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## THE EFFECTIVENESS OF GOOD INTERVIEW FOR STUDENTS' MOTIVATION IN LEARNING SPEAKING

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### Abstract

Speaking skill is an important skill that they should master when they learn a language. Based on the observation, speaking ability of Student of Politeknik Kelapa Sawit Bekasi still in low level. The students seem to be confused to express their idea using English, mainly because of the lack of vocabulary. In this study, the researcher attempts to conduct a research about the use of students' good interview in English language classrooms and its impact in speaking skill. The use good interview in classroom is important because of its positive impact on students' proficiency level. The objective of this research was to prove whether or not students' motivation in speaking learning can be improved by using good interview for students in Cultivation Program of Politeknik kelapa Sawit Bekasi The results of this study shows that before the implementation of good interview, students speaking skills are in low level. However, after doing good interview, students felt greatly helped by the good interview material, unlike other boring speaking material and told them to do public speaking, good interviews were felt to provide them with many benefits, so they are felt motivated and eager to learn speaking more.

**Keyword:** *Speaking Skills, Good Interview, Motivation*

### Abstrak

Kemampuan berbicara adalah keterampilan penting yang harus dikuasai ketika belajar bahasa. Berdasarkan hasil pengamatan, kemampuan berbicara Mahasiswa Politeknik Kelapa Sawit Bekasi masih pada level rendah. Para siswa tampaknya bingung untuk mengekspresikan ide mereka menggunakan bahasa Inggris, terutama karena kurangnya kosa kata. Dalam studi ini, peneliti mencoba untuk

melakukan penelitian tentang penggunaan wawancara yang baik dengan siswa di kelas bahasa Inggris dan dampaknya dalam keterampilan berbicara. Penggunaan wawancara yang baik di kelas adalah penting karena dampak positifnya pada tingkat kemahiran siswa. Tujuan dari penelitian ini adalah untuk membuktikan apakah motivasi belajar speaking siswa dapat ditingkatkan atau tidak dengan menggunakan wawancara yang baik untuk siswa dalam Program Budidaya Politeknik kelapa Sawit Bekasi. Hasil penelitian ini menunjukkan bahwa sebelum pelaksanaan wawancara yang baik, keterampilan berbicara siswa berada di level rendah. Namun, setelah mempraktikkan materi good interview, siswa merasa sangat terbantu dengan materi wawancara yang baik, tidak seperti materi berbicara yang membosankan lainnya yang menyuruh mereka berbicara di depan umum, wawancara yang baik dirasakan untuk memberi mereka banyak manfaat, sehingga mereka merasa termotivasi dan ingin belajar berbicara (speaking) lebih dalam lagi.

**Kata kunci:** *Speaking Skills, Good Interview, Motivation*

## Introduction

One of the language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. Speaking skill is an important skill that they should master when they learn a language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2011, p. 269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others.

Speaking is the ability of saying a sentence to convey or express intentions, ideas, opinions, and feelings that are developed and arranged in appropriate with the needs of the listener so that what is conveyed can be understood by the listener. Based on Bailey and Savage (2014, p. 7) stated that speaking is the most demanding skill in learning English as the foreign or second language. In spoken communication, someone is required to convey orally, sending the information to the listener or other effectively and clearly. So that

the aims and objectives conveyed by the speaker can be understood by the listener. But, sometimes if they want to get more information about something, they will ask to their interlocutor. Based on its use, speaking is divided into two types, that is formal speaking and informal speaking. Formal speaking is used habitually by the student to their teacher or person to the older and has the higher status from them. Informal speaking is used to make a communication with their friends, family or someone who has close relation with them.

As stated by Richards and Renandya (2012, p. 201), speaking is used for many different purposes and each purpose involves 2 different skills. Therefore, the ability to speak a foreign language is a very complex task. Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. The students' speaking skill is still low. According to Brown (2011, p. 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Learning English speaking is interesting to study. Speaking is the skill that the students will be judged upon most in real-life situation, it is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly (Liao, 2009, p. 11). In addition, English has increasingly the medium in every domain of communication in globalization era. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to meet the demands of global economics and to cope with the growing local, national and international demands for English skills (Khamkhien, 2010, p. 184).

The use of English for speaking is not simple because the speaker should also master several important elements of English: pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the student's speaking skill, give attention to the elements of speaking and make the English lesson more exciting.

Although in teaching or learning speaking the teacher must understand the problems faced by the students and be able to find a solution in improving their speaking performance. According to Munjayanah (2004, p. 17) state that learners have their own difficulties in learning the language, particularly improving speaking is not easy for the students. In Indonesia, as English is adopted as a foreign language, it is not easy to learn it. Based on the observation, speaking ability of Student of Politeknik Kelapa Sawit Bekasi still in

low level. The students seem to be confused to express their idea using English, mainly because of the lack of vocabulary. However, as the researcher has seen directly, the lecturer uses insufficient strategy in teaching the conversation subject. This perhaps creates the lack of student's attention in conversation subject.

The lecturers of English foreign language are familiar with the student who has good control of structure in oral and written language but is unable to express his idea in conversation. They are not accustomed to speaking English. The students need more practicing to acquire the language immediately. Peter Cole in his article (2010, p. 1), states that "the main emphasis in foreign language teaching, especially in TESOL, has been on the formation of language habits rather than on the development of communication skill." The mastery of a language has been equated with the acquisition through repetition techniques of automatic habit of utterance of the language. Furthermore, he states that the acquisition of language habits is in itself insufficient for the true mastery of language.

The more the students are involved, the better they will be. If they are active involving their English in the classroom, they will be accustomed to speaking English. They need to practice speaking in any situation with their friends freely, so they can be accustomed to speaking and understanding what the speaker says. Martinet in Cole's article (2010, p. 1), states that mutual understanding is a highly relative concept. The communication practice will be better involved by two speakers and the brought together. Furthermore, he states that communication means not merely to speak but to say something. Everyone can speak and get free to say what they want without think about grammar and mistake when they want to talk something.

In this study, the researcher attempts to conduct a research about the use of students' good interview in English language classrooms and its impact in speaking motivation. The use good interview in classroom is important because of its positive impact on students' proficiency level. Some students do not like to speak in the classroom. In addition, they do not have the opportunity to speak this language outside. Thus, if student does not practice English in the classroom, may be they do speak it never. Good interview is simulation of interview, from this subject, the students will learn how to be interviewer and interviewee. The students will do speaking in communcative way. By doing this model of study, it is expected that the students will not only fluent in conversation, but also this model will ease them when they doing their job interview because this model is

a simulation from the real job interview that they will face after they graduated from University.

According to Harmer (2011, p. 274), simulation is students simulate a real-life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thought and feeling they do not necessarily share. Simulation encourages the students to be actively participating in teaching learning process because this method provides a way of creating a rich communicative environment where students actively become a part of some real word systems and function according to predetermined roles as members of that group. Simulation does not only make the students active but also creative and critical. Simulations stimulate real life situations and realistic environment. In simulation, student can bring item to the class to create a realistic environment. For example, if a student is acting as interviewer, he will act as HRD in a company that interview someone to getting job in his company. In addition, when the students doing interview, it also means that they are doing speaking practice in pair, so, it is appropriate to use simulation of interview in improving student's speaking skill.

Communication can be involved by two or more people in interaction through discussion and interview activities. Malamah-Thomas (2012, P. 17) states that the sort of activity that would engage the student in different pattern of interaction are individual student in "pair-work, group-work, informal chat, etc." Malamah-Tomas suggested the teacher to stimulate the learners in this technique, the pair work makes the students free and enjoy making some questions and answers the material which they discuss in their program.

Moreover, Evans and ST John (2008, p. 199) state that in communication practice it is better the students are divided into pair and group for the big size of the class, and then making some questions and responding is elicited from the other groups. Based on these experts above that oral communication practice will be better if the interaction is involved in pair and group. The students will be free to express their own idea and build the sentences.

Richard (2008, p. 19) states that the better oral interaction involves in "turn-taking, topic management, and questioning strategy, in direct approaches create condition in oral interaction through group work, task work, and other strategies." Moreover, Richards and Rodgers (2011) state that communicative language teaching (CLT) needs to practice in the real communication, carrying out the meaningful tasks, and the learners involve the authentic and meaningful

language. The other theory of speaking practice in pair and group from Brown (2011, p. 178), states that the small groups provide opportunities for the student initiation, for face to face, give and take, for practicing in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible. Furthermore, he said that the advantage offered by small group work is the security of smaller group of students where each individual is not starkly on public display, vulnerable to what the student may perceive as criticism and rejection. He said that the magic of small group, the students become vocal participants in the process, and small group become a community of learners cooperating with each other in pursuit of common goal. The further affective benefit of small group work is an increase in student motivation. Moreover, Brown (2011, p. 182), states that the more appropriate technique group is “pair work than group work.”

One form of pair practice is interview simulation. Interview is a good method to get information and measure the subject through pace to pace, group, and institution. Interview can be designed in five or more participants (GAO, 2011). Furthermore, Cohen, Monion, and Morrison (2007) state that interview is the best understood theory of stimulation and motivation studying about human behavior, like emotion, unconscious need, and interpersonal influence. In the realm of teaching and learning, questions have become a habit of the teacher on teaching and it become the most important strategy to encourage the interaction with the student before nor the end of the class. Interview as necessary sharing features of the daily life such as: role-playing, stereotyping, perception, and understanding (Cohen, Luis., Manion, Lawrence., & Morrison, 2007).

From the statements above, the researcher assumes that students speaking skills can be improved by using good interview, and also it will ease the students when they are doing real job interview. By increasing students speaking skills students will be easier in English learning process; it also benefits them when they are graduated. It will be more meaningful when students get involve actively, they will retain more course content for a longer time, and are able to apply that material in a broader range of context. Furthermore, to improve speaking skill, we need many students’ talking in communicative way.

In relating to the explanation above, the researcher formulated the research problem: Can students’ motivation in speaking learning be improved by using good interview for students of Cultivation Program of Oil Palm polytechnic? The objective of this research was to prove whether or not

students' motivation in speaking learning can be improved by using good interview for students in Cultivation Program of Politeknik kelapa Sawit Bekasi.

## Research Methods

This study uses a descriptive qualitative. It concerns with descriptions, qualities and observations (Swetnam, 2009, p. 128). This research will describe the implementation of good interview in class to improve students' speaking skills. The source of data in this research is divided into two; primary and secondary data. Primary data obtained from interview results, and then secondary data are obtained from related literature and documents. The informants of this research are third semester students of cultivation program of Politeknik Kelapa Sawit Bekasi. Students and lecturers' participation are involved in this research. The researcher recorded all activities related to the focus of research as the data to answer the research question.

## Results and Discussion

### *Good Interview in Improving Students Speaking Motivation*

Speaking skill is an important skill that they should master when they learn a language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2011, p. 269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others.

The objectives of teaching speaking in Cultivation Program Student of Politeknik Kelapa Sawit Bekasi is to improve students' understanding of the English language skill and English is as a means of communication and to enable the students to be active in practising English and to enable them to enter work field that required good English skill. The communicative approach is deemed a success if students can express their meaning confidently and clearly. However, the fact is many students have difficulties in speaking because they are not accustomed to it. To solve the problem, the lecturer gives students task for doing



interview simulation. In the second semester, students are given matery about how to get good interview, in the learning process, the lecturer commanded the students to do interview in pair.

In the beginning of the learning process, before the lecturer commanded the students to perform interview simulation in front of the class, the lecturer explains about what should be done in doing interview. The lecturer explains everything in brief, starts from how to behave, the questions which usually asked by the interviewee, until the appropriate way to answer the questions. Since the students in Politeknik Kelapa Sawit Bekasi are prepared to work in international company in oil palm field. The interview simulation is not only important to improving their speaking but also important to their future career. Therefore, the students are excited with the subject and listen to their lucturer explanation carefully.

At the beginning of the learning takes place, students have seen enthusiasm with the material provided by the lecturer. This is because students realize the material provided by the lecturer is very beneficial for students' future careers. In the interview, there are many things that must be considered, not just the content of the conversation, but how to convey and body language is also important to note. Gestur is important when conducting interviews. The lecturer provides various kinds of tips that students must do to interview well. The lecturer not only provides examples relating to the interview, but also relates to the context of the interview, namely oil palm. The lecturer encourages students to read a lot, and gives students various kinds of vocabulary related to oil palm which usually appear in interviews.

First, the lecturer gave an example of how to be an interviewee or a good interviewer. After being given an example, the lecturer gave the task of the students to group two people to practice the interview in front of the class. Lecturers give students the opportunity to practice interviews with their partners. The lecturer gave time to the next meeting to practice the interview in front of the class. Students learn the material given by the lecturer well. All students pay close attention to the explanation of their lecturers starting from the interview technique to the context of the conversation in the interview, namely the insight about oil palm.

With the long preparation that is around a few days until the next meeting, students can do the exercises with their partners carefully. All students can perform their roles well, both as interviewers and as interviewees. In this interview material that was assessed were aspects of the fluency of speaking and courage of students. This results shows that good interview can improve



students speaking skills. This result is in line with research conducted by Kaptiningrum (2016) that said after the implementation of interview, students speaking skills in term of overall impression of speaking, fluency, pronunciation grammar and vocabulary are improved. In this study, the research result shows that after doing a good interview method, students claim that their speaking skills and self-confidence have increased. Students felt greatly helped by the good interview material, unlike other boring speaking material and told them to do public speaking; good interviews were felt to provide them with many benefits so they are felt motivated and eager to learn speaking more. Students who previously did not dare to speak English became bolder in expressing their opinions. In addition, students also feel the benefits of good interviews not only to improve their speaking but also in their careers. Most students feel helped by the existence of a good interview; they become aware of the vocabulary that will be asked when the real interview takes place so that when the actual interview takes place they are not too nervous anymore.

## Conclusion

Based on the results and discussion above, it can conclude that good interview is effective to improve students' motivation in learning speaking for students in Cultivation program of Politeknik Kelapa Sawit Bekasi.

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