IMPLEMENTATION OF ONE-TO-ONE INTERVIEW TECHNIQUE ON SPEAKING ACHIEVEMENT AT FIRST YEAR IN SMA IMANUEL BANDARLAMPUNG

By:

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LANGUAGE AND ART EDUCATION DEPARTMENT
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LAMPUNG UNIVERSITY
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ABSTRACT
IMPLEMENTATION OF ONE TO ONE INTERVIEW TECHNIQUE ON SPEAKING ACHIEVEMENT AT FIRST YEAR IN SMA IMANUEL BANDARLAMPUNG

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This research aimed to find out whether teaching using one to one interview technique can significantly increase the students' speaking achievement and what to know aspect of speaking that mostly increases after they are taught by using one to one interview technique. To apply the objective of the research, researcher use One-Group Pretest-Posttest Design and SPSS 16. The population of this research was taken from random sampling of first grade class of SMA IMMANUEL Bandar Lampung.

The sample of this research is X.1 where pre-test and posttest were administered in this class. The data were analyzed by using *Paired- Samples t-test* through by means of *Statistical Package for Social Science (SPSS) Version 16.0 for windows*.

The results show that there is significant increase of students' speaking achievement after the implementation of one to one interview in which t-value (8.041) > t-table (2.079). Meanwhile, the aspect that mostly increases is vocabulary (3.177) while comprehension (4.461) is the second. In other words, the hypothesis was accepted. Therefore, it can be conclude that one to one interview technique can be used to teach speaking skills at SMA Immanuel Bandar Lampung.

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CHRISTINA KURNIAWATI COESAMIN PUTRI

A Script

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in

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LANGUAGE AND ART EDUCATION DEPARTMENT
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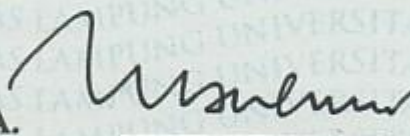
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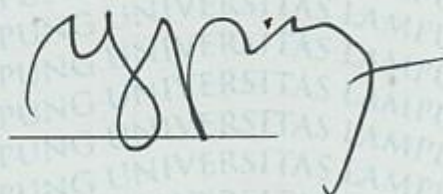NIP 19620203 198811 1 001

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CURRICULUM VITAE

Christina Kurniawati Coesamin Putri was born on November 6th, 1991 in Metro District. She is the oldest daughter of Drs. Marcus Coesamin, M.Pd; and Veronica Sri Lutheri Mardiyati. She has two sisters, Lucia Puspasari Coesamin Putri and Monica Silvia Reni Coesamin (RIP) and one brother, Ignatius Henry Coesamin.

She went to formal education institution for the first time at TK Kristen, Metro in 1996 and Graduated 1997. She studied in primary school at SD FRANSISKUS 1 TANJUNG KARANG PUSAT, BANDAR LAMPUNG and graduated in 2003. After that she continued her study at SMP FRANSISKUS BANDAR LAMPUNG and graduated in 2006, and then she finished Senior High School at SMA Xaverius and graduated in 2010. Having graduated from Senior High School she enrolled English Education Study Program of Lampung University at 2010. She accomplished her PPL and KKN as one of the requirements for FKIP students at SMP Negeri 1 Ngambur, Pesisir Barat from June 2013 to August 2013.

MOTTO

The greatest glory in living lies not in ever falling, but in rising every time we fall.

------ *Nelson Mandela (1993)*

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Praise and great gratitude to Almighty God submitted, the Lord Jesus Christ My Savior for blessings and helping to complete this script on time. She believes that by the blessing and the Gift of God, she is able to accomplish this script entitled "IMPLEMENTATION OF ONE TO ONE INTERVIEW TECHNIQUE ON SPEAKING ACHIEVEMENT AT FIRST YEAR IN SMA IMANUEL BANDARLAMPUNG" as one of the prerequisites to finish of the S1 degree at Language and Arts Department at The Teacher Training and Education Faculty, University of Lampung. It is necessary to be known that this script would never have come into existence without any supports, encouragement, and assistance would like to address her respect and gratitude to:

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Hopefully, the writer has a great hope that this script would give positive contribution to educational development, the reader and those who want to accomplish further research.

Bandar Lampung,   Juli 2016

The writer,

Christina Kurniawati Coesamin Putri

DEDICATION

This script is proudly dedicated to:

➢ My Savior Jesus Christ

➢ My Parents (Drs Marcus Coesamin, M.Pd; and Veronica Sri Lutheri Mardiyati, A.Ma)

➢ My Sisters (Lucia Puspasari Coesamin P and Monica Silvia ReniCoesamin(RIP))

➢ My beloved almamater, the University of Lampung

➢ My Brother (Ignatius Henry Coesamin)

➢ My Best Friends and Classmates

➢ My Big Family

➢ My Special Friend

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I. INTRODUCTION

This chapter mainly discussed certain points; introduction that deal with the background of the problem, research problem, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of Problem

It goes without saying that, English is an international language in which people use it for communicating ideas, expressing their feelings and it used people from different cultures to communication. It can be evidenced by there is English subject in every country, particularly Indonesia. In Indonesia, English is learnt and taught from Elementary, Junior High School, and Senior High School even at the University.

In Senior High School, there are some problems that faced by the students especially in English. It is realized that most of the students who passed from senior high school still cannot speak English in the target. This commonly happens because there are students mostly shy to speak English to their friends and English is really a difficult subject for the students. There are four skills in learning English that students had to acquire .i.e. listening, speaking, reading, and writing.

The teaching of English in Senior High School is intended to develop the student's communicative competence. Speaking, the most complex skills, needs the ability to carry out conversation and an interactive process of constructing meaning that involves

1) pronunciation, 2) vocabulary, 3) fluency 4) comprehension which will be elaborated as seen below.

Naturally, according to Harris (1974:81), pronunciation include the segmental features–vowels and consonants and the stress and intonation patterns, while vocabulary originally consist parts of speech, among others, are nouns, verb, adjectives and adverbs; set phrases, variable phrases, phrasal verbs, and idioms. Originally, fluency is the ability to talk freely without too much stopping or hesitating. Basically, comprehension actually is discussed by both speakers because comprehension can make people getting the information they want.

In fact, one of the objectives of teaching English is to make learners able to communicate the language in form of oral and written communication. This provides in term, the students with skills which enable them to communicate orally with the speakers of other nationality who have also learned the language. This is come because the goal of teaching speaking skills was communicative efficiency. Therefore, learners should be able to make themselves understood, using their current proficiency to the fullest. For this reason, they should try to avoid confusion in the message done to faulty of pronunciation and fluency that apply in each communication situation.

Certainly, to achieve this goal, in learning English there are many techniques that the teachers and learners had applied in the class in order to express their communication in the class and outside the class easily. However, students still lacked communication skills. Perhaps, this is caused by size of classes, size of within-class groups, composition of within-class groups, nature of the assigned learned task, intended social interaction

used in task completion and teacher intervention appear to be related (Gross Davis, 1993). As a result, the students do not have stimulus and enough time to improve their English.

Therefore, according to Johnson (1975:55), the teacher has to help the situation of learning. This requires that the teachers should be able to established comfortable condition that could stimulate the students to learn. The use of various and effective techniques can stimulate the students' stimulus in speaking English.

In relation to problem described earlier, during the observation, the teacher at the school confirmed that after teaching for few months most of the English students of Immanuel Senior High School could not speak English appropriately even though they actually were motivated to do so. In general, there were only 20 percent students who were considered able to communicate in English in simple way. When the teacher gave a simple question, the students found difficulty in answered the question.

Similar situation also happened in the study conducted by Meyrisda (2013:57) showed that SMA students still were not able to communicated in speaking ability , especially in terms of vocabulary, fluency, pronunciation and comprehension. It was also discovered that students of IMMANUEL Senior High School Bandarlampung.

For this reason, the researcher chooses one to one interview as one of the alternative technique for teaching speaking. One to one interview could help increase speaking ability in the classroom. Speaking ability would become language learning especially the students of Immanuel Senior High School. Students are required to master speaking

because it is one of language skill besides reading, listening, and writing. Additionally, students are expected to be able to communicate in English well (Depdiknas 2006: 305).

For this purpose, pupils should not try to imitate native speakers' pronunciation in order to enhance speaking ability. The requirement is that certainly they practice clear pronunciation and express thought clearly and flawlessly.

To overcome the problem above, Evans and Johnson (1998:199)point out that in communication practice in class, the students can be divided into pair or group so that their activities can be monitored. These groups can practice dialogues, monologue and one to one Interview. The one to one Interview should be done by planning topics so that the students can work based on the direction question speaking English in front of the class.

Indeed, the positive point of one to one Interview leads the rule of involvement, and then the teacher needs to choose teaching methodologies that would connect to the students in the entire process of teaching and learning. This is not always problem, sometimes some teachers may use some approaches to teach students. The student who is in One to One Interview must involve right from the point of assignment through the securing of the information to the presentation, discussion, and evaluation in the class.

Reasonably, therefore, this study focuses on the effects of one to one Interview technique on students speaking achievement at IMMANUEL Senior High School Bandarlampung.

1.2 Formulation of Problem

Due to the background above, in this study there are some problems formulated as seen below**:**

1) Is there any significant different in student speaking before and after the applicability of one to one interview in terms of pronunciation, vocabulary, fluency, and comprehension?

2) Which aspects in speaking will mostly increase by using one to one interview?

1.3 Objective of the Research

The objectives of this research is to find out whether one to one interview technique has significant increase and what aspect of speaking that mostly increase speaking ability after they are taught by using One to One Interview technique.

1.4 Uses of the Research

The uses of this research are as follows:

1. Theoretical Significance

   The result of this research is expected to inform the readers that there are many ways of students speaking skill and teaching learning activities in the class.

2. Practical Significance

   The research findings some advantages to the teachers will be considered in teaching speaking and can inform the teacher about the process and benefit of One to one Interview.

1.5 Scope of the Research

This research was conducted in the class X.1 of Immanuel Senior High School Bandar Lampung in academic year 2015/2016. The population was the first year students of SMA IMMANUEL Bandarlampung. There were six grade classes of X grade. Each class of X grade consisted of 30 – 35 students. The researcher took one class as sample. In this research, the researcher applied one to one interview technique in teaching speaking. The teaching materials were taken from Look Ahead 1, An English Text book for grade X of SMA and adapted from English Curriculum of SMA 2006, Kurikulum Tingkat Satuan Pendidikan (School-Based Curriculum). It has been conducted two topics in two weeks in details: a meeting for pre-test, a meeting for treatment, a meeting for posttest lasted 90 minutes for each treatment in every topic. The test has been done by experience conversation both them to speak based on the selected topic and tell to the audience in the classroom about his/her partner. The writer applied One to One Interview Techniques. The speaking elements to be tests are 1) pronunciation, 2) vocabulary, 3) fluency, and 4) comprehension.

1.6 Definition of Terms

To avoid misinterpretation of the terms used in this study, there are some terms accordingly defined as seen below.

1. Speaking is a complex skill requiring the simultaneous use of a number of different abilities which after being developed at different rates, either four components are generally recognized in a analyzing of speech process Harris (1974:81). They are; 1) pronunciation, 2) vocabulary, 3) fluency, and 4) comprehension.

2. One to One Interview is a personal in the sense that it often gets into quite intimate stories about someone's life.

3. Pronunciation refers to attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspect), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

4. Vocabulary is sum or stock of words using in language by class, individual, or in field of knowledge. This implies that by having a good stock of vocabulary, we can express our ideas in any kind of situation (Wbester. 1988:1101).

5. Fluency refers to the ability to speak including a reasonably fast speed of speaking and small number of pauses (Brown. 1997: 4).

6. Comprehension is understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing (Hughes. 2003: 132).

II LITERATURE REVIEW

This chapter discusses certain points that deal with speaking, interview technique, teaching speaking through interview technique, the procedures of teaching speaking through interview technique, the advantages and disadvantages of using interview technique, theoretical assumption and hypothesis.

2.1 Concepts of Speaking Skills

Speaking is important to communicate and connect people between one people to another. Byrne (1984:8) says that speaking or oral communication is a two-way process between speaker and listeners involving the productive skills and the receptive skill. This also means that there must be at least two people; one is speaker who gives information, another one acts as listener who receives information.

In addition, speaking is also an encoding process whereby we communicate our ideas, thought and feeling through, one or the other forms of language (Harris 1978:9). It means that when we speak, it depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and envolving.

In addition, according to Welty (1976:47) speaking is one of four basic skills of language and it has important role in daily life, since it is the main skill in communication. In relation to the previous explanation, Weber (1983:3) defines

speaking as the experience of sound counterpart to listen, which requires somewhat more complex ability and this skill is the most convenient form for immediate communication. Thus, speaking is very important to converse or to express sequence of idea fluently as the main skill in communication.

Furthermore, Lado (1961:240) points out that speaking is described as an ability to converse or to express a sequence of idea fluently. It is a principal skill for our communication in the language skill so that, speaking will be a priority in language learning in the classroom. Brown (2001:271) says that speaking ability in a language class is the ability to perform the language in a task. Speaking in research is defined as the ability to express our ideas, feelings, opinions, and wishes in carrying out speaking task in the classroom.

In speaking task, there are four aspects which are taken into serious attention, they are:

1. Pronunciation refers the way how sounds are perceived by the hearer (Richards, Platt, and Weber, 1992, p. 296). Pronunciation refers to the production of sounds that we use to make meaning. It includes raising and falling intonation of the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as:

   1. Intonation, for example:

   a. I ⌐ find it ⌐in my room.

   b. She ⌐is ten years ⌐OLD.

   c. She ⌐lives in ⌐Teluk betung.

2. Stress is used to emphasize meaning of the word as written in bold, for example:

1. **I** don't think he should get the job.

Meaning: Somebody else thinks he should get the job.

2. I **don't** think he should get the job.

Meaning: It's not true that I think he should get the job.

3. Rhythm is used to the timing or the meter of spoken language, for examples:

D for duck, with spots on his back, who lives in the water, and always says, quack.

2. Vocabulary is a sum of stock of words using in language by class, individual, or in field of knowledge (Webster, 1988:1101). The items of vocabulary are:

1. Nouns, consists of Countable Nouns (restaurants, table, and dog), Uncountable Noun (water, intelligence, and information), Abstract Nouns (Success, hatred, and love), Collective Nouns (team, pack, and class), and Common Noun (university, cookie, and people).

2. Verbs, refers to, among others are Action Verbs (owe, feed, and make), Auxiliary Verbs (be, shall, and may), Lexical Verb (come, rest and organize), Dynamic Verbs (drive, grow and hit), Stative Verbs (have, seem and know), Finite Verbs (appear, promise and enjoy), Nonfinite

Verb (expand, leave and smile), Regular Verbs (accept, arrive, and deliver), and Irregular Verb (get, go, and say).

3. Adjective, they are 1) adjective of quality (dangerous, square and tall), 2) adjective of quantity (three, much, and many), 3) demonstrative adjective (this, those, and these), and 4) Possessive adjective (singular (your, his, and my), and plural (your, their, and our)).

4. Adverbs, consists of Adverbs of Manner (slowly, cheerfully, and fast), Adverbs of Place (field, school, and country), Adverbs of Time (yesterday, future, and holiday) and Adverbs of Degree (very, quite, and entirely).

3. Fluency can understand as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and small number of pauses and "ums" or "ers". This signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown. 1987: 4). From the statement above, we can resume that someone says fluently if someone speaks without frequent pauses, repetitions and self-corrections. Fluent when someone speaks by using right vocabulary, pronunciation and comprehension.

For example: *I go to school today, but I do not go to school on Sunday. Usually, on Sunday, I go to church.*

Thus, the fluency oversees, as the smoothness conveying the message while communication skill.

4. Comprehension is the mind; act power of understanding exercise aimed in improving is testing ones (Hornby. 2000:194).

For example:

A : *"The bus leaves at 6:30, everyday. Do you know about it?"*
B : *"Yes, I do. I should come at bus station before 6.30, then."*

In brief, speaking English is the main goal of many learners. Correctly they will accomplish this goal. In learning English, it often contains fewer errors and they will be proud of their English so how we prioritize the two clearly important speaker goals of correct language and fluent (flowing, natural) in English, then it makes sense to encourage quantity in your classroom. They can use and correct selectively utterances errors.

2.2 Types of Classrooms Speaking Performances

There are some categories that can be used as the role of learners in developing speaking skills in the classroom (Brown 1994: 266-268), those are:

- Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint certain vowel sound. Example in sentence:

Teacher : *"Excuse me. Can you help me?"*

Students : *" Excuse me. Can you help me?"*

Teacher : *"Yes, I can. What can I do for you?"*

Students : *"Yes, I can. What can I do for you?"*

Teacher : *"Please help me to give this back to her."*

Students : *"Please help me to give this back to her."*

Teacher : *"Of course, I will."*

Students : *"Of course, I will."*

Teacher : *"Thank you for your help."*

Students : *"Thank you for your help."*

- Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

- Transactional (dialogue)

Transactional language is carried out for the purposes of conveying or exchange specific information. It is an extended form of responsive language.

A transactional dialog is a dialog that you need to do if you want to get something done. For example:

Examiner : Could you tell me about your hobbies, please.
Student : My hobby is playing volley ball.
Examiner : Is it a kind of playing ball?
Student : It is a kind of playing ball. It's a kind of sport which use volley ball as a ball.
Examiner : Is it a big ball or not?
Student : I think it's a little ball. In my country this is usually practice in the morning.

> *Examiner : It sounds crazy. How about their work? Do not they work?*
> *Student   : Usually, they work after playing volley ball.*
> *Examiner : Oh interesting. So I guess your environment should be healthy,*
> *   because they always exercise their body.*
> *Student   : I think so.*
> *   ...*

- Interpersonal (dialogue)

It is carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. An interpersonal dialog is a dialog that you simply perform, because there is somebody around you. For example:

> *White   : "My girl friend insists on making her own clothes, but she   succeeds*
> *   in making anything charming to wear. What shall I do?"*
> *Black   : "Why doesn't she take a course in clothes making?"*
> *White   :"Yes, but she doesn't have time."*
> *Blue   :"Why don't you buy her some books on clothes making?"*
> *White   :"Yes, but she doesn't know how to use them."*
> *Red   :"Why don't you buy her some nice clothes?"*
> *White   :"Yes, but that would cost too much."*
> *Brown   :"Why don't you accept what she does the way she does it?"*
> *White   :"Yes, but the clothes she makes don't look good, you know."*

- Extensive (monolog)

This category is more formal and deliberative. It can be planned or impromptu. Students at the intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Numerous attempts have been made to classify the functions of speaking in human interaction. For example:

> *Good morning Ladies and Gentlemen.*
>
> *I thank God for giving the health and time to share a knowledge on this historic day, the day of national education.*
>
> *Ladies and Gentlemen,*
>
> *Indonesia is a big country, inhabited by hundreds of millions people includes islands spread widely. We have been independent since 1945, but I think*

Indonesia is not yet independent in terms of education. Although we have changed curricula almost every year, but it proved that the Indonesian education has not been able to compete with the developed countries. We tend to fall behind and have not been able to print a great human resources class as developed countries.

Ladies and Gentlemen,

I tried to draw a line to the back, and I get the irony which is really disappointing. In this very rich country, there are so many students drop out of school, do not have a uniform, and swim to go to school because of the broken bridge. It is an irony in the midst of our State assets.

Statistics of school buildings which are damaged and have not been improved are also too much. It is happening in the provinces that are far away from the center of government and gives continuing negative effect on the education system in the province itself.

Of course, a child who does not get an education will have difficulties in achieving a better standard of living in his future. You've seen that a lot of ignorance and poverty arise because so many crimes arising from poverty.

Ladies and Gentlemen,

Education is a major key to get a better state order. Through proper and best education, we are able to print high-quality human resources, eradicate ignorance, and destroy poverty.

Therefore, let us together to be students and teachers that are diligent, sincere, and keep trying without the unyielding. We are Indonesia, a rich country that should have the best education. Do not give up on the fate of our nation today, and continues to struggle in gaining an independence education.

I would like to thank you all for giving me the opportunity to convey these short useful messages.

Thank you for all the attention.

In brief, speaking English is the main goal of many learners. Correctly they will accomplish this goal. In learning English it often contains fewer errors and they will be proud of their English so how we prioritize the two clearly important speaker goals of correct language and fluent (flowing, natural) in English, then it makes sense

to encourage quantity in your classroom. They can use and correct selectively utterances errors.

2.3 Teaching Speaking Skills

Teaching speaking is intended to promote the students' ability to communicate in a foreign language clearly and efficiently that contributes to the success of the learner in school and later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed before can contribute a great deal to students in developing basic interactive skills necessary for life. This activity make students more active in the learning process and at the same time makes them more meaningful and fun for them.

From explanation above, it can be concluded that teaching speaking is a very important part of foreign language learning and sometimes considered as a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success in every phase of life.

Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich

environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed before can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Teaching speaking will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

In line with the classification above, the goal of teaching speaking skills is communicative efficiency. To help students develop communicative efficiency in speaking, researcher can use a communicative output. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation or vocabulary, and to observe the social and cultural rule that is applied in each communication situation.

2.4 Interview Technique

According to Kvale (1996:357) Interview is an interactional relationship; both informant (interviewee) and interviewer are engaged in an ongoing process of making meaning. An interview can describe as a conversation with a purpose.

From the explanation above, the goals of interview techniques are to give a novice interviewer an overview of the kinds of meaning that researchers from different disciplinary perspectives hope to gain from the interview process, the interviewing strategies that elicit different kinds of meaning, and an introduction to the issues that are typically addressed in designing a high-quality interview project.

In fact, some people approach interviewing simply as a conversation with a purpose (Kvale, 1996:357) and there are interview techniques with different theoretical assumptions that derive from a variety of disciplines. Each of these disciplines makes different assumptions about the nature of knowledge and therefore what can be learned through the interview process. But the conversation has to be planned, directed and controlled to achieve the main purpose of the interview, which is to make an accurate prediction of the candidate's future performance in the job for which he or she is being considered.

In the interview technique one person is usually asked question by the interviewer or several interviewers. The interview may be conducted as a way of determining his suitability for the job. The applicant may be under consideration for a scholarship to study overlooks, and the interview is a means of measuring his oral proficiency in English. Interview may also be used to discover people's attitudes towards things as far apart as government and literacy.

2.4.1 Types of interview technique

There are many types of interviews serving diverse purposes. Knowing what to expect can help you achieve your goals.

Michael Farr (2005:1) says that there are five types of interview technique, following:

2.4.1.1 One-to-One Interview

Traditional one-on-one interview is where we are interviewed by one representative of the company, most likely the manager of the position we are applying for. Because we will be working with this person direct if you get the job, he or she will want to get a feel for whose we and if skills match those of the job requirements. They may be asked questions about our experience and can also offer to the company or position. For example:

Interviewer: Good afternoon.
Interviewee: Good afternoon.
Interviewer: Please have a seat.
Interviewee: Thank you.
Interviewer: How are you doing?
Interviewee: I am fine; thank you. How are you?
Interviewer: I am fine too, thank you. In this very nice occasion, I would like to ask more about you. Do you have special hobbies?
Interviewee: Well. My hobby is writing. I wrote a lot and also studied journalism in NYU and graduated in 1998. After I left NYU, I worked for a year at daily newspaper.
Interviewer: I see. Now, how about your work experience?
Interviewee: After I left NYU, I worked for a year at the Daily Newspaper.
Interviewer: And after that?
Interviewee: From there I moved to San Francisco and was employed by the Bay Area Chronicle, covering local and state politics.
Interviewer: What was the biggest story you covered while you were there.
Interviewee: I covered several that I thought were important, but I would have to say the investigative piece I did on the cover-up of the governor's staff involvement in the embezzlement of education funds was the biggest.
Interviewer: How did you like it at the Chronicle?
Interviewee: Overall, I liked it a lot. The people were great and my boss was supportive and understanding.
Interviewer: According to you resume, you left there three months ago. What have you been doing since then?
Interviewee: Mainly taking care of our baby, she just turned three months old. But now I'm ready to go back to work.
Interviewer: What brought you to Denver?
Interviewee: My husband's company transferred him here last month.

Interviewer: One final question. Why did you apply here? Denver has three daily newspapers to choose from.
Interviewee: I felt that this paper is better suited for my conservative thinking, my unique writing style, and my diverse areas of interest when covering political news.
Interviewer: Well, thank you for your time. We'll be making a selection in a couple of days and will call you one way or the other.
Interviewee: Thank you for seeing me. Have a pleasant day.

2.4.1.2 Panel Interview

In a panel interview, you will be interviewed by a panel of interviewers. The panel may consist of different representatives of the company such as human resources, management, and employees. The reason why some companies conduct panel interviews is to save time or to get the collective opinion of panel regarding the candidate. Each member of the panel may be responsible for asking our question that representative relevancy from the position. For example:

Interviewer: "Tell me about yourself?"
Interviewee: "I am a student of a software engineer and my hobby is selling clothes. Because this hobby I have enough experiences in dealing with customer. I also can work under pressure.
Interviewer: "Can you briefly explain what role you play in convincing your customer about the products you sell?
Interviewee: "Yes, sure. The project is regarding an international retail chain. With a team that consists of 15 members. I am able to successfully pin–point and utilize the factors affecting the footfall at the store and thus, help the client achieve the growth of 30% of sales."
Interviewer: "Great! So, how do you think you fit in our organization?"
Interviewee: "I wish to make a career in IT industry and keep in my long term goals, I believe that associating with this organization will be the most prudent step. Here, I would surely be able to further utilize my skills in the most effective manner and also obtain a chance of acquiring and honing newer skills.

2.4.1.3 Behavioral Interview

In a behavioral interview, the interviewer will ask questions based on common situations of the job our applying for. Critical Behavioral Interviewing (CBI) is that past performance in a similar situation is the best predictor of future performance.

CBI probes much deeper than traditional interviewing techniques. We should prepare by thinking of specific examples that demonstrate our competence in core behaviors such as teamwork, problem-solving, communication, creativity, flexibility and organizational skills. We will want to tell your story and structure it by stating us answers in terms of the situation, the task, what action we took, and what was the result or outcome. For example:

Lintel is a computer chip manufacturing company that currently has a job opening in its Finance department. John Miller is the first applicant to be interviewed this morning by Lintel's Finance Manager Mike Gates.

Mike : Good Morning, John. I am Mike.
John : Good Morning.
Mike : How are you doing?
John : I am doing fine. Thank you.
Mike : How was the traffic coming over here?
John : I am so glad that the traffic was light this morning. No traffic jam and no accidents.
Mike : That is good. John, let's start the interview. Are you ready?
John : Yes, I am.
Mike : First of all, let me properly introduce myself. My hobby is playing basketball. I played until night. Because my hobby, I wants become manager basket
John : Please, tell me a little bit about the position.
Mike : It is an entry-level position. The new group will have to work closely between own group to other group to join a competition. He will also have to deal with other head group to invite a competition and to manage time of exercise.
John : What type of qualifications do you require?
Mike : I require a four-year college degree in basketball. Some working experience would be helpful.
John : What kind of experience are you looking for?
Mike : Doing work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.
John : That is great!
Mike : John, tell me a little bit about you.
John : I was a student at West Coast University, and I just graduated with a Bachelor degree in sport education. I have been working part-time as a manager basket for the last two years in senior high school.
Mike : What are you looking for in a job?
John : The job should help me see what basketball is all about. I have learned a lot of sport theories at school, and now it is time for me to put them into practice.
Mike : Anything else?

John : I also hope that it will help me grow in my field.
Mike : What are your strengths? Why should I hire you?
John : I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.
Mike : Alright. Now, let me ask you a few quick questions. You do not mind working long hours, do you?
John : No, I do not.
Mike : Can you handle pressure?
John : Yes, I can. When I was going to school, I took quite a few exercise while study at least twenty hours every week. And, I handled that situation very well.
Mike : Do you still have any questions for me?
John : No, I think I have a pretty good understanding of the job. I believe that I can handle it with ease, and I hope to have the opportunity to work for you.
Mike : John, nice meeting you. Thank you for coming.
John : Nice meeting you too. Thank you for seeing me.

2.4.1.4 Group Interview

Group interview will begin with a short presentation about the company. After that, they may speak to each candidate individually and ask them a few questions. One of the most important things the employer is observing during a group interview is how you interact with the other candidates. Many times company will conduct a group interview to quickly prescreen candidates for the job opening as well as give candidates the chance to quickly learn about the company to observe what the worker wants to work there. For example:

Interviewer: "What is your hobby?"
Interviewee: "My hobby is basketball. I have a good partner become a team. I can work as a team."
Interviewer: "Is there relationship between your hobby and job you wants to do? Or you can tell me about your experiences?"
Interviewee: "There is relationship between my hobby and my job. Playing basketball need a good cooperative as a team. If there is no cooperative, my team does not become a winner. Especially, I have worked as part of a team on a number of projects and received positive feedback about my role and contribution. Particular mention was made of my ability to initiate new ways of looking at the challenges and problems and then encouraging contributions from other team members."

2.4.1.5 Phone interview

A phone interview is a very cost effective way to screen candidates. It is may be for a position where the candidate is not local or for an in-person interview. We may be asked typical questions or behavioral questions. On a phone interview, make sure your call waiting is turned off, you are in a quiet room, and you are not eating, drinking or chewing gum.

For example:

Mario is the first applicant to be interviewed this morning by phone from Liontin's Finance Manager Mrs. Goodman.

Receptionist: "Good morning . . . Brown and Brown . . ."

Mario : Good Morning, miss. I'm answering the advertisement for an accounting that was in 12 March 2011 paper. Could you please tell me who I should speak to about it?

Receptionist: "Yes... that would be Mrs. Goodman in Personnel... putting you through now..."

Click! Ring... Ring... Ring...

Mrs Goodman**:** "Personnel... Mrs. Goodman speaking..."

Mario : Good Morning, miss. I'm answering the advertisement for an accounting that was in 12 March 2011 paper.

Mrs Goodman: "Good, now can you tell me, how old you are?"

Mario : "I am 24 years old"

Mrs Goodman: "Fine. What standard of education have you reached?"

Mario **:** 'Well at the moment I am in my last year of school, and I am studying UNILA.

Mrs Goodman: "Good. Could you tell me why you'd like to do this job?"

Mario : "Well... I've always been interested in clerical work, and I really enjoyed doing it during the work experience we had."

Mrs Goodman: "Uh huh... and where did you do your work experience?"

Mario : "It was at That chett's... I went with a friend of mine... She worked in the accounts payable department and I worked in the other one... ahh.. the accounts receivable - that's it. We were there for a couple of weeks."

Mrs Goodman: "Right... well, ah... could you give me your address and phone number then?"

Mario : "Alright, Mrs. Goodman. It's Pagar alam street number 20 and the phone is 0878687342221."

Mrs Goodman: "Thank you... We'll give you a ring when we've decided who we're going to interview. Alright?"

Mario : "Oh... yeh! When do you think that will be?"

Mrs Goodman: "We were going to conduct the interviews late next week, so if you're to be considered we'll ring you by Friday."

Mario   : "Fine... thanks very much then!"
Mrs Goodman: "Are you sure that you don't have any questions you'd like to ask
                 while you're there?"
Mario   : "Oh no... I've found out all I need to know for the moment thanks."
Mrs Goodman: "Alright... Goodbye then!"
Mario   : "Goodbye Mrs. Goodman."

From all types of interview, the researcher will used Traditional One-on-One Interview. It is because in the Traditional One-on-One Interview can increase build rapport and connect with other students, frequent oral repetition of information and stating of new information, integrated, and provided rationales.

2.4.2   The Advantages of Interview Technique

Positive point will mention the subject of students. If we indeed performed to the rule of involvement, then we would want to choose teaching methodologies that connect to the students in the entire process of teaching and learning. This is not always problem, sometimes with some participation approaches to teaching. For example, the question and answer method is participation, but involvement only takes place at the actual class time. This is also true of the general discussion method. But the student who interviews must be involved right from the point of assignment, through the securing of the information, to the presentation, discussion, and evaluation in the class.

The advantages of interviews can be listed as follows:

- Interviewing can make students are better able to build rapport and connect with other students.

- Interviewing more frequent oral repetition of information.

- Interviewing builds speaking. As students ask questions and take notes, they listen carefully for the speaker's main ideas as well as the supporting details.

2.4.3 Procedure of One to One Interview Technique

Every activity in the study, the researcher needs a procedure to do research, these are: 1) the researcher divide students into one groups with consist of 2 students in every group. 2) In a group which has two students one student became Interviewee and the other interviewee. 3) First student or students A as interviewer make some questions to ask several questions to his or her partner to the class. 4) Second students or student B as Interviewee make their profile and due to answer the question from interviewer or Student A. 5.) Finally, students close the interview and back to their chair.

2.5 Theoretical Assumption

It can be assume that speaking is a crucial part of second language learning and teaching. Teaching speaking becomes repetition of drills or memorization of dialogues. In dialogue some students need information to connect to other students. The information which needed can be uses asking and answer to their partner and it resume to give to all students in the classroom. One to one interview technique is use in teaching learning speaking process because it made students active in teaching learning speaking process. One to one interview technique is attractive to students to understand about language. Therefore, it can be interesting technique in teaching speaking.

The objective of teaching speaking was to make students use it for communication. The students have to understand meaning, vocabulary and how to pronounce and how to use it in communication in daily activities. To help students' activity in the classroom activity, researcher uses 2 different topics. The topics are vacation and hobby.

2.6 Assessing Speaking

Assessment is a process of collecting and analyzing the data to measure the result of students' achievement. The assessment activities is applied to achieve, to analyze, and to interpret data about the result of students' progress in teaching learning process systematically and continuously.

The interpretation is based upon the evidence that the scores actually reflect the students' mastery on English speaking. The purpose of classroom interaction is to help the students achieve a set of intended learning outcomes. The students learning progress is use by pre test, treatment and posttest. The final step in the instructional process is to determine the extent to which the tenth grade students of Senior High School Bandarlampung learn English speaking. The students' evaluation is often regarded as principally benefit the teachers and administrators an attitude that overlooks to direct contribution of evaluation as feedback to the teachers it especially deals with the teaching learning process.

Assessment can be administered by carrying out a series of test. Test may be constructed primarily as devices to reinforce learning and to motivate the student or

primarily as a means of assessing the students' performance in the language (Heaton, 1988:5). In this study, assessing speaking skills is conducted by giving: 1) pre test, 2) treatments, 3) post test.

If we talk about assessment, it must be related to measurement. Moreover, the tool that is used in measurement is test. Relating to this study, the assessment focuses on students' speaking performance. In this study, the students' speaking performance is tested in form of oral test using the observation sheets. An oral test is defined as a test in which a person is encouraged to speak, and is then assessed on the basis of that speech (Underhill, 2004:1). If the students have good achievement in the school subjects, they can be regarded as having achieved the instructional objective, but if they get very bad achievement in the school subject, it means that they fail to achieve it. The instructional objective tests are the most common means used to measure the degree of the students' achievement. Test should be designed and prepared directly related to the instructional objective to be measured or a classroom test should be closely related to the ground covered in the class teaching.

2.7 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis; "There is significant increase of students' speaking ability before and after being taught by using One to One Interview Technique."

III. RESEARCH METHOD

This chapter discussed certain points; research method deals with Research Design, data collecting technique, instruments, research procedure and data analysis.

3.1Research Design

The researcher chose one class as experimental group by using random sampling. This research concerned to find out whether there was any applicability of students' speaking performance after being taught using interview at the first year of Senior High School or not. The design of this research is shown on the table below:

T1 X T2

Note:

T1: pre test.

X: Treatment

T2: posttest

(Setiyadi, 2006:133)

Based on the pattern above, the researcher gave the students one pretest and one posttest. The treatment was given in two meetings to stimulate the students to

understand more about English Speaking by using teacher method in teaching speaking.

To know whether the technique can be used in teaching speaking, the writer saw from the increase of the students' score in pretests and posttests in every topic.

3.2 Data Collecting Technique

The data collecting of the research is the students' speaking increase before and after the treatments. The instrument of the research is speaking test, where the writer gives pretest, treatments and posttest to evaluate and measure the speaking achievement. The teacher sees the students performing, recording, and listening. The learners' performance is in terms of interpersonal dialogue and concern on four aspects of speaking, namely pronunciation, vocabulary, fluency, and comprehension is based on rating scale by (Gay, 1981:298).

3.3 Instrument

In this study, the researcher used 2 instruments:

1)   Pre test

This test was done to know the students' basic ability in understanding topic. The researcher made some topics and the student would choose one from several topics.

1. Instructions of Pre-test Vacation.

   In this exercise, you should follow direction stated below:

1. Make a pair group. They are consists of 2 students, one students as interviewer and one students as interviewee.

2. Greet your partner. For example: "Good Morning", "Good Afternoon", "Hai", "Hello" etc.

3. As interviewer request permission to ask a few questions. For example: "May I ask you?", "Do you have a time?", "Could I ask you?", etc…

4. As Interviewee, you answer the interviewer. For example: "Yes, I can", "Yes, I have a time", "You can ask to me", etc.

5. As interviewer, ask for the person's name and where they comefrom. For example: "What's your name?", "Where do you come from?" Where do you live?", etc.

6. As interviewee, answer interviewer by explain your name and your address. For example: "My name is …… and I come from Bandarlampung."

7. As interviewer, ask your partner about his/her-self experience in their vacation. For example: "What you did in your vacation?", "Where are you going on your vacation?", "When you did your vacation?" "What kinds of your vacation?", etc. Make 4 suggestions about vacation you did last holiday.

8. As interviewee, answer your friend question based on your truly experiences.

9. Make at least 10 statements about your activity.

10. Finish your conversation with saying thank you for your partner.

11. Tell your classroom about your partner. For example: his/her name, his/her address, his/her activity in vacation.

2. Instructions of Pre-test Hobby.

In this exercise, you should follow items of direction below:

1. Make a pair group. They are consists of 2 students, one students as interviewer and one students as interviewee.

2. Greet your partner. For example: "Good Morning", "Good Afternoon", "Hai", "Hello" etc.

3. As interviewer request permission to ask a few questions. For example: "May I ask you?", "Do you have a time?", "Could I ask you?", etc…

4. As Interviewee, you answer the interviewer. For example: "Yes, I can", "Yes, I have a time", "You can ask to me", etc.

5. As interviewer, ask for the person's name and where they comefrom. For example: "What's your name?", "Where do you come from?" Where do you live?", etc.

6. As interviewee, answer interviewer by explain your name and your address. For example: "My name is ………. and I come from Bandarlampung."

7. As interviewer, ask your partner about his/her-self experience in their vacation. For example: "What is your hobby?", "Where do you usually go to practice your hobby?" Make 4 statements about hobby to your partner.

8. As interviewee, answer your friend question based on your truly experiences.

9. Make at least 10 statements about your activity.

10. Finish your conversation with saying thank you for your partner.

11. Tell your classroom about your partner. For example: his/her name, his/her address, his/her activity hobby.

2) Post test

This test was given to the students in the presentation form. Maximum score is 100 and minimum score is 20 if there is no connection answer between interviewer and interviewee. It was done to all students in which they were divided into two students in the six groups with different topics.

1. Instructions of Pos-test Vacation.

In this exercise, you should follow direction stated below:

1. Make a pair group. They are consists of 2 students, one students as interviewer and one students as interviewee.

2. Greet your partner. For example: "Good Morning", "Good Afternoon", "Hai", "Hello" etc.

3. As interviewer request permission to ask a few questions. For example: "May I ask you?", "Do you have a time?", "Could I ask you?", etc…

4. As Interviewee, you answer the interviewer. For example: "Yes, I can", "Yes, I have a time", "You can ask to me", etc.

5. As interviewer, ask for the person's name and where they comefrom. For example: "What's your name?", "Where do you come from?" Where do you live?", etc.

6. As interviewee, answer interviewer by explain your name and your address. For example: "My name is …… and I come from Bandarlampung."

7. As interviewer, ask your partner about his/her-self experience in their vacation. For example: "What you did in your vacation?", "Where are you going on your vacation?", "When you did your vacation?" "What kinds of

your vacation?", etc. Make 4 suggestions about vacation you did last holiday.

8. As interviewee, answer your friend question based on your truly experiences.

9. Make at least 10 statements about your activity.

10. Finish your conversation with saying thank you for your partner.

11. Tell your classroom about your partner. For example: his/her name, his/her address, his/her activity in vacation.

2. Instructions of Post-test Hobby.

In this exercise, you should follow items of direction below:

1. Make a pair group. They are consists of 2 students, one students as interviewer and one students as interviewee.

2. Greet your partner. For example: "Good Morning", "Good Afternoon", "Hai", "Hello" etc.

3.   As interviewer request permission to ask a few questions. For example: "May I ask you?", "Do you have a time?", "Could I ask you?", etc…

4. As Interviewee, you answer the interviewer. For example: "Yes, I can", "Yes, I have a time", "You can ask to me", etc.

5. As interviewer, ask for the person's name and where they comefrom. For example: "What's your name?", "Where do you come from?" Where do you live?", etc.

6. As interviewee, answer interviewer by explain your name and your address. For example: "My name is ……… and I come from Bandarlampung."

7. As interviewer, ask your partner about his/her-self experience in their vacation. For example: "What is your hobby?", "Where do you usually go to practice your hobby?" Make 4 questions to your partner.

8. As interviewee, answer your friend question based on your truly experiences.

9. Make at least 10 statements about your activity.

10. Finish your conversation with saying thank you for your partner.

11. Tell your classroom about your partner. For example: his/her name, his/her address, his/her activity hobby.

3.4 Validity of the Data

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982; 250). According to the Hatch and Farhady (1982; 281) there are two basic types of validity; content validity and construct validity of the test.

3.4.1 Content Validity

The writer adopted the test based on the students' handbook and the curriculum used to get the content validity of the test. Content validity in this research was concerned with the test which was sufficiently representative and comprehensive. In the content validity and the material were given suitable by the curriculum. It meant that the

materials were suitable to the students. Content validity is the extent to which a test

measures a representative sample of the subject meter content, the focus of content

validity is adequacy of the sample and simply on the appearance of the test (Hatch

and Farhady, 1982).

3.4.2 Construct Validity

Construct Validity of this research is concerned whether the test was actually in line

with the theory of what it meant to understand the language that was being measured,

it examined whether the test actually reflect what it means to know a language. In this

research the writer focused on speaking skill in forms of interpersonal conversation. It

meant that the pretest and posttest measured by some aspects (pronunciation, fluency

and vocabulary). A table of specification is an instrument that helped the writer

planed the test.

Table 1.1 of Specification

Aspects	Theories
1. Pronunciation	It refers to the ability to produce easily comprehensible articulation. (Brown 1977:4) Pronunciation refers to the intonation patterns (Harris 1974: 81)
2. Vocabulary	Vocabulary means the appropriate diction which is used in communication (Brown 1977: 4) Vocabulary refers to the selection of words that suitable with content (Harris 1974: 68-69)
3. Fluency	Fluency to the ease and speed of the flow of the speech (Harris 1974: 81) Fluency can be defined as the ability to speak fluently and

	accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pause (Brown 1977: 4)
4. Comprehension	Comprehension for oral communication that requires a subject to respond to speech as well as to initate it (Brown 1977:4)

3.4.3 Reliability of the Data

This research used inter-raters reliability in achieving the reliability data which consisted of pretest and posttest. The first rater was the researcher herself and the second rater was the English teacher. Both of them discussed the speaking criteria in order to obtain the reliable result of the test.

The researcher also used the statistical formula to calculate the reliability score between first and second raters.

The statistical formula of reliability is as follow:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right) (See\ Appendices)$$

R = Reliability

N= Number of Students

d = the different of rank correlation

1 - 6 = Constant Number

After finding coefficient between raters, writer analyzed the coefficient of reliability with the standard of reliability below:

a) A very low reliability   (range from 0.00 to 0.19)

b) A low reliability   (range from 0.20 to 0.39)

c) An average reliability   (range from 0.40 to 0.59)

d) A high reliability   (range from 0.60 to 0.79)

e) A very high reliability   (range from 0.80 to 0.100)

Slameto (1998:147)

3.5 Research Procedures

The procedure of the research as followed:

1. Selecting Speaking Material

In this statement, the researcher used the syllabus of the first year of Senior High School Immanuel and based on School Curriculum or KTSP.

2. Determining the Instruments of the Research

The instrument of this research is speaking test. The researcher used the speaking test for the pretest and posttest to know the students' ability in speaking aspects. The data were the students' speaking scores before and after the treatment in performing a conversation in terms of interpersonal dialogue in front of the class. The test concerned on 4 aspects of speaking namely pronunciation, vocabulary, fluency and comprehension.

To find out the reliability of pre test and posttest of speaking, the writer used inter rater reliability. The validity of the pre test and post test in this research was related to

the content and construct validity. The content validity referred to the materials which were based on syllabus.

3. Determining the Population and Sample

The population of this research is the first grade of SMA IMMANUEL Bandar Lampung that consists of fourth classes, and one class was taken as sample. The sample was selected using sampling through lottery. It meant that all class has the same chance become sample. The sample of class for this research is X.1 where pre-test and posttest was administered in this class.

4. Conducting Pre – Test

The researcher administered the pre – test before treatment. It aimed to measure the ability of students' speaking achievement before the treatment done. The research used a subjunctive test in oral test. The test was done by snap, orally and directly based on the instructions.

5. Treatment

The treatment was done in two times and use one-on-one Interview technique. In selecting material the researcher used the syllabus of first year of Senior High School students Based on Curriculum (KTSP). And the next, the researcher asked for doing conversation based on the real their daily activity to their partner.

The procedure of teaching speaking through one-on-one Interview technique as follows: a) Pre – Activity, b) While – Activity and c) Post – Activity

6. Conducting the Posttest

The researcher administered the post – test after treatment. It aimed to know the progress of students' speaking achievement after being given the treatment using one – on – one interview technique. Based on the design of this research that is pre – test-post-test design, post-test conducted two times, after each treatment. The research used a subjunctive test in oral test. The test was done orally and directly based on the topics and their biography.

7. Analyzing the Data

After conducting the final test, the researcher analyzed the data. From the data had been received, perform was analyzed subjectively by both researcher and teacher (Fulcher and Davidson, 2007: 124).

First, the data, in form of score, gained from pre-test post-test were tabulated and calculate inter-rater reliability. *Then*, calculate minimal score, maximal score, minimal score, mean of the pre-test post-test score. After that, the researcher use used *Compare Means Paired- Samples T-test* through computing with *Statistical Package for Social Science (SPSS) Version 16.0 for windows* to analyze the significant increase from pre-test and posttest in every topic.

Table 1.2 The Scoring Rubric to Assessment the Students' Performance

Pronunciation	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	'Foreign accent" requires concentrated listening, and mis pronunciations lead to occasional mispronunciations.
	4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
	5	No conspicuous mispronunciations, but would not be taken for a native speaker.
Vocabulary	1	Vocabulary in adequate for even the simplest conversation.
	2	Vocabulary limited to basic person a land survival areas (time, food,transportation, family, etc.)
	3	Choice of the words sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
	4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of many non-technical subjects with some circumlocutions.
	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven except for short or routine sentences.
	3	Speech is frequently hesitant and jerky; sentences maybe left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	5	Speech is effort less and smooth,but perceptibly non-native in speech and evenness.
Comprehension	1	Understands too little for the simplest type of conversation.
	2	Understand only slow, very simple speech on common special and touristic topics; requires constant repetition and rephrasing.

	3	Understand careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
	4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
	5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

If the students get 5, so 5 x 5 = 25

4, so 4 x 5 = 20

3, so 3 x 5 = 15

2, so 2 x 5 = 10

1, so 1 x 5 = 5

For example:

A student gets 4 in pronunciation, 2 in vocabulary, 3 in fluency and 4 in comprehension. Therefore, the students' total score is:

Pronunciation   4 x 5 = 20

Vocabulary   2 x 5 = 10

Fluency   3 x 5 = 15

Comprehension   4 x 5 = 20

Total   65

It means he / she gets 65 for speaking.

Table 1.3 Classifications of Students Score

Score	Category
85-100	Very good to excellent
65-84	Average to good
45-64	Poor to fair
0-45	Very poor

1. The score of students' performance was counted using this formula:

Value = x

$$x = \frac{\text{Obtain score}}{\text{Maximum score}} \times 100$$

2. The average score of each student would be counted using this formula:

Mean = X

$$X = \frac{\sum x}{N}$$

Notes:
X   =the average of the student's achievement in speaking test
 x   =the sum of total score
N   =the total subject under study

(Gay, 1981:298)

The successful indicator in this research was when the students fulfilled the minimum

criteria of mastering English lesson at Imanuel Senior High School Bandarlampung

would   75, it meant that the students had reached the criteria of successfulness.

3.6 Hypothesis

The hypothesis of this research was used to prove whether the hypothesis is accepted or not, the researcher used *Compare Means Paired- Samples T-test* through computing with *Statistical Package for Social Science (SPSS) Version 16.0 for windows* to analyze the data in every topic. The hypothesis was formulated as follows:

Ho : There is no significant increase of students' speaking ability after taught using One to One Interview Technique at SMA IMMANUEL BANDAR LAMPUNG.

Hi : There is significant increase of students' speaking ability after taught using One to One Interview Technique at SMA IMMANUEL BANDAR LAMPUNG.

3.7 Schedule of the Research

In this research, the writer conducted pre-test, treatments and posttest:

1. The Pre Test 1

   The pre test held on 22 September 2015.

2. The Treatment 1

   The schedule of the treatment held on 23 September 2015.

3. The Post Test 1

   The post test was used to measure the students' ability after doing interview. The Posttest was held on 29 September 2015.

4. The Pre Test 2

The schedule of the Pre-test held on 30 September 2015.

5. The Treatment 2

The schedule of the treatment held on 6 October 2015.

6. The Post Test 2

The schedule of the treatment held on 7 October 2015.

V. CONCLUSSIONS AND SUGGETIONS

5.1 CONCLUSIONS

Having conducted the research at the first grade of SMA IMANUEL Bandarlampung and analyzing the data, the writer would like to state some conclusions as follows:

1. One to One Interview Technique has significant effect of students to speak about the topic. It can be proved from the increase of the students mean score from pre-test to posttest. The result of Posttest was higher than the result of pre-test in 2 differences topic. In the Topic Vacation, students' score speaking ability from the mean of pretest (62.61) and the mean of posttest (69.09) or increased 6.48%. The result score of posttest was higher or increased from the score of pretest. In the topic Hobby, students' score speaking ability from the mean of pretest (68.98) and the mean of posttest (76.02) or increased 7.04%. The result score of Posttest was higher or increased from the score of pretest. The results meant that there is increasing score of students' speaking ability after being taught speaking by using One to one Interview technique.

2. One to One Interview Technique enables the students to speak about the topic topic. Following the practice also makes their speaking run fluently and smoothly.

3. One to one interview can improve students aspects of speaking ability; they are; 1) pronunciation, 2) vocabulary, 3) fluency, and 4) comprehension. In the topic Vacation the highest is Comprehension. And in the topic Hobby the highest score is Vocabulary. It means that one to one interview technique are most appropriate to improve Comprehension and Vocabulary of the students' speaking skills.

5.2 SUGGESTIONS

After the researcher was research the students' speaking ability, there 2 suggestions from researcher to:

1. Students.

After students who used One to One Interview, they are more active to ask and to answer when teaching learning process. Students are more active to talk to the teacher in English when teaching learning process or talk to friends in English in daily activity. Overall, it can add students' vocabulary and comprehension skills, as well.

2. In order to improve pronunciation, the teacher can use applicable techniques for example, using repetition drill technique so that the students can develop their pronunciation through teaching about weak forms, clusters, contractions and stress times.

3. Future researchers.

Since, grammar aspects are not included in this research, the researcher invite to future researcher to find out it. After that, the researcher suggests the topic which students knew or if students did not know the topic. They might choose topic which students ever seen in daily activity. So, students can imagine the topic. Topic is necessary in learning activity in the classroom. Usually, students are more interested in speaking during classroom activities if the topic is relevant to them.

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