# The function of interactive techniques English communication skills are important formath students.

**Dr. Shatarupa Sing**

Assistant Professor of English at Gargi

College, University of Delhi

**Dr. Anil Kumar**

Assistant Professor of English at Gargi

College, University of Delhi

*Abstract: The importance of teaching English communication for engineering students discussed in the article. The world is developing in field of science and technology. Scientific inventions in Germany, France, and Russia cannot reach India through any language other than English. Therefore, a scientific invention in Germany or Russia will have become outdated and old by the time it reaches to Indian scientists through translation.The world is developing in field of scienceand technology. Scientific inventions in Germany, France, and Russia cannot reach India through any language other than English. Therefore, a scientific invention in Germany or Russia will havebecome outdated and old by the time it*

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*Keywords:* The function of interactive techniques English communication skills are important formath students.

## Introduction

Tthe era of globalization, learning English is very important because English able for linking and make easily people in the most of countries are communicated each other based on the development in the field of economic, business, education and also politic. Communication is one of the implementation of language function in society as a means of carrying out the affairs.One of the ways in communication is through speaking. Speaking is thehighest target in English language because speaking is basis of communication which becomes a function learning. Richard (2008: 19) states "the mastery of speaking skill in nglish is a priority for many second language or foreign language learners". There are many kindsof technique to improve speaking skill and one ofthem is Analytic TeamsTechnique.Therefore, the

researcher wanted to find out whether or not Analytic Teams technique can improve the students" speaking skilland to analyze the classroom situation when the Analytic Teamstechnique is implemented in speakingclass.This research has been conducted by several researchers. One of the research had done by(Hartatik, 2013) entitledThe Effectiveness of Analytic Teams Technique to Teach Reading Comprehension Viewed from Students Intelligence. In her article, she stated that Analytic Team is more effective than Grammar Translation to teachreading for the eighth grade students of MTsN Ponorogo in the academic year of 2011/2012;

(2) the students who have high intelligence have better reading achievement than the achievement of those who have low intelligence; and (3) there is an interaction between teaching technique and student"s intelligence to teach reading at the eighth grade students of MTsN Ponorogo.Analytic Teams technique is part of collaborative teaching technique. Beside analytic teams,

there is other technique which has the same step to teach speaking, that is Jigsaw teaching model. Another research was written by Arif Mustofa (2009), who conducted an experimental research entitled "The Effectiveness of Jigsaw to Teach Speaking Viewed from students" Motivation. The research granted the evidences of implementation of teaching model viewed from students" motivaton. He concludes that there is interaction effect between teaching model and motivation in teaching reading to the first grade students of SMPN 2 Tanjung Nganjuk Jawa Timur.

Available on http://e-jurnal.unisda.ac.idUniversitas Islam Darul „Ulum Lamongane-ISSN: 2579-8960 p-ISSN: 2460-2167Volume 3, No. 2, December201822| P a g eLITERATURE

REVIEWDefinition of Speaking SkillAccording to Brown (2004: 140) "speaking is a productive
kill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".

Brown (2007: 4) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument. While Thornbury (2005) says that speaking is an interactive process and requires the ability to cooperate in the management of speaking turn.Bygate in Torky (2006: 33) adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top-down view of speaking". Even, Thornbury (2004: 1) emphasizes that "speaking is so much part of daily life that we take it for granted".From the definitions of speaking skill above, it can be concluded that speaking skill is a productive skill which is part of our daily life and it is difficult to assess reliably.Teaching SpeakingAccording to Harmer in Nurhaida (2017: 20- 21), there are many types of classroom speaking activities. They are:a.Acting fromscriptb.Communication gamesc.Discussiond.Prepares talkse.Questionnairesf.Simulation and RolePlayFrom a communicative purpose, speaking is closely

related to listening. The interaction between these ability is shown in the conversation. Brownin Nurhaida (2017: 20-21) says that there are seven principles for designing speaking techniques.a.Use techniques that coverthe spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.b.Provide intrinsically motivating techniquesc.Encourage the use of authentic language in meaningful contexts.d.Provide appropriate feedback and correction. e.Capitalize on the natural link between speaking and listening.f.Give students opportunities to initiate oral communication.g.Encourage the development of speaking strategies.Definition of Analytic Teams TechniqueAnalytic teamsis one of the parts of collaborative teaching

chnique. In analytic teams, team members assume roles and specific tasks to perform when critically reading an assignment, listening to a lecture, or watching a video. Roles such assummarizer, connector (relating the assignment to previous knowledge or to the

outside world), proponent, and critic focus on the analytic process rather than the group process (which entails roles such as facilitator, timekeeper, and recorder).There are some steps of used in applying Analytic Teams technique by Barkley (2005: 194).a.Form student groups of four or five, assigning each individual in the team a specific role and job assignment.b.Present the lesson, show the video, or assign the reading.c.Give teams class time for individual members to share their findings and to work together to prepare to present their analysis in orallyor written presentations

Available on http://e-jurnal.unisda.ac.idUniversitas Islam Darul „Ulum Lamongane-ISSN: 2579-8960 p-ISSN: 2460-2167Volume 3, No. 2, December201823| P a g eNXM d.Considers a closure strategy that emphasizes roles and component tasks. Stand up and share would beparticularly appropriate for a fairly short activity, whereas a Panel or Poster session would be appropriate for more complex assignment. METHODHOLOGYThe research was conductedin the firstgrade students of English Education Study

Program at IKIP Siliwangi Bandungin the academic year of 2018/2019, where the researcher is one of lecturers. The campus is located at jl.Terusan Jenderal Sudirman no.3, Baros Cimahi Tengah, West Java.The sampleof this research consistsof 40 students. This researchused Collaborative Classroom Action Research(Wiriaatmaja in Parmawati, 2017). This researchcomposed for two or more cycles then itobserved and evaluated to identify all facts including the success and the failure of the action. It means that the action should be stopped or continued and revised to the next cycle based on the selected criteria of success.Statisticaltechnique is usedto find the mean score. The ormula to find the mean as stated by Ngadisoin Mundriyah (2016) asfollows:M =Mean score X=Total scoreN =TotalstudentsIf the mean score increases, the students" speaking skillisconsidered improving.RESULTS AND DISCUSSIONImprovement of Students' SpeakingSkillAnalytic teams"technique is one of good ways to improve students"

speaking skill. Theimprovement of the students" ability can also be seen from the results of the students"pre-test andpost-test which were done in every cycle. The average score of the pre-test was 55.93, the averagescore of the Cycle 1 was 64.28, and the average score of the Cycle 2was 78.05. All the data showedthat the improvement of speaking skillachievement from cycle to cycle was significant. It canbe concluded that there was a significant improvement of students" speaking skill.Thecomplete data of the last cycle can be seenon the table below.Table 1: Post-test average score ofcycle IIfrom the

firstcorrectorNoExplanationsScores1.The highest score872The lowestscore713The average score79Table 2: Post-test average scores of speakingelements of Cycle IIfirstcorrectorNoSpeakingelementAverage score1Pronunciation73,002Grammar77,003Vocabulary78,004Fluency83,005Comprehension79,

00Average score78,00Table 3: Post-test average

score of cycle IIfrom the second

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score72

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3, No. 2, December201824| P a g e3The average score79Table4:

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score of Cycle IIfrom the two

correctorsNoExplanationScores1The highest score872The

lowest score713Average

core79,00Improving in students' speaking skillFrom the result of

pre-test, the researcherfound that the result of students" spiking

skillwas under average and still far from what was expected. The finding was supported by the result of students" speaking scores. The average score was

52.38. From 40 students speaking, there were only 21% students who got the score above 60, while 47% students got score average, and 31% students got score under 60. The score of the students indicated that the students faced many problems in speaking. They have many problemsin making a piece of English speaking, because their speaking skillwas low. After the implementation of Analytic TeamsTechnique in every cycle, the students" speakingscore were getting better. It can be seen from the result of students" average score Cycle 1 was 64.28and Cycle2was 78.05. It also influenced the students" interest during the lesson, the reducing of the ruleof their mother tongue in their speaking. The level of students" speakingalso increased into 55% students got above average, 35% got average, and 10% got under average. Improvement in Classroom situationBefore conducting the research, the teaching-

learning process was not alive as the lecturerused to apply the conventional technique. The students show low participation on speakingclass as they were seldom taught to make a better speakingby using various technique because the lecturermonotonous in teaching speaking. The condition after the implementation of the research was showing improvement. The atmosphere of the class more was more live as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. No more lecturer"s domination.CONCLUSIONHaving conducted the research in using Analytic TeamsTechniqueto improve students" speaking skillit can be drawn some conclusions as follows:1.Analytic TeamsTechnique can improve students" speaking skill. The improvement of students" speaking skillcan be identified from the improvement of speakingachievement.

t shows that there is a comparison between the students" speakingperformance during the intervention and the performance

criteria of success. 2.The improvement was also observed from several aspects of the composition they produced. Analytic TeamsTechnique can improve speakingclassroom into a better situation. They were motivated in joining speakingclass. This could be seen from several aspects, two of which are worth mentioning. First, their motivation is reflected

Available on http://e-jurnal.unisda.ac.idUniversitas Islam Darul „Ulum Lamongane-ISSN: 2579- 8960 p-ISSN: 2460-2167Volume 3, No. 2, December201825| P a g ein their efforts in providing sources –the information materials –to support their speaking. 3.The students" positive motivation is also reflected from their willingness in doing the individual conference with the lectureroutside the class. Students felt that they need more time other than that provided inthe class session to have discussion on their speaking with the lecturer. They wanted to make sure that their speakingwas correct. Finally, the students" evidence of improved motivationis seen from their enthusiasm in joining the

class discussion.REFERENCESBarkley, Elizabeth F.dkk. Collaborative Learning Technique. San Francisco: Jossey-Bass, Inc, 2005.Brown, H. D.Language Assessment: Principles and Classroom Practices.New York: Pearson Education, Inc, 2004.Brown, H.D. Principles of Language Learning and Teaching. New York: Pearson Education, Inc, 2007.Hartatik, Sugi.The Effectiveness of Analytic Teams Technique to Teach Reading Comprehension Viewed from Students.Thesis. Sebelas Maret University, 2013.Mundriyah, Parmawati.Using Think Pair Share (TPS) to Improve Students" Writing Creativity. P2M Jurnal. STKIP Siliwangi, 2016.Mustopa, Arif. The Effectiveness of Jigsaw to Teach SpeakingViewed From Students"Motivation. (An Experimental Research at the First YearStudents of SMPN 02 Tanjunganom, Nganjuk, Jawa Timur in 2011-2012Academic Year).

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