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IMPROVING STUDENTS' SPEAKING SKILL USING DIRECT INTERVIEW TYPE

(A Classroom Action Research at the Training Center of Pacific Cruiser in 2011 / 2012)

THESIS

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ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

SEBELAS MARET UNIVERSITY

SURAKARTA

2012

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Submitted to Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of Requirements for Achieving the Undergraduate Degree of English Education

ENGLISH EDUCATION DEPARTMENT

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "Improving Students' Speaking Skill Using Direct Interview Type (A Classroom Action Research at the Training Center of Pacific Cruiser in 2011 / 2012)". It is not plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, September 2012

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ABSTRACT

Irma Sri Anggraeni**.** X2209024. ***Improving Students Speaking Skill Using Direct Interview Type (A Class Action Research At The Pacific Cruiser Training Center).*** Thesis. English Education Department of Teacher Training and Education Faculty. Sebelas Maret University. Surakarta. 2012.

The objectives of this research are: first, to find out whether the use of direct interview type improves the students' speaking skill; second, to find out whether there are strengths and weaknesses when it is implemented in the speaking class.

The researcher conducted the research in September 2011 to October 2012 consisting of two cycles which had four steps in each cycle, namely planning, implementing, observation, and reflection. The researcher collected quantitative data from speaking test and qualitative data from observation, field note, photograph, interview, and questioners.

The improvements of using of this research are (1) the students' speaking skill improved during implementing direct interview type in teaching speaking. It was proven by improving students' speaking score from 3.86 up to 5.95 (2) Direct interview type established a good link communication between the teacher and the students and improved classroom management. It made the students more active in class and motivated the students to give high attention to take part in speaking class.

On the other hand there are some disadvantages of applying direct interview type to improve students' speaking skill first, the researcher got difficulty in arranging time management when the researcher conducted one – to – one interview that was the activity where the researcher interviewed the students one by one; second, direct interview type needed extra time to enquire and to encourage the students to speak English in big class of speaking that made inefficient activity in teaching learning.

Based on the research, the researcher suggested that the teacher should arrange a good classroom management to apply direct interview type in big class of teaching speaking to achieve the best outcome and redraft a good time allocation to use direct interview type in big class of speaking.

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ABSTRAK

Irma Sri Anggraeni**.** X2209024. ***Peningkatan Kemampuan Berbicara Siswa Menggunakan Direct Interview Type (Penelitian Tindakan Kelas pada Pusat Pelatihan Kerja Pacific Cruiser*** Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sebelas Maret. Surakarta. 2012.

Tujuan dari penelitian ini yang pertama, untuk menemukan apakah penggunaan direct interview type meningkatkan kemampuan berbicara siswa. Kedua untuk menemukan apakah ada kelebihan dan kelemahan ketika menerapkannya dalam kelas kemampuan berbicara dalam bahasa Inggris.

Peneliti melaksanakan penelitian ini pada bulan September 2011 hingga Oktober 2012 yang terdiri dari dua siklus yang mana setiap siklus mempunyai empat tahapan yaitu perencanaan, penerapan, observasi dan refleksi. Peneliti mengumpulkan data kuantitatif dengan melaksanankan tes kemampuan berbicara bahasa Inggris dan data kualitatif dengan menganalisa dari hasil observasi, catatan lapangan, foto, wawancara, dan kuesioner.

Hasil dari penelitian ini adalah (1) kemampuan berbicara bahasa Inggris siswa meningkat selama penerapan direct interview type dalam pengajaran kemampuan berbicara bahasa Inggris. Hal ini dibuktikan dengan peningkatan nilai rata - rata dari 3,86 menjadi 5,95 (2) Direct interview type menciptakan hubungan komunikasi yang baik antara guru dan siswa serta meningkatkan manajemen kelas. Hal ini membuat siswa menjadi lebih aktif di kelas dan memotivasi siswa untuk terlibat langsung dalam kelas speaking.

Disisi lain terdapat beberapa kelemahan pada penerapan direct interview type untuk meningkatkan kemampuan berbicara siswa dalam bahasa Inggris, antara lain yang pertama peneliti mengalami kesulitan dalam pengelolaan manajemen waktu ketika peneliti melaksanakan kegiatan *one to one interview* yaitu kegiatan dimana peneliti mewawancarai siswa satu persatu, yang kedua direct interview type memerlukan waktu yang lama dalam mengali informasi untuk mendorong siswa berbicara dalam bahasa Inggris pada kelas besar sehingga mengakibatkan aktivitas yang tidak efektif dalam kegiatan belajar mengajar.

Peneliti menyimpulkan bahwa berdasarkan pada penelitian, peneliti menyarankan bahwa guru seharusnya mengelola manajemen kelas yang baik untuk menerapkan direct interview type pada kelas besar dalam pengajaran kemampuan berbicara dalam bahasa Inggris untuk mencapai hasil yang memuaskan dan juga merinci kembali waktu yang bagus dalam penggunaan direct interview type pada kelas besar

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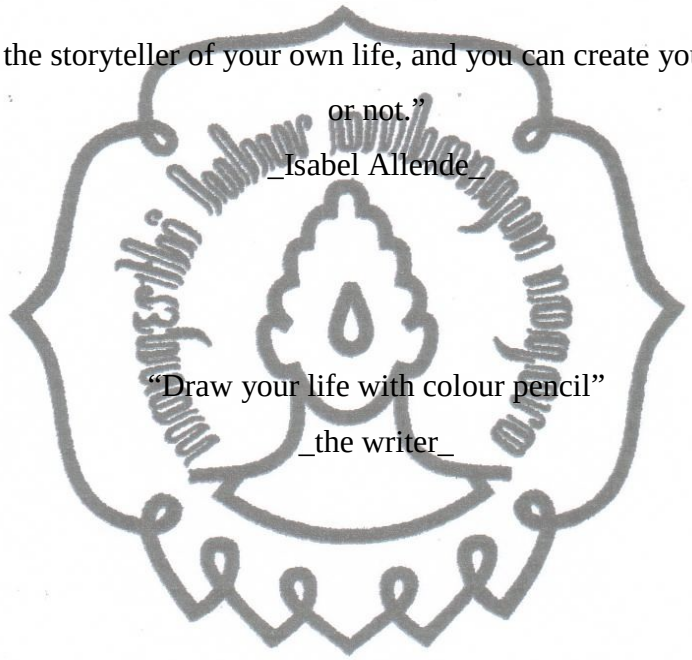
MOTTO

"Do one thing every day that scares you."

Eleanor Roosevelt

"You are the storyteller of your own life, and you can create your own legend or not."

Isabel Allende



"Draw your life with colour pencil"

the writer

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DEDICATION

This thesis is proudly dedicated to:

My Beloved Parents

My Beloved Brother

My Beloved sister

My Friends

My Beloved

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ACKNOWLEDGEMENT

Praise be to Allah, The cherisher and sustainer of the worlds, who has been giving His blessing and mercy to the researcher to complete the thesis.

The researcher realizes that this thesis would have been incomplete without other's help. The researcher really gives regards for people who have given guidance and thanks to:

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11. CP' family for sharing and supporting.
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13. Her mom and her father for always encouraging being better.
14. Her brother and her sister for suggesting and guiding.
15. Her partner of life for the best supporting.

The researcher realizes there are unintended errors in writing this thesis. She allows all readers to give their suggestion to improve its content in order to be made as one of the good examples for the next thesis.

Surakarta, September 2012

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Irma Sri Anggraeni

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CHAPTER I
INTRODUCTION

A. Background of the Study

English is an international language which has been received by countries all over the world, as a medium of communication in business meeting or other activities among government over the world. Besides, English is used in science of knowledge, new invention in field of modern technology, pharmaceuticals, medic, education, etc. therefore it is known that English has an important role in the world in all aspects of the human lives.

As a developing country, Indonesia really needs English because the Indonesian government is trying to improve all of the aspects which are usually faced by all countries; one of these aspects is education, which is essential that because of English is required in education aspect nowadays. The advantages of learning English are that the students can face the challenge of globalization era quickly then the students can communicate using their language successfully if they study and work abroad.

If the education in Indonesia both the formal schools and non formal institution such as English course or training center are able to create the students who are able to speak in English well, then it will be easy for the students get a job. Through English the students can apply for the jobs which require English moreover they will be able to work abroad. One of the jobs that require English is international seafarer. In international cruise ship, English is a very essential element in communicating with each other. As seafarers, their English have to be good because most of the passengers in international cruise ships are foreign people. The seafarers therefore have to use English as their means of communication who have to convey meaning to talk with foreign people by using English.

In Indonesia, there are lot of training centers which prepare their students as cruise ship crew. As non formal institution, those training centers also have

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their own kinds of method in teaching English to improve their English as the main asset to work in the cruise ship. In learning English for seafarers the students are expected to reach four skills. Among those, speaking is the most difficult to master. In some cases, the students have to take a note on the paper in advance before they deliver their speech and on the other hand they lack of vocabularies that also influence them to speak in limited vocabularies.

Harmer (2004: 96) says that speaking is an activity that provides opportunity for rehearsal, give both teacher and students feedback and motivate students because of their engaging qualities'. Another expert, Bailey (2005: 2) says that speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it. According to Savignon in Bailey, 2005: 2) language generated by the students (in either speech or writing) is considered productive and language directed at the students (in reading or listening) is known as receptive. Based on the theories show that speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate with other people. The students can do reading skill; listening skill and writing skill by themselves without somebody joining with them then however in speaking skill the students need the other to do this activity.

English course and training centers in Indonesia are held in various programs and different learning processes that are aimed in order for students to communicate English correctly in oral and written, the students are demanded to more proactive and responsive with the change of the industrial society in national, regional, and international. Therefore the students should have a standard competence of learning English that is oriented toward with the international and regional level of standard competence.

Competency – Based Curriculum for General English (2009: 1 – 2) states that the standard competence is arranged in an effort to improve the students' quality of their skill experience and the English skill that can communicate with the people orally and in written. Essentially learning English is carried out by integrating system of four language skills that is elaborated by the condition of the

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real lives where in the end of the learning process can create the students' competence that can conduct good communicative activity in oral and written forms with other people successfully.

Based on the pre – research was done in Pacific Cruiser Training Center; the researcher found out problems related to the low of students' speaking skill. The problems were divided into two indicators; they were the language speaking and the learning environment. The first indicator came from the language speaking such as mispronunciation, it was showed when they came forward to have a dialogue such as the word "*Wait*" they said "*White*". The students were difficult in understanding grammar. It was showed when they wrote the dialogue on the paper. They could not control their grammar when they tried to make some interrogative sentences such as "*Where are you come from? "*. The other difficulty was the students' lack of vocabularies so the learners got difficulty to speak well. It was showed when they made dialogue they would repeat one word in many times such as "*Tell*" they did not change into other words such as "*Say, explain, talk"*.

The second indicator came from the learning environment. They felt ashamed and afraid to speak English. It was showed when the teacher pointed them to read the text, they were nervous. Next, they never practiced and used English and also they always used mother tongue during teaching learning process. They always said that it was difficult to speak English. The last indicator in speaking class some of them were in passive students. They would be silent when the teacher asked them to give some questions in discussion section.

The sources of problems also came from three parts. They came from the students, the teacher, the material. From the students, most of them were not interested in joining English lesson because they thought English was one of the most difficult lessons. It was showed when the teacher gave them assignment they would tell that it was difficult and they could not do it. Secondly, the teacher did not use variety of teaching method then the students felt bored and not interested in joining the lesson. It was shown by the result of pre – observation. During teaching learning process the students seemed bored because the teacher did not

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communicate with the students well. There was no joke during teaching learning process and make the classroom situation was boring. Last, from the material, the teaching material that was provided by the teacher was monotonous then the students felt bored in and also the teaching method was teacher – centered created the passive students.

The teacher should have an acceptable method and technique in teaching learning process to achieve the goal of study by selecting the interesting material and teaching method then the students were interested in joining the lesson. Based on the result of pre – research then the researcher wanted to refine the condition by conducting action research that concerned on improving students' speaking skill in Pacific Cruiser Training Center through direct interview type.

Underhill (1998: 31) direct interview type is the most common and authentic type of oral activity for normal purpose, where there is no script and no preparation on the students' part for any special activity. Direct interview type can solve speaking problems in two ways; first, direct interview type has some strengths such as the teacher will be well prepared, but not so rigidly as control exactly what the students says. The others there should be a good opportunity to discuss and practice the skill of interviewing so the teacher can get the best out of the students in the shortest possible time. Direct interview type is type of oral activity that can be implemented in teaching speaking that are appropriate to improve the students' speaking skill because of direct interview type can establish a good link communication and social activity between one student and the other. Therefore through this research indicated that the students of Pacific Cruiser can pass the interview test of requiring cruise ship crew and communicative using English for daily activity to foreign people when they work for a cruise ship company in aboard.

Based on the explanation above, the researcher is interested in observing the use of direct interview type to improve the speaking skill at the Training Center of Pacific Cruiser. The research is entitled **"Improving Students' Speaking Skill Using Direct Interview Type (A Classroom Action Research at the Training Center of Pacific Cruiser 2011/2012"**

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B. Problems Statement

Based on the background of the study, the problems statements are formulated into the following questions:

1. Does the use of direct interview type improve the students' speaking skill?
2. Are there any weaknesses and strengths of direct interview method when it is implemented in the speaking class?

C. Objectives of the Study

The purposes of the research are as follows:

1. To find out whether the use of direct interview type improves the students' speaking skill.
2. To find out whether there are strength and weaknesses of direct interview type when it is implemented in the speaking class.

D. Benefit of the Study

After carrying out the research, the researcher hopes that the research gives some benefits:

1. To the students of Pacific Cruiser.

   Through direct interview type, the students are expected to have good development in speaking. The technique of direct interview type used in this research is expected to make the students to be more active in conveying meaning to express their ideas and make their speech to become more fluent.
2. To the Pacific Cruiser.

   This research hopefully can be used as a starting point to find various teaching techniques to create variety in teaching learning process, especially speaking skill.
3. To the English teacher in Pacific Cruiser

   This research hopefully is an input to improve teaching learning process, in speaking class, by applying the direct interview type.

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CHAPTER II
THEORETICAL REVIEW

A. Review on Speaking

1. Speaking as a Skill

Widdowson (1996: 58 – 59) defines the term of speaking in two ways according its sense which in the usage sense, involves the manifestation of the phonological system or of the grammatical system of the language or both. With the reference to usage, it is perfectly true that speaking is active, or productive, and makes use of the aural medium. In other words he explains that speaking as an instance of use is a part of reciprocal exchange in which both reception and production play a part where in this perspective, the skill of speaking involves both receptive and productive participation.

According to Briendley (1995: 19), oral skill can be identified with speaking skill. His point of view about oral skill is to:

a. Express one of intelligibility
b. Convey intended meaning accurately with sufficient command of vocabulary
c. Use language appropriate to context
d. Interact with other speakers fluently

Briendley (1995: 23) shows that oral skill can be rated in four areas:

a. Interactive communication which covers fluency or effect on listener.
b. Intelligibility which cover pronunciation / prosodic features
c. Appropriateness consisting of pragmatic competence / register
d. Accuracy including structure and vocabulary resource

Bygate (in Nunan, 1998: 40) suggest that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can be either focus on information or interaction. Information routines contain frequently recurring types of information structures, being either be expository (e.g. narrative, description,

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instruction, comparison) or evaluative (e.g. explanation, justification, prediction, decision). Interaction routines can be either service (e.g. job interview) or social (e.g. dinner party).

According to Bygate, a further feature of oral interaction is that the participants need constantly to negotiate meaning and generally manage the interaction in the term of who is to say what, to whom, when, and about what. His scheme is set out in figure 2.1:

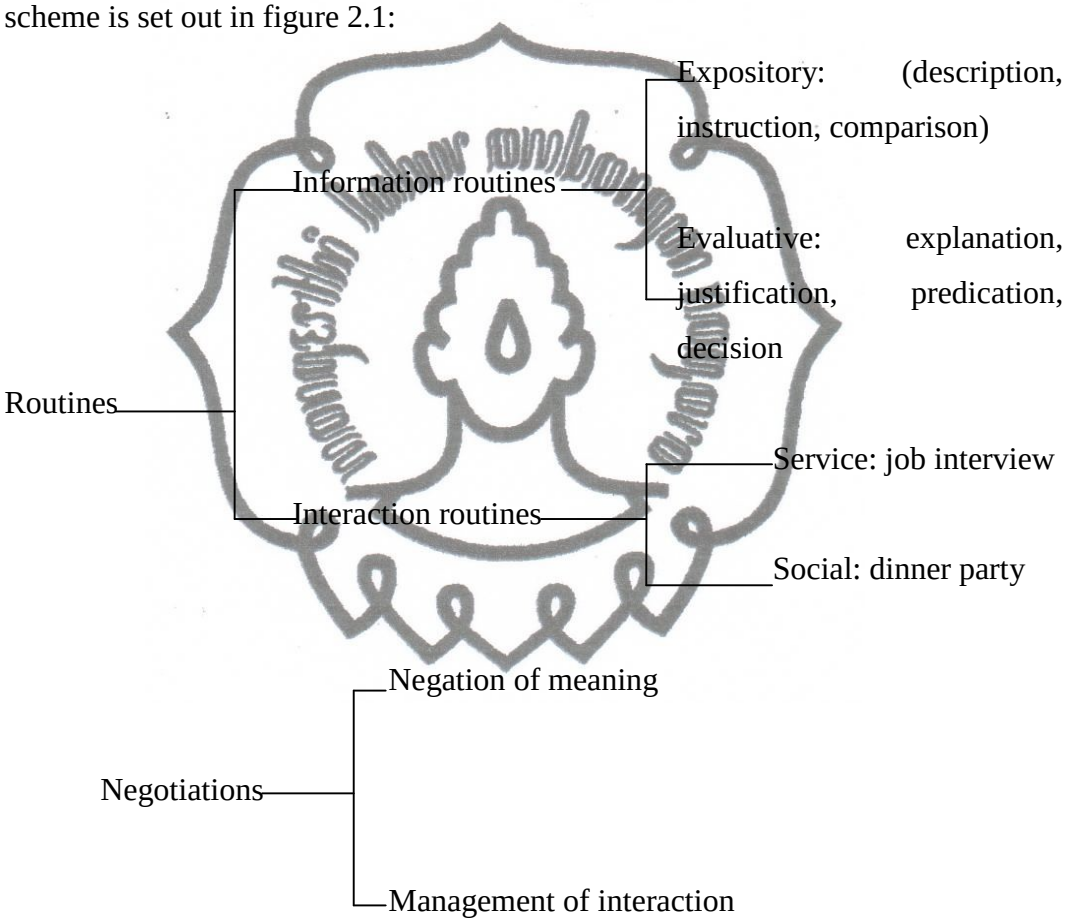

Figure 2.1 Characterizing Oral Interaction (Bygate 1987)

When people talk about something, it has several meaning. Speaking can be many things – it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have and so on.

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> "To most people mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language". (Nunan, 1998: 39)

Widdowson (1996: 64) states that speaking is a kind of tactical maneuvering that can be characterized as an overtly interactive manner of communicating that means that talking is reciprocal because it takes the form of an exchange between two or more participant with each participant taking turns to say something. Any misunderstandings which arise can be cleared up in the process of the interactions of the other interlocutors that means that they can afford to be imprecise and explicit and clarify then modify their meanings as they go along according to how what they say is received.

It can be concluded that speaking is the kind of tactical maneuvering of oral interaction to express one of intelligibility which can either focus on information or interaction involving both receptive and productive participation in interactive communicative through components of speaking such the manifestation of phonological and grammatical system of language then accurately with sufficient vocabulary.

Heilkle (2008: 8) defines that skills are the practical application of knowledge that require attention, experience and feedback, and are developed over time, through practice.

According to Business Dictionary (2012) states that skill is an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job function involving idea (cognitive skill), things (technical skill) and people (interpersonal skill).

Besides, Richard (2002: 500) has other opinion to describe the definition of skill that is an acquired ability to perform an activity that usually is made up of a number of co-ordinate processes and actions.

It could be concluded that skill is an ability to apply the knowledge that developed through practices co – ordinate process that involving cognitive skill, technical skill an interpersonal skill.

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Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read clearly. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills. Often the skills are divided into sub skills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

Widdowson (1996: 59) explains that speaking as an instance of use therefore is a part of reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation.

> "We do not merely know how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting conversation as unexpected problems appear in our path".
> (Bygate, 1987: 3)

According to Vilimec (2006: 11) Bygate writes that being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge 'in action', which creates the second aspect of speaking - the skill.

Bygate (in Vilimec, 2006: 11) views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that 'a speech takes place under the pressure of time'; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors.

Thornbury (2005: 10) explains that speaking is an ability to manage turn – taking on the use of production strategies such as the filling pauses also contribute to fluency at the same time as they are speaking as well as take the contribution others speakers are making to talk both linguistic and paralinguistic.

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Based on the theories above it could be taken conclusion that speaking skill is productive participation to say clearly as well as to other speaker that considerer to the use of knowledge in production skill and interaction skill that manage turn taking to speech the linguistic and paralinguistic.

2. Micro and Macro Skill of Speaking

The indicator of speaking could be formulated from taking at least two sources; micro and macro skill of language skill and the government standard competence. Moreover Brown (2004: 142 – 143) divides speaking skill in micro skill and macro skill.

Micro skill there eleven points that describes as follows:

a. Produce different among English phonemes and allophonic variants.
b. Produce chunk of language of different lengths.
c. Produce English stress patterns, words in stressed and unstressed positions rhythmic structure, and intonation contours.
d. Produce reduced forms of words and phrases.
e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
f. Produce fluent speech at different rates of delivery.
g. Monitor one's own oral production and use various strategic devices – pauses, filters, self correction, backtracking – to enhance the clarity of the message.
h. Use grammatical words classes (noun, verbs, etc), system (e.g. tense, agreement) word order, patterns, rules and elliptical forms.
i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentences constituents.
j. Express a particular meaning in different grammatical forms.
k. Use cohesive devices in spoken discourse.

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Meanwhile macro skill of speaking skill Brown categorizes into five points, they are

a. Appropriately accomplish communicative functions according to situations, participants and goals.
b. Use appropriate styles, register, redundancies, pragmatic, conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
c. Convey links and connection between two events and communicates such relations as focal and peripheral ideas, event and feeling, new information and given information, generalization and exemplification.
d. Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
e. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

3. Obstacles of Speaking

Learning foreign language is often considered to be a difficult aspect because of the students learns all the four skills (listening, speaking, reading and writing). Speaking is to be one of the difficult aspects because the students' assumption thinks that speaking seems intuitively the most important for people to know a language. Through the classroom activity the students can develop their ability to express their idea through speech but there is also an assumption states that speaking in the classroom activity is an alert, because the students have to speak in front of the audience. Therefore some students prefer not to speak at all and because of the students feel unconfident then do not take the opportunities to practices speaking English.

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Brown (2001: 270) divides eight points as reasons that makes speaking difficult, they are

a. Clustering

   Fluent speech is phrasal, not word by word. Students can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

   The speaker has an opportunity to make meaning clearer through the redundancy of language. Students can capitalize on this feature of spoken language.

c. Reduced form

   Contractions, elisions, reduced vowels, etc; all form specials problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilled, bookish quality of speaking that in turn stigmatize them.

d. Performance variables

   One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pause, backtracking, and correction. Students can actually be taught how to pause and hesitate.

e. Colloquial language

   Make sure your students are reasonably well acquainted with the words; idioms, phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

   Another salient characteristic of fluency is rate of delivery. One of your tasks with teaching spoken English is to help students achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

   This is the most important characteristic of English pronunciation, the stress – timed rhythm and intonation patterns convey important messages.

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h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

Moreover, Rivers (in Rahayu, 2010: 28) adds that there are psychological factors in communicating which include:

a. Desire to communicating

As well having something to say, the student must have the desire to communicate the message to some person or group of person. Some students may do not have interest in joining speaking activity for their teacher who does not show sympathy and their classmates are uncongenial. Other may realize that they have limitations in the new language and do not want to ridicule.

b. Comprehension as well as expression

Students may have acquired skill in expressing themselves in the new language code, but have little practice in understanding the language when it is spoken at a normal conversational situation.

c. Personality factors

Some students are talkative, others are shy or embarrassed if found to be in error. These characteristic affect the students' performance in speaking activity.

d. Limitations of expression

Students may feel frustrated when they know their choice of expression is limited. They cannot demonstrate the maturity of their thought.

e. Correction of errors

In several societies, people will keep their ideas if expressing them could cause embarrassment for themselves or for the people with whom they are conversing. Continual correction sometimes can be very irritating.

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Another expert Ur (1999: 121) explains that there are four problems with speaking activities, they are

a. Inhibition

   Unlike reading writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language into classroom: worried about making mistakes, fearful or criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

   Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motivated to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

   Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time.

d. Mother tongue use

   In classes where all a number of the students share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to another to one another in a foreign language and because they feel “exposed” if they are speaking their mother tongue.

4. Solution for the Speaking Problems

What the teacher can do to help to solve some of the problems are explained that according to Ur (1999: 121 – 122) five solution are going to solve speaking problems, such as:

a. Use group work

   This increase the sheer amount of students talk going to in a limited period of time and also lowers the inhabitations of students who are unwilling to speak in front of the full class.

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b. Base the activity on easy language

In general the level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

c. Make a careful choice of topic and task to stimulate interest

On the whole the clearer the purpose of the discussion the more motivated.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instruction about participant when introducing it.

e. Keep students speaking the target language

The teacher might appoint one of the groups as monitor, whose job it is to remind participants to use the target language and perhaps report later to the teacher how well the group managed to keep to it.

B. Review on Teaching Speaking

1. Teaching Speaking

Students' language learning is considered successful to communicative efficiency the target language. The students should be able to make themselves understand, using the current proficiency and avoiding confusion in the message due to faulty pronunciation, grammar, and vocabulary and observing the social culture that apply in communication situation. Therefore, this becomes the main goal of language learning in speaking class.

In teaching speaking skill, the teacher should also recognize the difficulties, which are encountered by their students. As stated by Thornbury (2005: 39 – 40) states that the difficulties which the students – speaker faces can be classified in to two main areas:

a. Knowledge factors: the student does not yet know aspects of the language that enable production.

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b. Skill factors: the students' knowledge is not sufficiently automated to ensure fluency.

In addition Thronbury adds that the lack of the two factors can result in the lack of affective factors, such as of confidence or self – confidence, which might inhibit fluency. Students can compensate their insufficient knowledge of language system by using communication strategies, and they compensate for the lack of fluency through discourse strategies. However those strategies could lead to premature fossilization of the students' inter language. It means that those strategies can close down the language system development of the students, although there can be conversational 'Foothold' for students.

Thus, there should be balance between knowledge, which is required for speaking and ways that can make the knowledge become available for use. In terms of knowledge base that enables speech, students need:

a. a core of grammar
b. a core vocabulary of at least 1000 high frequency items,
c. some common discourse markets
d. a core phrase book of multi word (or chunks)
e. formulate ways of performing common speech acts (such as requesting or inviting)
f. mastery of those features of pronunciation that inhibit intelligibility

The speaker should also take into account context factors, including the cultural context and the context of immediate situation. In order to activate these knowledge areas, students need:

a. to be aware of features of the target knowledge base (awareness)
b. to integrate these features into their existing knowledge base (appropriation)
c. to develop the capacity to mobilize these features under real – time conditions and unassisted (autonomy)

According to Spratt (1989: 5 – 17) there are three sequences of oral. They are presentation, practice and production. Presentation is the activity to present a new language often by means of communication through short text and

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conversation. For example when father teaches his son how to ride the bike then father gives instructions it while his son listens his father explanation. Thus activity belongs to presentation. Meanwhile practice is the activity to practice the new structure in a controlled context through drills and substitution exercise. For example after his father gives explanation then his son practices how to ride the bike by repeating the same operation under the father's instruction. Production is the activity to practice using a new structure in different context often using their context or information, in order to develop fluency with new pattern. For example finally father puts his son in a situation in which he must make his own restricted choices, decision and actions.

Brown (2001: 275) says that there are principles which teachers must know before deciding technique in teaching speaking, as follows:

a. Technique should cover the spectrum of students needs, from language based focus on accuracy to massage – based focus on interaction, meaning and fluency.

   Teachers should use kinds of language teaching technique like direct interview type and design to help students perceive and use the building blocks of language that make the students are interested to the activity as meaningful as possible.

b. Technique should be intrinsically motivating.

   Teachers should arrange times to appeal to students' ultimate goals and interest, to know their need for knowledge, for status, for achieving competency.

c. Technique should encourage the use of authentic language in meaningful contexts.

   Teachers should provide an interesting worksheet and meaningful interaction in the classroom creatively.

d. Provide appropriate feedback and correction.

   The students are totally dependent on teacher's feedback and correction that will be useful for students' development in learning language.

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e. Capitalize on the natural link between speaking and listening.

Teachers should integrate these two skills to reinforce each other.

f. Give students opportunities to initiate oral communication.

Teachers should provide the conditions, which support students to increase the oral communicative competence for example to initiate conversations, to ask questions and to give directions.

g. Encourage the development of speaking strategies.

The concept of strategic competence is to make students can be aware of the oral communicative purpose by practicing such strategies:

1) Asking for clarification *(what?)*
2) Asking someone to repeat something *(huh? Excuse me? Pardon me?)*
3) Using conversation maintenance cues *(uh huh, right, yeah, okay, hmm)*
4) Getting some attention *(hey, say, so)*
5) Using paraphrase for structures one can't produce
6) Appealing for assistance from the interlocutor (to get a word or phrase, for example)
7) Using formulaic expression (at the survival stage) (how much does ____cost? How do you get to the_____?)
8) Using mime and nonverbal expressions to convey meaning.

Besides that, Brown (2001: 271) states that there are six types of classroom speaking performance, they are

a. Imitative Type.

Drill in which the students simply repeats a phrase or structure (e.g. "Excuse me" or "Can you help me?" for clarity and accuracy.

b. Intensive Type.

The students focus on drill or repetition on specific phonological or grammatical points such as minimal pair or repetitions of series imperative sentences.

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c. Responsive

A good deal of student speech in the classroom in responsive: short replies to teacher – or students- initiated question or comments, such as yes / no questions.

d. Transactional (dialogue)

Transactional or dialogue, carried out for the purpose of conveying or exchanging specific information, such as information gathering, interviews, role play or debates.

e. Interpersonal

Interpersonal dialogues establish more for the purpose of maintaining social relationships such as personal interview or casual conversation role plays that involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotional charged language
- Slang
- Ellipsis
- Sarcasm
- A covert "agenda"

f. Extensive (monologue)

Extended monologue in the form of oral reports, summaries, or perhaps short speeches.

2. How to Teach English to Adults

Teaching English is now starting based on age level. There are three level namely children, teenager, and adult in generally. According to Hilles and Suton (2001: 385) adult education has several purposes as follows:

a. First, it allows students who for whatever reason were unable to complete their elementary or secondary education to get their diplomas.

b. Second, it provides a resource for those who desire to pursue vocational training and continue their education after graduating from secondary

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school or university but do not opt to do this the setting of a college or graduate school.

c. Third, some adult programs allow concurrent enrollment i.e. allow students enrolled in secondary school to take adult classes after school or on weekend which can count toward graduation or simply provide extra instruction and practice in specific subjects.

There are many ways in rules teaching children that can be applied in teaching adults then Brown (2001: 90 – 91) identifies five perspective as suggestion to apply teaching adults because adults have superior cognitive abilities that can render them more successfully in certain classroom management, they are

a. Adults are more able to handle abstract rules and concept.
b. Adults have loner attention for material that may not be intrinsically interesting to them.
c. The secret of lively adult classes is their appeal to multiple senses.
d. Adult often bring a modicum of general self – confidence into a classroom.
e. Adults with their more developed abstract thinking ability are better able to understand a context.

Some implications for general classroom management can be drawn from what I know about differences between children and adults. Some management "do's" and "do not's":

a. Do remember that even though adult cannot express complex thinking in the new language, they are nevertheless intelligent adults with mature cognition and adults emotions.
b. Do not treat adults in class like children by;
    - Calling them "kids", then talking own them
    - Using "character" talk (the way parents talk to children)
c. Do give your students as many opportunities as possible to make choices about what they will do in and out of the classroom.
d. Do not discipline adults in the same way as children.

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According to McIntire in Hilles and Suton (2001: 386) adult education currently serves a diverse population, including that following:

a. Students who did not have an opportunity to attend school during the traditional elementary and / or secondary range.
b. Students who dropped out of school.
c. Immigrant who are learning English as a second language, acquiring basic skills in English, preparing for citizenship, or obtaining in high school diploma in English.
d. Students acquiring vocational training skills.

3. Principles for Teaching Speaking to Advanced Learners

According to Bailey (2005: 124) there are three of principles for teaching speaking to advanced students.

a. Help students to combine fluency and accuracy

   At the advanced levels it is important that the students are able to speak English spontaneously at a normal conversation and maintain their accuracy.

b. Encourage students to take reasonable risk in English.

   There are other kinds of reasonable risk that advanced students can be encouraged to take. Talking with the a stranger in English, attending a party when English is spoken, participating in a job interview or giving a talk to civil organization in English can be all growth experiences.

c. Provide opportunities for learners to notice the gap.

   Notice the gap describes an experience that people have when they are interacting in a second or foreign language. It refers to the students realizing that there is a difference between what they want to say and what they want can say and this process involves development of linguistic self awareness on the students' part.

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4. Criteria of a Successful Speaking Activity

In speaking class there are two aspects that representative all of the language performance, such as accuracy and fluency. According to Richard in (Irfanblogsopt, 2011: 13) explains differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency:

a. Reflect natural use of language
b. Focus on achieving communication
c. Require meaningful use of language
d. Require the use of communication strategies
e. Produce language that may not be predictable
f. Seek to link language use to context

Activities focusing on accuracy:

a. Reflect classroom use of language
b. Focus on the formation of correct examples of language
c. Practice language out of context
d. Practice small samples of language
e. Do not require meaningful communication
f. Choice of language is controlled

According to Ur (1999: 120), there are four characteristics of successful speaking activity:

a. Students talk a lot.

   As much as possible of the period of the time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participant is even.

   Classroom discussion is not determined by a monitory of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

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c. Motivation is high.

Students are eager to speak: because they are interested in topic and have something new to say about it, or because they want to contribute to achieve a task objective.

d. Language is of an acceptable level.

Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Meanwhile, Brown (2001: 268) argues that the distinction an issue that persuades all of language performances centers on the distinction between accuracy and fluency. On the other hand, Thornbury (2005: 127) argues that there are four categories of speaking test: grammar and vocabulary, discourse management, pronunciation, and interactive communication. The last view comes from Ur (1996: 135) who argues that scale of oral testing criteria is tested on fluency and accuracy.

It can be concluded that the criteria of speaking test are focused on accuracy and fluency from Ur (1996: 135). The total score is 10 but the researcher focuses that the total score is 8. The last criterion is implemented for native speaker and it is not suitable for students of Pacific Cruiser as a subject in conducting the research. The formula of the criteria speaking test is as follows:

Table 2.1 The Speaking Scoring Rubric

ACCURACY		**FLUENCY**	
Little or no language produced all mistakes in pronunciation.	**1**	Little or no communication	**1**
Poor vocabulary, mistakes in basic grammar, many mistakes in pronunciation.	**2**	Very hesitant and brief utterances, sometimes difficult to understand	**2**
Adequate but not rich vocabulary, occasional grammar slips, few mistakes in pronunciation.	**3**	Get ideas across, but hesitantly and briefly	**3**
Good range of vocabulary, good grammar, good pronunciation	**4**	Effective communication and natural	**4**

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C. Review on Direct Interview Type

1. Definition of Direct Interview Type

Steward (2006: 7) explains that direct interview type is a one in which interviewer establish the purpose of interviewing and at least at the outset, control the pacing of the communication situation. Typical direct interview type includes information giving, information gathering, and employment selection.

Besides Underhill (1998: 54) explains that direct interview type is the most common of all oral activity, for many people, it is the only kind of oral activity that a direct face to face exchange, between interviewee / students and interviewer. It follows a pre – determined structure, but still allows both people a degree of freedom to say what they genuinely think.

The article English Language Arts 6-9: Speaking and Listening: Instructional Philosophy and Teaching Suggestion mentions that direct interview type is a good way to gain information and provide the participants with practice in improving speaking and listening skills. Results of interviews can be prepared for publication in reports or in the school newspaper, thus supporting the writing component of the language arts program.

> "Interview is a social encounter between two or more individual with a word as the medium of exchange. It is a peculiar form of conversation in which the ritual of turn – taking is more formalized than in the commoner and more informal encounter of everyday life. In this definition Farr differentiates conversation and interview, he regards that interview is more formal than conversation". (Farr in Dale, 1998: 9)

Khan and Cannel in Steward (2006: 3) define that direct interview type takes on a pattern of verbal communication that emphasize on going the process orientation of interviewing and look like to ignore nonverbal communication for a specific purpose.

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To sum up all of the theories above it can be taken a conclusion that direct interview type is a face to face oral activity that has specific purposes through take on verbal communication in ritual turn taking that can improve speaking and listening skill.

2. Steps of Direct Interview Type

The article English Language Arts 6-9: Speaking and Listening: Instructional Philosophy and Teaching Suggestion states that effective direct interviews type is the result of careful planning. The teacher and students together should draw up a checklist of preparations that must be made for interviewing. Some important steps to include are:

a. Think about the purpose of the interview and state it clearly.
b. Make arrangements for the time, place, and setting of the interview so they are convenient for both parties. Confirm arrangements the day before the interview.
c. Become informed about the topic of the interview. Learn any special vocabulary needed to talk about the topic. Try to become familiar with some current information on the topic.
d. Examine your own attitudes toward the interviewee and the topic you will be discussing.
e. Plan your opening remarks in advance. These should include the purpose of the interview and the initial questions.
f. Plan how you will document the interview. If you wish to audio or video record the interview, ask for permission ahead of time as some people prefer not to be recorded.
g. To use audio or video recorders, be sure equipment is booked and in working order.

On the other hand Underhill (1998: 55) also mentions that there are some stages in a well – run of implementing direct interview type, namely:

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a. An interview starts out with a deliberate plan. For a short interview of between five and eight minutes, this might be:
   1) Introduction (polite social questions to put learners at case)
   2) Find level (series of questions and topics to establish level against a specific scale)
   3) Check questions (above and below the establish level, to confirm that it is right)

b. For a longer interview of between ten and fifteen minutes:
   a. Introduction and warm up
   b. Establish approximate level
   c. Fine – tune level – several more topics / questions at about the right level (and a little above) to offer the students the opportunity to improve his rating
   d. Elicit students' opinion
      On his ability
      On his overall proficiency
      On his own strengths and weakness in the language
      And perhaps, offer the opportunity to correct one or two earlier errors
   e. Feedback and wind up: if possible, tell the students the result; invite any comment' end the interview

In particular, the interviewer should be careful not to:

a. Over correct errors (an instinctive teacher habit)
b. Fill pauses or silences automatically
c. Interrupt unless necessary and impose her own opinion unnecessarily

3. Activities for Conducting Direct Interview Type

Steward (2006: 20) also explains that successfully interviewing requires training, advance preparation, skill in interpersonal communication and a willingness to expose the students' selves to the risk involved in face to face communication settings.

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The article English Language Arts 6-9: Speaking and Listening: Instructional Philosophy and Teaching Suggestion mentions that guidelines are necessary for students to establish the way in which interviews should be conducted. Some suggestions include the following:

a. Use language that is appropriate to the setting, the subject, and other people present.
b. Be alert to nonverbal cues from the interviewees. If they seem offended or confused by what you say, adjust your language or restate the question.
c. Maintain a friendly interested attitude. Always be polite and offer reassuring comments.
d. Make continual checks for understanding then summarize especially long or complicated answers.
e. Ask follow-up questions.
f. Let the interviewee do most of the talking.
g. Use nonverbal cues to show interest and support (e.g., maintain eye contact, nod, smile, or lean toward the speaker, as appropriate).

Conclude the interview by thanking the interviewee for participating

In other hand Steward (2006: 20) also describes the students' activity through direct interview type in speaking class, such as:

a. Select two other person and form a triad, there will be person A, another and another C. At a given point in time person A will ask one question of person B, then person B will ask a question of person C. person C will ask a question of person A. Question can cover personal history, describe place, interest, like and dislike. Continue the pattern questioning for

   10 – 15 minutes. At the end of this time, discuss the following questions:

   1) How much do you know about each other?
   2) What restrictions in this exercise prevent complete communication?
   3) What problem arose when you were asking just one question?
   4) What were you doing when you were not involved in the communication?

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5) What did you spend more time doing listening to other person's answer or preparing your own questions?

b. Select an interview from magazine, newspaper or other current source. With certain understandable limitation, see if the students can identify the level of communication, the socially acceptable answer and what you belief to be lies.

c. Select interview on local radio or television, then take note what is the purpose of the interview? What kind of interview is it?

4. Kinds of Direct Interview Type

According to Dale (1998: 27 – 31) there are four main form types of interview. The types of interview are:

a. One – to – one interview

The – one – to – one interview can be made to a highly stressed occasion to explore how the candidate responds to pressure. It prefers to make the interviewer more relaxed, believing it is easier to get candidates to be open and honest in this sort of terms.

b. Panel interview

Panel interview is an interview is conducted between two and twenty people to interview one candidate.

c. Small group

Small groups allow the interview to:

1) Focus on a particular aspect of the job whose role is to test technical knowledge.
2) Be advisory, key individuals – social leaders, experts, representative of customers – can make recommendations to the decision makers and suggest which areas of performance, knowledge and experience.
3) Be mainly social, the prime purpose would be to ensure 'social fit' by exposing future colleagues to each other early in the process.

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4) Be political, allowing key individuals to believe they have a more influential role in selection decisions than they really have.
5) Contribute to the decision – making process, representative of each small group can report their findings to and / or participate in the final appointment panel.

d. Sequential interview

Sequential interviews are very similar to small – group interviews. Several interviews are held, one following the other and each is conducted by one person who explores a particular aspect, such as experience, technical knowledge, managerial approaches, attitudes to quality.

5. Benefit of Using Interview

McGroarty in Kessler (1992: 2) identifies six primaries benefits of direct interview type as one techniques of cooperative learning. They are

a. Increased frequency and variety of second language practice through different types of interaction
b. Possibility for development or use of the first language in ways that support cognitive development and increased second language skill.
c. Opportunities to integrate language with content – based instruction
d. Opportunities to include a greater variety of curricular material to stimulate language as well as concept learning.
e. Freedom for teachers to master new professional skills, particularly those emphasizing communication.
f. Opportunities for students act as resources for each other, thus assuming a more active role in their learning.

On the other hand, Bassano and Christison in Kessler (1992: 3) identify four kinds of associated with direct interview type in cooperative learning classroom management. They are

a. To assist with classroom environment and social task.
b. To be useful in selecting content and setting goals.
c. To help in developing materials such as flash card and posters.

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d. To assist in monitoring progress and evaluating tasks.

Steward (2006: 13 – 14) adds the advantages of applying direct interview type in teaching language skill. It is divided into three aspects, they are

a. Interviewing are more useful in discovering attitudes, feelings, thought, beliefs, and what binds them together.
b. Interviewing encourages the use of all kinds and type of questions.
c. The nature of interviewing generally does not permit kind of selectivity except in phrasing some question.

D. Rationale

Speaking is the aspect of learning second language in oral interaction to express one of intelligibility which can either focus on information or interaction involving both receptive and productive participation to convey meaning accurately with sufficient vocabulary. Speaking is a problem for students when they study English subject. Some of their obstacles in speaking are clustering, redundancy, reduced form, performance variables, colloquial language, and rate of delivery, stress, rhythm, intonation and interaction.

The method of teaching and learning speaking in Pacific Cruiser was teacher – centered, there was a bad rapport and no good interaction between the teacher and the students, where the teacher just sat down and explained the material then the students only sat down and listened to the explanation and the instruction from the teacher without participating in teaching learning process. The pre – observation showed that the students' achievement and motivation in speaking was still low. The problems were divided by two indicators, the language speaking and the learning environment. The problems of the language speaking such as the students' mispronounced words, the difficulty in understanding grammar, and the students' lack of vocabularies. The second was the problem situation such as the students felt ashamed and unconfident, the students never practiced English, and most of the students were passive. Meanwhile the source of problems also came from three parts. It came from the

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students were not interested in joining the English class, the teacher did not use various teaching method, the materials were monotonous.

The researcher proposed to use direct interview type. Direct interview type provides lots of interactions, because it offers highly interactive learning experience in language teaching. Each of the students study the material with a specific purpose of mind: to be able to teach or tell the others in the group the main points and important detail of their information and evaluate it in order to complete a task. Thus the speaking ability of the students can be improved.

From the explanation above, it can be assumed that the students' speaking skill can be improved by using direct interview type.

E. Action Hypothesis

Considering carefully the theory underlying speaking skill and the direct interview type, the researcher proposes an action hypothesis: the use of direct interview type can improve the speaking skill of the students in Pacific Cruiser in 2011/2012.

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CHAPTER III
RESEARCH METHODOLOGY

A. Context of Research

The research was conducted at the Training Center of Pasific Cruiser; it is an informal education that concern on seafarers, especially international cruise ship. Pacific Cruiser has been registered in DISNAKER Solo, NO: KEP 563.11/2.914/2010 and provides three kinds of job in international cruise ship, such as Deck Engine Department, Housekeeping Department and Food and Beverage Department.

Most of the students of Pacific Cruiser are from several regions such as Surakarta, Karanganyar, Boyolali, Jepara, Rembang, Sukoharjo, Yogjakarta, Purwodadi and Makasar. In the class there are one white board, air conditioner, lamp, chairs. There are some rooms in the Pacific Cruiser like office room, class room, toilet room, and outdoor room for speaking activity on Saturdays.

The research was conducted from September 2011 – October 2012. The researcher did pre – observation and pre – test then continued by conducting the action research.

In Pacific Cruiser, the students can choose one of the three departments which are appropriate with their skill. They are the Deck Engine Department, the Housekeeping Department, and the Food and Beverage Department. In the Housekeeping Department they must do job training in a three or five star hotel for six months. Meanwhile, in the Deck Engine Department they must do job training in local ship for six months, and in Food and Beverage Department, they must do the job training in the restaurant of a three or five star hotel for a year.

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B. Method of Research

1. Definition of Action Research

Nunan (1992: 3) states that research is systems process of inquiry that involving of three elements; they are (1) a question, problems, or hypothesis (2) data (3) analysis and interpretation of data.

The method used in this study is classroom action research. A form of research which is becoming increasingly significant in language education is action research. This research has defined in a number of different ways.

Elliot (1991: 50) defines that action research as "building powerful learning communities", it means that a process through which teachers collaborate in evaluating their practice, try out new strategies and record their work in a form that is understandable by other teachers. The main purpose of action research is to improve practice rather than produce knowledge through integral aspects of action research such as teaching, educational research, curriculum development and evaluation.

Burns (2001: 30) makes some characteristic of action research taken from some experts' definition as follows:

a. Action research is contextual, small – scale and localized. It identifies and investigates problems within a specific situation.
b. It is evaluating and reflecting as it aims to bring about change and improvement in practice.
c. It is participatory, as it provides for collaborative investigation by teams of colleagues, participatory and researchers.
d. Change in practice is based on the collection of information or data which provides the impetus for changes.

Wallace (1999: 4) states that action research is a teaching reflecting way (or teacher – training, or management of an English department, or whatever that teacher does in English language teaching) through systematically of collecting data and analyzing it in order to make some decisions.

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Kemmis and Mc Taggart (in Nunan, 1992: 17) argue that the three characteristic of action research are that it is conducted by practitioners (purposes, classroom teachers) rather than outside researchers; secondly, that there is collaborative; and thirdly, that purposes on changing things.

From the explanation theories above, it can be taken the conclusion that definition of action research is a process of reflecting way on teaching undertaken by practitioners (including education) who try out new strategy to aim changing or improving things in practice.

2. Procedures of Action Research

Having on the pre- test was done to the students; the researcher found some problem connected with the students speaking low. The problems were mispronounced words, grammatical error, and lack of vocabularies. It was also proven by interviewing the students and observing the classroom. The students' behavior on speaking class was not good enough; some students were ashamed of speaking English then they became passive students. The students looked bored during teaching learning process, that condition was because of uninteresting material and teaching method. Therefore the researcher conducted action research on that class to improve the students' speaking skill.

The researcher passed some procedures during conducting this research. It is like stated by Kemmis and Mc Taggart. According to Kemmis and Mc Taggart (in Burns 2001: 32) state the procedure of each step in this research as follows

a. Identify a problem area

In this research, the problems were identified by using three techniques as follows:

1) Pre observation

To know the model of classroom management and students' behavior,

2) Interviewing the teacher and the students

To know problems faced by the teacher and the students.

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3) Questionnaires

To know problem of English in teaching learning process faced by the students.

4) Pre test

To measure how far of the level of students' speaking skill

b. Planning the actions

1) Choosing the topic or the material.

The researcher chose descriptive text as the topic of the research.

2) Designing lesson plan in every meeting.

3) Preparing for teaching – aids.

4) Preparing for students' worksheet.

5) Preparing for worksheets of classroom observation.

6) Preparing for post – test.

7) Preparing for camera.

c. Implementation the action

There were two cycles and every cycle consisted of two meetings. Every meeting there were three types of activities; opening, main activities and closing.

d. Observing / monitoring the action

The researcher did pre – research observation before implementing the research in class that used as consideration to design the next activity.

e. Reflecting the result of the observation

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

f. Revising the plan

After conducting cycle I the researcher revised this research that focused on managing students to be more active on speaking class.

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C. The Techniques of Collecting Data

In this classroom action research, the researcher collected the data using qualitative and quantitative method. Wallace (1999: 38) says that quantitative is broadly used to describe what can be counted to measure and can therefore be considered 'objective'. The quantitative data are collected from the students' speaking test. Meanwhile, qualitative is used to describe data which are not amenable to being counted to measure in an objective way, and are therefore 'subjective'. Qualitative techniques consist of observations, interview, and document analysis.

1. Observation

Burns (2001: 80) states that observation is a mainstay of action research action research that enables researcher to document and reflect systematically upon classroom interactions and events, as they actually occur rather than we think they occur. The observation focused on the teacher, the students, and the classroom management.

These techniques involve some form of observation of professional action or of learning processes. This may involve the use of video or audio techniques or us checklist / observation schedule. Observation of professional action is most easily done on a collaborative basic although individual observation of learning processes is quite visible.

2. Interview

According to Johnston in Nunan (1992: 149) explains that the oral interview has been widely used as a research tool in applied linguistic. In addition to its use in survey research, it has been used by second language acquisition researchers seeking data on stages and processes of acquisition and also by language testers, who use the oral interview as a means of assessing proficiency.

The researcher interviewed the students to get the information about the obstacles that they faced during teaching learning. The researcher did this by

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asking the question then the answers were recorded in some way so that it became available for subsequent reflection and analysis.

There are numerous practical suggestions in the literature for planning and conducting interviews, ranging from the sensible to the self – evident. The following procedures are recommended by Cohen and Manion (1985), Bell (1987) and Spradley (1979) in Nunan (1992: 151 – 152) they are

a. Preparing the interview schedule

   The variables under investigation are written down by name in order to facilitate this process then at this stage the question format and response mode need to be considered.

b. Piloting

   It is very important that interview questions are piloted with a small sample of subject before being used to give the researcher takes an opportunity to find out if the questions are yielding the kind of data required and to eliminate any questions which may be ambiguous or confusing to the interview.

c. Selection of subjects

   Point of that effort should be made to secure a representative sample, even in a small – scale study that will involve selecting appropriate proportions of subgroups of the population, using whatever variables you have determined to be important.

d. Elements of the interview

   1) Briefing and explanation

      Before the interview begins, the researcher explains the nature of the research and the purpose of the interview to the interviewed and answers any questions that he or she may have.

   2) Questioning

      In the less ethnographic interview a range of questions type may be used to encourage the respondent to recount his or her experience, opinions, and so on.

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3. Document Analysis

According to Elliot (1991: 78) document analysis can provide which is relevant to the issues and problems under investigations. For example, in the context of classroom action research, relevant documents could include:

a. Syllabus and schemes of work.
b. Curriculum report of school working parties and committees.
c. Examinations papers and tests used.
d. Minutes of departmental meetings.
e. Work cards and assignment sheets.
f. Sections used from textbooks.
g. Sample of children's written work.

> "Examining documents helped the researcher to complement other observation by building a richer profile of the classroom for research. Documents can also give insight into the theoretical and practical values." (Bruns 1994: 140)

The researcher tested the students by oral test consisting of pre test and post test. In this research the quiz test for pre – test and post – test were same, the researcher asked students came forward and described the interest place in their hometown. The teacher just gave some general questions related with the interest place in their home town as their outline.

D. Techniques of Analyzing Data

The processes of data analysis were conducted by the researcher using qualitative and quantitative was to take conclusion on each cycle. Anne Burns (2001: 156 – 160) states that process of analysis data are divided into five stages, they are

1. Stage 1. Assembling the data

   Collect the data that the researcher has collected over the period of research, such as field notes, and questionnaires that scan it in a general then note down thoughts ideas or impressions as they occur during this

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initial examination. At this stage, broad patterns or trends should starts to show up which can be compared and contrasted to see what fits together.

2. Stage 2. Coding the data

   Some overall examination of the data, categories or codes can be developed to identify patterns more specifically in various coding techniques. Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Stage 3. Comparing the data

   The main aim is to describe and display the data rather than to interpret or explain them. The data are categorized in some way and comparison can be used to indicate whether themes or patterns are repeated or developed across different data gathering techniques. Then the researcher can notice hierarchies or data sequences or identify relationships that connect between different sources of data and also can map frequencies of occurrences, behaviors or responses. Creating tables can be written using simple descriptive techniques to note frequency counts or percentages.

4. Stage 4. Building interpretations

   This stage is talked about beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data and also demand a certain amount of creative thinking that is focused on articulating underlying concepts and developing theories about why patterns of behaviors and attitudes interactions have come out.

5. Stage 5. Reporting the outcome

   The last stage presents an account of the research for others that has a main consideration is to ensure that the research sets out the main processes of the research, the findings and the outcomes are successfully supported with examples from the data. The data are systematically collected and analyzed, this means that at least settings out and discussing the original issue or questions, describing the context, interpreting how the

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findings relate to the context and suggesting how the project gives a feed back into practice and could lead to other areas for research.

Meanwhile the quantitative data were presented in the form of mean score and the results of pre – test and post - test were analyze teaching learning process in achievement data. The analysis to find out the mean score of the pre – test and the post – test can be used to prove whether or not teaching speaking uses direct interview method will improve the students' speaking skill. The formula can be showed as follows:

$$\bar{X} = \frac{\sum x}{N} \qquad \bar{Y} = \frac{\sum y}{N}$$

In which:

$\bar{X}$ =Mean score of pre – test

$\sum x$ = Total score of pre – test

$\bar{Y}$ =Mean score of post – test

$\sum y$ =Total score of post – test

N = Number of the students

Finally, by analyzing the observation and test result, the conclusion was made whether or not direct interview method can improve students' speaking skill.

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CHAPTER IV
RESULT OF STUDY

A. Action Process

Before the researcher conducted the action process, the researcher did observation in advance. Having observation the researcher found problems and source of problems during teaching learning process. The observation resulted state that in Pacific Cruiser the students' speaking was low, then the researcher wanted to improve the students' speaking skill through this action process.

The research was carried out in two cycles and every cycle consisted of three meetings, two meetings were used for implementing of action and one meeting was used to examine the students speaking skill. The procedures of the research were divided into two stages; pre research and research implementation.

The researcher made a table to enable the readers to see the action process in briefly. The procedure of all the action process is presented in table 4.1

Table 4.1 The Procedure of the Research

No	Procedure	Activity	Doer	Specific activity
1	Pre research	Observation	ISA to EB	To know the classroom management.
		Interview	ISA to EB and students	To know the problems of faced by the teacher and the students.
		Pre – test	ISA to students	To assess the level of students' speaking skill.
2	Research implementation	**Cycle 1**		
		Planning	ISA	Designing Lesson plan cycle 1 and prepare the material cycle 1
		Implementing	ISA	Carrying out cycle 1 in two meetings and one meeting for post test 1
		Observing	ISA and EB	Taking note the result of observation during teaching learning process in cycle 1
		Reflecting	ISA and EB	Reflecting the result of observation in cycle 1
		commit to user **Cycle 2**		
		Revising	ISA	Revising based on the

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				weakness in cycle 1
		Implementing	ISA	Carrying out cycle 2 in two meetings and one meeting for post test 2
		Observing	ISA and EB	Taking note the result of observation during teaching learning process in cycle 2
		Reflecting	ISA and EB	Reflecting the observation result of cycle 2

1. Pre Research

Pre – research was done to identify the problems of students speaking skill during teaching learning process and to analyze technique of the teacher in teaching speaking. It became the guide for the researcher to plan the next cycle. The pre research activities consisted of four activities, 1) interviewing the teacher, 2) interviewing the students, 3) observing the class and teaching learning process and 4) giving pre test.

The first interviewee was English teacher to know the problems of classroom management then it could be refined in teaching speaking class. Based on the result the researcher concluded that the method was teacher – centered. According to Richard teacher – centered (2011: 43) is when teacher is seen as the source of all knowledge in the learning process and acts as the provider of knowledge rather than making use of the knowledge and experience of the students to guide the learning process. The material was only worksheet, no other supporting material and the main activity was drill repetition such as choral drill, individual drill substitution drill and transformation drill. It would make the students be a good listener, because the students only said what the teacher had said. The class was passive role and even the students did not take part in teaching learning process then the students looked bored and sleepy.

The second interview was held in class room on Monday, 12th September 2011 to the two students of Pacific Cruiser and to know the students' speaking problems. From the interview the researcher drew conclusion that the problems were related to the teacher, the teaching aids, and the students' personality.

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The result of pre research mentioned that there were some problems related with the low level of students speaking skill. The problems were indicated into two main points, problems and source of problems.

The problems were divided into two parts:

1. The language speaking such as:
   a. Mispronunciation words

      It was showed when they came forward to have a dialogue such as the word “wait” they said “white” (wait).
   b. Grammatical error

      It was indicated when they wrote dialogue. They could not control their grammar such as “where are come from?”
   c. Lack of vocabularies

      It was stated when they made dialogue they would repeated one word in many times such as “tell” they did not change others words like “say, explain, talk”.
2. The learning environment such as:
   a. Unconfident to speak

      It was proven when the teacher pointed them to read the text, they were nervous and they felt ashamed and afraid to speak English
   b. Never used target language

      It was showed when they took part in teaching learning process they always used mother tongue. They gave a reason that it was difficult to speak in English.
   c. Passive students

      They would be silent when the teacher asked them to give question in classroom discussion.

The sources of problems also came from three parts. They came from the students, the teacher, the material. From the students, most of them were not interested in English lesson because they thought English is one of the most difficult lessons. It was reported when the teacher gave them assignment they would tell that it was difficult and they could not do it. Secondly, the teacher did

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not use variety of teaching method so the students felt bored and not interested in joining the lesson. It was noted from the result of pre – observation. During teaching learning process the students seemed bored because the teacher did not communicate with the students well. There was no joke during teaching learning process so the teaching was boring. Last, from the material, the teaching material that was provided by the teacher was monotonous so the students felt bored in class.

In the last step the researcher conducted pre - test to determine the level of development of the accuracy and fluency in speaking skill on Monday, 27th February 2012 to students of Pacific Cruiser that consisted of 11 males as the subject of the researcher. The test was an individual test then the teacher gave them some questions related the topic of describing interest place. The students had mean score 3.86 and it was taken from two aspects; accuracy and fluency. Accuracy is the use of correct forms of grammar, vocabulary spelling and punctuation and in accuracy activities the teachers and the learners typically focus on using and producing language correctly. Meanwhile oral fluency is being able to speak using connected speech at a natural speed with little hesitation, repetition or self correction and in spoken fluency activities, learners typically give attention to the communication of meaning, rather than trying to be correct.

Table 4.2 The Result of Pre – Test

Accuracy Test			
Score	Indicators	Total the students	Percentages
1 – 2	Poor vocabulary, mistakes in basic grammar, many mistakes in pronunciation.	8 students	72.70%
2.5 – 3	Adequate but not rich vocabulary, occasional grammar slips, few mistakes in pronunciation.	3 students	27.30%
3.5 – 4	Good range of vocabulary, good grammar, good pronunciation.		0%
Fluency Test			
1 – 2	Very hesitant and brief utterances, sometimes difficult to understand.	9 students	81.80%
2.5 – 3	Get ideas across, but hesitantly and briefly.	2 students	18.20%
3.5 – 4	Effective communication and natural.		0%

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2. Research Implementation

The main goal of this research was to improve the students speaking skill in fluency and accuracy. In this research the researcher decided to use the suitable technique to improve the students' speaking skill that was direct interview type. The research consisted of two cycles and every cycle consisted of two meetings and one post test. Every meeting was conducted for 120 minutes so every cycle spent 360 minutes in action. The topic was describing interest place. The topic was suitable with curriculum in Pacific Cruiser. The first cycle was held 7th March 2012 while the second cycle was 26th March 2012.

Table 4.3 The Timetable of The Research

Cycle	Meeting	Date	Time	Activity
1st cycle	1st	7th March '12	13.00 – 15.00	Meeting 1
	2nd	12nd March '12	09.30 – 11.30	Meeting 2
	3rd	16th March '12	09.30 – 11.30	Post test 1
2nd cycle	1st	26th March '12	09.30 – 11.30	Meeting 1
	2nd	30st March '12	09.30 – 11.30	Meeting 2
	3rd	4th April' 12	13.00 – 15.00	Post test 2

Table 4.4 The Implementation of Cycle 1

CYCLE 1			
No	Procedures	Point and Activity	
1	Planning the action	Case	The students' speaking were low
		Cause of problems	➢ Mistakes in grammar, vocabularies and pronunciation. ➢ Unconfident speaking.
		Proposed solution	Direct interview type.
		Topic	Describing interest place.
2	Implementation the Action	First meeting	➢ Introduction of descriptive text and simple present tense. ➢ Independent task ➢ Students' presentation in pair work.
		Second meeting	➢ Proofreading the descriptive text. ➢ Explaining an interrogative sentence. ➢ Reporting back students' followed by set a question.
		Third meeting	Conducting post – test 1
3	Observation the Action		➢ The improvement of classroom management. ➢ The improvement of students speaking performance
4	Reflecting the Action		➢ The manageable of classroom management ➢ The improving of students' confident in

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			speaking performance ➢ The students' problem' - grammatical error, - mispronunciation - lack of vocabularies.

a. Cycle 1

1) <u>Planning the Action</u>

From the observation the researcher drew a conclusion that 1) the low students speaking skill and 2) the passive role students in teaching learning process. Therefore the researcher established direct interview type with the main purpose was to improve students' speaking skill.

According to Underhill (1998: 55) Direct interview type is more authentic; it has a consistency and a relevance that stretch over more than one question or comment that could be several topic raised in an interview and explored in detail with follow – up questions and prompting and to allow the students to develop and to show their proficiency. The researcher ensured that direct interview type was a suitable technique to improve students speaking skill.

Next the researcher constructed a lesson plan that consisted of opening, main activity, closing with time allocation was 120 minutes in a meeting. Then researcher designed the material from some resources such as course book and internet and the topic was describing interest place as the topic.

2) <u>Implementing</u> <u>the Action</u>

a) First Meeting

<u>Opening</u>

On the first day was very shiny and the class began at 09.30 a.m. On the first impression the students ignored our arrival and it made me feel a little bit worry, the students only concerned with reading newspaper. After arriving in class, the teacher took a seat behind the students and asked a student to lead a pray together. The students then said, *"Okay everybody before we study, let's pray first"*. After that the researcher greeted them, *"good morning? And how are you doing?"* but one of students answered, *"I am sitting on the chair miss"*. The

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researcher then explained that how is it going, it means *"Apa kabarmu"* in Indonesian. After the researcher explained it the students showed that they understood and nodded their head.

Main Activity

The researcher asked the previous material to know how far their understanding about the last material and most of the students forgot about it. The first step of teaching learning process was ice breaker that was the researcher gave some question dealt with describing interest place in Indonesia. The researcher asked," *Have you ever visited tourism object?"* Then the researcher pointed the student who sat in the first line, he answered *"Yes miss"* the researcher continued next question *"What is it?* He answered, *"Pandawa Miss"*. The researcher continued to the other students with the same questions and from that question the researcher got various answer.

The researcher told that we would discuss about describing place. The researcher then delivered the material and persuaded them to proofread the text that entitled Solo and the students looked interested in joining this section. During reading activity the researcher still found the students' mispronunciation. After reading that was independent task where the students answered some question from some exercises related the topic. But there were still the student protested, *"Miss, dibahas bareng bareng aja dari pada dikerjain sendiri miss"*. The researcher tried to give them explanation that by doing the exercises it would improve the students' English skill. Next the researcher and the students discussed the exercises together.

The researcher gave instruction to the students to analyze the sentence pattern of the text and to mention descriptive words on the text. Most of the students answered doubtfully in analyzing the text. Therefore to overcome it the researcher explained tenses that used in the text. The researcher said, *"The text consist of simple present tense, could anyone explain it briefly. Please raise your hand if you can answer"*. The result showed that the researcher got imperfect answer from some students. After that the researcher explained the various

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patterns and the function of simple present tense. *"Do you get it?"* asked the researcher and the students said *"yes Miss INSYALLAH"*

In this activity the researcher carried out individual and pair work activity to know the level of language proficiency. Firstly the researcher enquired one of the students to describe interest place that they know then the result showed that the students' speaking skill still rambled on speaking English and sometimes hesitated. The researcher attracted them to pair work to know how far the students can cooperate in team. The researcher shared the different pictures and the students discussed it then presented in front of the class.

Closing

In this stage the researcher asked the students whether they still found any difficult or not and so far they shook their head. If there were no question so the researcher said good bye and see you.

b) Second Meeting

Opening

The second meeting was held on 12nd March 2012. The second meeting was better enough than the first meeting even though there were still some students who came in class after the observer took a seat behind the students. After that one of the students led the pray first. The researcher greeted the students, *"good morning? How are you doing?"* and the students answered, *" I am excellent miss, I am great miss, I am fine miss"*. The researcher relieved because at least the students memorized it well. Then the researcher started the teaching learning process.

Main Activity

The researcher reviewed the previous lesson in the first meeting and most of the students could answer it. As usual the researcher opened by asking question related to describe interest place as building knowledge of field. The researcher saw that some students mumbled in their answer and sometimes hesitated for a while.

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Next activity the researcher delivered description text and continued by reading activity. During reading activity the students faced the obstacles such as mispronunciation and low voice. After that the students did seat work and the researcher still heard the students' protest, *"Duchh miss dibahas bareng aja kan lebih menghemat waktu"*. The researcher gave time about 7 minutes to do seat work then discussed the exercises together.

The researcher reviewed simple present tenses by pointing one of the students came forward and wrote sentences on white board and the result showed better improvement. After that the researcher explained a new topic which still related with simple present tense, that was "interrogative sentences". it was used to the students to understand how to make interrogative sentence to improve students speaking skill through direct interview type. Firstly the researcher asked open question, *"Kemanakah kamu akan pergi?"* and the students answered same that was *"Where you go?"* When the researcher asked, *"Apakah kalian tahu auxiliaries?"* most of the students answered, *"Nich baru pertama kali denger miss!!!!"* Hence the researcher underlined that the students did not understand how to make interrogative sentences well.

In this case the researcher proposed to improve students speaking skill then persuaded them to make circle seating pattern. The researcher gave them plain paper and ordered them to redraft about tourism object in their hometown. The students then asked, *"Ini kerangka karanganya 1 atau 2 miss, kan kita berpasangan?"* and then the researcher explained, *"you discuss it with your partner then decide one of the topic, so there is only one topic on your paper. Do you get my point?"* The students said,*"Yes Miss but INSYALLAH"*. In the end of this exercise as usual there would be the students' presentation and the students' interview.

Before the researcher closed this lesson the researcher gave games, "Who will be the volunteer here to describe your interest place that you know, so the class will be over but if there is no one so the class is not over until we find the brave volunteer". Fortunately there were some students who wanted to be the

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volunteer to describe it. At least the researcher discovered that this meeting there was no passive students and the classroom management was better than before.

Closing

Before the researcher left the class, the researcher evaluated this lesson and inquired the students to ask if they did not understand. Mostly the students said, "*We understand miss*". Next the researcher announced that next meeting there would be speaking test and the students must prepare well. After the researcher told it then the class was a little bit crowed and noisy. Then the researcher said good bye.

3) Observing

The goal of observing was to know the classroom management related to the use of direct interview type to improve students' speaking skill. The classroom management included procedures for grouping students for different types of classroom activity, uses of lesson plan, use of teaching equipment / aids control the direction and management of students' behavior activity.

The researcher observed the students activities during the implementation of the action and took notes in filed notes. Field notes used to evaluate and to ascertain what happened in the classroom activity and that was useful to plan the better next step to achieve the instructional goal.

The researcher concluded that through direct interview type the classroom management was a more manageable than before and declining of the students' nervous. Furthermore it was proven by the score increased than before; it could be reported on the table 4.5 as follows:

Table 4.5 The Result of Post - Test 1

Accuracy Test			
Score	Indicators	Total the students	Percentages
1 – 2	Poor vocabulary, mistakes in basic grammar, many mistakes in pronunciation.	4 students	36.40%
2.5 – 3	Adequate but not rich vocabulary, occasional grammar slips, few mistakes in pronunciation.	6 students	54.60%

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3.5 – 4	Good range of vocabulary, good grammar, good pronunciation.	1 students	9%
Fluency Test			
1 – 2	Very hesitant and brief utterances, sometimes difficult to understand.	7 students	63.60%
2.5 – 3	Get ideas across, but hesitantly and briefly.	3 students	27.30%
3.5 – 4	Effective communication and natural.	1 student	9%

4) Reflecting the Action

The researcher evaluated cycle 1 and the result showed that 1) The classroom management under controlled during teaching learning process, 2) The students looked confident in speaking performance, 3) The students faced such problem like grammatical error, mispronunciation and lack of vocabularies.

In this perspective the researcher summed up that the instruction goal did not achieve completely although the gain score had clarified an increasing achievement thus the researcher decided to conduct the second cycle to achieve the instructional goal completely.

Table 4.6 The Implementation of Cycle 2

CYCLE 2			
No	Procedure	Point and activity	
1	Revising the action plan	Case	The students' problems such as mistakes in grammatical structures, mispronunciation, and vocabulary master.
		Causes of the problems	Limited worksheet and task – type.
		Proposed solution	Direct interview type in group work.
		Topic	Describing interest place.
2	Implementing the action	First meeting	➢ Explanation new material; word order. ➢ Focusing on groups. ➢ Exploring students speaking skill.
		Second meeting	➢ Review all the materials ➢ More practice to the students speaking skill to get the best outcome
		Third meeting	Conducting post – test 2.
3	Reflecting the result	Positive result	➢ The improvement of students' speaking skill and cognitive strategies.

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b. Cycle 2

5) Revising the Plan

After finishing conducting cycle 1 the researcher found some problem that were the students' vocabularies, grammatical error and mispronunciations that indicated that the students' speaking skill had not improved maximally and also the other problem arose from the teaching material that had limited independent task in exploring the students' English understanding. Then the researcher decided to revise the plan by making group for applying direct interview type to explore the students' speaking skill and to develop the students' social activity that take advantage for the next time.

6) Implementing the Action

a) First Meeting

Opening

The researcher and the observer came to the class and most of the students were sitting on their seats and looked ready to study. Then the observer took a seat behind the students. Next the student led the pray and the researcher greeted them, "good morning how is it going?" One of students answered, "apalagi itu miss??" From his answer the researcher drew a conclusion that the students did not know variety of greetings expression. Therefore the researcher wrote several greetings expression and explained them one by one such as *"How do you do?"* We use it when we meet people at the first time and then we answer *"How do you do"*. During explanations some students paid attention and listened carefully then took notes it.

Main activity

When the researcher reviewed last material the students looked speechless and said that they forgot about it. Hence the researcher reminded them by asking the students to mention descriptive words to improve their memory of the students' vocabularies and also to check their pronunciations. This opportunity the researcher interviewed them one by one about the students' problems in speaking as introductory activity.

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The researcher shared a descriptive text entitled Jakarta. After that the students proofread text and the result showed that the students' reading skill increased that was from educing the students' mispronunciation and the voice was louder. After the last students read the text, then the students did some seat work and there was no the students' protest as usual. Therefore the discussion of the exercises between the students and the researcher run well and also cooperative enough.

In particular the researcher needed some volunteer to write about simple present tense in various kinds such as positive sentences, negative sentence and interrogative sentences. Surprisingly some students came forward and wrote on the white board but there were some mistake in grammatical error where those problems could be overcome as soon as possible therefore the researcher concluded that the students understood about simple present tense. After that the researcher explained the new topic, which was word order in adjectives. Then the students gave feedback by listening carefully and full of paying attention on the researcher's explanation.

The researcher divided the class into two groups and the member of groups was chosen by the researcher by based on the questions games and there were two groups; true group and false group. Next activity the researcher gave the different pictures in every group about tourism object in Jakarta with following the instruction that was the other groups must guess where the place and what the place name by interviewing the groups. The goal of this activity was to improve their level speaking on accuracy and fluency through combining individual and group activity.

Closing

The researcher gave an opportunity to the students' to ask the material that had been discussed but there was no question. The last step the researcher and the students drew a conclusion as the result discussion of this meeting. Then it was continued by saying good bye and saying *"See you later"*.

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b) Second Meeting

Opening

On this opportunity the researcher and the observer were in class and the students looked ready to join in teaching learning process then to make the activities run well. Next a student led the pray and continued by greeting to the students with the kinds of greeting expression. The result showed that the students could respond well when the researcher greeted them with various greeting expression; it meant that the students understood it completely.

Main activity

As the beginning the researcher reviewed by asking to the students to explain the previous material then the students gave feedback by explaining fluently. The researcher concluded that the students' speaking skill was better than before; and followed by the students' pronunciation was clearer.

The next activity the researcher discussed the descriptive text through reading activity and interestingly the students' reading skill was better, that was the students voice was louder and the students' intonation was clearer. Next the students answered some open comprehension questions from the researcher's question related the text continued with the students and the researcher discussed the exercises together.

On this meeting the researcher purposed to concentrate with kinds of sentences in simple present tense and word order therefore researcher did not give a new grammar material. Primarily it was used to measure how far the students' understand about those materials and through in this perspective the researcher wondered that most of the students understood it well.

The researcher divided two big groups to measure how they could cooperate with others and gave the worksheets to them. Furthermore the groups were going to present the outlines that had been developed and next stage followed by stimulates discussion. The result of presentation ascertained that most of the students' accuracy was better in the students' performance.

Before the researcher closed this meeting, the researcher pointed two students to practice interview section how to describe abut interest place in their

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home town. The researcher chose the best students and the lowest students to analyze their progress during this research.

Closing

The researcher opened an opportunity for the students to ask the material that had been discussed. Here the researcher communicated that the next meeting would be held second post test and also the last meeting of the researcher to teach. Spontaneously the class changed noisy and crowed because of that the researcher calmed the students down by giving some tips to face the second post test and how to be a successful in interviewing.

7) Observing

All activities in the second cycle were done well. By stepping up the group students' presentation encouraged students to be active since the interesting materials and the students speaking skill improved in language proficiency. The researcher also demanded the students to think creatively to build the suitable questions when the other students did presentation and practiced one to one interview. Actually the improvement of speaking aspect could be seen clearly from the increasing gain score that was from 3. 86 up to 5.95

Table 4.7 The Result of Post – Test 2

Accuracy Test			
Score	Indicators	Total the students	Percentages
1 – 2	Poor vocabulary, mistakes in basic grammar, many mistakes in pronunciation.	-	0%
2.5 – 3	Adequate but not rich vocabulary, occasional grammar slips, few mistakes in pronunciation.	8 students	72.70%
3.5 – 4	Good range of vocabulary, good grammar, good pronunciation.	3 students	27.30%
Fluency Test			
1 – 2	Very hesitant and brief utterances, sometimes difficult to understand.	2 students	18.20%
2.5 – 3	Get ideas across, but hesitantly and briefly.	4 students	36.40%
3.5 – 4	Effective communication and natural.	5 students	45.50%

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8) Reflection

There were some results of second cycle such as 1) the achievement students' speaking skill; 2) the improvement cognitive strategies.

In other words direct interview type was successfully done in this research; and also to improve the students' confidence and the students' creativity. As shown by the students who gave the questions as much as possible when the other group presented, then the students described voluntary their home town, without the researcher pointed them in advance. Those activities could improve the students' English skill and change the students' opinion about English.

There was improvement the score of conducting speaking test from 3.86 in pre – test to 5.95 in post – test 2. Indeed the researcher decided to stop the cycle since the students' speaking skill showed the improvement.

B. Research Finding

The result of the research could be as a real fact of implementing the research then primarily it could be seen that the students' speaking skill improved by using direct interview type. It could be shown as follows:

1. Observation Result

The researcher concluded that the problems arose in observation could be solve well in this research. The result showed that the solution from the problem and source problem that proven by the development of increasing the student' confident, the manageable classroom management and the achievement of instructional goal in language proficiency in improving students speaking skill.

2. Field Note

The evidence of the researcher was written into the field notes after implementing the action. Field notes took notes that the speaking activities run well and gave the improvement of the students' speaking skill from the achievement of gain score, from the students' behavior, from the students'

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understanding English knowledge. It could be concluded that direct interview type improved the students' speaking skill in Pacific Cruiser Training Center.

3. Test Result

Table 4.8 The Result of Test

Pre – test mean score	Post – test 1 mean score	Post – test 2 mean score
3.86	4.81	5.95

Based on the table above could be concluded that the goal instruction had achieved from improving the gain score. Therefore the researcher decided to stop this research. In summary the researcher concluded that direct interview type improved the students' speaking skill.

Table 4.9 The Research Findings

No	Point		Before action research	After action research
1	The Problems l	It was related to the language speaking	The students' problems such as mistakes in pronunciation, lack of vocabularies and grammatical error.	The students pronounced well and clearly then spoke English with using kinds of vocabularies and grammatically correct.
		It was related to the learning environment	The students were still passive and shy to speak English because they never practiced to speak English in front of the class.	The students had the high confidence to active speaking English in front of the class.
2	The source of the problems	Students factor	The students' thought that English was difficult lesson.	The students enjoyed to speak English.
		Teacher factor	The method of teaching looked monotonous.	The researcher applied direct interview type.
		Media factor	The materials were not interesting.	The materials were more varieties.
3	The improvement of students' speaking skill	The improvement of students' speaking skill test score	The students speaking skill was low	The students speaking skill increased.
			The mean score of pre – test was 3.86	The mean score of post – test was 5.95

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The researcher concluded that based on the table 4.9 the action hypothesis is accepted. Speaking skill through direct interview type was able to improve students' speaking skill that proven by analyzing of colleting the data and improving of mean score from 3.86 in pre test to 5.95 in post test.

C. Discussion

After using direct interview type to teach speaking there were some significant improvements of students speaking skill.

1. Direct interview type can improve students' speaking skill

Madsen (1983: 166) tells that the level of difficulty on any given interview should vary both to maintain student confidence and the flow of the interview and also to provide an opportunity for teacher to see how competent the student really is. Kessler (1:1992) Interview is offer ways to enhance learning and to increase academic Achievement. Through interview provides increase interaction between students. Test – teach – test was used to improve the students confident and to raise the students' awareness of how to learn after implementing learning strategies. It was proven step by step during implementing the action from the unconfident student to be the confident students. The first time the researcher asked the students to describe something then the researcher saw that the students' description was incoherent and in cohesive also the students' attitude that sometimes a tendency looked down under at the chair. The others from the gain score that indicated the improvement of the higher score students speaking skill from pre test to post test that was 3.86 up to 5.95. It meant that the students absorbed the teacher explanation well and then the students conveyed meaning when they presented to describe something in speaking class.

Kessler (6: 1992) states that interview increases linguistic complexity of communication. According to Nunan (191: 2005) explain that linguistic complexity means the ability to understand the use of grammar, to choose the sufficient words (vocabulary) and to produce sounds of language (pronunciation)

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clearly and correctly. During speaking the students was uncommunicative that caused by lack of vocabularies that influence in reducing quantities of communication. Then the students always repeated the same word for many times when they spoke English and it was caused the students' lack of vocabularies. For example when the student mentioned the word "speak" to describe someone do activity, the student did not change into another word such as say, talk, address and they still repeated it. On the other hand the students described something very shortly description and the researched expected that it was caused from the problems dealt with the result of pre observation. After the researcher applied direct interview type the researcher saw the students' speaking improvement. It was proven from reducing the repetition words during speaking class and through direct interview type encouraged the students to talk active to describe something during speaking class.

The researcher saw that the students got difficulty to understand grammar when the first meeting the researcher explained simple present tense. The researcher found out that some students did mistakes in making sentences when the students wrote down the sentences in front of the class. Most of the students also got confused to differentiate the use of simple present tense, for example the students usually talked double verb like "I am forget". Then the researcher overcame it by asking the students to redraft before presenting their discussion result in front of the class and though this activity the researcher proposed to develop the student understanding in English grammar.

Other improvement was from the students' pronunciation. At the first the students did many mistakes in pronouncing the words and the students thought that it was very difficult to speak English. It was caused that they felt unfamiliar with English in their daily life. Then through direct interview type the researcher concerned on speaking improvement by applying interview activity in implementing research on every meeting to encourage the students' awareness to speak English for better English pronunciation.

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2. Direct interview type can improve the classroom management

According to Johnson (in Richard (2001: 192) one of the contexts sought to do as the following: help the teacher build positive relationship among students, replace the competitive organizational structure of most classrooms and school with a team – based, high performance organizational structure. Meanwhile Richard (2001: 193) states that one of the goals in language teaching is to enhance the student motivation and to reduce the students stress then to create a positive classroom climate. Having on pre research the researcher indicated that a bad rapport that was relationship between the teacher and the students did not establish a good link communicative activity that made the passive students and uncomfortable learning environment then gave effected to the goal of the lesson that did not achieve maximally. Through implementing this action gave feedback beneficial to the students to convey meaning when they conducted speaking through direct interview type. In the end of the lesson the students gave peer feedback / peer assessment on each other to assess how well the students performance really are. Therefore the researcher assume that a progress achievement in speaking English after implementing this action research and knowledge acquisition also consciously help the students to develop language skill that proposed to get the students stimulate interest in teaching learning process then through those activity helped the researcher to asses informal assessment of what they say and what the language they use then how they performance.

Through this research also provide a supportive language learning environment where the students will develop and practice the language they need for effective interaction in a variety of context of classroom. Then direct interview type also organized the students to interact with others and all the students were motivated to increase each other's learning that increase opportunity for language practice. Increasing learning environment also develop social and personal development that reduce discrimination that would establish a comfort learning environment and offer opportunity to increase active communication to use of language.

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On the other hand there were some disadvantages of applying direct interview type to improve students' speaking skill. The first the researcher got difficult in arranging time management when the researcher conducted one to one interview that was the activity where the researcher interviewed the students one by one. If the students finished to interview then the students would chat with other without paying attention to the lesson or to next turn then it disturbed other students' concentration that have not got the turn of interview. the second direct interview type needed extra time to enquire and to encourage the students to talk speak English in big class of speaking that made inefficient activity in teaching learning. For interviewing one student the researcher needed about 5 – 10 minutes especially when the students belonged to the low students' then the researcher allowed the student to prepare it first before interviewing the students. The big class also made the researcher got difficult to arrange learning strategies in speaking class that caused by reducing the students' awareness.

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CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The researcher takes a conclusion that teaching speaking by using direct interview type can improve the students' speaking skill, such as:

1. Direct interview type improved students speaking skill, seen from the mean score that was from 3.86 on pre test to 5.95 on post test.
2. Direct interview type improved students' linguistic competence.
3. Direct interview type improved classroom management and established a good link communication between the teacher and the student.

On the contrary the researcher also found the disadvantages of applying direct interview type in teaching speaking, such as: first, the researcher got difficulties in arranging time management when the researcher conducted one to one interview that was the activity where the researcher interviewed the students one by one; second, direct interview type needed extra time to enquire and to encourage the students to talk speak English in big class of speaking that made inefficient activity in teaching learning.

B. Implication

The use of direct interview type would improve the students' speaking skill and to encourage the students to be more confident to speak in English and also to help the students to think creative to arrange the question for interviewing others. Naturally the learning environment that would emphasis on the students' activity could build a good rapport between the teachers with the students. In other words teaching speaking through direct interview could achieve the goal of speaking that was to improve fluency and accuracy that would develop the students' cognitive process. Therefore the implementation of teaching speaking

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through direct interview type was an appropriate solution to overcome the problems of teaching speaking.

C. Suggestion

The researcher would like to give some suggestion related to this research. The researcher expects that this research is going to be useful for the English teacher, the students, the institution of education and the readers:

1. For English teacher
   a. The teacher should arrange a good classroom management to apply direct interview type in big class of teaching speaking to achieve the best outcome.
   b. The teacher should redraft a good time allocation to use direct interview type in big class of speaking.
2. For students
   a. The students should build good cooperation during implementing speaking class through actively absorbing information.
   b. The students should raise awareness of how to take part in speaking class to improve the student speaking.
3. For the institution of education

   To maximize the students' skill the institution should complete the facilities that deal with teaching learning process necessary.
4. For other researchers

   The reader can use direct interview type as the reference in order to be better in accuracy and fluency in teaching speaking.

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