds in terms of physical factors to communicate ideas.

#### **H. Purpose of Speaking**

According to Tarigan (2008:15), the main purpose of speaking is to communicate. In order to convey opinions effectively, speakers should understand everything they want to communicate; he must be able to evaluate the effect his communications have on his listeners; and he must also know the principles underlying all

situations of speech, both public and private. In the same book, Tarigan also reveals three general purposes of speaking, namely: (1) informing, reporting (to inform), (2) entertaining, entertaining (to entertain), and (3) persuading, inviting, urging, convincing (topersuade).

#### **I. Linguistic Factors as Supporting Activeness in speaking**

##### **a. Pronunciation Rules**

A speaker must get used to pronouncing the sounds of language correctly. Pronunciation of language sounds that are not quite right can distract listeners. Of course the patterns and articulations used are not always the same. Everyone has their own style and the style of language used varies according to the subject, feelings, and goals. However, if the differences or changes are striking and distorted, then the effectiveness of communication will be disrupted.

##### **b. Intonation Setting**

Appropriateness of intonation is the main attraction in speaking and is a determining factor. Even though the problems discussed are less danceable, by placing the appropriate intonation with the problem it becomes interesting. Conversely, if the delivery is flat, it is almost certain to cause boredom and less effectiveness of speaking.

##### **c. Choice of Words (Diction)**

Choice of words (diction) should be precise, clear, and varied. Clear meaning easily understood by the target audience. The listener will be more aroused and understand more, if the words used are already known by the listener. For example, popular words will certainly be more effective than grandiose words and words that come from foreign words. Unfamiliar words do arouse curiosity, but impede smooth communication. The choice of words must of course be adjusted to the subject of the conversation and with whom we are talking (listener).

##### **d. Smoothness**

A speaker who speaks fluently makes it easier for listeners to capture the contents of his speech. Often we hear speakers speaking intermittently, even between the interrupted parts are inserted certain sounds that really disturb the listener's grasp, for example inserting the sounds of ee, oo, aa, etc. On the other hand, a speaker who speaks too fast also makes it difficult for the listener to catch the subject of his conversation.

#### **J. Forms of Speech**

Haryadi and Zamzami (1997:59) explain that speaking can be grouped based on several aspects, including: (1) the direction of the talk, (2) the purpose of the talk, and (3) the atmosphere. Based on the direction of the conversation, speaking is grouped into one-way speaking (speech and lecture) and two/multi-way speaking (conversation and discussion). Based on the objective aspect, speaking can be grouped into persuasive, argumentative, instructional, and recreational speaking. Meanwhile, based on the atmosphere and nature, speaking can be grouped into formal and non-formal speaking.

#### **K. Evaluasi Pembelajaran Berbicara**

Speaking is a complex ability that involves several factors, namely readiness to learn, readiness to think, readiness to practice, motivation, and guidance. If a factor cannot be mastered properly, there will be a delay and the quality of speech will decrease (Hastuti, et al. 1985). Conversely, the lower a person's ability to master the five elements, the lower his speaking mastery will be. However, it is very difficult for us to assess these factors because they are difficult to measure.

### **3. METHOD**

The type of research used is descriptive research, because the researcher will clearly describe the class interactions that occur in learning to speak in class XI SMA Negeri 2 Makassar (Maknun et al., 2020; Abbas et al., 2022). In this study, the type of reality is multiple, holistic, the result of construction, and is the result of understanding (Sugiyono, 2011:10). So that the results obtained by researchers in this study may be different from other researchers when examining the same object.

#### 4. RESULTS AND DISCUSSION

The results of this study were in the form of data collected from class interactions that occurred in teaching speaking class XI students of SMA Negeri 2 Makassar. The researcher transcribed the conversations during the teaching and learning process and translated them into descriptive code and analyzed them using Flander's Interaction Analysis Categories (FIAC). Understanding class interaction in teaching speaking in this high class uses the Flander's Interactional Analysis Categories (FIAC) method. There are ten categories in Flander's Interaction Analysis Categories (FIAC). Seven categories are used to categorize various aspects of what the teacher conveys, two categories are used to categorize what students convey, and the last category is used when the class becomes quiet or there is confusion (Arief, 2015:61).

##### **Classroom Interaction in Learning Speaking From Flanders Interaction Analysis Categories (FIAC)**

The data shows that the percentage value of teacher activity in accepting or motivating students in the first observation is higher, namely 6.57% compared to the percentage value in the second observation, which is 5.86%, in the first observation, the percentage value of teachers in giving praise to students is lower, namely 1.82%. compared to the second observation which is equal to 4.23%, in the first observation the percentage value of the teacher in accepting student ideas is lower which is equal to 0.73% compared to the second observation which is equal to 3.58%, in the first observation the percentage value of the teacher in giving questions to students is lower which is equal to 14.96 % compared to the percentage value in the second observation which is equal to 21.17%, in the first observation the percentage value of the teacher in teaching the material is lower which is equal to 4.74% compared to the second observation which is equal to 4.88%, in the first observation the percentage value of the teacher in giving directions and orders to students were higher, namely 22.99% compared to the second observation, namely 15.31%, in the first observation, the percentage value of the teacher in criticizing and justifying students' opinions was higher, namely 5.11% compared to the second observation, which was 4.88%. From diagram 1 above it also shows that the percentage value of student activity in the first observation in responding to the teacher was higher, namely 25.18% compared to the second observation, which was 23.13%, while the percentage value of students in expressing their initiative in the first observation was lower, namely by 1.82% compared to the second observation which was equal to 4.56%. Then the percentage value of crowds or silence in the first observation was higher, namely 16.06% compared to the percentage value in the second observation, which was 12.38%.

#### 5. CONCLUSION

After understanding the results of data analysis and discussion, the conclusions of this study are as follows.

1. The interaction created in teaching speaking in class XI SMA Negeri 2 Makassar is multidirectional and teacher-centered. Multi-directional interactions in the form of teacher-student, student-teacher, and student-student interactions. Teacher-centered interaction means that the teacher has the greatest power in learning in the classroom but is not a dictator and the student becomes the object. This statement can be proven by the value generated in the teacher's activity in speaking which has the greatest value of 48.18%, the Teacher Response Ratio (RRG) produces an average value of 32.45%, and the Teacher's Direct Response Ratio (RRLG) produces an average value of 69.45%. However, in learning the teacher is not dictatorial because the teacher balances his speaking activity with the students' speaking activity which is equal to 27.53% and the Student Initiative Ratio (RIS) is 11.62%. The interaction that occurs between teachers and students is a type of educative interaction. That is, teacher and student interactions take place in a bond for educational and teaching purposes.

Judging from the magnitude of the teacher's dominance in learning activities as evidenced by the percentage of teachers speaking higher than students, it can be concluded that speaking learning carried out in class XI SMA Negeri 2 Makassar is not in accordance with the standard procedure for implementing learning according to the Free Learning Curriculum which gives learning dominance to students (student center learning).

2. The class interaction used by the teacher in teaching speaking in class XI of SMAN 2 Makassar has good or positive implications for students' speaking abilities. This conclusion is evidenced by the average score obtained by students of 78.14 or included in the good category. The results of student attitude tests during the learning process obtained an average score of 83 or included in the very good category. So, multidirectional

interaction patterns that are teacher-centered and the characteristics of teacher learning that are fun and always provide opportunities for students to express ideas/initiatives can improve students' speaking skills.

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