# An Investigation on Students' Interaction in English outside the School Area

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## ABSTRACT

This research highlights the students' interaction in English outside the school area. This research is focused on exploring the students' the most and the least frequent interaction and perception about interaction in English outside the school area to their English improvement. This study was conducted in 2017 with 103 respondents of senior high school students. Mixed method was used as the method of this study. The data were collected through questionnaire, interview, and observation. The quantitative data was analyzed by using SPSS and the qualitative data was analyzed by using Miles and Huberman interactive model. The findings of questionnaire revealed that the students frequently interacted with listening (54.85%) and least frequently interacted with writing (40.61%) in a day. In a week, listening was rated as the most frequent interaction (61.65%) and the least frequent was reading (43.20%). The result of the interview indicated that the students' interaction in English outside the school area were affected their English improvement in terms of English understanding, language skills, vocabulary, and pronunciation. Technology also played an important role as the media of the students' English improvement outside the school area.

**Keywords:** Students' interaction, outside school area, the most, the least, frequent, improvement, technology

## INTRODUCTION

Since English become the most popular language in the world and has many benefits, it has become an important subject at school which is taught from elementary school to the university level. In attempt to learn a language, the essential key to achieve proficiency is by doing interaction using the language itself. Interaction generally can be defined as an action which happened when two or more objects influence each other. In addition, interaction can be defined as the process which ability to think is both developed and expressed. Webster (2017) defines interaction as a mutual or reciprocal or influence action. Moreover, interaction helps to spread awareness, knowledge, build understanding among all the people around the world and covers social aspect of life (Shafrin, 2015). English is a language which cannot be separated from the interaction of involving language skills. The idea of skills defined as the ability to do something or activity to complete a certain goal (Hornby, 2000).

The concept of language can be defined as the system of communication consisting of sounds, words and grammar or a system of communication used by the people of a particular country or profession (Everson, 2009). The English language skills consist of listening ability, speaking ability, reading ability, and writing ability. All those parts of the language skills have an important role in developing the ability of using the language fluently. Based on the Interaction Hypothesis, Interaction supports the development of language proficiency which is promoted by face – to – face interaction and communication. It means that interaction is useful for the language development including the development of the language skills. In Indonesia, most the interaction of English in teaching and learning are commonly conducted in the school and only in the English class. However, learning language outside the classroom is also important. Baker (2004) found that learning outside classroom is effective and helpful. The researchers' preliminary research found that some students interacted in English only in the English class. After the English class, students no longer interact in English.

This research therefore is examined to answer the research questions, namely; what is the most and least frequent language skill used by the students outside the school area? and What are the students' perception about the interaction outside the school area to their English ability improvement?.

**RELATED LITERATURE**

1. What is interaction?

Interaction can be assumed as an activity influence each other. It means two things involved which affected one to another. Longman (2017) defines interaction as "the action of communicating to other people and work together with them" and "a process where two or more things affect each other."

2. Interaction Hypothesis

The Interaction Hypothesis is a theoretical account of second-language acquisition which attempts to explain the role of interactions in the language learning process. The Interaction hypothesis is the theory that popularized by Long (2008) Interaction assists the development the proficiency of the language by promoting through face to face interaction and communication. It is involving both the strong and weak form. The strong form is conveying the interaction which is giving contribution to language development. The weak form means conveying the learners to discover their learning opportunities, whether or not they make productive use of them. In the structure of Interaction Hypothesis, modification techniques such as clarification and repetition are able to come into play to facilitate negotiations for meaning (Onnis, 2014).

**RESEARCH METHOD**

This research employed mixed method design involving 103 students of senior high school grade ten of Pesantren Madani Alauddin Gowa. The procedure of collecting the data was obtained from questionnaire, interview and observation. The questionnaire consisted of 20 questions regarding the students' interaction in English outside the school area. The interview consisted of 10

questions while on the observation the researcher was acted as the participant observation. This research used two kinds of technique of data analysis. The quantitative data was analyzed by SPSS analysis while the qualitative data was analyzed using Miles and Huberman's interactive model (2014).

**FINDINGS AND DISCUSSION**

1. **The Most and the Least Frequent Language Skills Used by the Students outside the School Area**

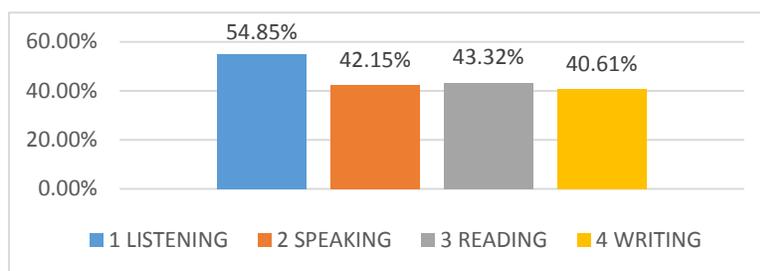Figure 4.1. The students' interaction in English in a day



Figure 4.1 showed that in a day listening was the most frequent language skills used by the students with 54.85% interaction through listening music and watching English movies/videos. The second frequent language skill was reading rated 43.32% interaction in a day through reading English book and English text in the internet. The third place of the frequent language skill used by the students outside the school area was speaking with 42.15% the interaction was from speaking English and singing English song. The last was writing as the least frequent language skill used by the students outside the school area. It was rated 40.61% from the interaction by writing English in book, making English caption/status, and giving comment in social media.

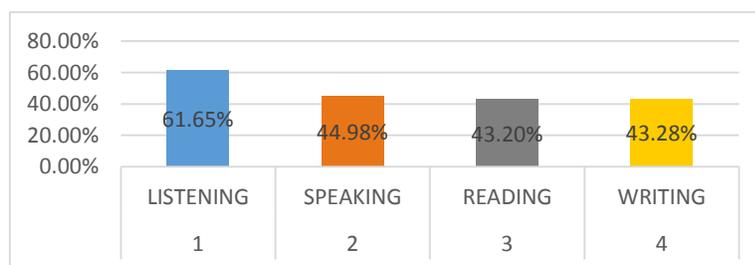Figure 4.2. The students' interaction in English in a week



Figure 4.2 showed that in range a week, listening placed as the most frequent language skill interacted by the students with 61.65% through listening music and watching English movies/videos. The next language skill was speaking with 44.98% interaction through speaking English and singing English song. The followed language skill was writing with 43.28% through writing English in book, making English caption/status, and giving comment in social media. The

least frequent language skill used by the students in range a week was reading with 43.20% through reading English book and English text in the internet.

The findings above implied that the students have different range of interaction in English outside the school area to the other language skills in range of a day and a week. The students have frequent interaction with listening both in a day and in a week while reading and writing was the least frequent language skills which is interacted by the students outside the school area. Bozorgian (2012) listening have the big influence of the other language skills (speaking, reading, writing). The influence covered that the language skills to the development of the other skills proficiency. Wise, Hausknecht, and Zhao (2013) found that the listening has the strong relation to the quality of speaking. This means that the more students do the interaction in English, the more their English ability improved. Previous related studies regarding outside class learning Hyland (2004) also revealed that the students actively interacted with receptive activities outside their school area. The receptive activity mostly interacted by the students was listening.

2. **The Students' Types of Interaction in English outside the School Area**

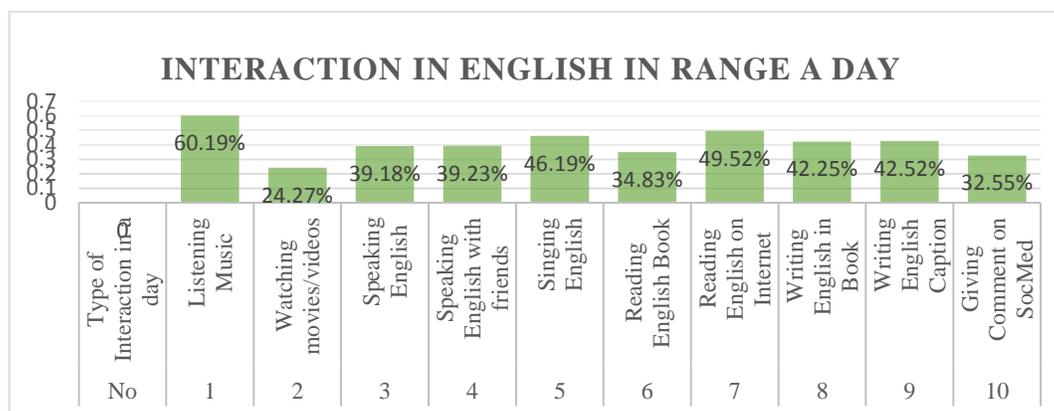Figure 4.3. Types of the students' interaction in English in a day



Figure 4.3 above presented the percentage of the types of interaction in English done by the students outside the school area. These types of interaction was the interaction in English in range a day. The result showed that the highest types of interaction was placed by listening music activity with 60.19%, the second was reading English on the internet with 49.52%, the third was singing English song with 46.19%, the fourth was writing English caption on social media with 42.52%, the fifth was Writing English in a book with 42.25%, the sixth was speaking English with friends or families with 39.23%, the seventh was speaking English 39.18%, the eighth was reading English book with 34.83%, the ninth was giving comment on the social media with 32.55%, and the lowest was watching English movies or videos with 24.27% of interaction in English in range a day.

Figure 4.4. Types of the students' interaction in English in a week



**INTERACTION IN ENGLISH IN RANGE A WEEK**

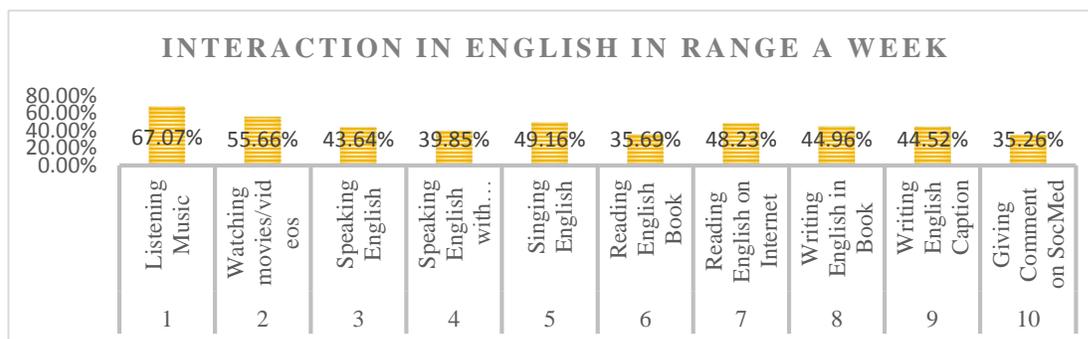| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Listening Music | Watching movies/videos | Speaking English | Speaking English with... | Singing English | Reading English Book | Reading English on Internet | Writing English in Book | Writing English Caption | Giving Comment on SocMed |
| 67.07% | 55.66% | 43.64% | 39.85% | 49.16% | 35.69% | 48.23% | 44.96% | 44.52% | 35.26% |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Figure 4.4 above presented the percentage of the types of interaction in English done by the students outside the school area. This types of interaction was the interaction in English in range a week. The highest interaction in range a week was listening music with 67.07%, the second was watching English movies or videos with 55.66%, the third was singing English song with 49.16%, the fourth was reading English on the internet with 48.23%, the fifth was writing English in book with 44.96%, the sixth was writing English caption on social media with 44.52%, the seventh was speaking English 43.64%, the eighth was speaking English with friends or families with 39.85%, the ninth was reading English book with 35.69%, the lowest was giving comment on social media with 35.26%.

**3. Students' Perception toward Their Interaction Outside the School Area**

The data of the students' perception was taken through interview which consist of three students. The result of the interview and observation data indicated that listening music and watching movie both improved students' English ability in terms of pronunciation and vocabulary. The findings on the students' interaction with speaking revealed that the students sometimes spoke with the people at their home. The topics that they speak were daily activities and trends. Also, the students' speaking skills, pronunciation, and vocabulary were improved by those activities. The findings regarding the students' interaction with reading related to the English reading text that they read outside their school area. The reading text mostly occurred when students involved themselves in the video games, internet, android apps and books. Their reading activity gave improvement in terms of vocabulary and pronunciation. The finding on the students' writing showed that the students interacted with English writing captions in social media and making notes for their daily activities. They perceived that they had English improvement in terms of vocabulary. The finding of the students' interactions in English outside the school area toward English ability improvement implied that the students had English ability improvement in terms of English understanding and vocabulary.

The findings revealed that listening music and watching movies could improve the students' English ability in terms of pronunciation and vocabulary. This finding supported by the research by Sayer and Ban (2014) revealed that students are engaged with music, movies, and video games outside the classroom. The engagements are be able to develop the students' linguistic sources and employ a variety of tools to complete the communicative purpose in English. However, this perception was contrast with the Interaction Hypothesis (Long, 2008) which is stated language development of language proficiency is promoted by face – to – face interaction and communication. The finding showed that without face – to – face interaction their English ability

could be improved in terms of pronunciation and vocabulary. From what the interview and observation, it is found that the students did the listening music activity mostly alone by himself through their mobile phone. The listening music activity that they did was for the entertainment purposes. The listening activity also had the highest percentage based on the questionnaire statistic result. Listening music had 60.19% in one day range while in a week it has 67.70% of interaction. From the listening activity for example the students can gain some vocabularies from the music lyrics or the title of the song e.g. *Back to You, Give thanks to Allah, Thinking out loud, Without me, One last time, Perfect,* etc. Gaming activity also brought influence to the students' listening ability improvement. The game was the *Mobile Legend* game, this types of game is the online game which can be played by ten people. In this research, the student play the game alone but they were connected with some people out there. It is also found that the improvement was the vocabulary improvement. By the game that they are playing they heard some phrases from the narrator of the game character, e.g. *One kill, Enemy has been slain, Killing spree, Savage, First blood, Double kill,* etc. These types of phrases frequently spoke by the narrator or the game character. Watching movies also became one of students' favorite activity outside the school area. It is conducted mostly alone or with friends. They watched movies using their computer at their home. When they watched movies they pay attention to the title of the movie first and paying to the some expressions that they are interested in. . It was proved by the statistic result of the questionnaire where it got 24.27% interaction in one day range while in a week it has 55.66%. This means that mostly the students watching movies in a week rather than in a day. The students perceived that they can gain their English ability improvement. The improvement was their vocabulary and some expressions, the vocabularies and some expressions that they can get from watching movies were e.g. *Your home is broken, Bad things, Max, Fix You, Strange Battle, The Finest Hours*, etc.

It was also exposed that listening music and watching movies can improve the students' English ability in terms of pronunciation and vocabulary were similar with some previous researches. Arjomad (2015) found that music had significant effect on EFL learners' pronunciation ability. The students who studied by listening music had more significant effect on the pronunciation than the students who studied by traditional method. Listening music also has the possibility to be a great teacher to improve students' pronunciation (Stanculea & Bran, 2015). The teacher here means that any song can be used to develop students' pronunciation ability as long as the songs were memorable, familiar, and clear. In addition, listening music could motivate the students to learn English out of their school activity (Batluk, 2015). This revealed that when the students love the music they heard, the music are able to motivate them to learn English through it. Furthermore, the students stated that they have vocabulary development by watching movie. Sabouri and Zohrabi (2015) revealed that movies and its subtitles be able to expand students' attention in learning. The previous studies proved that listening activity through music and movies were beneficial for the students' English ability improvement. In this research, the factor which affected the students' interest in listening was the content of the English listening itself. The music and the movie became the biggest motivation of doing the English listening interaction. The perception data also showed that the vocabulary was the factor which motivated the students' to do the English interaction, including English listening interaction.

The observation data also supported the students' perception regarding the listening interaction in English. The students interacted with listening through their device. In this term, the device and gadget that the students' were used to interact were computer and mobile phone which has many content that can support them to do the listening interaction in English.

The finding also exposed that speaking with people outside the school area could improve the students' English ability in terms of speaking skill, pronunciation and vocabulary. This finding was similar to the Interaction Hypothesis. It can be indicated that the student had the English speaking improvement by face to face speaking interaction to their relatives. The finding of this interaction also supported to by Rahmawati (2015) which is stated speaking activity was beneficial for the students' speaking skill and pronunciation. When the students spoke, they learnt how to use the language expressions and learnt how to speak communicatively using the language expressions with the right intonation and pronunciation. From the interview and observation, the speaking interaction outside the school area mostly done by the students was the speaking interaction with friends and relatives. The speaking activity that they do mostly with their relatives and sometimes with friend. The people who they interacted to through speaking English was the people who understand English (Brother and Parent). It is also supported by the statistical result of questionnaire where the students had the interaction outside the school area to the number of 39.18% from speaking English, 39.23% from speaking with friends or relatives, and 46.19% from singing English song in one day range. In a week, the statistical result showed that the students had 43.64% from speaking English, 39.85% from speaking with friends or relatives, and 49.16% from singing English song. By the speaking activity the students believed that they had speaking skill improvement and little vocabulary improvement. Some expressions and phrases that they use in their speaking interaction outside the school area was e.g., *What do you cook?, What do you buy?, I cook rice, See you, Sweep, I'm Just Kidding, C'mon, Hurry Up, I don't Know, I have new movie, Take it, Very Easy,* etc.

Kacani and Cyfeku (2015) found speaking assisted the learners in learning language for communicative purposes which can improve the vocabulary. This means that speaking activity build the vocabulary construction by the communicative purposes done by the students. It was similar by the students' perceptions that their speaking activity affected to their vocabulary. In addition, the use of English speaking activity outside the classroom was beneficial for the students' speaking accuracy (Tiitanen, 2015). It was implied that the speaking activity outside school area affected the students' speaking skill in terms of the accuracy of speaking. It can be concluded that speaking activity outside the school area can be a practical way of developing English ability especially speaking, pronunciation and vocabulary.

The findings revealed that the students' English reading interaction improved the students' pronunciation and vocabulary. The interaction mostly came from video games, internet, android apps and books. This finding was contrast with the Interaction Hypothesis. In the findings, without the face – to – face interaction and communication the students can improve their English ability especially by reading. The improvement included the pronunciation and vocabulary improvement. From the interview and observation, the reading interaction outside the school area was reading from video games and from the internet. By playing video games from their mobile phones the students read the text which provided in the games. The reading text in the game was the game instructions which is provided by the game developer and game text from the games character. By playing the game, the students followed the English instruction and gained the vocabulary by their reading interaction through video games. Some English reading text from the games e.g. *Welcome to mobile legend, Killing spree, Enemy has been slain, You have slain an enemy,* etc. Besides reading English text from the video game, the student also had the English reading interaction through internet. By browsing in the internet, the students can find some English texts in it and learn some vocabularies. . This finding was supported by the questionnaire result which is showed that the students had 49.52% interaction through reading English on internet in one day

range. In a week the students reported that they had 48.23% interaction through reading from internet. The texts from the internet were e.g. *Error, Not found, Inside, Stop, Send Error,* etc.

According to Gil, Larios, and Balibrea (2017) reading activity can affect the students' pronunciation ability. The reading activity which was done repeatedly can improve the students' pronunciation. It was similar of the finding which stated that the student had the pronunciation improvement through English reading text interaction. In addition, reading activity also can improve the students' vocabulary and interest of learning (Maftuhah, 2013). It implied that reading activity has positive benefits for the students' vocabulary and learning interest.

The finding also supported by the observation data which showed that the students' English reading interaction was supported by the role of technology. In this case the technology which is used by the students was video games, internet, and apps in their mobile phone. Derakhshan and Khatir (2015) found that video game and learning application can help learners to improve their domain of vocabulary. According to HU (2013a) mobile phones becomes a source learners to learn vocabulary and cater to learn anytime and anywhere. The findings also showed that the students had different interest of the English writing interaction. However, by the English writing interaction the students have vocabulary improvement. This finding was contrast to the Interaction Hypothesis. The students' perceive that their English ability improved by the English writing interaction that they did with social media and notes. Based on the finding the students' interaction with writing used the mobile phones.

From the interview and observation, the writing interaction outside the school area was writing caption on the social media. The English writing was for the purpose of the existence of social media activity. When the student do the English writing interaction they believed that they had vocabulary improvement. By constructing the sentences, they learn to combine the vocabulary and try to understand the meaning before posting it to social media. This finding also supported by the statistical result of the questionnaire. The students also reported that they had 42.52% from giving social media in one day range and 44.52% in range a week. Expressions and phrases of their English writing on the internet were e.g. *If you are good at something never do it for free, IDK (I don't know), Good morning everybody, Enemy of my enemy is my friend, This is not my fault, etc.* Besides interacted by writing in English on internet, the student also do the writing interaction by writing his daily activity. This interaction was done by the student in his home. The note that he wrote was put on his room. The schedule was study schedule and praying schedule, e.g. *Study* and *Go to mosque*.

The mobile phones which had the social media application was used as the media of their English writing interaction. According to Khaoula (2016) technology is beneficial means to assist and motivate students to learn vocabulary. In addition, HU (2013b) found mobile phones gave access the learners to be exposed the distributing vocabulary items. It was similar with the finding that the students used their phones as the means of the English writing interaction which could improve their English vocabulary. The finding revealed that the students had the English ability improvement by the interaction in English outside the school area. The improvement was the students' English understanding and vocabulary.

The perceptions result were contrast with the Interaction Hypothesis It implied that with or without face-to-face interaction and communication the students' could improve their English ability. The interaction outside the classroom also provided positive feedback to the students which was connecting the in-school and outside school learning and use of English (Sayer & Ban, 2014).

This proven that the students' interaction in English outside the school area affected to the students' improvement of English ability in or out the school. The effect of English interaction outside the school area were supporting the students' academic achievement at school. It assisted the students in improving the ability in academic lives. The students' English ability improvement were also supported by the role of the technology. The technology here was the students' devices and social media. In this research, the technology role as the means of the English interaction. Similar with Ferdous (2013) which found that multimedia (movies, Facebook, Online NEWS, dictionary in mobile phone, etc.) plays an important role on the students' life. This implied that the devices technology can be good media to improve students' English ability.

## CONCLUSION

In one day range, listening placed as the most frequent language skill interacted by the students outside the school area while writing as the least frequent one. In a week, listening also placed as the most frequent language skill interacted by the students outside the school area while writing as the least frequent one. The students perceived that by the interaction in English outside the school area they have English ability improvement. The improvements cover the vocabulary, pronunciation, understanding, and language skills proficiency. The language development of language proficiency can be developed with or without face – to – face interaction and communication. Technology (computer and mobile phone) also played an important as the media of the students' interaction in English outside the school area.

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