

“Analysis of Speaking Skills in Students' Social Interaction” (Case Study of Interactive Approach in the Classroom)

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Abstract: *This study aims to analyze the implementation of an interactive approach in students' social interactions and its impact on speaking skills in the Indonesian Language and Literature Education Program (PBSI) at IKIP Bojonegoro. The research employs a descriptive qualitative method, with data collected through observations and interviews. The results indicate that the application of the interactive approach creates a dynamic and participative learning environment. During the learning process, students engage in group discussions, role-playing, and other collaborative activities. This not only enhances their speaking skills but also encourages critical thinking and the exchange of ideas. Classroom observations reveal that students are more willing to express their opinions and ask questions, which had previously been a challenge for them. From the interviews, students reported feeling more motivated and confident when speaking in public after participating in these interactive activities. Additionally, the social interactions that occurred during the learning process strengthened relationships among students, creating a more familiar and supportive classroom atmosphere. Thus, the interactive approach proves effective in improving students' speaking skills as well as enhancing the quality of social interactions within the classroom.*

Key Words: Interactive Approach, Speaking Skills, Social Interaction.

Introduction

Speaking skills are an essential component in learning the Indonesian language that must be mastered by educators and students wherever they are. According to Ilham and Wijati (2020), speaking ability is an essential skill in language learning, especially for students in the Indonesian Language and Literature Education Program (PBSI) at IKIP PGRI Bojonegoro. Speaking activities function not only as a communication tool but also as a means to express ideas, opinions, and feelings. In the educational context, good speaking skills are necessary to support an effective teaching and learning process. However, many students still face difficulties in developing their speaking skills, which may be caused by various factors, including less interactive teaching methods.

Previous literature studies show that the interactive approach has proven effective in enhancing students' speaking skills. Lavasani et al. (2011) state that cooperative learning can improve social and communication skills, which are crucial in language mastery. By using interactive methods, students not only learn from the lecturer but also from their peers, enriching their learning experiences. This approach creates a more dynamic and participative classroom environment, where students feel more motivated to practice speaking. This aligns

with the opinion of Larosa and Iskandar (2021) that speaking is an important activity in human life as it is a way to convey desires or ideas.

At IKIP PGRI Bojonegoro, the implementation of an interactive approach in teaching speaking skills still needs improvement. Many lecturers continue to use traditional teaching methods such as lectures, which tend to make students passive and less engaged in the learning process. This can result in low motivation among students to practice speaking, which in turn impacts their communication skills. Therefore, it is important to analyze the effectiveness of the interactive approach in teaching speaking skills among students in the Indonesian Language and Literature Education Program (PBSI).

One of the main challenges faced by students is a lack of confidence when speaking in public. Many students feel anxious or afraid to speak, especially in a language that is not their mother tongue. According to Thuy (2005), speaking anxiety can hinder students' active participation in learning. By applying an interactive approach, it is hoped that students will feel more comfortable and confident when speaking because they will practice in a supportive and collaborative environment.

Additionally, the cultural and social context of students also influences how they communicate. Students from different cultural backgrounds may have different experiences and ways of communicating. Therefore, a flexible and adaptive interactive approach can help students understand and appreciate these differences. This aligns with Hughes' (2003) view that understanding social and cultural contexts is crucial in language learning.

This study aims to analyze the implementation of the interactive approach in teaching speaking skills and to identify strategies that can enhance students' confidence and communication abilities. The research findings are expected to provide references for the development of more effective curricula and teaching methods in the future. Thus, this study will not only provide insights into the current situation but also serve as a basis for improvements in the language learning process at IKIP PGRI Bojonegoro.

This research explores the effectiveness of the interactive approach in teaching speaking skills among students in the Indonesian Language and Literature Education Program (PBSI) with the aim of improving their communication skills and confidence. In an educational context that increasingly demands active participation, the interactive approach is expected to create a more dynamic and collaborative learning atmosphere, where students learn not only from the lecturers but also share experiences and knowledge with each other. Through

in-depth analysis, this research will identify innovative strategies that can be implemented to address the challenges faced by students, such as speaking anxiety and lack of confidence when communicating in public. By utilizing more interactive learning methods, it is hoped that students will feel more comfortable and motivated to practice speaking, thereby significantly enhancing their communication skills. The results of this research are expected to make an important contribution to the development of more effective curricula and teaching methods.

Future prospects, as well as providing new insights for educators in creating a learning environment that supports the development of students' speaking skills. In terms of social interaction, it is a fundamental aspect of campus life that plays a crucial role in the development of communication skills and interpersonal relationships. According to Akhir (2014), students who are actively involved in student organizations tend to have better social interaction skills compared to those who are not involved. Participation in these social activities helps students build networks, enhance empathy, and strengthen cooperation. On the other hand, Astuti, Hadiwinarto, and Sholihah (2018) emphasize that participation in student organizations provides opportunities for direct interaction, thereby enriching their social experiences. However, some students face challenges such as social anxiety and cultural differences that can hinder their interactions (Santoso, 2023).

The campus environment serves as a microcosm of society where students learn to adapt and interact with diverse backgrounds. Research by Oktaviani (2016) shows that incoming students can blend with the local community through social activities, enriching their experiences. Positive social interactions are expected to help students cope with academic stress and achieve academic success (Huang & Chang, 2004). Furthermore, involvement in extracurricular activities has also been shown to enhance students' social and communication skills (Widayanti, 2015). This is echoed by Indrawijaya (2022), who states that social interactions in informal groups develop based on mutual interest and the need to exchange information, so individuals not only pursue organizational goals but also meet their social needs. Additionally, Lavasani et al. (2021) emphasize that cooperative learning plays an important role in developing social skills among students, as this method allows them to enhance communication and collaboration skills, which are essential in social interactions. Therefore, it is important for students to actively participate in social activities on campus to develop essential life skills.

Further studies show that intercultural interaction among students can enrich their learning experiences and enhance tolerance (Ruki, 2018). Thus, the development of programs that support social interaction among students from various cultural backgrounds is necessary to create an inclusive and supportive learning environment.

Method

This research methodology is designed to explore the application of an interactive approach in students' social interactions and its impact on speaking skills in the Indonesian Language and Literature Education Program (PBSI) at IKIP PGRI Bojonegoro. This research using a descriptive qualitative approach, which was chosen for its ability to provide an in-depth understanding of the phenomena being studied. This approach allows researchers to explore the experiences, perspectives, and social contexts of students more comprehensively.

The subjects of the study consist of students from the Indonesian Language and Literature Education Program (PBSI) who are involved in classes that implement an interactive approach. The selection of informants was conducted purposively, focusing on students who actively participate in interactive learning activities. This selection criterion aims to obtain diverse perspectives from students at various academic levels, thus creating a broader picture of their learning experiences.

For data collection, the researcher used two main techniques: observation and interviews. Observations were conducted directly in the classroom over several learning sessions to note the dynamics of students' social interactions and the application of the interactive approach. In these observations, the researcher recorded various aspects, such as how students interacted with one another, their responses to learning activities, and their involvement in group discussions. Meanwhile, semi-structured interviews were conducted with students to explore their experiences related to speaking skills and social interactions during the learning activities. These interviews were designed to give students space to share their views and reflections on the learning processes they experienced.

The data obtained from observations and interviews were then analyzed descriptively using systematic steps. First, the data were organized based on the main themes that emerged during the data collection process. Next, the researcher identified key themes related to the implementation of the interactive approach, speaking skills, and social

interactions. The results of the analysis were presented in narrative form, depicting the real conditions in the field, including direct quotes from interviews to strengthen the findings. The analysis process was conducted inductively, where the researcher sought patterns and relationships between the implementation of the interactive approach and students' speaking skills.

Results and Discussion

The research results indicate that positive experiences in learning, support from lecturers and classmates, as well as active participation in group discussions have a significant impact on students' speaking skills. Based on the data obtained, 30% of students reported feeling more confident after engaging in group discussions. These discussions not only provided opportunities for them to speak but also to listen and respond to classmates' ideas. Additionally, support from lecturers was also very influential, with 20% of students experiencing benefits from the feedback provided by lecturers. This feedback helped students feel valued and motivated to participate more actively in class. Support from classmates, reflected in 10% of respondents, also provided important moral encouragement for the students.

However, this study also identifies several challenges faced by students. Anxiety when speaking in public is a major issue, with 15% of students reporting feelings of anxiety when required to speak in front of the class. Additionally, a lack of confidence (10%) and difficulty speaking in a language that is not their native tongue (5%) are other hindering factors. These challenges indicate that despite positive experiences, there are still barriers that need to be addressed to improve students' speaking skills overall.

The strategies for improving speaking skills employed by students, such as participating in extracurricular activities and practicing speaking in small groups, show that they recognize the importance of practice and social support. Although only 5% of students are involved in extracurricular activities such as debate clubs or student organizations, they report that these activities provide valuable opportunities to practice public speaking regularly. This helps them reduce anxiety and increase confidence.

The discussion of the research findings indicates that the application of an interactive approach is very effective in enhancing students' speaking skills. Through active participation in group discussions, students not only learn to express their opinions but also practice

listening and responding to the ideas of their peers. This aligns with constructivist learning theory, which emphasizes the importance of social interaction in the learning process.

Despite many positive experiences, challenges such as anxiety when speaking in public still need to be addressed by educators. Anxiety can hinder students' ability to communicate effectively. Therefore, it is important for instructors to create a safe and supportive classroom environment so that students feel comfortable when speaking. Thus, this research provides important insights into how to create a learning environment that supports the development of students' speaking skills and addresses existing challenges.

Table 1. Percentage of Positive Experiences, Challenges, and Improvement Strategies

Group Discussion	Anxiety	Extracurricular Activities/Student Organizations
(30%)	(15%)	(05%)
Lecturer Support	Lack of Self-Confidence	Small Group Practice
(20%)	(10%)	(05%)
Classmate Support	Non-Native Language	Observing Others' Learning
(10%)	(05%)	(05%)

From this table, it can be explained that positive experiences such as group discussions and support from lecturers and classmates significantly influence the improvement of students' speaking skills. However, challenges such as anxiety and lack of self-confidence remain obstacles that need to be addressed. Improvement strategies like participating in extracurricular activities and practicing speaking in small groups indicate that students recognize the importance of practice in overcoming these challenges. Overall, creating a supportive and safe learning environment is crucial for helping students effectively develop their speaking skills.



Figure 1. Students Preparing Material for Discussion

Students are preparing for an important discussion by preparing relevant and engaging material. They exchange ideas and information, ensuring that each group member understands the topic to be discussed. In a spirited atmosphere, students search for references, note key points, and discuss strategies for effectively presenting their arguments. This preparation process not only enhances their understanding of the material but also builds teamwork and communication skills.

After organizing the material, students practice their presentations to boost their confidence before the discussion session begins. They provide each other with constructive feedback on delivery and effective body language. With thorough preparation, students hope to contribute actively and deeply during the discussion while gaining new insights from their peers. This activity is expected to enrich their learning experience and improve their public speaking skills.



Figure 2. Students Engaging in Discussion

In this discussion activity, students actively engage to explore their speaking skills potential. They are divided into small groups, with each group discussing various relevant topics, striving to enhance their communication skills and confidence in public speaking. This discussion not only aims to practice speaking skills but also to build cooperation and mutual support among students. Each participant shares their opinions and listens attentively, creating a conducive learning environment. Through this method, students are expected to

better understand the importance of effective communication in social contexts. The results of this activity will serve as a basis for further analysis of how social interactions can influence the development of speaking skills among students.

Conclusion

Based on this research, it can be concluded that the application of an interactive approach in teaching speaking skills in the Indonesian Language and Literature Education Program (PBSI) at IKIP PGRI Bojonegoro successfully enhances students' communication abilities and confidence. The findings indicate that active participation in group discussions, support from lecturers, and social interactions with classmates significantly contribute to the improvement of students' speaking skills. About 30% of students reported feeling more confident after engaging in group discussions, while 20% experienced benefits from the feedback provided by lecturers. However, challenges such as anxiety when speaking in public and lack of self-confidence remain obstacles that need to be addressed.

This study also identifies several strategies that can be implemented to improve speaking skills, including participating in extracurricular activities and practicing speaking in small groups. Although only 5% of students were involved in extracurricular activities like debate clubs, they reported that these activities provided valuable opportunities to practice public speaking regularly. Thus, this research offers important insights into how to create a learning environment that supports the development of students' speaking skills.

As a suggestion for further research, it is important for educators to develop programs that support social interaction among students from diverse cultural backgrounds. A flexible and adaptive interactive approach can help students understand and appreciate these differences. Furthermore, developing a more innovative curriculum based on students' needs will be highly beneficial in enhancing their speaking skills. This research is expected to serve as a reference for developing more effective teaching methods in the future and contribute significantly to improving the quality of education in the field of language and literature.

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