THE INFLUENCE OF APPLYING INTERVIEW TECHNIQUE ONSKILLS AND MOTIVATION IN SPEAKING OF EFL LEARNERS OF BUSINESS COLLEGE PALU

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Abstrak

Tujuan penelitian ini ialah untuk membuktikan bahwa penggunaan teknik wawancara dapat mempengaruhi keterampilan dan motivasi berbicara mahasiswa perguruan tinggi bisnis Palu. Penelitian ini menggunakan quasi eksperimental dengan rancangan non-equivalen kelompok kontrol. Populasi di pilih berdasarkan tujuan untuk menentukan sampel kelompok eksperimen dan kelompok kontrol. Instrumen pengumpulan data menggunakan tes untuk mengukur keterampilan mahasiswa berbicara dan kuisioner untuk mengukur motivasi belajar mahasiswa. Pengumpulan data menggunakan statistik deskriptif dan statistik uji-t. Data yang diperoleh melalui tes di analisa dan di uji statistik melalui SPSS 13.0. Ditemukan bahwa nilai rata-rata dari keterampilan berbicara kelompok eksperimen adalah 76.92 lebih besar dari kelompok kontrol, 72.07. Hasil perbandingan melalui uji-t menggambarkan nilai t-$_{hitung}$ = 2.217 > nilai t-$_{table}$ = 2.056. Selanjutnya, untuk motivasi mahasiswa, nilai rata-rata kelompok eksperimen adalah 43 dan kelompok kontrol adalah 38.71. Hasil perbandingan motivasi mahasiswa melalui uji-t menggambarkan nilai t-$_{hitung}$ = 2.433 > nilai t-$_{table}$ = 2.056. Sehingga, H_a di terima dan H_0 di tolak. Dapat disimpulkan bahwa penggunaan teknik wawancara dapat mempengaruhi keterampilan dan motivasi berbicara mahasiswa perguruan tinggi bisnis Palu.

Kata Kunci: *Pengaruh, Teknik wawancara, Keterampilan Berbicara, dan Motivasi*

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. Speaking seems intuitively the most important skill to be mastered because by mastering speaking skill, people can carry out conversation with others, give the ideas and exchange the information with others. By speaking with others, we are able to know what kinds of situation are in the world.

The objective of learning English at Business College is the learners should be able to use English orally in order to be used in daily communication for their work later. However, based on the researcher's experience and the result of preliminary observation, the EFL learners still have difficulties to get the objective of the study successfully. It happened because TOEIC is given to the learners to test their proficiency in English, therefore some lecturers emphasize on teaching grammar and rarely give chance to the learners to practice English orally. As a result, the learners get some problems to communicate in English, such as: their speaking is halting and it is hard for them to utter the words or sentences smoothly.

Some techniques such as presentation, debate, dialogue, storytelling, and role play can help the learners overcome their problems in speaking. Somehow, the teaching of speaking still needs another alternative to encourage the learners to be better in speaking. To overcome the problems above the researcher proposed the interview as the appropriate technique to develop learners' speaking skills. Interview is one of teaching techniques that can be applied to develop speaking skills and

performance of the learners. It is an activity which allows the learners to share their ideas, experiences, and feelings. In this context, the researcher believes that application of interview as teaching technique is one of an alternative to solve problems of the learners in the speaking class because it is related to their needs.

There are some reasons for the researcher to choose this technique. First, interview is common material for the learners, so they have been familiar with it. Second, English for Jobseeker subject is related to the interview, so, it is easy for the learners to follow the researcher's technique in teaching Speaking. Third, this college is concerned in training the learners to be professional workers and preparing them to work, so that they are given some interview practices to be accepted in the offices or companies. Then, interview is an interesting activity which helps the learners in learning English especially speaking because through this technique they can have much time to practice and speak all the time. Next, through interview, the class activity is more fun and the learners feel relaxed because they have partner in speaking. Therefore, they are not afraid to speak freely. The last, the learners are motivated because they are serious in learning and practicing English because they think they are the real candidate of workers.

Activating learners to get involved in interactive speaking activities is still considered as a difficult process for most learners in the classroom, therefore the researcher formulated the research questions to take as guideline to conduct experiment as follows:
1. Does applying interview technique have influence to the speaking skills of EFL learners at Business College Palu?
2. Does applying interview technique have influence to the motivation of EFL learners to learn English at Business College Palu?

In line with the research question above, the objectives of this research are as follows:
1. To find out the influence of applying interview technique to the speaking skills of EFL learners at Business College Palu.
2. To verify that applying interview technique has influence to the motivation of EFL learners to learn English at Business College Palu.

The Nature of Speaking

Speaking is expressing ideas, feelings, thoughts, and needs orally. As Hornby (1995: 318) states "Speaking is making words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one in words and making speech. The act of speaking involves not only the production of sound but also the use of gesture, the movement of muscle of face, and indeed of the whole body (Widdowson, 1985: 58). Speaking is particularly useful when you want to get something stated and you need to give instruction or orders. Speaking is used for sharing a personal experience to others.

The Components of Speaking

It is essential to consider that speaking should be supported by language components. The learners who master the components of speaking can easily perform their speaking. According to Heaton (1988: 100), "there are three components of speaking that should be mastered by the students, such as fluency, accuracy, and comprehensibility."

According to Richard and Rodgers (1986), fluency is the features which give speech the qualities being natural and normal including native-like use of pausing, rhythm, intonation, rate of speaking, interjections, and interruptions. Lackman (2010) expresses that fluency requires students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).

Accuracy is the aspect of speaking skill which describes the correct use of structure and pronunciation. A good pronunciation makes the listener gets easier to comprehend the speaker's attention. Lackman (2010) argues "students need to be able to pronounce words and structures correctly in order to be understood." Accuracy also not only focuses on the correct use of grammar, but also the correct use of vocabulary, and other language components.

According to River (1968), he mentions several features regarding to comprehensibility including stress, intonation, and juncture. These features are extremly crucial in its use since they can differentiate meaning and structure. Therefore, the careless use of these features may cause undestanding even for the advance learners. Rivers (1968: 198) states:For fluent oral communication, practice is essential in the prosodic features of the new language: stress, intonation, juncture phenomena (such as liaisons, elisions, internal juncture, release of final consonants), and syllabification. Incorrect production of these features is a frequent source of miscomprehension even when students have mastered the stuctures required for the basic functions and can pronounce individual sounds acceptably. In speaking, Paulstone and Bruder (1975:7) explain the process of comprehension as follows:Comprehending the spoken form of the target language is one of the most difficult tasks for the language learners; it is probably the most neglected skill from the objectives of language teaching in situation where the students are not likely to expose to native speakers but most of all do to our inherence about the process of listening comprehension."

Motivation

Motivation is a psychological factor in human behavior related to language learning. Brown (2007) argues that factors in human behavior related to language learning especially second language learning. The factors are self-esteem, attribution theory and self-efficacy, willingness to communicate, inhabitation, risk taking, anxiety, empathy, extroversion, and motivation. One of the most comprehensive and empirically supported theorists of motivation is self-determination theory (Pintrich and Schunk, 2002).

Kinds of Motivation

In this theory, there are two kinds of motivation stated, intrinsic and extrinsic motivations.Intrinsic motivation refers to an impulse which comes from inside of someone and asks him to do something. Motivation is defined as the will to do an interesting task without expecting or receiving a concrete reward for an action (Covington and Mueller, 2001). It means that intrinsic motivation is a factor that grows and places in someone's heart and mind. Therefore, it cannot be influenced by other factors. For instance: the learner joins the English class well without any forcing from others. Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity in order to earn to reward or avoid a punishment (Cherry: 2014).

The Importance of Motivation in Learning English

The importance of motivation in learning English has been always recognize due to the fact that it is one of the most important factors in deciding the success or failure of learning process. "The motivated learners are more receptive than those who are not motivated (Allwright and Bailey, 1994: 182). It can be said that the learners who have good motivation will gain a great success rather than those who have not it. As Ellis (1997: 76) says "sometimes learners do not have special attitude but motivation can involve curiosity and interests so that they feel that they are involved in learning activities." It can be concluded that motivation is necessary for learning English.

The Nature of Interview

Interview is a process of obtaining the information or a way to collect data as well as to again knowledge from individual or group as a part of cooperative learning in speaking class both formally and informally. Barker and Johnson (1998: 230) argue that the interview is a particular medium for enacting or displaying people's knowledge of cultural forms, as questions, far from being neutral, are couched in the cultural repertoires of all participants, indicating how people make sense of their social world and of each other. It is necessary that the interview must be understood and set out clearly. Khan and Cannel as cited by Cohen at al (2005) define that interviewing is a specialized pattern of verbal interaction initiated for a specific purpose, and focused on some specific content areas, with a subsequent elimination of extraneous material. It means that we should have well planned and should give the purposefulness question when doing the interview since this activity is prioritized on the aims and viewpoints of both interviewer and interviewee.

In doing interview there are some points should be prepared to measure the process of an interview to run well in its implementation. The teacher should pay more attention on how to use the interview in order to achieve the goals of an interview in the classroom. Huebsch (1986: 196) states that the success or failure of the interview is in the hands of the interviewer. He must see it that the interviewee is comfortable and feels at home and must treat him with the necessary reverence and respect. It means that comfortable and enjoyable situation is a priority in achieving successful interview.

Standardized Open-ended Interview

Standardized Open-ended Interview is one of the types of interview used to gather the data or information.Patton (1980), this interview has same questions are asked to get different data to be compared. The exact wording and sequence of questions are determined in advance. All the interviewees are asked the same basic questions in the same order to increase the comparability of responses. Therefore, this type of interview is suitable used in this research because the researcher asks the learners to make the interview based on the topics discussed and the learners are also asked the same basic questions in the same order.

METHOD

The design of this research was quasi experimental non-equivalent control group because there were two groups compared; they were experimental group and control group. Both groups were given pretest and posttest, but only experimental group was given the treatment through the interview technique. The control group was taught by using conventional teaching. The population of this research was the EFL learners of LP3I Business College Palu Academic Year 2014/2015 which consists of three departments including Business Administration, Office Management,and Computerized Accounting.The researcher used one of non-probability sampling techniques, it was purposive sampling. It was used because the population is different, so it could not be chosen randomly. The researcher chose Computerized Accounting Department because the learners there had some problems in speaking. Variable is the phenomenon that can be changed, observed or manipulated. In this research the variables consisted of two types. They were independent and dependent variables. The independent variable of this research was the application of interview, while the dependent variableswere learners' speaking skills and motivation.

In this research, there were two research instruments. They were questionnaire and test. The test was given to measure learners' ability in speaking and questionnaire was distributed to get data

about learners' motivation.Both instruments are tested its validity and reliability to know whether the instrument could be used or not.The data of test and questionnaire were analyzed statistically by using SPSS 13.0 program after obtaining learners' standard score. The scale of scoring system used was adapted from Heaton (1988: 100).It can be seen in the following table:

The Scale of Scoring System

Rating	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the interviewer to understand the interviewee's intention and general meaning. Very few interruption clarification or required.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical error but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and a few unnatural pauses.	The interviewee's intention and general meaning are fairly clear. A few interruptions by the interviewer for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make and effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the interviewee says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often as to search for desired meaning. Rather meaning delivery and fragmentary range of expression often limited.	The interviewer can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the interviewee more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with tenors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while be searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences or phrases) can be understood-and then considerable effort by someone who is used to listen to the interviewee.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of heaving mastered any of the language skill and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the interviewer makes a great effortof interrupts, the interviewee is unable to clarity anything he seems to have said.

(Modified From Heaton 1988)

According to the scale of scoring system above, the high score in each aspect is 6 for three components of speaking (fluency, accuracy, and comprehensibility). There are 10 items of test. Therefore, the maximum score is 180. The score result is tested its normality and homogeneity before testing the hypothesis. To determine the learners' individual standard score, the researcher appliedthe formula proposed by Uno (2006) as follows:

$$Individual\ Score = \frac{Obtained\ Score}{Maximum\ Score}\ x\ 100$$

To know the use of interview technique accepted or rejected, the researcher tested the hypothesis with the criteria are If the $t_{counted}$ value is higher than t_{table} value, it means that the hypothesis of the research is accepted or the interview technique has influence to the learners' achievement in speaking, while if the $t_{counted}$ value is lower than t_{table} value, it means that the hypothesis of the research is rejected.

FINDINGS AND DISCUSSION

After analyzing the result of the test and non-test data, the problem statements of this hypothesis are answered. It shows that applying of interview technique has influence on learners' skills and motivation in speaking. It can be proved from their achievement in posttest and post-questionnaire. Before applying this technique, the mean score both of groups in pretest are 68.57 for experimental group and 70.63 for the control one. It indicates that before doing the treatment, the learners' skills in speaking of both groups are same. While in the result of pre-questionnaire, the experimental group's mean score is 37.21 and 36.93 for control group. Furthermore, the posttest and post-questionnaire results are improved after applying the technique. The mean score result of experimental group in posttest is 76.92 and the control group's mean score was 72.07. It means that the mean score of experimental group is greater than the control one. The result of data analysis specifies that the $t_{counted}$ value (2.217) is greater than the t_{table} value (2.056). In the result of post-questionnaire, the mean score of experimental group is 43, it is greater than the score of control group, 38.71. It can be said that the group that is taught using interview technique has greater motivation that other one.

Before giving the treatment, both groups are given pretest and pre-questionnaire. It is intended to know learners' prior knowledge. The result of the test and the questionnaire describes the learners have difficulties in speaking and they have low motivation. After giving pretest and questionnaire, the researcher give different treatment to both groups. Experimental group is given interview technique in eight meetings and the control one is taught by conventional technique. The materials given are same because the aim of this is comparing between the results of both groups' posttest after applying the treatment.

In experimental group, the interview technique is given to develop learners' speaking skills because based on the preliminary observation, the problems that they face are getting hard to speak English, it happened because they rarely practice or use English orally, having low motivation, and unconfident in using language. By using interview technique for eight meetings regularly, the learners are showing progress in speaking through the steps given in the interview including briefing and explaining the interview, preparing the interview, piloting the interview questions, opening or practicing the interview, acting or performing the interview, and closing the interview. In the first meeting, the topic is "getting know each other". The researcher teaches the learners about self-identity. In piloting the questions, the researcher deletes some aimless questions made by the learners. It is normal because it is the first time for them to make some questions to be practiced. The

researcher pairs the active learner with the passive one. It is done to motivate the weak learners indirectly. As a result, the weak learners try to follow his/her partner for being the best pair of the meeting After that, the learners begin practicing the interview and the researcher just monitors their activities. In this phase, the learners are asked to speak and they have more time to use the language orally. However, some learners are not really serious in doing it. They are still shy and unconfident to speak and some of them try to do their best. The second topic is "communicating on the phone". The learners are active enough to construct the questions and the answers. There only a bit questions are piloted and they still paired with the same partner. It is done because they had known each other. They practice it enthusiastically. In acting the interview, most of the learners are doing their best although they are still shy and utter the sentences affluently. The third and fourth meetings are done continually because the topics are almost same. Introducing company and products and socializing with companies. Both topics have same expressions to be used. Sometimes the learners are asked to do the presentation about companies or products, and they do what the lecturer said but most of the learners read the text they made. Therefore, applying interview technique gives new situation for them to express the language orally. The result shows that they have improvement in speaking. It happened because they do it every time they study English. In performing the interview, some learners are brave speaking in front of the class even though they have not spoken fluently yet but what they said are understandable and have correct grammar. In the fifth meeting, the topic is job interview. There are some materials discussed. Such as the etiquette of doing an interview, the preparation in facing an interview, common questions used in interview, etc. The learners are really happy because they feel like in real situation. The

researcher pilots the questions but all the questions they made are good and suitable with the topic they chose. They practice the interview nicely and act it like the real employer and employee. The researcher does not choose or point to the pairs who are performed, but there are three pairs being volunteers. Travelling on business "Trade Show" is the topic for the sixth meeting. It is about the ways of marketing products. What learners do was asking their pair to explain the way to sell, to promote, or to introduce the product, and how they can describe the product well by telling the strength of the products. From meeting to meeting, they get some progress in using the language confidently and fluently. The seventh meeting is about technology "social media". The researcher combines it with the eight meetings about solving problems because they can use social media like Facebook, twitter, instagram, etc to promote the products. By practicing, it makes them confident to speak up. Indeed, interview technique is really helpful and useful to be used to develop learners' confidence, motivation, and skills in speaking.

Meanwhile, the conventional technique is applied in the control group. It is done for eight meetings with the same materials given to the experimental class. In teaching the class, the researcher gives chance to the learners presenting the topic chosen after explaining and discussing the material. It gives learners more time to use English orally but they get difficult to practice it and feel shame to present. It happened because they do not have any partner to share, discuss, and motivate each other. As a result, the learners are afraid to study English in order they have to present it individually. If it compared, the group that had given the interview technique in teaching had greater score and motivation in studying English. It can be said that applying interview technique has influence to motivate learners in speaking and learning English in general.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of data analysis, it can be concluded that the use of interview technique has significant influence on learners' speaking skills and motivation. It can be proved from their achievement from pretest to posttest and pre-questionnaire to post-questionnaire. After applying interview technique, the learners are able to make the interview questions and the answers, they are able to act as an interviewer and the interviewee, they are able to utter the sentences smoothly and confidently, they are able to speak fluently and grammatically. However, if it is compared to the class that is not taught by using interview, the learners are still unconfident to use English orally. It can be seen from their achievement from pretest to posttest or from pre-questionnaire to post-questionnaire, there is only a bit improvement from their score. It can be said that the group that is taught using interview technique has greater improvement than another one. From all the results indicate that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. In other word, applying interview technique has significant influence on speaking skills and motivation of learners at business college Palu.

Suggestions

There are some suggestions given by the researcher based on the result of this research. First, to avoid the learners cannot use English orally, the teacher should give opportunities to speak and give the appropriate technique based on the learners' needs and problems. Second, the next researcher must understand well the use of SPSS program to avoid wrong usage in analyzing data. Third, the next researcher should have sufficient time to do the research in order to have a better result. Last, the future researcher who will do the same research should give the clear instructions to fill the questionnaire given in order to get valid data.

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