

Improving Student's Speaking Fluency through the Implementation on Direct Interview Activity in University

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Abstract : The objectives of this research are to find out whether the use of direct interview type improves the students' speaking skill and the strengths and weaknesses of direct interview type. The method used in the research is collaborative classroom action research. This research consisted of two cycles in which there were four steps in each cycle, namely planning, implementing, observation, and reflection. The researcher collected qualitative data of speaking test and qualitative data of classroom situation, field note, photograph, interview, and questionnaires. The results are (1) the students' speaking skill improved the improvement of speaking score (2) direct interview type established good communication activity between the teacher and the students and improved classroom management.

Keywords: Speaking fluency, direct interview activity, and classroom action research

INTRODUCTION

Human always interact and communicate one another as social human. Speaking is the first way to do the interaction and communication each other¹. That is why speaking is very essential problem, moreover speaking English. English is International languages must be mastered by learners. English is very essential element in communicating with each other because most of foreign people who are expert to speak English. Widdowson (1996: 59) states that speaking as an example of use is a part of reciprocal exchange in which both reception and production play a part where in this perspective; the skill of speaking involves both receptive and productive participant². Vilimec (2006: 11) views in research that Speaking is the skills as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into considerations the fact that 'a speech takes place under the pressure of time, secondly, reciprocity conditions connected with a mutual relationship between the interlocutors³.

¹ Takayuki Kanda et al., "Interactive Robots as Social Partners and Peer Tutors for Children: A Field Trial," *Human-Computer Interaction* 19, no. 1-2 (2004): 61-84.

² JANINA BRUTT-GRIFFLER and Keiko K Samimy, "Revisiting the Colonial in the Postcolonial: Critical Praxis for Nonnative-English-speaking Teachers in a TESOL Program," *Tesol Quarterly* 33, no. 3 (1999): 413-431.

³ BRUTT-GRIFFLER and Samimy, "Revisiting the Colonial in the Postcolonial: Critical Praxis for Nonnative-English-speaking Teachers in a TESOL Program."

According to Thornbury (2005;10) said that speaking is an capacity to oversee turn-taking on the utilize of production strategies such as the filling delays too contribute to familiarity at the same time as they are talking as well as take the commitments others speakers are making to conversation both phonetic and paralinguistic⁴. Speaking is used to express their ideas and to communicate with other people, when people can do reading skill, listening skill and writing skill by themselves without somebody joining with them then however in speaking skill people need interlocutor to do this activity⁵.

The goal of the research is improving the English education program students' speaking fluency for Islamic department for the first semester in STAI Miftahul 'Ula Nganjuk since the researcher believes that as an English lecture to be, the students are able to speak accurately in learning. However fluency comes as new problem to be overcome. Christian Dustmann said to the journal that the students live at time where the ability to speak a second language fluently has become necessary, especially for those who want to advance in certain field of human endeavor⁶.

Fluency in speaking is known as the natural ability to speak spontaneously, quickly and comprehensibly with few numbers of errors that may distract the listener from the speaker's message, when accuracy is focus on the elements of phonology, grammar and discourse in spoken output⁷. In other words, Dustmann said that to speak fluently and confidently in variety of situations is an important goal of any language department⁸.

Generally, the issue confronted managing with familiarity was when the learners talk to the others, the learners attempted to form the listeners get it approximately what they need to say⁹. The author found that the learners tended to falter and fragmentary whereas talking since they have issues in recovering the lexical things, encoding the syntactic shape of their message and adjusting their claim yield. This condition made the learners talk reluctantly and divided, as cruel that the recurrence of stop filler like "ee" "well", "mm", "oo", conjointly the generation of dissiliency such as reiteration, repair, restarts and too prolongation will smoothly their talks.

The first aspect came from the language speaking such as mispronunciation, showed by such word as when they said "white" but said "wait". The students were difficult to comprehend in understanding grammar¹⁰. It was showed when they wrote the dialogue on the paper. They could not use their grammar accurately when they tried to make some interrogative sentences such as "where

⁴ Situjuh Nazara, "Students' Perception on EFL Speaking Skill Development," *JET (Journal of English Teaching)* 1, no. 1 (2011): 28–43.

⁵ BRUTT-GRIFFLER and Samimy, "Revisiting the Colonial in the Postcolonial: Critical Praxis for Nonnative-English-speaking Teachers in a TESOL Program."

⁶ Christian Dustmann, "Speaking Fluency, Writing Fluency and Earnings of Migrants," *Journal of Population economics* 7, no. 2 (1994): 133–156.

⁷ Dustmann, "Speaking Fluency, Writing Fluency and Earnings of Migrants."

⁸ Dustmann, "Speaking Fluency, Writing Fluency and Earnings of Migrants."

⁹ Murray J Munro and Tracey M Derwing, "Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners," *Language learning* 45, no. 1 (1995): 73–97.

¹⁰ Michael A K Halliday, "Some Grammatical Problems in Scientific English," *Australian Review of Applied Linguistics. Supplement Series* 6, no. 1 (1989): 13–37.

you live? “. The other difficulty was the students’ lack of vocabularies so the learners got difficulty to speak well. It was showed when they made dialogue they would repeat one word in many times such as “tell” they did not change into other words such as “talk, say, explain.”

The second aspect came from the learning environment. The learners always felt ashamed and afraid to speak English, it was showed when the lecture asked them to read the text, they were seriously nervous¹¹. Next, the learners had never practiced and used English and also used mother tongue during teaching learning process¹². The learners were silent when the lecture asked them and give some questions in discussion section always said that English is difficult to speak. D. Atkinson argued in the research the last indicators in speaking class come of them were in passive students¹³.

The other aspect that influenced the students’ familiarity in talking was the propensities in utilizing Indonesian or Javanese term when they seem not discover fitting English words. This wonder characterized as delay filers that ordinarily happened when they attempted to precise complex ideas¹⁴. The next important aspect is the high frequency of silent pause that produced by the students. According to pretest analyzed by the researcher, there were so many silent pause occurred when the students delivered their speech. The more silent pause produced means as the more fragmented and hesitant the speech delivered.

Another aspect that also affected the students’ fluency in speaking was related with the type of activities provided by lecturer in the teaching and learning process. Lecturers need to be very careful in implementing and developing particular methodology including choosing the approach and technique to be implemented in teaching and learning process¹⁵.

The sources of problems also came from there parts. They came from the students, the lecture and the material. From the students, most of them were not interested in joining English and English was one of the most difficult lessons¹⁶. It was showed when the lecture gave assignment, they told that it was difficult and they could not do it. Secondly, the lecture did not make many varieties of teaching and learning method then the students felt bored joining the lesson. It was showed by the result of pre-observation. During teaching learning process the students seemed bored because the lecture did not communicate with the students well¹⁷. There was no joke during teaching learning process and make the classroom situation was boring. Last, from the material, the teaching and learning material that was provided monotonous then the students felt bored and also the lecture used teacher centered method was create the passive students.

¹¹ Halliday, “Some Grammatical Problems in Scientific English.”

¹² David Atkinson, “The Mother Tongue in the Classroom: A Neglected Resource?,” *ELT journal* 41, no. 4 (1987): 241–247.

¹³ Atkinson, “The Mother Tongue in the Classroom: A Neglected Resource?”

¹⁴ Atkinson, “The Mother Tongue in the Classroom: A Neglected Resource?”

¹⁵ Munro and Derwing, “Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners.”

¹⁶ Fred Hewitt and Marlene Clayton, “Quality and Complexity—Lessons from English Higher Education,” *International Journal of Quality & Reliability Management* (1999).

¹⁷ Halliday, “Some Grammatical Problems in Scientific English.”

Development in language teaching must depend on our ability to understand the effects of our methodology¹⁸. Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language. The implement and developing inappropriate approach, method, and technique in teaching and learning process may create some new problems¹⁹. The students felt bored with the activities in the classroom, most of them felt sleepy when the activities learning and finally, their motivation in following the lecturing activities decreased slowly also provide some characteristics of successful speaking activity²⁰. There are provides some characteristics of successful speaking activity.

1. Learners talk a lot. As much as possible of the period of time allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributors are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it or because they want to contributed to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

Having observed on that situation, the researcher was interested in changing the condition by conducting action research concern on implementing direct interview type to solve the problems of students' speaking skill in the First Semester Islamic department STAI Miftahul 'Ula Nganjuk. Widdowson (1996: 58 – 59) defines that term of speaking in two ways according its sense which in the usage sense, involves the manifestation of the phonological system or of the grammatical system of the language or both²¹.

Speaking is a kind of tactical maneuvering that can be characterized as an overtly interactive manner of communicating²². It means that talking is reciprocal because it takes the form of an exchange between two or more participant with each participant taking turns to say something with the reference to usage; it is perfectly true that speaking is active, or productive, and makes use of the aural medium²³. In other words its explains that speaking as an instance of use is a part of reciprocal exchange in which both reception and production play a part where in this perspective, the skill of speaking involves both receptive and productive participation²⁴.

¹⁸ Munro and Derwing, "Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners."

¹⁹ Halliday, "Some Grammatical Problems in Scientific English."

²⁰ Halliday, "Some Grammatical Problems in Scientific English."

²¹ Henry George Widdowson, *Linguistics* (Oxford University Press, 1996).

²² Widdowson, *Linguistics*.

²³ Widdowson, *Linguistics*.

²⁴ Widdowson, *Linguistics*.

From the theories above it can be concluded that speaking is the kind of tactical maneuvering of oral interaction to express one of intelligibility which can either focus on information or interaction involving both receptive and productive participation in interactive communicative²⁵. Though components of speaking such the manifestation of phonological and grammatical system of language then accurately sufficient vocabulary²⁶.

Dugan said to the research that direct interview type is a means of gathering data from one person by another or others that allows the individual to express view and opinion to others in structured ways²⁷. Direct interview type is a one in which interviewer establish the purposes of interviewing and at least at the outset, control the pacing of the communication situation. Typical direct interview type includes information giving, information gathering, and employment selection.

Mc Groarty identifies six primary benefits of direct interview type as one technique of cooperative learning. They are 1) increased frequency and variety of second language practice through different types of interaction 2) Possibility for development or use of the first language in ways that support cognitive development and increased second language skill. 3) The opportunities to include a greater variety of curricular material to stimulate language as well as concept learning. 5) Freedom for teachers to master new professional skills, particularly those emphasizing communication. 6) The opportunities for students act as resources for each other²⁸. Thus assuming a more active role in their learning activity.

On the other hand, identify four kinds of associated with direct interview type in cooperative learning classroom management²⁹. They are 1) to assist with classroom environment and social task. 2) To be useful in selecting content and setting goals. 3) To help in developing materials such as flash card and posters. 4) To assist in monitoring progress and evaluating tasks³⁰.

Steward (2006: 13 – 14) adds the advantages of applying direct interview type in teaching language skill. It is divided into three aspects, they are 1) Interviewing are more useful in discovering attitudes, feelings, thought, beliefs, and what binds them together³¹. 2) Interviewing encourages the use of all kinds and type of questions.

3) The nature of interviewing generally does not permit kind of selectivity except in phrasing some question³².

Surveying and measuring speaking fluency

²⁵ Martin Bygate, *Speaking* (Oxford university press, 1987).

²⁶ Widdowson, *Linguistics*.

²⁷ Widdowson, *Linguistics*.

²⁸ Widdowson, *Linguistics*.

²⁹ Irma Sri Anggraeni and Hefy Sulistyawati, "IMPROVING STUDENTS'SPEAKING SKILL USING DIRECT INTERVIEW TYPE," *English Education* 2, no. 1 (2013).

³⁰ Widdowson, *Linguistics*.

³¹ Robert J Johnston et al., "Contingent Valuation Focus Groups: Insights from Ethnographic Interview Techniques," *Agricultural and Resource Economics Review* 24, no. 1 (1995): 56–69.

³² Widdowson, *Linguistics*.

Overall, there is qualitative assessment done by the recent studies provided by experts. In qualitative assessment, professional judge listener such as in a class of professional linguists, teachers or lectures are needed to be the scorers or assessors³³. However, the goal of this research is not provide the assessment of oral fluency qualitatively since more studies has been done related to this kind of assessment. The analyst center around dissecting and assessing the information gathered qualitatively later it depicted in subtleties of each qualitatively information taken. The objective is to gauge the degree of understudies' talking familiarity through the estimation of worldly factors³⁴.

METHOD

The method of this research is a classroom action research. The researcher passed some procedures during conducting this research. It is a stated by Kemmis and Mc Taggart³⁵, that the procedure of each steps in this researcher is as follows:

1. Identify a problem area
In this research, the problems were identified by using four techniques they were
 - a) Pre observation, to know the model of classroom management and students' behavior.
 - b) Interviewing the teacher and the students, to know problems faced by the teacher and the students.
 - c) Questionnaire to know problem of English in teaching learning process faced by the students.
 - d) Pretest, to know how far their speaking skill.
2. Planning the actions
The researcher made some plans before conducting this research, they were
 - A) Choosing the topic or the material, the researcher chose descriptive text as the topic of the research.
 - B) Designing lesson plan in every meeting.
 - C) Preparing for teaching.
 - D) Preparing for worksheets observation.
 - F) Preparing for camera.
3. Implementation the action
There were two cycles and every cycle consisted of two meetings. Every meeting there were these types of activities; opening, main activities and closing.
4. Observing / monitoring the action
The researcher did pre – research observation before implementing the research in class that used as consideration to design the next activity.
5. Reflecting the result of the observation

³³ Franz Pöchhacker, "Quality Assessment in Conference and Community Interpreting," *Meta: Journal des traducteurs/ Meta: Translators' Journal* 46, no. 2 (2001): 410–425.

³⁴ Pöchhacker, "Quality Assessment in Conference and Community Interpreting."

³⁵ Wilfred Carr and Stephen Kemmis, *Becoming Critical: Education Knowledge and Action Research* (Routledge, 2003).

The research the process and the result of implementation of the direct interview type. This evaluation was evaluated after finishing first cycle that purposed to know the strength and the weakness.

6. Revising the plan

After conducting cycle 1 the research revised this research that focused on managing students to be more active on speaking³⁶.

CONCLUSION

To solve the problems In speaking direct interview type to solve it of students' speaking skill in the First Semester Islamic department STAI Miftahul 'Ula Nganjuk. To define that term of speaking in two ways according its sense this in the usage sense, involves the manifestation of the phonological system or of the grammatical system of the language or both. Speaking is the kind of tactical maneuvering of oral interaction to express one of intelligibility which can either focus on information or interaction involving both receptive and productive participation in interactive communicative though components of speaking such the manifestation of phonological and grammatical system.

Direct interview type in cooperative learning classroom management is useful especially for learners to improve their speaking skill. Direct interview type includes information giving, information gathering, and employment selection to assist with classroom environment and social task. Direct interview type useful in selecting content and setting goals. Direct interview type can help in developing materials such as flash card and posters and to assist in monitoring progress and evaluating tasks.

³⁶ Jupri Jupri and Haerazi Haerazi, "Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety," *Journal of Language and Literature Studies* 2, no. 1 (2022): 33–42.

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