

## EFL Learners' Responses towards Speaking Skill Interest

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### ABSTRACT

Speaking skill has a close relationship with learners' interest. When learners have interest in speaking, they try to apply their English speaking skill for communication. This also happens when learners study English as a Foreign Language (EFL). As the gap, the importance to what extent junior high school students' interest in speaking skills is still under examination. Thus, this study aims at investigating students' interest in English speaking class. This research used a descriptive qualitative method involving 17 EFL learners of eighth-grade at one of state junior high schools in Sidoarjo. Data collection techniques were observation checklist and interview. The results showed that the students were interested in speaking skill when learning English. As the result of the questionnaire, the researchers found that there were some students who were uninterested in speaking skill. Those students' low interest was interviewed by the need for more process in speaking activities. Besides, dealing with the learning process, some activities with interesting method and media were performed in meeting 1 until meeting 9 so that most of the students were active in participating during speaking class. The implemented method and media can help students foster their interest. Furthermore, students' response found in the learning process is showing their confusion on their speaking expression. In short, students' interest needs to be stimulated and it contributes to encouraging EFL teachers in modifying methods and media during speaking class.

**Keywords:** *students' interest; learning English; speaking skill*

### INTRODUCTION

Interest is a tendency of high likeness to things and the environment. Students' interest in learning English varies depending on their background. Students tend to be more confident and have a strong motivation in the learning process. The theory was described earlier according to Ainia (2020), Interest and motivation in learning British students in Junior high school or high school. Students with higher interest began to be more active in learning English. They have a great effort to capture every opportunity during the learning process. Also, they like to spend all their time learning the subjects they are interested in. Instead, the performance of students in the classroom shows that they are studying passively or actively.

Interest is one of the conventional factors born with full ingenuity and dependent on talent and the environment. Students' interest in learning English varies depending on their background. High-interest students tend to be more confident and have a strong motivation in the learning process. Theories described previously according to Ainia (2020), interest and motivation in learning English students in junior high school or senior high school. Students with an interest which is higher begin more active in teaching-learning. They have a great effort to catch every chance during the teaching process.

According to Tegegne (2018:116), interest is one of the sturdy motivations for learning English. With serious student interest in learning English. This can notice that students' learning interests are comfortable and happy in the learning process. Students enjoy activities in learning, students will have a desire to continue learning or engage in these activities. That is, if students engage in lessons, it can increase their desire to continue learning English. And they also get bored when they study in class. So that teachers make the learning medium as secretive as possible for students the spirit to learn English.

With an interest in learning English where students can feel the pleasure in English lessons so students are interested in learning and paying attention to everything that has been learned in easy and fun English. Learning English for students in senior high school is not an easy thing to do especially in speaking skills. In mastering this skill, most learners expect that speaking is one of the difficult skills because the student should increase some necessary things such as comprehensibility, accuracy, and fluency Tahir (2015) However, speaking is regarded as an important skill because it can make people easy to communicate and interact with others.

According to Riadil (2020), it revealed that speaking is a crucial thing to communicate and this skill should be acquired by the learners because it must be implemented in daily interaction. Arjulayana et al., (2018), productive skills could develop students' thinking to be more creative and critical thinking. On the other hand, there is some interest which is faced by the learners in speaking English. Marzuki, et al (2021), found that students are interested in speaking skills because they want to practice speaking English well but the learners are afraid to be criticized, apprehensive to make a mistake, less confident and understanding to speak up in English.

According to Meinawati, (2020), nevertheless, the teacher must recognize how to teach speaking skills well and the learners should realize to gain great ability in speaking. In line with this, the teacher has the main role to attract students' attention in practicing speaking English and the learners must be aware to increase their speaking skills properly. Furthermore, Al Hosni (2014) stated that several students have less motivation to speak English because they are still feeling not necessary to apply this skill in their real life.

Also, they like to spend all of their time learning subjects they are interested in. in contrast student performance in class showed that they learned passively. The researcher found that the most of students at SMP Negeri 1 Prambon, In general, many students are less interested in studying English subjects. If this happens, then teaching and learning will experience obstacles in achieving learning objectives. However, to know the interest learning is important. The problems are faced by students are faced lack of motivation by the teacher in learning English. While lack support and influence the learning process in schools, especially in learning English.

The preliminary study, the students' low interest in conducting by speaking skill. Therefore, this research to explore more EFL Learners' Responses towards speaking skill Interest. The aim of this thesis How about EFL Learners' Responses towards speaking skill Interest, to find out EFL Learners' Responses towards speaking skill Interest. Students are interested in speaking in learning English. So it needs to be a learning motivation from the teacher. In general, many students are not interested in learning English. To assume it is learning English is difficult. Because they are the limitations of vocabulary they know about. If it happens, then teaching and learning will experience obstacles in achieving learning goals. However, knowing the interest in learning is important. Based on the pre-observation result, it was found that some students had difficulties understanding materials English lesson because lack vocabulary. And they also felt bored when they studied in the classroom. The interest in learning English is so important as to cause pleasure in English lessons

that students are interested in learning and paying attention to all that has been studied in easy and fun English. For that reason, the writer decides to make this study EFL Learners' Responses towards speaking skill Interest.

## METHOD

This study is qualitative research. According to Latief (2015:77), qualitative descriptive is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of social and cultural settings in which such behavior occurs. This means that qualitative research must study students' interest speaking skills in the situation and conditions of the object being studied. Meanwhile, Riadil (2020), that qualitative research is a description that is carried out by the author without having to involve numbers in the data collection process. The data obtained can be such as documents, field notes, observation, and questionnaire.

In this research, the researcher used the descriptive research method which is a description and interpretation of the object by the real experiences. This is based on which requires teachers face-to-face with students. This is the reason learning is done offline. If offline learning is carried out, students will find it easy to understand the material presented. Likewise, with the teacher, she will also feel that the learning material provided is optimal. From the problems that exist, descriptive research is used to EFL Learners' Responses towards speaking skill Interest.

The research subject conducted by the researcher is students of class 8a EFL Learners' Responses towards Speaking skill Interest which totaled 34 students. Not only that, the researcher would be examine how the learning process speaking skill is carried out by the teacher. Then in determining which students would be interviewed, the researcher chooses randomly which interviews with students 8a.

In order to EFL Learners' Responses towards Speaking skill Interest the researcher data using two data collection techniques observational checklist and interview. The first data collection method was observation. According to Kawulich (2012) argued that observation is looking and nothing systematically from all the activity of people, events, behaviors, setting, artefacts, routines and so on (as cited in Barrett, 2018). Moreover, through observation method, the researcher determined the participants for this study because it offers an investigator the opportunity to get live information from the situation. The observation was done five times from 18th March to 09th of April 2022. EFL Learners' Responses towards speaking skill Interest. The observation was conducted to get information about students' interest in speaking skill directly. The observation was done in the students' interest in speaking skill class. In addition, the researcher role is the participant-as-observer who reveals her role as an observer and also as a member of the class.

The second method was interview. There were seventeen participants this research and each participant were interviewed for approximately 18 minutes. The interview was done in the class after the lesson ends. Furthermore, the interview was used to collect the data from the participants. The researcher used interview because to get explicit detailed data as possible. Besides, Fitriyati (2022) defined that interview is a flexible tool for data collection which use verbal, non-verbal, spoken and heard.

The research is building an instrument to collect data starting with an observational checklist and interview. Research observational checklist creates a form of interviewing to be researched when this observation aims to have research obtain data to be obtained when fielded such as an observational checklist of the question already made by research whether these questions are done what is not at the time of observation in the field as proof of its checklist. Therefore, the study

applied very high observations. Saroh (2019), observation is of which systematic and enabling from research to generate numerical data from observation. After that, the reason why these research use good observation is to aim that is in line with high observation. Not only has that, with high observation, been used as an observational checklist. The following is the observational checklist of the questions aimed at students below:

**Table 1.** The Observational Checklist of the Questions

| Class:               |                                                                                   | Level |   |   |
|----------------------|-----------------------------------------------------------------------------------|-------|---|---|
| Numerical            | Criteria                                                                          | 1     | 2 | 3 |
| 1.                   | Students learning process at English subjects.                                    |       |   |   |
| 2.                   | Students' interest in speaking skill towards Learning English.                    |       |   |   |
| 3.                   | The students learn English especially speaking skills in the classroom.           |       |   |   |
| 4.                   | Students give argument interested in speaking skills towards in learning English. |       |   |   |
| 5.                   | Students feel bored when you study English in the classroom.                      |       |   |   |
| 6.                   | Students memory of the material delivered by the teacher.                         |       |   |   |
| 7.                   | Application of English language learning in the school environment.               |       |   |   |
| Score observation:   |                                                                                   |       |   |   |
| Level 3 = High score |                                                                                   |       |   |   |
| Level 2 = Good score |                                                                                   |       |   |   |
| Level 1 = Bad score  |                                                                                   |       |   |   |

The researcher chooses the type of interview to analyze the data. Interview researchers took from earlier research then researchers adapted from earlier research. Researchers took the question but some were slightly altered in adjustments from the study. (Nur, 2019). The following is the interview of the questions aimed at students below:

**Table 2.** The Interview of the Questions

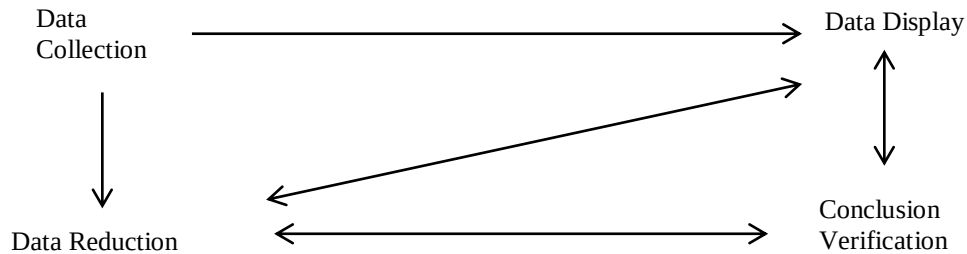
| Student's Name: |                                                                                                                |
|-----------------|----------------------------------------------------------------------------------------------------------------|
| Class:          |                                                                                                                |
| 1.              | Do you like English Subjects? Why?                                                                             |
| 2.              | Why students are interested or uninterested in speaking skill towards learning English?                        |
| 3.              | Can you tell me how to learn English especially speaking skills in the classroom?                              |
| 4.              | Please give me argument about interested in speaking skills towards in learning English based on your opinion? |
| 5.              | Have you often been bored when they study English in the classroom?                                            |
| 6.              | How do you respond to speaking skill in the classroom?                                                         |
| 7.              | How about students' respond towards speaking skill in English lesson?                                          |
| 8.              | What method do the teacher do to teach English subject?                                                        |
| 9.              | How is the student's interest in learning theoretical and practical speaking skill?                            |
| 10.             | Do you feel that you can speak English well? Why?                                                              |

### **Validation**

After interviewing a data collection technique, the writer must validate the question to be discussed. Validation is the author's method of proving the truth of the data obtained. This research is an interview conducted by the author with seventeen students.

### ***Data Analysis***

Risma (2021), In this case study research, the data will be analyzed using interactive model. In which that the data are collected from observation and interview. Risma (2021) also mentioned those models include data reduction, data model, and conclusion verification.



**Figure 1.** Components of Data Analysis

### ***The Technique of Data Analysis***

The data analysis technique is the process of the writer arranging and systematically arranging the result of the interview to increase the understanding of information obtained. According to Nasution (2011), the study uses the analysis namely:

#### ***Data reduction***

Thus, the data that has been reduced will give clearer information, make it easier for the researcher to collect next data. Analysis that focuses on selecting, focusing, simplifying the data obtained. In this case the researcher would get a picture in completing data and verification. To reduce the data in this study, the data as a result of interview recording. In this research, the researcher collected data about EFL Learners' Responses towards speaking skill Interest through interview.

#### ***Data Display***

Once it is reduced, then the next step presenting data. This step is done do that there is a lot of data and has been reduced to be easily understood by researcher as well as others. The form of presenting the data used is with the next that is narrative. This means that the analysis is based on observation checklist in the field and theoretical view to describe clearly about EFL Learners' Responses towards Speaking skill Interest. Performed for reinforcement or evidence of the description of the data obtained during observation checklist and interview EFL Learners' Responses towards Speaking skill Interest.

#### ***Conclusion verification***

The data obtained are the conclusions of various processes in qualitative research, such as data collection is then selected the corresponding data, then presented, until finally concluded. After it is concluded that there are research results in the form of new findings in the form of a description so that the problem in the study becomes clear.

Based on the above opinion, the data analysis technique is a activities to process data that has been collected by technique data collection such as observations, interview. The process first, to reduce data is to summarize, to choose the main things, focusing on the important things, looking for themes and patterns. The second process, data display (presentation of data) in qualitative research, the presentation of data can performed in the form of brief descriptions, charts,

relationships between categories, flow hart, and the like. The third process, drawing conclusions, conclusions in qualitative research is a new finding that has never been before exist.

## FINDING

The observation checklist process takes 9 days, 18th March to 09th of April 2022. It takes three to learning process at English subjects, four days to Application of English language learning in the school environment, two days for the whole process of observation. To make the observation easier, the researcher asked the students interest in speaking skill in the eighth grade.

**Table 3.** The Materials, Activities and Skill Focus

| Meeting | Learning Objectives           | Summary of Activity | Skill Focus    |
|---------|-------------------------------|---------------------|----------------|
| 1       | Greeting Cards                | Role play           | Writing Skill  |
| 2       | Telling Story                 | Role play           | Speaking Skill |
| 3       | Daily Activity                | Video               | Speaking Skill |
| 4       | Comparison of Degree          | Board race game     | Writing Skill  |
| 5       | Our Road Busy                 | Picture             | Speaking Skill |
| 6       | Mousedeer and Crocodile Story | Role play           | Speaking Skill |
| 7       | Descriptive Text              | Guessing game       | Reading Skill  |
| 8       | When I was Child              | Guessing game       | Writing Skill  |
| 9       | Short message and notice      | Picture             | Writing Skill  |

From the survey observation it can be concluded that students' interest in speaking skill. In the learning process the teacher used method and give the media to teach them. The process is very fun. With the many methods provided, it can help students interested in learning in the classroom. But on the other hand, teachers also provide an interesting medium such as: videos can foster students' enthusiasm in terms of learning in speaking skills. In addition, the teacher gives students' to practice their speaking English and some of them have their friends to practice speaking. The students keep trying to speak English, time by time it can make them more confident to speak. Most, students agree that the method discussion can increase their confidence to speak. The students who agree statement above said that the method can help them to speak up although simple sentence in the group discussion. So they are very motivated by the methods given by the teacher. From this, it can be seen that students are enthusiastic about expressing their respective opinions so that there is interaction between friends. Researcher found that students are very active in the learning process in the classroom. They see an interest in the learning of speaking skills. However, this learning is not only a given theory but also a practice that aims to train them to speak English appropriately. For example, in terms of pronunciation, intonation. Students feel happy in the learning process on an ongoing basis. They argue that speaking-skilled learning can add new vocabulary. In the end of my learning the students' application of English language learning in the school environment with their friends according to the material that has been obtained before.

### *The Result of Interview*

From the interview learners' responses towards speaking skill Interest. From here the researcher conducts an analysis. From the response of 3 students at the time of interview and observation. In the observation, these 13 students showed that they were interested in speaking skills. However, the researchers at the time of the interview of the 3 students they showed that in meeting 1 and meeting 2 the students did not expect other methods, well, from that it would be answered that they were

actually interested in speaking skills. The location of this problem was that 17 students at the time of observation or interview showed different results. At the time of observation they showed interest in the ability to speak. The researcher continued the interview of student number 15 he gave the answer that he was interested in learning speaking skills. Because he wants to speak English like a native speaker. According to him, this learning is carried out directly in practice, not theory. For example, conversations with peers. Then continued student Number 3, it turned out that he gave a different response. Where he showed less at the time of the interview he showed interest if learning skills using interesting media and methods so that in the class he did not feel bored. And the atmosphere is very pleasant. This medium is very supportive of classroom learning. Among one of the students number 17 researchers found new findings for example: the word gap or mumble. It turns out that this student lacks interest but he needs a process in speaking skills. On the other hand, my environment does not have a group that applies English as my language, it will be difficult and make me less interested in it. Had my environment been supportive then I would have been interested in English speaking skills because there was an interlocutor friend.

## DISCUSSION

This section discusses the results of the study. There is one question in this study. The discussion focused on EFL Learners' Responses to The Interest in Speaking Skills. Their perception of English as a foreign language is a little easy to understand and makes them become diligent and learn when they are passionate about teaching and studying in school. This contributes no effect on their English learning achievements. In many EFL learners' responses to the interest in speaking skills. The students also feel happy learning English because the teacher uses discussion methods and media in the teaching and learning process. (Sabila 2019) states that the method could provide a natural means of active learning for foreign languages. It can help students to deal with worries and fears. Using the method, the student can have fun with the language he is learning.

Based on the results of interviews with students when researchers research on an ongoing basis, students participate very actively in the classroom. Active learning can also include any activity that encourages students to participate in a learning approach that engages them with the subject matter. Hence, students have found participating in active learning activities more interesting, interactive, effective, fun, and not boring. Students commented on how media helps their interest in speaking skills and becomes more active during in-class learning. According to Pratiwi (2013) using video media is a better speaking skill than those who are taught to use conventional. Researchers believe that media videos are very effective in improving students' speaking skills to be more perfect. Although it is often assumed that students like to learn English, they find the teacher's instructional medium useful for their learning.

Students are mostly more active when the teacher gives writing exercises and creates groups so that they are active together to carry them out. Creating a group can make it more active together to learn English. That is because it is done in groups students can share and discuss what they are learning to make them more active in learning English. According to Bonsu (2022), collaborative learning supports students in their writing activities. Collaborative learning is good for writing activities but also collaborative learning clarity of their writing.

By using video media, teachers have provided information to students more easily and students can understand and get information more easily. Because the teacher shows what they are talking about the student can see firsthand what the teacher means. According to Lele (2019), "a

person sees something they need, they will be more interested and will make them motivated to know more and dig deeper into it.

Meanwhile, some students give negative value to the media used by teachers in teaching English which is related to students' understanding of the material presented by the teacher in the teaching and learning process. Students find it difficult to understand the material because they do not make the use of language a habit every day. They also think that English is difficult if they also feel more bored and afraid of making mistakes at the time of speaking English, and they are also difficult to understand what native speakers are saying when the teacher gives speaking skills. To researchers, it is the student's interest in speaking skills because the teacher provides a good method for learning English. It also means that the students have known more effective materials and teaching and learning processes.

Kusuma (2019) asserted that role play method could making a student's dare to speak English directly with their peers. This is so that the implementation of learning with the role-play method can foster students' interest in learning speaking skills. The role-playing method can allow students to more actively learn English, which develops their thinking, and gets their information. The teacher makes it a rule in the classroom that students speak little English if they want to get out of the classroom. This rule makes students or forces students to speak to practice their speaking skills in everyday life using English. So that they are more accustomed to pronouncing it.

Researchers have found that students respond positively to the practice of making English-speaking videos. It is the same with the theory from Chau (2021) that videos could stimulate interest to attract attention and sometimes explain when the pronunciation is difficult to understand. It can also be used to encourage learning where students can find new ideas based on the material. By making videos students add vocabulary. Have a certain idea and purpose. According to Sari (2019), so that students who listen to the pronunciation of native speakers smoothly and accurately become better at making videos.

## CONCLUSION

Based on the result research contributes the EFL learners' interest to encourage EFL teachers in modifying method and media during speaking class. With the modifying of learning method and media is more interesting. In connection with findings in this study, this media could make the learners have interest in speaking, and also they were able to more active and confident to speak English. There is the media made the students fell not bored in learning English. it can be concluded that there were significant media and method students' English speaking skill interest. In addition, this study can be reference for the other researcher to conduct the next similar research. Meanwhile, the next researcher should be able to more creative in making something different educational levels of students.

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