

The Development of Learning Model Interview and Joke in Speaking Class at IKIPMataram

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ABSTRACT

This study is aimed at developing the teaching English speaking model (interview and joke). It deals with six steps of ASSURE Michalak and Rachel's design. Analyze the learners, state objective, selective media and materials, using media and materials, require the learners' participant and evaluation. In designing process the data were collected and analyzed through Huberman and Miles theory; data collection, data reduction, data display and conclusion. The data are in the form of verbal and non-verbal that taken from 15 students and lecturers. There are six assessment indicators to consider that the result of teaching and learning using interview and joke; fluency, pronunciation, grammar, vocabulary, responsive, and the students' understanding on the questions. Finally, the research findings show that; 1) there is a significant increase of students' fluency and pronunciation, 2) there is no any significant mistaken on the words and sentences that express by them, 3) in doing communication most of them understand fully on the topic that they are discussing about and very responsive to speaking partner, 4) the model can be applied at all level of teaching speaking at university.

Keywords: Developing, Learning Model, Interview and Joke, and English Class Zone.

INTRODUCTION:

Speaking skill is one of the most important and compulsory subjects at English department of IKIP Mataram. (Oradee & Thanyalak, 2013) Stated that speaking ability is very important for the students in many countries. It is the most essential skill since they learn to do communication in English. Recent trends in teaching and learning process, the lecturers need to provide him/herself with a very interesting teaching method or model. Otherwise the class is not running as it is expected. Therefore, based on the result of his research in some countries (Bangladesh, China and other countries) (Suwannoppharat et al 2015) said that teachers/lecturers nevertheless try to find out the most appropriate teaching approach to develop their students' English skills in order to serve the demands for English in the labor markets. On the other side he also found that most of students are facing lot of difficulties to practice because English is not daily communication at their living areas. In line with (Marrime et al 2011), (Urrutia et al 2012) and (I. J. Yang, 2014) also said that the problems in speaking English are not only found in Bangladesh and China but also in Indonesia. In reality, many language learners (Indonesian students) find it difficult to express themselves in spoken language in the target language, (Nishanthi, R.2017).

In teaching and learning process the lecturers of English Department of IKIP Mataram (Lombok Island) consider that the students are facing three main difficulties in speaking English 1) there are 80% of them did not speak English well, 2) they have no idea to answer the questions that being asked to them, 3) they also have no more motivation to practice, and to do learning process in class, (Salim, 2018). Therefore, to

find out the solution on the students' problem some lecturers then conducted the development research in one formulations.

STATEMENT OF PROBLEMS:

This study was conducted to find out the following question; how is the teaching and learning model play a role in increasing the students' speaking English ability.

METHOD:

The main aimed at conducting this research was developing the teaching and learning model *interview and joke*. It was conducted at FPBS IKIP Mataram with 15 participants. Meanwhile, here it was dealing with the design, procedures and instrument that used in this study

Research design:

This works take the form of developing study and dealing with six steps by (Michalack and Rachel, 2011).

- 1) analyze learners,
- 2) state objective, 3) select media and materials, 4) utilize media and materials, 5) requires the learners, and 6) evaluation.

Procedures:

The data were collected in four steps Miles and Huberman, (2012); 1) data collection. This first step was done by instructed the students to come forward one by one and ask some questions related to some topics. This activities were applied in pre-test and post-test 2) data reduction was done to filter the suitable data with the purpose of data, 3) then whole data displayed and, 4) concluded. In applying these steps the research was begun with earlier observation then continued with pre-test.

Instruments:

In collecting the data there were three main instruments that used Interview, questionnaire and recording.

RESULTS:

This stage is dealing with data display and their description. The data are presented in the form conversation text (verbal), and the tables (non-verbal). They collected through pre-test, post-test and questionnaire.

Pre-test and post-test:

The following table shows the learning outcomes of four students as the representatives of 15 participants who were taught by using *interview and joke* learning model. In general, the analysis results show that, most of students speaking abilities are better than before taught by the teaching model. It can be seen from 6 indicators of assessment; fluency, pronunciation, grammar and accuracy, vocabulary and accuracy, responsive, understanding on the question.

Pre-test and post-test score:

Table 1: representative pre-test and post-test score of 15 students

Students	1		2		3		4	
	pre-test	post-test	pre-test	post-test	pre-test	post-test	pre-test	post-test
Assessing features								
Fluency	75	85	70	80	70	80	70	90
Pronunciation	75	80	75	85	65	80	70	90
Grammar and accuracy	75	85	70	80	70	80	75	90
Vocabulary and accuracy	65	85	65	85	75	80	75	85
Responsive	65	85	70	85	65	80	70	90
Understanding on the question	85	80	70	85	70	80	65	90
Total score	420	495	470	500	415	480	425	535
The average score	70	80	70	83	70	80	71	89

The student number 1 get higher score at fluency from 75 to 85. Meanwhile at pronunciation his score is 75 to 80, Vocabulary and accuracy 75 to 85, responsive from 65 to 85 and understanding of the questions

from 85 to 80. So that, the total score at pre-test 420 and post-test 495. The average score of the test results are 70 and 80. Then the student number 2 showing good work with his score at fluency from 70 to 80 for fluency, and the accuracy of grammar use then 75 to 85 for compatibility in pronunciation, followed by mastery of the vocabulary increased by about 20% of the number 65 to 85, while the response and understanding of the questions posed to him both increased by 10% from the number 70 to 85. So that the total value as a whole is 470 for the pre-test and 500 for the post-test with the average value -rata 70 and 83. Then the results of the acquisition of this value indicate that DL experienced a good increase in speaking English. The student number 3 indicates his successful in fluency increases from 70 to 80. Then, grammar and vocabulary 70, 75 to 80. The understanding and responsive to the questions 65, 70 to 80. So the total score is 415, 480 at the pretest and post test, with the average about 70 and 80. The last student is also indicating the fluency, pronunciation and responsive are getting better 70 to 90. Furthermore, the accuracy of grammar 75 to 90 and vocabulary 75 to 85. While at the understanding the questions 60 to 90. So that, he get 425 at pre-test and 535 at post-test, with the average 71 and 89

Recording results:

One of instrument that used in this study is recording. The data are in the form of students conversation with their classmate and lecturer.

Students 1.A: Okay, this is time for your interview please introduce yourself first.

The speaker actually would like to say” it’s your time to introduce yourself” but the speaker produce it in wrong way.

Student 2. Jaya: Okay, I want to interview about yourself and about your culture and then you must introduce about your full name and short name and you must call a student number, and then about culture, please start from now.

Data 2 shows that the speaker does not understand how to produce and explain the ideas. Actually, he should say “I would like to ask you about your culture, and could you please to elaborate it by your own words, but then, before you do it, please mention your students’ number”

Student 3 : I like in hobby but running is because is okay because make my body is health is sing I like is voice music

Data 3 shows that in saying one idea the student utter the repetition words, and error grammatical, pronunciation. He also ask the question Where are you stay right now? Where you stay right now

Student 4 Aaaa today I would like to share all of you about the body language and this sentence incorrect at pronunciation, grammar, vocabulary, and fluency.

Evaluation recording:

Theses conversation were recorded on final examination. The analysis results show that the students are no more produce the words and also sentences in wrong way, and the assessment indicators are fully correct. Dr. Af: Assalammualaikum Warrahmatullahi Wabarakatuh S1: Waalaikumsalam Warrahmatullahi Wabarrakatuh. Dr. Af: May i know your name ?

S1: yes sir. My name’s SR my student number 15411... Dr. Af : So today I’m going to ask you... S1: yes sir. Dr. Af: there are 6 types of question for you. S1: yes sir. Dr. Af: I need you to answer so take it easy and please feel free to answer. S1: yes sir. Dr. Af: okay e...S1: Bismillahirrahmannirahhim... Dr. Af: Are you ready ? S1: yes sir. Dr. Af: question number one. S1: yes sir

This second recording is also showing that there is no any mistaken in all sentences that they express.

Mr. D: Pak Agus Salim said to record it?, S2: Yes, because I have to write down. Mr. D: Write down. S2:and I have to send it to ..to his email. Mr. D :aaa I got it. You have to send it to his email, ya .. S2:ya .. Mr. D:So, good morning. S2:aa .. I think not good morning. Mr. D:aaa ..sorry, not good morning, sorry, good afternoon.

Questionnaire data:

The data that collected through questionnaire also show that the students agree if interview and joke is used to teach speaking in and outdoors. They stated;

S1: I think the method is working well because I feel confident, comfortable in speaking and I don’t find any difficulties to do the communication with my friends. S2: in my mind this teaching and learning model is different with other teaching strategies, I find many solution of my problems in speaking. S3: I am happy this method will be used at faculty of English language, because it takes us to a different atmosphere and

ways of learning, we interact as we are in the real condition.

CONCLUSION:

The last result of teaching and learning process using interview and joke finally can be concluded in three points 1) interview and joke learning model is good for teaching speaking, it can be seen from the results of data collection. the quantitative data show that the students get a significant development of speaking abilities after taught using the model, 2) there are 6 assessment indicators to assess the students' abilities; fluency, grammar, vocabulary, responsive and comprehending, 3) the analysis results show that the students find a lot of mistakes on those six indicators before and getting better after treated using the learning model. Therefore, the whole processes indicate teaching and learning speaking using interview and joke model is successful.

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