

## Interview as a Learning Technique in Speaking Subject: Students' Perspective

Hasriani G

*Universitas Negeri Makassar, Indonesia*

*Email: [anhiehasriani@gmail.com](mailto:anhiehasriani@gmail.com)*

### Abstract

Speaking is one of the important skills of language. In teaching speaking, there are some techniques that can be used by the lecturers. One of the is interview technique. Interview is a communication process that uses questions and answers in response. Interview is effectively used in learning speaking because it can stimulate the brain to think. In the interview process, the interviewer reveals the question and the interviewee listens then responds to the question. This study aims to determine the perspective of students about interview as a learning technique on speaking subject applied by the lecturers. This is a qualitative descriptive study. Data were collected through questionnaires and interviews on research subjects. The data collected were analysed qualitatively by describing the phenomena occurring in the field during the course of the study. The subjects of this research were sixth semester students majoring in English Education, Faculty of Languages and Literature, Universitas Negeri Makassar, who have passed the Speaking subject. Based on the results of the study, interview is a good technique in learning speaking. Some students argued that through interview technique, speaking skill of the students would increase. In addition, through interview technique, someone could socialize with others because of the interaction. This technique was also believed to increase students' confidence in speaking. Through this technique, students would be trained in the use of English in everyday life, for example when applying for a job.

**Key words:** Interview, Speaking, Perspective

### INTRODUCTION

Language teaching is inseparable from the teaching of language skills (language skills) which include listening, speaking, reading and writing skills. Sometimes students find obstacles in speaking foreign languages, for example English. As one of the productive skills, Speaking is a course that plays an important role in helping students to improve their communication skills in English. In order to increase the students speaking skills in English, the learning techniques used by lecturers must fulfill the demands of learning objectives. By that, the researcher considers it important to conduct research on the learning techniques applied by lecturers in teaching

speaking courses based on student perspectives.

According to Kemp (Riyanah, 2012) learning techniques is a learning activity that must be done by teachers and students in order to achieve learning objectives effectively and efficiently. Meanwhile according to Dick & Carey (Riyanah, 2012) Learning techniques are sets of material or learning procedures that are used together to generate learning outcomes of students. From the two meanings, it can be concluded that learning techniques are learning activities or procedures that must be used together, both teachers or lecturers and students so that effective and efficient learning

can be achieved. By that learning techniques can be a determinant of learning success.

Meanwhile, Hatima stated that learning techniques can be interpreted as ways that someone does in implementing a method specifically. For example, the use of lecture methods in classes with a relatively large number of students requires its own techniques, which of course will be technically different from the use of lecture methods in classes with a limited number of students. Similarly, with the use of the discussion method, different techniques need to be used in the class where students are active with classes that are classified as passive. In this case, the teacher can switch techniques even though in the same method corridor. So, learning techniques are a translation of learning methods.

As one of the language skills, according to Chaney, Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts (Amir, 2015). Speaking is an important part of the process of learning and teaching English as a foreign language. At present it is required that the purpose of teaching speaking must improve the communicative abilities of students because only in that way students can express themselves and learn how to follow the appropriate social and cultural rules in each communication. Speaking is related to oral communication where speaker and listener exchange information and convey the message. Therefore, in communication we do not only state a statement, but also reach the communicative goals of communication. Richards and Renandya in Wulandari (2017) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves verbal communication and paralinguistic elements of speech such as pitch, stress, and intonation. Thus, in doing oral communication, we need to be able to use the

language properly that includes both verbal communication and paralinguistic elements.

Since English is a foreign language in Indonesia, it is quite difficult for students who learn English to communicate orally. English is not part of their daily communication and also English is not their mother language. Therefore, the teachers or lecturers should create an active speaking class atmosphere to stimulate the students' motivation, likeness, curiosity, and develop students' acquisitions in learning English, as well as be creative enough to implement appropriate technique to make the students enjoy and comfortable with the activity in learning process.

Heaton in Wulandari (2017) proposed that learners must master three components of speaking: fluency, accuracy, and comprehensibility. There must be some efforts to select the effective techniques in teaching speaking and willingness to create and design interesting instructional materials that facilitate the achievement of the three speaking components. Good speaking activities should be extremely engaging for the students. As the result, they can enjoy themselves in a process of learning by being involved in activities.

However, it is not easy for students to master speaking skills. As a result, many students cannot speak English properly even though it already taught by their teachers at school. According to Syakur in Wulandari (2017), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

In teaching speaking, there are several techniques that can be used by a lecturer in his teaching. For this reason the lecturers must create a classroom environment where students can communicate like real life, authentic activities, and meaningful assignments that enhance skills speak in English. Collaboration between students is needed to achieve an indicator or complete a task.

One of the speaking's learning technique

commonly used by lecturers is an interview. In this technique, the lecturer can determine what topics will be used as interview material by students then students make questions based on topics determined by the lecturer. This technique provides opportunities for students to gather information from other people so that they are trained to be able to practice it outside the classroom so that they improve their social skills.

According to Fabelia (2017) Interview is a communication process that uses questions and answers in response. Effective interview is used in speaking learning because it can stimulate the brain to think. In the interview process, interviewers reveal questions and interviewers listen and then respond to questions. Each receives then examines the message for later compared to the knowledge they have. This can make communication more dynamic and weighty.

Based on the above view, the researcher was interested in conducting research on how students' perspectives regarding the technique of interview learning in speaking subject.

## METHODOLOGY

This research is a qualitative descriptive study. Data was collected through questionnaires and interviews with research subjects. The collected data was analyzed qualitatively by describing the phenomena that occurred in the field during the implementation of the research. First of all, researchers analyzed data obtained through questionnaires. After that, data analysis was carried out on the results of interviews to complete the information obtained from the questionnaire. From these data, students' perspectives can be obtained regarding the technique of interview learning applied by lecturers in teaching Speaking courses. The subjects of this study were 6th semester students of the English Education study program, the Faculty of Languages and

Literature, Universitas Negeri Makassar, which consisted of classes A, B and C, which had attended the Speaking course. The researchers randomly selected five students from each class so that 15 students were selected as research subjects.

## FINDINGS AND DISCUSSION

In order to increase the students speaking skills in English, the learning techniques used by lecturers must fulfill the demands of learning objectives. In this study, the researcher focused on the students perspectives toward interview technique in learning speaking subject. The aim of interview technique is to gather students in a conversation and to encourage students to speak. This technique will facilitate students to develop their speaking skills because they have pair to talk or to discuss about some topics so they will be motivated to speak and be active in speaking. Therefore, interview is one of the effective techniques to encourage the students speaking ability (Wulandari, 2017). Wrench, Richmond, and Joan in Sudirman (2013) stated 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.

Based on the data obtained, some students argue that the interview techniques applied by lecturers usually vary. According to the results of the study, one form of interview techniques is that students are asked to interview certain people, including classmates. In the initial semester, interviews are usually conducted in class only where students are asked to interview their own classmates. While in the advanced semester of the Speaking course, students are usually asked to interview people outside the classroom, including native speakers. The data gained by interviewing a student can be seen as follow.

*"Interview is just like in the general, Mam. We are usually asked by lecturer to interview our friends, but it's usually in the first semester, yeah first or second semester. In advanced speaking it is usually more challenging for a little, Mam."*

Another opinion about interview technique in speaking subject was stated by a student as can be seen in the following data.

*"..... with the interview method we can directly use the language (talking) and this will greatly train the smooth communication with someone".*

Based on the data above, a student stated that interview technique can train someone to directly use the language or talking and it can train someone to communicate with the others. Through interview techniques, someone's oral language skills would be trained because of the interaction between one person and another. A similar thing was expressed by one student who argued that through interview technique, someone would be trained to provide and answer other people's questions directly. Besides that, interview technique can train someone to think quickly and practically because we have to try to respond or answer someone question at that time he asks a question.

Another opinion about interview technique is that through this technique, students not only provide questions or answer questions in an interview but also learn other additional skills such as how to ask questions and answer other people's questions politely, how to choose good questions and how to think quickly and accurately. The interview technique will also help to broaden horizons and socialize with others because there must be an interaction between two or more people in interview process. It is based on the result of interview toward a student as follow.

*"... with interview techniques, this makes us able to not only be able to give questions or answer other people's questions in the interview, but also contain other aspects such as how to ask questions and answer questions politely, how to choose good questions, and others other. Also makes us able to think and answer in a short time. This technique really helps us in various ways, add insight, and the ability to speak and socialize."*

Some students also thought that the interview technique was very impressive for them because in speaking subjects, they were assigned to interview native speakers. They said that they learned many things from the native speakers especially about speaking.

*"..... because the task is in the form of interview, where the speaking lecturer told us to interview tourists about difficulties in English, especially speaking. From there I learned many things after successfully conducting interviews with tourists because there were many messages and advice given to me in English, especially for speaking."*

Interviewing the native speaker was also impressive for the students because they got new experiences and new information about education in another country. It might be important for them especially for those who want to continue their study in abroad. Nation in Sudirman (2013) stated that 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.

*"... and it was the first time for me to tell stories with foreigners to know about their opinions about education in their country. Get a new experience."*

When practicing with a native speaker, the students have to try to balance their listening and speaking. They used to prepare questions in advance so that the conversation would flow back and forth. When the native speaker as a conversation partner asked them a question and they answered at length, they could turn the question back to the native speaker by asking, "What do you think?" or "What about you?". One of the students said that through interview technique, not only the ability to speak to be trained but also the ability to listen.

*"We are assigned to look for foreigners and talk to them besides practicing speaking, our listening is also trained, and can respond directly from native speakers."*

Other students also argued that through interview technique, they will be trained in the use of English in their daily lives, for example when applying for jobs. If they are accustomed to conducting interviews in English, it will help in dealing with certain situations, including in interviews when applying for jobs. Nation in Sudirman (2013) 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.

*"... by always practicing interviews in class we will not feel stiff when conducting interviews in formal situations for example when applying for work."*

In addition to some of the opinions above, the interview technique applied by lecturers in interviewing native speakers is also considered to foster a person's confidence in using English. In addition, through this task, students can learn the pronunciation of some vocabulary correctly which is spoken by a native speaker. They say that through this technique, a person's speaking skills will increase. Besides that, a person can socialize with other people because of interaction. This technique is also believed to increase students' confidence in speaking.

Through this technique, students will also be trained in the use of English in their daily lives. In addition, they also learned about the way to pronounce some English words with the correct pronunciation directly from the native speakers. Not only that, they also learned some new vocabulary from the interview process.

*"This technique was used by one of the Speaking lecturers. The lecturer concerned giving us the task of interviewing foreign people. During the process, there were so many lessons that I could take, one of them is being brave enough to speak English to someone whose mother tongue was English. In addition, I can learn some vocabulary and how to pronounce it based on the recording of the interviews I took. "*

Based on the findings described above, overall the interview technique is effective and interesting to be applied in teaching and learning speaking subject. Since speaking is very important skill in learning English, appropriate technique should be a main consideration before teaching in the classroom. The researcher has considered that interview is a good learning technique in teaching speaking subject. Through this technique a person's speaking skills will increase. Besides, a person can socialize with other people because of interaction. This technique is also believed to increase students' confidence in speaking. According to Wulandari (2017), by using interview technique, the students can develop their confidence because they have to speak in front of their friends and teacher. In addition, it also gives good impact to their fluency. This technique also becomes a good practice for specific lesson. At last, it is an interesting technique for students because the teaching and learning process should be attractive and interesting in order to develop students' speaking ability in the classroom.

As with the Role Play technique, through this technique, students will also be trained in

the use of English in their daily lives, for example when applying for jobs. According to Fabelia (2017) Interview is a communication process that uses questions and answers in response. Effective interviewing is used in speaking learning because it can stimulate the brain to think. In the interview process, interviewers reveal questions and interviewees listen and then respond to questions. Each of them then receives a message to compare it with the knowledge they have. This can make communication more dynamic and weighty.

Sudirman (2013) concluded that the three types of interview technique are effective to stimulate the students to speak actively in the class. The students were very active and have good progress in speaking English through interview techniques. These techniques stimulated the students to be enthusiastic in speaking English in the class. The students feel happy and free in involving their speaking during the class. Their speaking becomes more fluent through the interview techniques during the study.

Furthermore, Cohen, Monion, and Morrison in Sudirman (2013) stated that interview is the best understood theory of stimulation and motivation studying about human behavior, like emotion, unconscious need, and interpersonal influence. While Labov as cited in Sudirman (2013) stated that interview in term of contextual style is effective in standardizing the relative shifts of language behavior which occur in our daily activities.

## CONCLUSION

Speaking is related to oral communication where speaker and listener exchange information and convey the message. Therefore, in communication we do not only state a statement, but also reach the communicative goals of communication. Since English is a foreign language in Indonesia, it is quite difficult for students who learn English to communicate orally. English is not part of their daily communication and also English is not their mother language. Therefore, the teachers or lecturers should create an active speaking class atmosphere through the technique they use in teaching speaking subject. One of the speaking learning techniques commonly used by lecturers is interview. Interview is a communication process that uses questions and answers in response. Interview is effectively used in learning speaking because it can stimulate the brain to think. Based on the results of the study, interview is a good technique in learning speaking. Some students argued that through interview technique, speaking skill of the students would increase. In addition, through interview technique, someone could socialize with others because of the interaction. This technique was also believed to increase students' confidence in speaking. Through this technique, students would be trained in the use of English in everyday life, for example when applying for a job.

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