



THE EFFECT OF USING INTERVIEW STEPS TECHNIQUES TO IMPROVE STUDENTS SPEAKING SKILLS AT TENTH GRADE OF SMA NEGERI 2 RANTAU UTARA

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ABSTRACT

Interview Step is collaborative learning technique. Interview Step proves the students' participation. The speaking skills of the students are not good. The students still have difficulty in aspect of fluency and pronunciation in speaking. The research method is quantitative experimental. Next, in this research is test as instrument, test was divided to pre test and post test. To analysis the data, the writer used formulation of analysis product moment. After calculating the data, there is an effect Of Using Three Steps Interview Techniques To Improve Students Speaking Skills At Tenth Grade of SMA Negeri 2 Rantau Utara. It can be seen from t count > t table (2,96 > 1,67) with level α 0,05. So, the hypothesis was received.

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A. INTRODUCTION

Language learning can help students to know their own development. In other words, students' ability to reflect on their own experiences and others by expressing thoughts,



ideas, opinions, feelings, perceptions, and participating in their society. In Indonesia, English as a foreign language is often considered as a difficult subject to learn. Many students, especially senior high school students still have low abilities in this subject especially in speaking. Good speaking is characterized by some indicators; fluency, accuracy, appropriateness, and pronunciation. The most important thing in speaking is fluency, but many students hesitate and often make long pauses when they have to convey what is on their mind orally in English. In addition, students are required to speak accurately but many students make mistakes whenever they use the language. Pronunciation including stress patterns, intonation, and articulation is also an important aspect of speaking (Anggrin, 2019). Pronunciation including stress patterns, intonation, and articulation is also an important aspect of speaking. (Flor, 2006) Flor stated that teaching speaking tends to focus on making students acquire their speaking skills, pay attention to and applying new vocabulary and structural patterns, improving fluency, and improving pronunciation.

There are four main skills that students must learn in English subject. (Khameis, 2006) Khameis states that the four skills (speaking, listening, reading and writing) naturally appear together in every English class, even in EFL context. Inside the classroom, speaking skill is the most important part of language. (Bailey, K.M & Nunan, 2005) Bailey a state speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is a productive language skill (Siahaan, 2008). Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003). For Indonesian students, English as a foreign language is an important subject taught at every level of formal education.

However, there are several problems faced by students in SMA Negeri 2 Rantau Utara when learning speaking, including the first one is the problem of the students' basic speaking skills which are not yet good. Many students have difficulty getting the words they mean in the right way. Where students can improve their speaking skills by talking to friends or practicing in front of a mirror. That way students' skills will be able to improve through direct practice. The second, most schools do not have language laboratories. When learning a language, it will be easier if the facilities that students get are complete. Because with complete facilities, the learning process will run well. With the language laboratory, students will be able to further improve their speaking skills. And it can attract enthusiasm for students. The third, students' still lack vocabulary. Students should read more or add more vocabulary if they want to improve their

speaking skills. Because vocabulary is important in speaking without vocabulary; students will not be able to speak. There are aims of speaking to inform, to entertain, to persuade and to discuss (Tarigan, 2008).

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are (1) fluency, (2) comprehension, (3) grammar, (4) vocabulary and (5) pronunciation (H D Brown & Lee, 2015). According to Webster in Mallombasi fluency refers to being able to speak or write fluently, easily and readily to communicate well (Mallombasi, 2012). Fluency is a very complex notion, especially with regard to fluency and continuity in discourse. It includes how sentences are connected, how sentence patterns are connected, how sentence patterns vary in word order and removes structural elements as well as certain aspects of discourse (Hornby, 1995).

Comprehension is the process of simultaneously constructing meaning through interaction and involvement with written language (Snow, 2002). Lado defines grammar as the study of rules that are claimed, to tell the students what should and should not be said in order speaking (R, 1977). According to Harmer defines grammar as the description of how words can change shape and can be combined into sentences in language (Harmer, 2001). Gerot and Wignell state that grammar is a theory of a language, about how language is put together and how it works (Gerot, 1994). Vocabulary is the collection of words that are known by individuals (T Caroline, 2005). Neuman and drawer as cited in Bintz say that vocabulary is the words that a person must know to communicate (Bintz, 2011).

According to Cook Pronunciation is a set of habits of produce sounds (Cook, 1996). The habit of producing sound is obtained by repeating them over and over again and also correcting when they are pronounced wrong. Teaching pronunciation is very important for the success of oral communication because it is an important element of communication skills (Hismanoglu, 2009). Yates and Zelinski state that pronunciation refers to how we produce the sound that we use make meaning when we speak (Yates, Lynda, 2009). Gilakjani considers that pronunciation is a set of habits to produce sounds (Gilakjani, 2011). On the other hand, Hassan defines the pronunciation as the production of sounds used as part of a particular language code (Hassan, 2014).

Those problems above, the researcher wants to help the English teacher by introducing one of Collaborative Teaching Learning model namely, interview steps strategy to improve students speaking skills. Interview step is one of Collaborative

learning technique. Based on Barkley, Cross, and Major, in interview steps, students pairs take turns interviewing each other, asking questions that require a student to interview each other, and then making their best judgment(Barkley, Cross, 2005). This technique is chosen because it needs all students' participation each group. It helps students' network and improve communication skills. Especially in this case of students are focus on fluency and pronunciation problems. According to Kagan three steps interview is a learning model signed by A, B, C, and D (Kagan, 2009). Share feedback response with partners in the team. Each member chooses another member to be a partner. In the first step, individuals interview their partners by asking clarifying questions up to second step then for the final step, members share their responses with the team. If any groups get difficulty to share about their opinion the teacher can help the students by giving clue or instructions.

Furthermore, Saifuddin in his study entitled "Improving Students' Speaking Ability through Three Step Interview Strategy". Based on the result of the study, three steps interview strategy is able to improve the student's speaking ability. Based on the data that had been collected by research through test, three steps interview strategy could stimulate students to express their ideas, feeling and made them confident when they speak English(Saifuddin, 2013). Then another research journal entitled "Improving Students Speaking Skills through Interview Technique" by Tria Romauli Sianipar, Regina, and Iwan Supardi. This research is classroom action research. That research finding is that there is improvement of students' score in every cycle. In first cycle the students' score was 48% which category was in the poor. Then, in the second cycle, the students' score was 59% which category was in the poor to average. Then, the third cycle, the students' score was 72% which category was in average to good(Tria, Regina, 2014). Then, The Use Interview Steps Technique To Improve Speaking Skills For The Tenth Grade Of SMK Muhammadiyah Salatiga In The Academic Year 2019-2020" written by Mahliyatul Umami (Umami, 2019). This research is Classroom Action Research. The results of this research are: the implementation of interview steps technique was successful and there was significant improvement of speaking skills using interview steps technique for tenth grade students of SMK Muhammadiyah Salatiga. And the last, research written by Irma Sri Anggraeni, Martono, and Hefy Sulistyawati with the title of a research journal is Improving Students' Speaking Skill Using Direct Interview Type. The objectives of this research are to find out whether the use of direct weaknesses of direct interview type. This research consisted of two cycles, each cycle has four steps, namely

planning; implementing, observation, and reflection. The method of this research is classroom action research. The results are (1) Direct interview type improved students speaking skill that could be seen from mean score from 3.86 on pretest to 5.95 posttest (Irma Sri Anggraeni, Martono, 2013).

B. RESEARCH METHOD

This research was conducted at SMA Negeri 2 Rantau Utara. And this research will be conducted during in the academic year 2020-2021. The population of the research is 246 students. The research method used by researcher is to use quantitative experimental methods. The design used in this research Quasi Experimental (donald T. campbell, 1966). Before being given the treatment, the experiment group and the control group will be given test that is pretest. This is aimed to know the basic knowledge before being given treatment. After that the experiment group is given the treatment, then the experiment group and the control group are given a test that is posttest, to know the result after given the treatment from posttest (Anggrin, 2019).

In this experimental group, the teaching and learning process will be carried out by providing an explanation of the descriptive text material using the steps interview technique. And in the control group, the teaching and learning process was carried out without using the steps interview technique. The design can be seen below:

Table 1
Research Design

Class	Pretest	Treatment	Post-test
X MIA 1 (C.Group)	√	-	√
X MIA 2 (E.Group)	√	Three steps interview techniques	√

Furthermore, after knowing the results of the pretest of the two groups, the experimental class was given treatment, while the control class was not given any treatment. After being given treatment to the experimental group, it was followed by a post test for the two sample groups used. The effect of treatment based on its significance is to use parametric statistical tests or nonparametric statistical tests. If there is a significant difference between the experimental group and the control group, then the treatment given has a significant effect. The purpose of this quasi-experimental research is to find out whether or not there is an effect and relationship due to a model or teaching method by the researcher to the group being tested, namely the experimental and control group that are determined.

The research instrument was a set of descriptive tests. This test is very useful for this research as an instrument. Certainly, this is used to measure students' speaking skill. Tests are given twice, there are pretest and post-test. Pretest is intended to determine the initial speaking skills and post-test is intended to examine whether the technique of using three steps interview techniques has an effect or not on students' skills in speaking.

Table 2.
Scores and Classification of Fluency (H. Douglas Brown, 2004)

Classification	Score	Criteria
Excellent	5	Speaks fluently, there is no doubt
Very good	4	Speaks fluently, with little hesitation
Good	3	Speaks with some hesitation, but it does not interfere with communication
Average	2	Speaks with some hesitation, which is often annoying
Poor	1	Too often hesitating when speaking, which often interferes so that communication becomes Poor

Validity test is done to as certain how well an instrument is used to measure the concept that must be measured. According to Sugiyono, to do test the construct validity is done by correlating the score of the questions with the total score(Sugiyono, 2017). The formula used form Arikunto is Product Moment as follows (Arikunto, 1993) :

$$r_{xy} = \frac{N \sum xy - (\sum X)(\sum Y)}{\sqrt{\{(N \sum X^2) - (\sum X)^2\}} \sqrt{\{(N \sum Y^2) - (\sum Y)^2\}}}$$

Notes:

Rxy :Correlation coefficient between variable X and Y variable, two variables correlated

X : Variable

xy : Variable

X² : Square of X

Y² : Square of Y

xy : Number of multiplication X with Y

N : Number of samples

C. RESULT AND DISCUSSION

Hypothesis testing is done by using statistical T-test. Obtained T count = 2.969. The test criteria are: Ha is accepted if T count > T table means, t count is 2,969 > T table 1,667 at level = 0.05. So Ha accepted. Means, there is an effect of using interview steps

technique on improving the speaking skills of class X students of SMA Negeri 2 Rantau Utara.

Table 3
Hypothesis Test

T-count	T-table
2.969	1.667
T count > T table	Ha : Accepted

In this study, researchers conducted research online, using the Google Meet and WhatsApp applications. Researchers provide online learning by joining student class groups. Researchers conducted research for three days. On the first day, the researcher introduced and approached the X MIA 1 as control group and the X MIA 2 as the experimental group, then conducted the research by giving a pretest to the two groups. On the second day, the researcher applied interview steps technique to class X MIA 2 as an experimental group. On the third day, the researcher gave a post-test to both groups, with orders to conduct the interview steps technique to the experimental group.

The results of calculation and data processing as described above indicate that the average test score in the experimental group is higher than the average test score in the control class. This means that the speaking skill level of students in the experimental group obtained better results than the speaking skill level of students in the control group. The results of the homogeneity test carried out on the sample showed that the samples were normally distributed. In the hypothesis test using the T test and based on the results of the calculation, it is found that the T count is greater than the T table. This means that the Ha is accepted. However, the researcher realizes that in conducting this research there are still shortcomings. This deficiency can be caused by the determination of the sample that is not representative or the steps in carrying out the research are inaccurate and there are still weaknesses or in terms of the preparation of research instruments so that the conclusions obtained are too distorted.

D. CONCLUSION

Based on the results and discussion of the research described above, the researcher suggests the following conclusions, namely that there is any effect of using three-step interview techniques to improve students speaking skills especially in the aspects of fluency and pronunciation at tenth grade of SMA Negeri2 Rantau Utara. It supported:

1. Interview Steps Techniques helped student be more active and confident to speak English.
2. Hypothesis (Ha) is accepted.
3. The results of testing are T count = 2.96 and T table = 1.67

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