STIMULATING STUDENTS TO SPEAK ENGLISH THROUGH INTERVIEW TECHNIQUES
(At Fourth Semester of English Department Faculty of Education Universitas '45')
Experimental Research

MERANGSANG MAHASISWA(I) UNTUK BERBAHASA INGGRIS MELALUI TEKNIK INTERVIEW
(Pada Semester IV Jurusan Bahasa Inggris Fakultas Pendidikan Univeritas '45)
Penelitian Eksperimen

SUDIRMAN

**POST-GRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR
2013**

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Experimental Research

Thesis

as a partial requirement to achieve Magister Degree
English Language Study

Submitted by

SUDIRMAN

To

**POST GRADUATE PROGRAM
HASSANUDDIN UNIVERSITY
MAKASSAR
2013**

THESIS

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Experimental Research

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Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 16 Agustus 2013

Yang Menyatakan

Sudirman

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim

First of all the writer would like to express his great praise to the Almighty Allah the most gracious and the most merciful, Who has given spirit, chance and health to him in completing this thesis and encouragement during the period of his study. Peace and blessing of the Almighty Allah be upon the noblest of the Prophet and messenger, Muhammad S.A.W.

In writing this thesis, a lot of people have provided motivation, advice, support, and even remark that had helped the researcher. In this valuable chance, the researcher would like to express his gratitude and appreciation to all of them. First, the researcher's deepest appreciation goes to his beloved wife Bongko Daeng, S.Pd. for the endless love, pray, and support, who has become a motivated person.

The researcher presents his sincere appreciation to his first advisor Dra. Hj. Etty Bazergan, M.Ed., Ph.D., who has given advice, suggestion and motivation and taught him about carefulness. Then to his second advisor Dra. Nasmilah Imran, M.Hum., Ph.D., who has helped him patiently finishing this thesis by giving suggestions, guidance, and corrections from beginning until the completion of this thesis.

The researcher's greatest thanks go to Prof. Dr. A.Hakim Yassi, Dipl.TESL. M.A, the head of English Language Studies of Post Graduate

Program Hasanuddin University, and all of his lecturers in English Language

Studies for advices, motivation, and useful knowledge. His deepest thanks also

 go to his examiners Dr. Hj. Sukamawati, M.Hum., Dra. Ria Rosdiana Jubhari, M.A., Ph.D., and Dr. H. Sudarmin Harun, M.Hum, and for their valuable corrections and suggestions, also for all staff at Faculty of Cultural Sciences who have helped the researcher in managing all formal needs during this thesis arrangement.

His special thanks to his beloved brothers, ABD. Gani Maca, Andi Pincara, Patta Intang and sisters, Marawiah Maca, Halipa Maca, Bayya Maca, who have given him spirit and motivation to do the best for their better future. His sincere thanks go to students Mawar and firends for their helps, kindness, in this research.

His thankfulness to all his friends at Faculty of Letters, FKIP Universitas '45 and English Language Studies Unhas who cannot be mentioned here one by one, particularly to his Education Class 2011.

Finally, may Allah always bless us. Aamiin

Makassar, August 16th

The Writer

ABSTRAK

Sudirman: *Stimulating Students to Speak English through Interview Techniques.* (Dibimbing oleh Etty Bazergan, dan Nasmilah Imran.)

Peneliatian experimen ini bertujuan untuk mengetahui keefektifan interview technique dalam merangsang mahasiswa(i) untuk berbahasa inggris di dalam kelas melalui pair dan grup. Penelitian ini dilakukan pada mahasiswa semester IV jurusan bahasa inggris fakultas penddikan universitas '45 makassar, tahun pelajaran 2011/2012. Penelitian ini memilih 40 sampel dari 100 mahasiswa, 20 mahasiswa untuk kelas experimen dan 20 mahasiswa untuk kelas control.

Data penelitian ini dikumpulkan melalui instumen questioner, video recording, dan observasi checklist dengan memberikan topik interview yang menarik dengan cara berpasangan dan kelompok dalam pengajaran keahlian speaking untuk kelas experiment , sedangkan kelas control tidak diberikan tindakan mereka diajar dengan model tradisional seperti latihan menulis, menghafal dan struktur grammer. Video dan observasi checklist bertujuan untuk mendapatkan data mahasiswa yang aktif berbahasa inggris, sedangkan questioner bertujuan untuk mendapatkan data sikap mahasiswa terhadap teknik interview.Data yang diperoleh melalui observasi checklist itu dianalisa dengan mengunakan descriptive mean formula dari skala Likert sedangkan data questioner dianalisa melalui formula respon untuk melihat mahasiswa yang aktif dan tidak.

Sikap mahasiswa terhadap interview technique menunjukan 92.85 persen. Data obervasi checklist menunjukan bahwa seluruh mahasiswa pada experiment kelas sangat aktif berbahasa inggris hanya 2 mahasiswa terkadang menggunakan bahasa Indonesia dan bingung berbahasa inggris di kelas. Data pada kontrol kelas menunjukan bahwa hanya 60 persen mahasiswa aktif berbahasa inggris di kelas. Penelitian ini menunjukan bahwa 2 hipotesa H1 didalam penelitian ini diterima dimana mahasiswa sangat aktif dan percaya diri dalam berbahasa inggris melalui interview technique. Sangat berbeda dengan kelas kontrol dimana mahasiswa sangat rendah percaya dirinya dan sebanyak 40 persen mahasiswa yang hanya diam. Ini menun jukan bahwa hipotesa H0 ditolak.

ABSTRACT

Sudirman: *Stimulating Students to Speak English through Interview Techniques.* (Supervised by Etty Bazergan, and Nasmilah Imran.)

This experimental study aims at finding out the effectiveness of interview techniques through pair and group to stimulate the students to speak English. The study was conducted at fourth semester of English department, faculty of education, university '45 academic year2011/22012. The sample of this research consists of 40 students of 100 population were chosen randomly, 20 students as experimental class and 20 students as control class.

The data were obtained by giving interesting topic both experimental class and control class. In the experimental class the students were given treatment by applying three types of interview technique through pair and group in teaching speaking skill, whereas the control class was taught without treatment. The data were recorded through video recording and checklist, and the questionnaire to find out the students attitude in learning English toward interview techniques. The data were analyzed through descriptive mean formula by Likert scale and response formula to find out the active participant.

The data analysis result shows that 92.85 percent of the students' attitude and all of the students were very active in speaking English in the experimental class. They were strongly stimulated, confident and very active involved their English speaking in the class. The control class is fairly active category in which only 60 percent of students active in speaking English in the class. The two hypotheses H1 of the research result are accepted in which the differences of the experimental class are more active confident, and more fluently in speaking English after the interview techniques treatment than control class that taught through traditional teaching. It means that the null (H0) hypotheses are rejected.

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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication in daily activities among children and adults in the local and international society. In learning language, there are four aspects the learners have to master: speaking, listening, writing, and reading skills. Speaking is one of the most important items as oral communication in language.

The greatest difficulty that students encounter in attempt to speak is the interactive nature of communication. The student faces matter of what to say, a tremendous task, to be sure by convention of how to say things when to speak. The other discourse constrain among the many possible grammatical sentences that a student could produce in response to commend. Nunan in Brown (2001:259), states that student's performance is always colored by the person he or she talking with.

Holliday (1994:120), states that Communicative approach does not have limitation, but essentially adaptable to all requirements of the classroom situation within its wider institutional and social setting. Communicative approach means having the students practicing communication through the appropriate technique in the educational

environment, whether the students often to do the pair or group activities in improving English performance.

Therefore, the students should be given much opportunity to practice their speaking. In this case, the students should be involved in the interview techniques as one of the communicating techniques, in the classroom activities. We know that speaking is the most important aspect in communication.

There are many methods, techniques and approaches that the teachers and learners have applied in the class in order to express their communication in the class and outside the class, but they still face many problems in communication.

The size of the class for example is large consisting of fifty students, and the teachers still use traditional teaching method on giving material in the class. The students do not have stimulus and enough time to practice their English.

According to Johnson (1975:20), the teacher has to facilitate the learning condition. This means that the teachers should be able to establish comfortable condition that can stimulate the students to learn. The use of various and exact techniques can improve the students' stimulus in speaking English.

In class observation as long as the teaching for few months last semester, the researcher got data information that most of the English students of fourth semester university '45' can speak English, even though

they are not fluent yet. They also have low motivation to speak, and they are not stimulated to speak English, only twenty percent students can be active in the traditional teaching model class such as; structural rule, memorization, translation text, and written exercise. When they are asked to perform some questions or response in English, they are reluctant to speak English in the large class, even though they are given only a simple topic. They have low self confidence and motivation in involving their speaking in the large size of class.

In large classes, it is t appropriate to divide the class into the small group to get free conversation to go well. Nation (1977:64) suggests the teacher to divide the class into groups consisting of four or five students in each group. These groups can practice some activities such as practicing dialogues, doing pattern of conversation plans, and the establishing free conversation.

Some previous researchers have conducted stimulation researches with different techniques about Communicative Language Teaching (CLT) in many schools and universities. The data showed that when students were given the appropriate techniques for speaking practice they became enthusiastic in practicing their language. The result shows the good attitude for the students.

Muttakin (1992) states that both game and pair task can stimulate the students to speak English. Through these technique the students'

stimulus comes up. But the student who has high stimulus can understand easily and vice versa.

One of the obstacles for the students to speak English is their frightening to make mistake in their utterances or possible the students are afraid of the teacher. For example, the teacher's attitude does not stimulate the learners to talk, so they choose to keep silent than to speak. Moulton (1961:63), states that "language is speaking, and it is not writing, so the language has to be taught as the language that native speakers say not what someone thinks, but they ought to say, languages are different."

Based on the idea above, the students are encouraged to speak English as the natives say, they do not have to worry to make mistake in their utterance. In this case, in doing the language stimulus and response are the crucial things to be considered.

The English teacher is familiar with the student who has good control of structure in oral and written language but is unable to express his or her language in oral conversation. They are not accustomed to speaking English in the class. The students need more practicing to acquire the language immediately.

Cole (1975:1), 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 practice their speaking competence, the better the students' speaking will be. If they speak English actively in the lass, they will be accustomed to speaking English. They need to practice speaking in any situation with their friends, so they can acquire their language immediately.

Martinet in Cole's article (1975:1), states that mutual understanding of the context, the students can run the communication well. The communication practice will be better involved by two speakers and they brought together. Furthermore he states that communication means not merely to speak but sending messages to the listener. Everyone can speak and get free to say what they want without thinking about grammar and mistake when they want to talk something.

B. Identification of the Problems

Large size class consisting of fifty (50) is usually difficult to handle. We need the appropriate techniques to avoid problems in practicing their speaking. The students do not have stimulus and enough time to practice their speaking in the large class. The students are reluctant to expose their English because they have low self confidence and motivation to speak to the other students in the class. A lecturer tends to teach the class through the traditional teaching model, such as: structure rule,

memorization, written exercises, and over presentation, so the students are not actively using their language in the class. Brown (2001:169) states that the best way on stimulating the students' interaction in the class is asking question strategy.

In speaking class a teacher needs to manage a class and he needs a certain technique to stimulate the participants to expose their language especially English interaction in the class. Brown (2001:184) states that "interview technique" is appropriate involved both in pair and group. He also says that it is useful at all levels of proficiency and it can be very structured and grammatical variety. Interview could be limited on using requesting function, vocabulary, expressing data, producing questions, etc. Furthermore he states that more questions will potentially increase the students' interaction in the class.

Based on the illustration and based on the preliminary study, it is identified that English students at fourth semester Universitas '45 are reluctant to speak English in the class and outside the class, so their English grows up slowly. This problem is relevant to the students' background in which they are rare to get interaction especially in English with their society where they live and in the class environment. The students do not have a certain stimulus and enough chance to practice their speaking in the class because some factors as follows;

1. The size of the class in university '45 is usually large consisting of fifty (50) students.

2. The English lecturers tend to teach the students through traditional teaching models they are structural rule, memorizing, and teacher over presentation and give the multiple choice and essay test instead of speaking test for speaking skills.

C. Research Questions

Based on the identification of the problem above, the researcher formulated the questions to get reliable result of the study. The two research questions put forward as follows:

1. To what extent does the interview technique stimulate the students to speak English?

2. How does the interview technique work in stimulating the students to speak English confidently?

D. Objective of the Research

The objective of the research is to find out the model of English teaching that can stimulate the students to speak English actively in the Communicative Language Teaching (CLT) such as interview techniques. Brown (2001:182) suggests practicing English in pair and group through simple questions and answers are appropriate. Furthermore he states that the advantages of pair and group can generate the interactive language,

offers an embracing affective climate, and also promotes the students responsibility and autonomy.

The specific objectives are formulated to answer the research question as follows:

1. To find out whether the interview technique effectively stimulates the students to speak English in the class.

2. To find out whether the interview technique stimulates the students to speak English confidently.

E. Scope of the Research

The scope of the research is limited to get an appropriate technique interview type of the classroom interaction. The researcher limited the technique use in the research into three models of the interview techniques they are Type I in pair, Type II, and Type III in group of five students.

F. Significance of the Research

The significance of the research is formulated and expected into two benefits as follows:

1. Theoretical Benefits

The research result is expected to be useful as information or input to both the English students and lecturers to improve the teaching model

and technique in communicative language teaching (CLT) and also to enhance the students' stimulus in speaking English.

    2. Practical benefits

This research is expected to be good interview technique both for teacher and student in teaching and practicing the English speaking skill both in class and outside class.

CHAPTER II

LITERATURE REVIEW

This chapter deals with previous related research, explanations about stimulation in speaking exercise, and interview technique theories.

A. Previous Related Studies Findings

Several studies have been conducted and reported by many language researchers who aim at stimulating students to speak English and improve their English skills, particularly speaking skill. They explored and exposed language learning-teaching process by using authentic material, media or other teaching devices to create the effective teaching and learning process. Sikapang (1993) found that lack of practice speaking English in the classroom become one of the big obstacles for the students in English speaking mastery. He also found that the game technique employed strongly stimulated the students to expose their speaking.

Rosmawati (1995), based on her research at first semester of English students of IKIP Makassar, found that the interview technique in pairs and group can help and stimulate the students to speak English, and the attitude score finding result shows 65% of total samples (25) are motivated by the interview technique.

Some research findings of attitude toward groups in second language learning have been conducted by some researchers are supported this study. Eddy (1980) found that the students in the United States have good attitude toward foreign language based on national survey of Language Other than English (LOE) proficiency and attitudes in the United States. Most of students study LOE in school, home, society, and travel abroad. There are 40% students in United States can speak, read, and write by studying an LOE.   There are 30% students learn through group in the school instead of the other ways.   About 15% students used their LOE to communicate with someone in United States. It means that most of LOE students learned through group in the class.

Martinez, et. al. (2002) conducted their research on the attitudes of Ph.D. students toward group work in Indiana University. The research finding shows that the students have good attitudes toward the group work. Furthermore, he found that the students have slightly more different attitude. The students who have negative experiences would indeed be significantly different from the students who have positive experiences toward group work.

Some studies which are carried out by Gardener & Lambert at Mc Gill University of western Ontario. The study is about attitude in second language learning. The research findings show that the learners' ethnocentric tendencies and their attitude toward the members of the group determine how successful in learning the new language.

Their motivation to learn is determined by their attitudes toward the other group in particular and toward foreign people in general and by their orientation toward the learning task itself.

In the follow-up study, information had been gathered about the attitude of the students' parents toward the French community. They found that the grades students in French quite independent of intellectual capacity on students' stimulus to learn language (Gardner & Lambert, 1972). The stimulus which affects how well a student actually succeeds in French school with various aspects: reading, vocabularies and grammar. It is influenced by a home atmosphere where the parents stimulate, encourage their children, and the other hand, the parents are encouraged by their children's progress in learning language.

The above data supported the notion that the students' orientation toward the other group is likely developed within the family, (Gardner & Lambert, 1972). They also state that the learner's stimulus for language study would be determined by his attitude and readiness to identify by his orientation to the whole process of learning a foreign language, (Gardner & Lambert, 1969:132).

Based on the research above it shows that the family as small community has important role in the students' acquisition of the language.

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B. Some Pertinent Ideas

1. Stimulating theory

In discussing about stimulating some experts give their ideas to support the research as follows;

Shanton and Goldman (2010:1) define that "stimulation theory is in the first instance, an approach to the question of how people attribute mental state to the other." Furthermore he gives concept of stimulation, the verb stimulate is derived from Latin "simulare" which means "imitate", "feign", or "copy". Applying this notion to the cognitive realm, it may be said that "one cognitive event, states or process stimulates another event."

In doing the communication activities, there are some important factors that have to be noticed in order that the communication can run well. Skinner (1945:271), states that there are three important terms in verbal communication; they are a "stimulus, a response, and reinforcement." Furthermore he said that the scheme of the stimulus act upon both speaker and reinforcement of community. The other statement says that part of environment, behavior, and response are stimulus and response, Skinner (1967).

Stimulus is important thing in the communication practice, it is very difficult to be separated from the human behavior. The language cannot be separated and tightly related to the human behavior. The process of this behavior is influenced by the three crucial elements in learning such

as stimulus which serves to elicit behavior, response triggered by stimulus, and reinforcement, which serve to mark the response as being appropriate or inappropriate and encourages the repetition or suppression of response in the future presentation.

Travers (1987) states that the important differences must be pointed out between stimulus-response learning and response-stimulus learning in the one case learning begins with a response easily produced in the experimental situation, but in the other case the experimenter is interested in a response that is either very infrequent or not occurring. For this reason it has commonly been said that classical conditioning learning involves only the learning of new stimulus that comes to trigger old behavior, while in instrumental learning a new response is learned. For this reason, it is commonly call stimulus learning and the other is called response learning.

In the one a new significance becomes attached to a stimulus, and old response acquires new instrumental value, the terms of stimulus learning and response learning a convenient because they focus on important central characteristic of what is learned.

Furthermore, Travers (1987:6) states that some psychologist prefers to convey essentially some ideas by saying that learning involves a relatively permanent change in a "response (R) as a result of exposure to stimuli (S)". The terms of stimulus and response seem to be easy defined, but they are quite slippery terms and difficult to point down.

Skinner (1938:16) states that "classes of response are through stimulus control referred to as operant." Sometimes the behavior involved is referred at as instrumental behavior. The other expert states that in presenting a stimulus whether it will be a verbal command, visual presentation or their combination is important to maximize the possibility of the student attending the acting on it instead of on peripheral events (Smith, 1987: 159).

Furthermore Skinner in Chomsky reviews (1967) states that "the identification of variables that controls this behavior and specification of how the interact to determine a particular verbal response."

The individual acquires language from society verbal communication both in questioning and responding. Verbal communication in community play important role maintaining the specific relation between responses and stimuli which are essential to proper functioning of verbal behavior (Skinner, 1945:272).

The environment condition also influences the learners to expose their language. Alberto and Troutman (1982:23) state that stimuli such as environmental conditions or event become linked to particular behavior overtime. Any behavior likely to occur in the presence of those stimuli that haze accompanied the behavior when it was reinforced in the past. This is the principal of stimulus control, which describes a relationship between the behavior and antecedent stimuli which can be event or condition occurring before the behavior is preserved.

Taylor in Mercer (1989) states that if a student is stimulated to learn something, he or she can do much more than anyone would have predicted was possible. Conversely, if the student is not particularly interested in learning something, resultant learning may not even be closed to capability. It is obvious that stimulus is an important factor since it can influence the success or the failure of someone.

In addition Chomsky (1967:26), states "a stimulus become reinforcing by repeated association with an already reinforcing stimulus." Skinner in Chomsky (1967:1) define that "a part of the environment and a part of behavior is called stimulus (eliciting, discriminated, or reinforcing) and response." In Chomsky's review of skinner states that the verbal behavior based on the three basic concepts, they are stimulus, response, and reinforcement (Skinner, 1967:2).

2. Definition of Attitude

The attitude defined by some experts one of them such as Edwards, (1969) states in the literature of psychology, the term affect and feeling are used interchangeable. An individual who has associated positive effect or feeling with some psychological object is said to like the object or to have a favorable attitude toward the object. An individual who has associated negative effect with some the same psychological object would be said to dislike that or to have a favorable attitude toward the object.

3. Theory of Speaking

When making a conversation between one another interaction the speaking automatically take place. Some theories of expert are presented to support the speaking theory as follows:

River (1988) states that interaction is involved not just expression of one's ideas but comprehension of those of others. There is reciprocal interaction between listener and speaker or between students and teacher. If one speaks, the others listen and directly or indirectly respond. Moreover, Brown (1994), Burn & Joyce (1997) in Florez (1999), define that speaking is an interactive process of constructing meaning that involves producing and receiving and process information. Furthermore, Celce-Murcia in Noni (2003:50), defines "interaction as a process whereby two or more people engage in reciprocal interaction."

Communication can be involved by two or more people in interaction through discussion and interview activities. Malamah-Thomas (1987:12), 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 (1998:199), state that in communication practice it is betters 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 the some 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 and Rogers (1986:71), state that communication approach can be considered rich and eclectic at the level of language theory because its advocates the some features such as: language is a system of expressing meaning, interaction an communication, structure of language reflect its functional an communicative uses. In communication grammar and structure feature are not merely primary unit but functional and communicative meaning as exemplified in course.

In expressing the language the message is more important than grammar. We have to see the function of language in the communication, so speaker and listener can be mutual understanding the context.

Richard (2008:19), states that the better oral interaction involve 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 Rogers (2001), 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.

Brown (2001:276), states that to get a good deal of typical classroom interaction is characterized by the teacher initiation of language. The teacher ask question, give direction, and provide information, and the students have been conditioned only to speak. Moreover, he said that "part of oral communication competence is the ability to initiate conversation, to nominate topic, to ask question, to control conversation, and to change the subject".

The teacher needs to provide some interesting topics which can stimulate the students to improve their oral language through many activities in the class. The students' habit can improve the students' speaking competence.

Cole (1975:150), states that the main emphasis in foreign language teaching, and especially in TESOL, has been on the formation of language habits rather than on the development of communication skill.

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 other theory of speaking practice in pair and group from Brown (2001:178), 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 (2001:182), states that the more appropriate technique group is "pair work than group work."

We know 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. It is easier to involve the communication in pair and group if the speakers or learners have the same goal.

The students are divided into group each group prepares ten or more question that can be answer by using general knowledge, (Nation:69). To get free conversation and effective speaking learning, the class is divided in to pair and group.

Johnson et al (2010:4), state that cooperative learning is a process learning and teaching implementing small groups through which students together for effective process and maximum results. They said that basic principle of cooperative learning is "your success benefits me and my success is beneficial to you". All group members perceive that they have

same fortune and goal to achieve in that success of them and so is the opposite.

What the people say to teach other can change what happen in the world. What happens in the world depends on part whether the speaker put people to sleep or wake them up. Walter (1992), states that there is much more can be happened whether the speakers speak such as "intelligently, rationally, and persuasively or in effectively".

Wrench, Richmond, and Joan (2009:32), state that asking questions and responses is good way keeping the student to talk. Furthermore they suggest that buzz group, small group and do questions and responses among them allow the students to express their idea freely.

The teacher needs to create good atmosphere and appropriate technique for communicative language teaching (CLT) class, so the learners enjoy involving their speaking activities. Wallace, Stariha, and Walberg (2004), suggest the teacher to prepare some technique in speaking class such a debating. He also said that the interviewing the others is benefit for learners in dramatic presentation.

4. Theory of Interview

Some definition of the interview by the some experts; Hahn and Channel in downs, Smeyak, and Martin (1980:5), define an interview as "a specialized pattern of verbal interaction, initiated for specific content areas, consequent elimination of extraneous material". Furthermore, Stewart and Cash in Downs, Smeyak, and Martin (1980) define "interview as a process

dyadic communication predetermined and serious purpose designed to interchange behavior and involve the asking and answering question."

In addition Gamble (1984:188), states "interview is derived from the French word, intervour, which means to see one another or to meet." According to Goyer, Redding, and Richey in Gamble (1984:188), "an interview is a form of oral communication involving two parties at least one who has a preconceived and serious purpose both of whom speak and listen from time to time."

The other expert states that the students have to compose some questions requiring real answers pertaining to the students own experience. They can ask their question of one another or to vary the exercise, a student could ask his question and would respond with an answer to your own situation (Lee. 1975: 94).

Nation (1977:83), states that in interview usually two people or two groups of people meet and ask the questions. When the person wants a job he usually is interviewed by someone to see if he is right for the job. When a person wants to study in abroad, he often has to be interviewed, so that people can see if he is good English and he will be a good student. Furthermore, he explains that when interview are used as ways of practicing conversation into groups of three, one person interviews another and the other answers the question.

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, (General Accounting Officer, 1991). 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.

Labov (2006), states that interview in term of contextual style is this effective in standardizing the relative shifts of language behavior which occur in our daily activities.

The advantages of probing interview are to guide the subject tailor the interchange in a way that is controlled mainly by interviewing. This practice avoids a deal of discussion that may be irrelevant and non productive particular areas that appear to be relevant as potential source of response error, Willis, et.al. (1999).

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, Monion, and Morrison, 2007).

a. Procedures of Interview

There are numerous practical suggestions in the literature of planning and conducting interview, ranging from the sensible to the self

evidence. The following procedures are recommended by Cohen and Monion (1985), Bell (1987), and sradly (1979) in Nunan (1992).

1. Preparing the interview schedule

The researcher objectives have been established, the researcher has to translate this into interview question. According to Cohen, Monion, and Morrison (2007), they recommended setting the type of question and response perfectly based on the objective of the research. The researcher has to decide what the types of the question will be used such as; opened versus closed, direct or indirect, etc. and what type of the responses will be collected and analyzed.

General Accounting Officer (1991), suggests that the structure interview is better just writing down set of the questions to be asked. Furthermore it states that whether the interview is appropriate or inappropriate may relate with the question, what, how, and when it is said.

2. Piloting

Because of the potential problem in the use of the interview that we have already identified, it is very important that the interview questions are piloted with a small sample of subjects before being used. This gives the researcher opportunity to find it out if the questions are yielding the kind of data required and eliminate any question which may ambiguous or confusing to the interview (Cohen, Monion, and Morrison, 2007)

3. Selecting of object

Bell in Nunan (1992), point out that effort should be made to secure a representative subject, even in a small scale study. This involves selecting appropriate proportion, using whatever variables have been determined to be important. In the selections process, it may be necessary to negotiate access to subjects or data collections sites with individual or situation.

4. Elements of the interview

Cohen in Monion (1985), and Spradley (1979) in Nunan (1992), state that the interview structure will depend on the extent to which the sequence of the question is fixed. However it is possible to delineate number of key elements which may be present. These are as follows;

a. Briefing and explanation. Before the interview begins the researcher explains the nature of the research and the purpose of the interviewing to the interviewee then answer any questions that he or she may has. This includes telling the interviewee how the data are to be used.

If the data are recorded and in particular if the data are to be made available to the people, the interviewee's permission must be sought.

b. Questioning. In the less structured ethnographic interview a range of question types may be used. In order to encourage the respondent to recount his or her experiences opinions and

so on. Spradley, (1979) in Nunan (1992) suggests the researcher to use a variant of the other strategies.

c. The structure of interview

There are few structures of interview offered by the expert. Gamble and Gamble (1984), state that the most effective interview can be seen of the structure. Put simply they have a beginner, middle, and an end.

d. The beginning of interview

Gamble (1984:190) states that the beginning or the opening is segment of process that provides and orientation to what is come. The opening of the interview should be use to help establishing report between interviewer and interviewee. The primary purpose of this phase is to make possible for both participate freely and honestly the purpose and scope of the meeting.

e. The middle or the body of the interview

Anderson (1977:489), at the authors of the speakers and his audience, states that the body of interview normally consists of primary questions being asked and responded given. Although we have designed one of the participants is interviewer and the other become interviewee, questions may at times be asked by the respondent and answers given by interviewee.

Furthermore Gamble and Gamble (1984:190), state that the middle or the body of interview is the largest.

f. The end or the closing of the interview.

In many ways of closing is similar to the opening. Instead of previewing, however, the conclusion is a time for reviewing what is occurred during the interview. This helps to ensure that the interviewer has correctly understood any points that might be unclear and has gotten the general tone of the subjects matter correctly. The closing is also a time to establish.

C. Resume

In this research, the researcher will use three models of interview techniques to stimulate the students to speak English in the class. The other researchers such as Muttakin applied pair-task technique and Rosmawati have applied interview technique to stimulate the student to speak english.

Saharuddin and Sikapang (1993) applied the interesting topic as his technique to stimulate the students to speak English. The researcher has the same technique but different way of processing in stimulating the students. The three types of interview techniques will be applied to stimulate the students to speak English, they do it turn in pairs and group. But in other hand it has similarity that the research aims to stimulate or

make the students to be active to expose or involve their English speaking in the class.

Based on the previous finding, the researcher assumes that the students are strongly stimulated to learn English particularly in speaking if they are taught by using appropriate techniques which the students much involving the English in the verbal activities in the class.
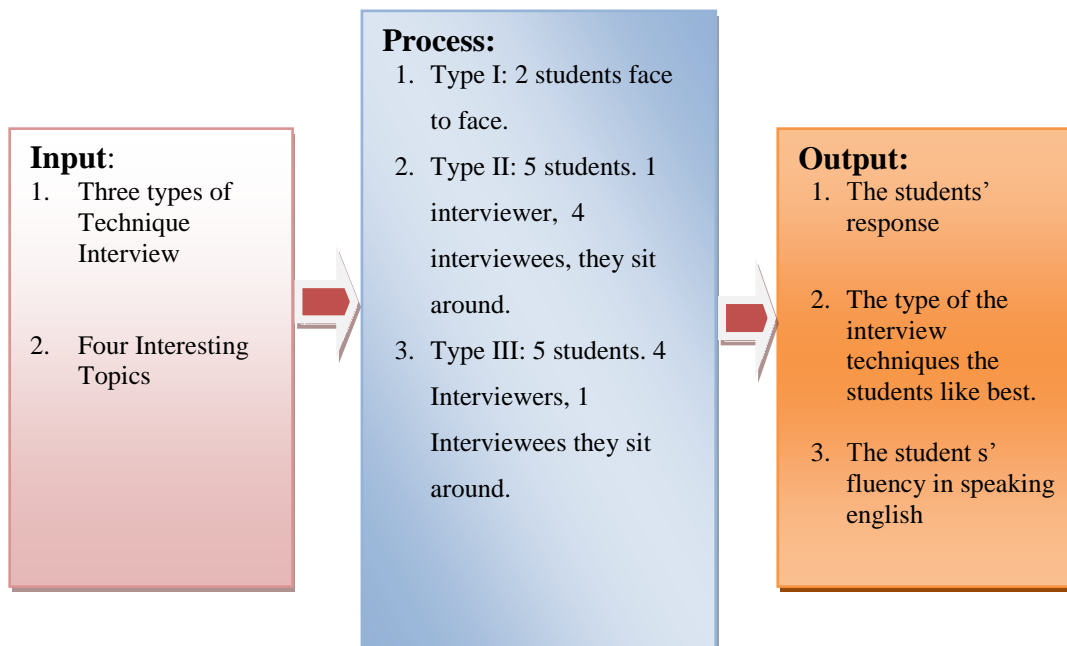
Interview technique is a familiar technique in the some previous researchers as a stimulus and acquiring the information, so does the researcher.

D.   Theoretical Framework

To clarify the description in this research, the researcher presents theoretical framework. Brown (2001), states that interview techniques is a popular activity for pair and group work. Moreover, Nation (1977:64) states that the large class is divided into group of four or five people to get free conversation.

The researcher thinks that in communicative language teaching (CLT) the students should be much involved in speaking. The researcher is of certain opinions by using interview techniques students will acquire much chance to practice their speaking in the class.

Based on the theoretical framework the researcher puts input into the procedure of the research as follows;

Input:
1. Three types of Technique Interview

2. Four Interesting Topics

Process:
1. Type I: 2 students face to face.
2. Type II: 5 students. 1 interviewer, 4 interviewees, they sit around.
3. Type III: 5 students. 4 Interviewers, 1 Interviewees they sit around.

Output:
1. The students' response

2. The type of the interview techniques the students like best.

3. The student s' fluency in speaking english

The diagram above consisted of three variables. They are input, output, and process. They are discussed briefly as follows;

1. Input : Input refers to the activities applied in the classroom. The activities used four topics as follows:

a. Funny experience

b. Living in the Village

c. Interesting Tourism Spot

d. Living in big City

The four types of topic above applied the three types of interview techniques as follows:

a. The first type of interview techniques

b. The second type of the interview techniques

c. The third type of interview techniques

2. Process: Before the interview starts, the researcher explained to the students what they should do in the interview. For each type of interview, the researcher prepared four topics such as: Living in Village, Funny experiences, Interesting tourism topics, and experience living in the big city. Before beginning of the interview, the facilitators ask the students to choose the topics that they like to talk in the interview. Each topic consists of 12 questions, and they have 30 minutes to do the interview. If they have finished the twelve questions, and they still have time, they may ask some more questions if they want. The interviewees may also ask any question to the interviewers if they want in the first and second session.

The three types of interview technique differences can be seen through the description as follow:
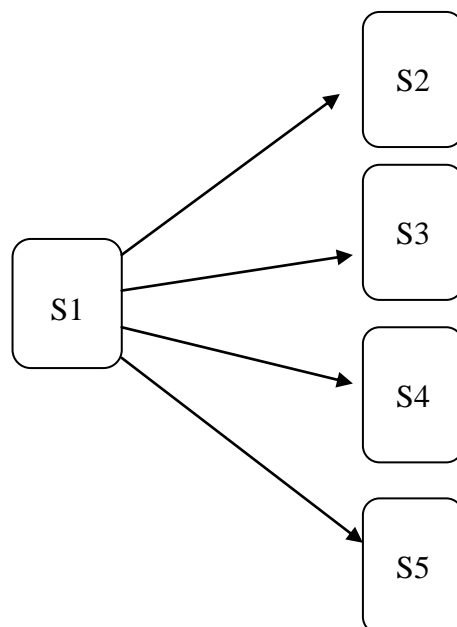
a. Type I

It involves 2 students sit face to face in conducting the interview. In this technique there are two sections. Each section has 15 minutes time in involving the questions which have been chosen. They do it turn, and second section they may choose the interesting topics available. The first type chart can be seen as follows:

S1 → S2   S1 ← S2
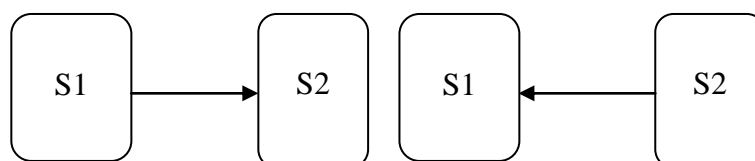
b.   Type II

This type of interview involved 5 students in group. There is 1 student as interviewer, and 4 students as interviewees.   In this technique 1 interviewer ask some questions to 4 interviewees. The students run the interview for 30 minutes by asking and responding, based on the topic which has been chosen. This second type is difference atmosphere from the first type in which one student asking some questions to the four students as interviewee.

The second type of interview chart can be seen as follows:

c.   Type III

In this type of interview involved 5 students in group. There are 4 students as interviewers, and 1 student as interviewee.   The four students act as interviewers asking some questions to an interviewee. They conducted the interview for 30 minutes through the selected topics.

The third interview technique is difference atmosphere from the first and the second type of interview, in which there are four students asking question to an interviewee. The third chart can be seen as follows:
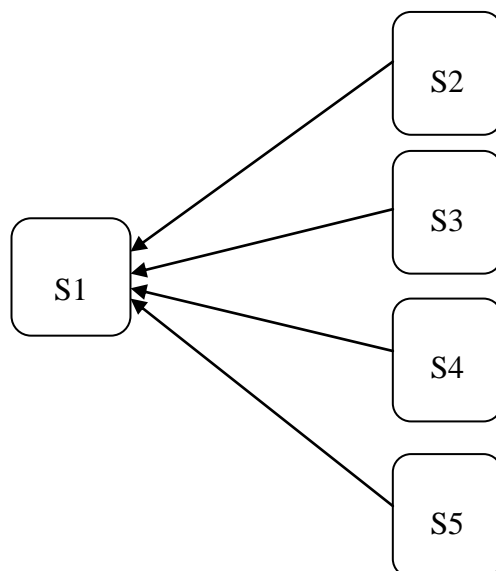
3. Output

There are three outputs of the research as follows:

    a. The students' response

    b. The students' confidence

    c. The students' fluency in speaking English.

D. Hypotheses of the Research

There are two hypotheses the researcher formulated to support this research as follows;

Hypotheses 1

    H0; Interview techniques is not effective to stimulate the students to speak English in the class and outside the class.

    H1; Interview techniques is effective to stimulate the students to speak English in the class.

Hypotheses 2

    H0: Interview technique does not stimulate the students to speak English confidently.

    H1: Interview technique stimulates the students to speak English confidently.