

## **The Implementation Of Interviewing Technique To Increase Students Speaking Ability By Online Class At The Tenth Grade Students Of SMA Negeri 4 Parepare**

**Ismail**

*Universitas Muhammadiyah Parepare, Indonesia*

[Ismailparepare@gmail.com](mailto:Ismailparepare@gmail.com)

### **ABSTRACT**

*Ismail, 2020. The Implementation of Interviewing Method to Increase Students Speaking Ability at The Tenth Grade Students of SMAN 4 Parepare by Online Class. Supervised by Patahuddin Hakim and Amir Patintingan.*

Interviewing technique was attracted technique to implement on English learning process specially in speaking field of the students that still low, caused of teachers technique that made students less of self-confidence and doesn't actively in learning process. It was proved based on the students achievement in researchers observation data which was showed that their speaking ability was still low. Therefore, the objective of this research was to find out whether or not the implementation of interviewing technique can increase students speaking ability at the tenth grade students of SMAN 4 Parepare in online class by using whatsapp group as a teaching media.

The researcher applied pre-experimental class design with one group pretest and posttest design. The population of this research was tenth grade students of SMAN 4 Parepare academic year 2020/2021. The sample of this research was taken by using purposive sampling which was class X MIPA 3 that consisted of 20 students as a samples.

The result of data analysis showed that the students speaking ability was increased. It was proved by the mean score in pretest was 56,3 while the mean score in posttest was 80,95. So, the score of t-test 2,217 was greater than t-table th degree of freedom ( $df = n - 1$ ) 19 for 0,05 level of significance. It can be said that the implementing of interviewing technique increased the students speaking ability at the tenth grade students of SMAN 4 Parepare.

**Keywords :** *Interviewing Technique, Speaking Ability, Online Class.*

## ABSTRAK

**Ismail, 2020.** *Penerapan teknik wawancara untuk meningkatkan kemampuan berbicara siswa pada kelas 10 SMA Negeri 4 Parepare dengan kelas daring.* Dibimbing oleh Patahuddin Hakim dan Amir Patintingan.

Teknik wawancara adalah teknik yang menarik untuk diimplementasikan dalam proses pembelajaran terutama pada bidang kemampuan berbicara dari siswa yang masih rendah, diakibatkan oleh teknik guru yang membuat siswa kurang percaya diri dan tidak aktif berperan dalam proses pembelajaran. Hal tersebut dibuktikan dari pencapaian siswa berdasarkan data observasi peneliti yang mana menunjukkan bahwa kemampuan berbicara siswa masih rendah. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan teknik wawancara dapat meningkatkan kemampuan berbicara siswa kelas 10 SMA Negeri 4 Parepare dengan kelas online menggunakan whatsapp sebagai media pembelajaran.

Peneliti menerapkan desain pre-eksperimen dengan desain kelas one group pretest and posttest. Populasi pada penelitian ini yaitu kelas 10 SMA Negeri 4 Parepare tahun ajaran 2020/2021. Sampel dalam penelitian ini diambil dengan menggunakan purposive sampling yaitu kelas X Mipa 3 yang berjumlah sebanyak 20 siswa sebagai sampel.

Hasil analisis data membuktikan bahwa kemampuan berbicara siswa meningkat. Hal ini dibuktikan dengan nilai rata-rata siswa pada pretest yaitu 56,3 sedangkan nilai rata-rata siswa pada posttest yaitu 80,95. Jadi nilai t-test 2,217 lebih besar daripada nilai t-tabel dengan derajat kebebasan ( $df = n-1$ ) 19 untuk taraf signifikansi 0,05. Jadi, dapat dikatakan bahwa penerapan teknik wawancara dapat meningkatkan kemampuan berbicara siswa kelas X SMAN 4 Parepare.

**Keywords :** *Teknik Wawancara, Kemampuan Berbicara, Kelas Daring*

## **Introduction**

English has an important role in the global world that has entered the era of the industrial revolution 4.0, where current technology greatly influences every area of human life. Various types of technology that have been created by humans certainly have sophisticated features using the official international language that is English. Therefore, humans are required to have at least a basic ability in English.

Especially in Indonesia, in the field of education, English has become a compulsory subject that has been formulated beginning from primary school to university level in the national curriculum. However, at the elementary level, after the revision of the national curriculum in English only becomes a local content lesson where students are given the basics of English which become their provision for the next level. The 4 skills in English that must be mastered by students systematically are listening, speaking, reading and writing. In addition, in developing these four skills, there are many aspects in English that can help students learn English skills such as structure, pronunciation, vocabulary and grammar. In a curriculum based on predetermined basic potential, students are expected to be able to be proficient in spoken and written English in everyday / public contexts and also in mastering technology. Especially in speaking verbally, students have the ability to speak in English. According to Tarigan (1981: 15), speaking skill is the ability to pronounce articulation sounds or words to express, say and express thoughts, ideas and feelings. Listeners can receive information through a series of tones, pressures and joint placement if the communication takes place face to face plus the gesture and expression of the speaker.

Speaking is a skill that involves a technique of practice in expressing an idea or ideas so students must be required to have self-confidence and a lot of vocabulary and good pronunciation. Therefore, learning speaking skills is a difficult skill for students to master. This is evidenced from the results of observations made by researchers in SMA Negeri 4 Parepare Tenth class by giving a speaking test, researchers found students' speaking ability is still low due to various kinds of problems such as lack of vocabulary, lack of ideas in speaking and the number of vocabulary errors in speech certain students and self-confidence are still less marked by the feeling of nervousness that arises from students when they speak. The problem is caused by the teacher's technique which is not effective in learning to speak. This data was obtained after giving questionnaires in the form of questionnaires and the results obtained were about 85% of students stating that they were not satisfied with the learning Techniques applied by the teacher in class.

Based on the problems found, the researcher offers a technique of teaching speaking ability that is interviewing technique. The interview with a specific purpose. In this Technique, the interviewer and the respondent directly (face to face) to obtain information verbally by getting data that can explain a problem. The definition before, the researcher conclude that interview technique is a technique that can make students play an active role in learning and also foster their confidence in speaking and students are required to develop the ability to express ideas or ideas verbally. Therefore, the researcher will try to apply the interview technique to increase the speaking ability of Tenth Grade students at SMA Negeri 4 Parepare that should be effectively and make students would get a self-confidence to speak.

## **METHOD**

The research design of this research was pre-experimental class with one one group pretest and posttest design. The population of this research was the Tenth Grade Students of SMA Negeri 4 Parepare, academic year 2020/2021 consists of nine classes. Those are class X MIPA 1 – X MIPA 5 and X IPS 1 – X IPS 4 Which normally each classes consist of 30 students. So the total of population are 270 student's. The researcher used purposive sampling technique to determine the samples. Purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling by determining special characteristics that are in accordance with the research objectives so that it is expected to be able to answer the research problem. In this case, the researcher was choose X MIPA 3 as the sample of this research that consist of 20 students.

## **RESULT**

The result of the research was showing dominant of the students was got bad achievement in pretest before giving a treatment. The students were fail in answering the simple questions in interviewing form on researcher pretest questioner. Most of the was got scores under the minimum graduation standards score(KKM) in english subject of the school(60). It caused of the teachers learning technique wasn't make students more actively in learning process specially in speaking ability. After treated interviewing technique in posttest, it was presenting an improvement of the students after their got a treatment by using interviewing technique. The dominant scores of the students in posttest was place in good classification, even more there was one students got fair. The students was exceed the minimum graduation standards score(KKM) in English subject of the school after the researcher implemented the interviewing technique.

The result showed, the researcher found an improvement between before and after giving treatment. There was a significant difference of the students mean score. It indicated that implementing interviewing technique was effective to made students more confidence and actively in learning process. It was proven by the score differences pretest and post – test value. The difference was 27,35 from pretest to posttest.

The researcher was applying t-test of testing hypothesis to know whether or not through implemented interviewing technique was effective to improve the students' speaking ability. As the result pretest and posttest that the t-test value higher than t-table value. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. In other side, most of the students was got high scores than minimum graduation standards scores(KKM) English subject in the school(60). Therefore, the researcher concludes that the speaking ability at the Tenth Grade Students of SMAN 4 Parepare who implemented by interviewing technique was increased. It can be said that interviewing technique is one of best technique in english learning process to increase students speaking ability.

## **DISCUSSION**

The researcher gave pretest to determine the students speaking ability before giving them a treatment. The pretest was giving to students in speaking test by a questionnaires in interviewing forms as an instrument and then the students answered it by took record into audio clips and send it in whatsapp group. The students mean score in pretest was 53,6.the score was under the minimum graduation standard(KKM) in English subject of the school(60). Its showed that students speaking ability before treatment was low. The other side, based on observation data of the researcher showed the low ability of students in speaking. After giving a questionnaires to knew the caused, the result was most of the

students choose the teachers technique in learning process not effective to show their self-confidence to speak.

Interviewing may also be an efficient knowledge retrieval technique. Dandoli and Haning(2001:23) devined that interviewing techniques allows students to share their opinions, emotions or feelings, and problems. In the other hand, Tehudi and Mitchell(1999) suggest that interviewing can be efficient way of gathering knowledge, encouraging the students to speak, making students confident to express their thoughts in English, giving the students the opportunity to prove their communicate openly in English.

Based on the previous opinions of the experts above, the researcher believe that interviewing technique is one of good technique to implement in learning process specially in speaking field. It would be make students freely to express their ideas, exchanging an information and the students could practice their speaking ability without any doubt and make them confident to share their their thoughts. So, the researcher was interesting to increase the students speaking ability by implemented this technique.

The researcher had been implementing this technique as long as six meetings by class X MIPA 3 consisted 20 students was participated in this research. Caused of pandemic covid-19, The researcher choose whatsapp as media in teaching process and using voicenote listen to students speaking.

The first meeting, the researcher introduced him self in whatsapp group made by the researcher and explained about self-introduction material. The topic for first meeting was about language features of self-introduction.

Second meeting, the researcher gave the students a example about introducing self in video form on Whatsapp group and the then asked them to made a short introduction about them self as like as the video.

The third meeting, the researcher explained about 5W + 1H that would be used to make a questioner in interviewing technique.

The fourth and fifth meetings, researcher started to implement the interviewing technique. The researcher explained the definition, types and purpose of interviewing technique. After that, in the fifth meetings, the researcher explained the procedure of interviewing technique and then gave an example about interviewing technique.

After completed the treatment as long as meetings above, in the sixth meetings, the researcher gave post test to determined the improvement of the students after giving them a treatment. The researcher was applied same method in pretest which was extending a questionnaires in interviewing forms and students send their answer by audio clips then they sent it in whatsapp group. The students made their pre-test and posttest conversation or dialogues in face to face interview by their own classmate.

The result, we've got the students mean score in pre – test was 53,6 while in post - test was 80,95. We can be said, interviewing technique was one of best technique that can appeared the students self-confidence in learning process by online class. It indicated that implementing interviewing technique significantly increased the students speaking ability. The improvement of the students speaking ability was also supported by some research findings those are:

Anggreni and Sulistyawati, in their research improving students speaking skills through Interview. Found, Students' mean score in the first cycle was 48% which was categorized poor. In the second cycle the mean score of students was 59% which was categorized poor to average. Then, in the third cycle the mean score of students was 72% which was categorized average to good. In conclusion, Interview Technique improves the students' speaking skills at second grade students of SMP Negeri 19 Pontianak in academic year 2014/2015.



Tirtamawati(2016) in her research Promoting Students' Speaking Skill Through Three-Step Interview Technique at Non-English Department Students of IKIP PGRI BOJONEGOR. Stated the results of the research, it is empirically proved that three step interview contributes greatly on improving students' vocabulary achievement up to the targeted level, even more. Besides, as a side effect reported through the field notes, it can also productively promote students' involvement, motivation, mood, and affective atmosphere during the lesson. It is written that more than 25 students were actively participated in the teaching and learning process. It shows that they really enjoyed the lesson, were more motivated to learn, more active and more enthusiastic.

Murni in her Research Improving Students' Speaking Skill Using Direct Interview Type stated that The results are (1) the students' speaking skill improved, the improvement of speaking score from 3. 86 up to 5.95 (2) Direct interview type established good communication activity between the teacher and the student and improved classroom management. On the other hand the disadvantage of direct interview type was difficulty in time management to conduct one to one interview with students in a big speaking class. Therefore, the teacher should arrange good time allocation in large class to achieve the best outcome.

Based on the three previous related research finding presented above which was improve the speaking skill to students by using an interview technique such as interview technique(Anggreni and Sulistyawati), Three-step interview technique(Tirtamawati) and Direct interview( Murni) that got good result declared interviewing technique is one of best technique to increased the students speaking ability similarly of this research, there were not significant difference between the previous findings and this research. The researcher highlights that implementing of interviewing technique was improved the speaking ability of the tenth grade students of SMAN 4 Parepare.

## CONCLUSION

Based on the findings and discussion presented in the previous chapter, it was found that teaching speaking by implementing interviewing technique can improve the students speaking ability of the tenth grade students of SMAN 4 Parepare. It was supported by the data which the mean score of the students in the pretest was 53,6 and in the posttest was 80,95. From the data have found, it showed that there was different students' mean score between before and after giving treatment. The students' score after giving treatment was higher than before giving treatment. Besides that, in applying t-test of the students' posttest, it was found that the t-test was greater than t-table value.

## BIBLIOGRAPHY

- Anggraeni, I. S., & Sulistyawati, H. (n.d.). *Improving Students' Speak Skill Using Direct Interview Type*, Surakarta: Universitas Sebelas Maret Surakarta
- Brown. 2004. *An Analysis of Factors Influencing Learners' English Speaking Skill*. International Journal of Research in English Education, 2(1), 34–41
- Burn, A. (1999). *Collaboration Action Research For English Language Teachers*. Cambridge: Cambridge University Press.
- Burns, A., & Joice. H. (2012). *Focus on speaking*. Sydney: national center for english language teaching and research. Retrieved from <http://area.dge.mec.pt/gramatica/whatspeaking.html>
- Bailey, M. Kathleen. (2005). *Practical English Language Teaching Speaking*. New York: McGraw Hill Education.
- Harmer. 2001. *International Speaking a Guide to Enhance Communication Skills*: thesiswords.com
- James, S and Hobson, C. (1999). *Interviewing: A Means of Encouraging the Drive to Communicate*. Urbana, IL: National Council of Teachers of English
- Kayi A. (2006). *Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability at Stain Ternate*. Journal of Education and Practice, 6(10), 37–46.
- Lewin, C. (2005). *Research Techniques*. London: Sage
- Minda Murni, S. (n.d.). *Improving Students' Speaking Skill in Expressing Offering by Using Role Play Technique*.

- Nunan, D. (2003). *Practical English Language* . New York: McGraw Hill.
- Richards. 2008. *Developing English Speaking Skills of thai Undergraduate Students by Digital Storytelling Through Websites*. The Foreign Language Learning and Teaching International Conference, (1997), 166–176.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Tarigan, H. G. (2015). Berbicara: Sebagai Suatu Keterampilan Berbahasa. In *Penerbit Angkasa*.
- Tirtamawati, M. R. (2016). *Promoting Students' Speaking Skill Through Three-Step Interview Technique At Non-English Department Students of Ikip Pgri Bojonegor*. Bojonegoro: IKIP PGRI Bojonegoro
- Tehudi, S and Mitchell, D. (1999). *Exploring and Teaching the English Language Arts (4th Edition)*. Newyork: Harper & Row.
- Thornbury, S. (2005). *How to Teach Speaking*. London: Longman.
- Wahid. 2018. *Implementing of Think-Pair-Share in Teaching Speaking Ability to the Seventh Grade Students of SMP Negeri 9 Parepare*, Parepare: Universitas Muhammadiyah Parepare.
- Webster, M. (2000). *Collegiate Dictionary*. Newyork: Britannica Company.
- <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>/April 15th 2012/16:35
- <http://www.teachingenglish.org.uk/articles/role-play/April>, 15th 2012/15:10:54

