
**THE STUDENTS' ATTITUDE TOWARDS THE USE OF INTERACTIVE
CLASSROOM ACTIVITIES IN DEVELOPING THE COMMUNICATIVE
COMPETENCE OF THE ELEVENTH GRADE STUDENTS OF SMA
KRISTEN BARANA**

Roni La'biran^{*}, Resnita Dewi², Muthmainnah³, Muhammad Hasby⁴

ABSTRACT

The objective of the research is to find out the students' attitude toward the use of interactive classroom activities in developing the communicative competence. The researchers used descriptive method with a questionnaire to obtain data. The variable of the research was independent variable referring to the use of interactive classroom activities and dependent variable was the students' attitude. The population of this research was the eleventh grade students of the SMA Kristen Barana' Academic year 2017/2018, which consists of 50 students since the population of this research, used random sampling. The data obtained from the questionnaire tabulated and analyzed using percentage technique. It is provided by the students' option on all items of the questionnaire where the number of students who strongly agree and agree is greater than those disagree and strong disagree. In this research the eleventh grade students of SMA Kristen Barana' have positive attitude towards the use of interactive classroom activities in developing their communicative competence.

Keywords: Students' Attitude, interactive classroom, developing, communicative, competence.

INTRODUCTION

The capability of a student can be influenced by the teaching styles of English teacher. To encourage students' motivation to learn English subject, the teachers have to design appropriate materials and use

^{*}) Prodi. Bahasa Inggris, Universitas Kristen Indonesia Toraja
E-mail: ronilabiran@ukitoraja.ac.id

appropriate teaching style in English. In teaching, there will be fluctuation effect that can be felt by the learners, therefore through this research, the researcher will research students' attitude toward classroom activities.

By learning English, we can communicate with people from around the world because English is the number one international language. Nowadays, from elementary until high schools English becomes an obligatory material to learn. Moreover, during the globalization era, everyone believes that English is getting more and more important.

For some people, learning English is a simple matter, yet quite often students from secondary to university find or consider English as a difficult thing to learn.

Widya (2010:240) says "Some students may be good at grammar or get good scores in every test, yet there is no guarantee that they have communicative competence. In other words, they cannot express themselves in English". For English teachers, this can be a big challenge. Because of the big challenge, the English teachers are doing their outmost. They cannot stay calm, but must do something. They have to create or make something in the classroom that can enable the students to develop their communicative competence.

One thing that the writer thinks well is the use of interactive classroom activities. The writer realizes that this is not the sole or single method that can be used or applied by the English teachers, but it can, at least, help the students develop their communicative competence.

It is for that reason that the writer is interested in conducting a research entitled "The Students' Attitude towards the Use of Interactive Classroom Activities in Developing the Communicative Competence of the Eleventh Grade Students of SMA Kristen Barana' ".

Based on the background the writer formulates a research question as follow.

What is the Attitude of the Eleventh Grade students of SMA Kristen Barana' toward the use of interactive classroom activities in developing the communicative competence?

Objective Of The Research, And Significance Of The Research

a. Objective Of The Research

Relating to the research questions above this research is aimed at finding out the attitude of the fourth semester students of the Eleventh Grade Students of SMA Kristen Barana' toward the use of interactive classroom activities in developing their communicative competence.

b. Significance Of The Research

It is hoped that the result of this research can be a meaningful contribution for the development of English teaching at SMA Kristen Barana'.

c. Significances Of The Study

It is hoped that the result of this research can be a meaningful contribution for the development of English teaching at SMA Kristen Barana'

Review of Related Literature and Theoretical Framework

d. Review of Related Literature

Communicative competence Being able to communicate in English is the expectation of all learners of English, especially those who live in a non English speaking country like Indonesia. According to Willis (211:150), "The main aim of learning a language is to learn to communicate in that language. She, further, states that if you understand what a student says despite his mistakes, then he has communicated successfully or he has gained communicative competence

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic on their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared. They are more "writing like". However, if possible student should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners.

- a. Questionnaires
- b. Communication games
- c. Problem solving
- d. Simulation and role play
- e. Talking about yourself

In order to make the effective use of the classroom activities, according to Harmer, there are some roles the teacher can play. However, he emphasizes three main roles in order to develop students' communicative competence. The three roles are as follows: The teacher as prompter, The teacher as participant, The teacher as feedback

Why use interactive classroom activities. Attitude It is very important to know the students' attitude towards the materials being taught in the classroom. The students may face problems if they have to learn a subject matter that they are not interested in and they will not be active.

RESEARCH METHODOLOGY

In this research, the researcher applied independent variable which refers to the use of interactive classroom activities and the dependent variable is the students' attitude. The research method is used descriptive. It aims at describing the students' attitude toward the use of interactive classroom activities to develop the communicative competence. The population of this research is the Eleventh Grade students of SMA Kristen Barana, academic year 2017/2018. The total number is 100 students. The researcher used random sampling. It means that, the researcher chose 10 students each class room. Therefore the sample is 50 students. In gathering data, the writer applied two ways, they are. Library research, Field research.

FINDING AND DISCUSSION

This chapter consists of two sections: The finding of data analysis and the discussion of findings.

Table 1. The students' opinion on teaching learning process conducted student centered approach.

No	Opinion	Frequency	Percentage
1	Strongly agree	28	56

2	Agree	17	34
3	Disagree	5	10
4	Strongly disagree	-	-
Total		50	100

The result of the data analysis above shows that out of 50 students, 28 (56%) students strongly agree, 17 (34%) of them agree, 5(10%) disagree, and strongly disagree, 0 (0%) It can be concluded that the students agree on the teaching learning process conducted based on student-centered approach.

Table 2. Teaching learning process through student-centered approach will develop the students' communicative competence.

No	Opinion	Frequency	Percentage
1	Strongly agree	5	10
2	Agree	35	70
3	Disagree	10	20
4	Strongly disagree	-	-
Total		50	100

The result of the data analysis above shows that out of 50 students, 5 (10%) of them strongly agree, and 35 (70%) of them agree. 10 of them disagree None said they strongly disagree. It can be said that the students believe that their English will develop if the teaching learning process is conducted student centered.

Table 3. The frequent use of English by the English teacher in class will enable the students to develop their communicative competence

No	Opinion	Frequency	Percentage
----	---------	-----------	------------

1	Strongly agree	36	72
2	Agree	13	26
3	Disagree	1	2
4	Strongly disagree	-	-
Total		30	100

The result of the data analysis above shows that out of 50 students, 36 (72%) of them strongly agree, 13 (26%) of them agree and 1 (2%) of them disagree. None said they strongly disagree. This indicates that there are more students who require the lecturer to use more English when giving English teacher in order to encourage the students to develop their communicative competence.

Table 4. The creativity of a lecturer to make his course interesting can develop the students' communicative competence.

No	Opinion	Frequency	Percentage
1.	Strongly agree	24	48
2.	Agree	23	46
3.	Disagree	2	4
4.	Strongly disagree	1	2
Total		50	100

The result of the data analysis above shows that out of 50 students, 24(48%) of them strongly agree and 23 (46%) of them agree.2 (4%) of them disagree, 1 (2%) strongly disagree. It means that the creativity of the lectures in teaching can help the students develop their communicative competence.

Table 5. The use of discussion method can help students develop their communicative competence

No.	Opinion	Frequency	Percentage
-----	---------	-----------	------------

1.	Strongly agree	8	16
2.	Agree	24	48
3.	Disagree	15	30
4.	Strongly disagree	3	6
Total		50	100

The result of the data analysis above shows that out of 50 students, 8 (16%) of them strongly agree, 24(48%) of them agree. 15 (30%) of them disagree (6%) of them strongly disagree. It means that the students require the implementation of discussion method in class to enable them to develop their communicative competence.

Table 6. The implementation of the chain story in class is beneficial to develop the students' communicative competence.

No.	Opinion	Frequency	Percentage
1.	Strongly agree	10	20
2.	Agree	30	60
3.	Disagree	9	18
4.	Strongly disagree	1	2
Total		50	100

The result of the data analysis above shows that out of 50 students, 10 (20%) of them strongly agree, 30 (60%) of them agree and 9 (18%) of them disagree, 1 (2%) of them said strongly disagree. This indicates that

there are more students who require the implementation of the chain story method in class to develop their communicative competence.

Table 7. The implementation of the chain story in class is beneficial to develop the students' communicative competence.

No.	Opinion	Frequency	Percentage
1.	Strongly agree	16	32
2.	Agree	26	52
3.	Disagree	7	14
4.	Strongly disagree	1	2
Total		50	100

The result of the data analysis above shows that out of 50 students, 16 (32%) of them strongly agree, 26 (52%) of them agree and 7 (14%) of them disagree. 1 (2%) of them said they strongly disagree. This indicates that there are more students who require the implementation of the chain story method in class to develop their communicative competence.

Table 8. The students' opinion if they are told to interview their friends in English.

No.	Opinion	Frequency	Percentage
1.	Strongly agree	29	58
2.	Agree	15	30
3.	Disagree	5	10
4.	Strongly disagree	1	2

Total	50	100
-------	----	-----

The result of the data analysis above shows that out of 50 students, 29 (58%) of them strongly agree, 15(30%) of them agree, 5 (10%) disagree and 1 (2%) strongly disagree. It means that the students enjoy being told to conduct any interview in English in order to develop the communicative competence.

Table 9. The students' opinion on the statement "Learning English without practice will not enable the students to communicate in that language".

No.	Opinion	Frequency	Percentage
1.	Strongly agree		
2.	Agree	38	76
3.	Disagree	10	20
4.	Strongly disagree	2	4
		-	-
Total		50	100

The result of the data analysis above shows that out of 50 students, 38 (76%) of them strongly agree and 10 (20%) of them agree, 2 (4%) of them said they disagree and none of them strongly disagree. It means that learning English without practice is futile.

Item 10 This item describes the students suggestions that can enable one to develop his communicative competence in English.

The students suggested that:

1. 35 (70%) students suggested that we should practice English.

2. 3 (6%) students suggested that we should be relax in learning English
3. 12 (24%) students suggested that we should be courageous to speak English and self-confident.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis in the previous chapter, the writer would like to put forward the following conclusion of the research finding and suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the writer has come to the following conclusion.

The eleventh grade students of SMA Kristen Barana' have positive attitude towards the use of interactive classroom activities in developing their communicative competence.

B. Suggestion

Concerning the conclusion above, the writer further suggests the following points:

1. The students should know the aim of learning a language especially English. Otherwise they will never be successful in that language.
2. The students should be courageous enough to practice their English and self confident.
3. The English teacher should be creative. He/she should be able to make his course interesting.
4. The English teacher should know that the quality of learning is affected by the quality of teaching.
5. The English teacher should always activate the students to use the language.

REFERENCE

- Widya Niti. 2010. *Bahasa. Hello Magazine*. Yogyakarta
- Jane. 2009. *Teaching English through English*. New York
- Harmer Jeremy 2012. *The practice of English language teaching*. USA
- Ur Penny 2013. *Grammar practice activities*. Stanford
- Wacyn Peter Jones. 2010. *Pair work*. UK
- Oppenheim, A.N. Questionnaire design and attitude measurement.
Jakarata
- Maltorolla, P.H. 2009 Elementary school studies: Developing reflective
component and concerned. USA.
- Gagne, Robert M. 2009. *The condition of learning*. USA.
- Gilmer. 2010. Harmer. Psychology. USA.