# THE IMPLEMENTATION OF INTERACTIVE COMMUNICATION STRATEGIES AND VIDEO IN TEACHING SPEAKING

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## *Abstract*

*This study aims to provide an overview of the implementation of interactive communication strategies and videos in teaching English speaking to grade VIII students of MTs ASSALAM Bangilan Tuban. This research is a qualitative research with Twenty Nine students and a teacher as the subject. Of the Twenty Nine students, the researcher then took Five students who had met the indicators to be interviewed. Researcher's data collection techniques used observation, test methods, interviews, and documentation. Data were validated using triangulation of data sources and triangulation of methods. The data analysis technique uses the contact analysis method which starts from 1) data reduction, 2) data presentation, 3) drawing conclusions and verification. The results showed that the application of interactive communication strategies and the use of video as a learning medium in class VIII students of MTs ASSALAM Bangilan Tuban helped students in the process of developing speaking skills. The use of video media gives students the opportunity to learn to speak English from native speakers through the video media.*

*Keywords: interactive communication approach, video media use, speaking ability*

## *Abstrak*

*Penelitian ini bertujuan untuk memberikan gambaran dari pengimplementasian strategi komunikasi interaktif dan video didalam mengajar bahasa inggris speaking pada siswa kelas VIII MTs ASSALAM Bangilan Tuban. Penelitian ini adalah penelitian kualitatif dengan jumlah subjek 29 siswa dan seorang guru. Dari 29 siswa tersebut kemudian peneliti mengambil 5 siswa yang telah memenuhi indicator untuk diwawancarai. Teknik pengumpulan data peneliti menggunakan observasi, metode tes, wawancara, dan dokumentasi. Data divaliditaskan dengan menggunakan triangulasi sumber data dan triangulasi metode. Teknik analisis data menggunakan metode contact analysis yang dimulai dari 1) Reduksi data, 2) Penyajian data, 3) Penarikan simpulan dan verifikasi. Hasil penelitian menunjukan bahwa penerapan strategi komunikasi interaktif dan penggunaan video sebagai media pembelajaran pada siswa kelas VIII MTs ASSALAM Bangilan Tuban membantu siswa dalam proses pengembangan kemampuan berbicara. Penggunaan media video memberikan kesempatan siswa untuk belajar berbicara bahasa inggris dari native speaker melalui media video tersebut.*

*Kata kunci : pendekatan komunikasi interaktif, penggunaa media video, kemampuan berbicara*

## INTRODUCTION

In learning English, students are required to master four language skills, including; listening, reading, writing and speaking. However, in reality, in the process of developing the ability to speak English, especially at the Junior High School level, we still encounter many where students still find it difficult to speak English. This could have been caused by the lack of attention of the teacher to oversee the development of students' ability to speak English, which is a habit that often occurs a teacher only concentrates on the ability to write and read by frequently giving students written tests, and rarely or never give oral test to students so that in this case the students 'honed abilities are only reading and writing abilities, while students' speaking skills are very pathetic.

However, there is also a possibility that students' lack of ability in speaking English is caused by the students themselves. Though in fact the teacher has given verbal tests to students with sufficient intensity, but difficulties in speaking English to students still occur. In this case the problems that may become obstacles for students when learning are; mental problems, where students feel ashamed or doubtful about what they will say; lack of material to be discussed, this is usually caused by a lack of insight from the students themselves, plus even if the material provided by the teacher is something that is common or foreign to students; wrong pronunciation, where students who act as speakers intend to pronounce a word with a specific purpose, while other students who act as opponents to speak understand it with a meaning that is different from the actual meaning; and the last is the lack of mastery of vocabulary from students, where students find it difficult to translate a word into English.

According to Ur (1996), many factors cause difficulty in speaking, and they are as follows: 1) Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2) Nothing to say. Students have no motive to express themselves. 3) Low or uneven participation. Only one participant can talk at a time because of the large classes and the tendency of some learners to dominate, while others speak very little or not at all.

As we know that as social beings, every human being needs language to communicate with each other. That means that humans will always be confronted with the sound symbol as a communication tool in everyday life. With language as a means of communication humans can express their intentions and goals; convey ideas, opinions, and express feelings. Richards & Rodgers (1989) found the following important points which are the theories of underlying language teaching. Language is a system of expressing ideas; the main function of language is for interaction and communication; the main unit of language is not merely the grammatical and structural points, but the categories of functional meanings and communicative meanings.

Learning English is very important especially for our students who do not rule out the possibility that in the future they will establish a relationship with foreigners who come from other countries, both business and spiritual relationships such as marriage. Plus, English is the language that occupies the highest caste that has been named as an international language as a link of communication between countries. As a language that can be said important, it is natural that our students are encouraged to master English as a tool to enrich knowledge, and to broaden their horizons regarding knowledge that is developing very rapidly at this time.

In a foreign language, the ability to speak with that language carries greater potential than the first language or mother tongue. A student who is a speaker of a language and then learns a foreign language will be able to retain the knowledge gained during the learning process. And for anyone who learns languages, the ability to speak a foreign language is very likely to open up

opportunities for wider relationships, exchanging languages and cultures and even working relationships with people from other countries.

When we place English as an international language or as a broader language communication tool, the ability to speak English takes a very significant role in most professions.

From the phenomenon above, it is very clear that as a teacher has a very large role in teaching English to students, especially in the process of developing English speaking skills. This is one of the roles of the teacher as the student's guide in the class. The teacher must be able to teach students the ability to speak English using interactive and communicative languages, because the main purpose of teaching is to train students in speaking English with effective speaking skills.

This thesis is entitled "The Implementation of Interactive Communication and Video in Teaching Speaking" which focuses on the application of interactive language and video communication in teaching speaking in the classroom. Researchers chose the title as follows because there are still many students in the class who still find it difficult to speak English, as a trial the researcher chose to conduct his research to the students of the 2nd grades of MTs ASSALAM Bangilan Tuban Academic Year 2019/2020.

## RESEARCH METHOD

This research is kind of qualitative research. Qualitative research seems to promise that the researcher will avoid or down play statistical techniques and the mechanics of the kinds of quantitative methods used in, say survey research. (Silverman, 2000: 3). The findings result of the research is how to apply interactive communication strategies and video in teaching speaking and how it can overcome the difficulties of the student of 2nd grades of junior high school ASSALAM Bangilan Tuban in speaking. The sucject of the

research are 29 students and the researcher take only 5 students that reached the indicator for interview. The data source of the research are all the students in 2nd grades junior high school of ASSALAM Bangilan Tuban. The data found from the students such as conversation activity, worksheet and interview with the students. Researcher's data collection techniques used observation, test methods, interviews, and documentation. The data analysis technique uses the contact analysis method which starts from 1) data reduction, 2) data presentation, 3) drawing conclusions and verification. Data were validated using triangulation of data sources and triangulation of methods. Triangulation data source doing by compare the data result of doing conversation activity and students worksheet with interview result. The researcher use more than method of collecting data to get the same result in triangulation method. The researcher doing an observation by asking the students to do conversation then doing a clarification with interview result.

## RESULTS AND DISCUSSION

In observing, researchers found that English teachers always prepare lesson plans and formulate general and specific instructional goals, as well as learning material in their learning plans such as; a) the teacher plans and formulates learning objectives in general, b) the teacher plans and formulates learning materials, c) the teacher plans and formulates evaluations to find out the success of teaching and learning or the effectiveness of teaching. From observations, researchers found that English teachers always prepare lesson plans before teaching. The following is the application of an interactive communication strategy and the use of video in teaching

reading at MTs ASSALAM Bangilan Tuban.

Interviews are conducted after students finish following learning in the classroom using interactive communication strategies and videos as learning media. The points from the interview will be presented in three sub-categories, namely; teacher presentations, student activities, and communication. And what the researcher got from the interview with the students are; a) most of them (students) were greatly helped by implementing interactive communication strategies so that they could understand the material being taught more easily, b)Intercative communication strategied and the use of video as learning media in the class can improve the relationship and communication between the teacher and students, beside of that it also makes them more daring to argue in discussing fellow group members and overcome their shyness.

In addition to teaching procedures, student activities also influence teaching success. Students can carry out many activities such as conducting conversations in a loud voice, discussing material, and figuring out the context of the material being taught.

Based on this, the researcher analyzed that teaching speaking by using interactive communication strategies and video media to the 2nd grades students ASSALAM Bangilan Tuban in accordance with the conditions of students. Because English is done in a language class, students can improve their competencies quickly. Students are not only able to master the language, but also do the language.

**CONCLUSSION**

Purpose of learning English in MTs ASSALAM Bangilan Tuban is that students can interpret, speak, listen, read, and write English correctly and understand the meaning. This is suitable with the goals of learning in K13 curriculum. By using communicative approach, the teacher wants to get the goal of learning as states above. So they have implemented an interactive and video communication strategy in teaching speaking.

Based on the research that has been done, interactive communication strategies have a good impact on students' interest in learning English. Therefore, as a teacher as much as possible he must keep interactive communication maintained and thoroughly, so that students get their right to express themselves and free their opinions. The researcher also found that the use of video media can attract students to learn, practice collaborating in discussions, and teach students how to pronounce the correct vocabulary patterns in English. So it is expected that the school also has to supports the students' interest in learning by also facilitating student learning.

The advantages of interactive communication and video strategies in teaching speaking, such as; a) Students play an active role in the learning process in the classroom with courage to ask when encountering a problem in the process of understanding the material, which means students also share responsibility in the teaching-learning process in the classroom, b) Teachers and students interact very well in the teaching-learning process in the classroom, c) Every student has the opportunity to develop their skills in the ability to speak English in the classroom, d) Students are more dominant than teachers in the classroom, e) By using interactive communication strategies makes it easier for students to understand the material being taught, f) The use of video media can hone students' skills in three abilities at

once; speaking, listening, and writing, g) The use of video media can replace the role of native speaker in providing a correct example in the pattern of vocabulary pronunciation in English, h) The use of video media can make students play an active role with bold opinions in task groups, i) The application of interactive communication and video strategies as learning media gives an interesting impression to each student, because the material is delivered in a way that is not monotonous, j) Interactive communications strategies make students feel comfortable in class, because the material is delivered with a relaxed feel.

And the disadvantages of the implementation communication strategies and video in teaching speaking, such as; a) English teachers are less than optimal because they often use Indonesian when explaining the lesson, especially when explaining the meaning of a word that is confusing for students, b) Inadequate facilities, the projector is only available in a language laboratory so the intensity of the use of video media is very limited. So it is expected that the school also has to supports the students' interest in learning by also facilitating student learning.

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