

ABILITY TO SPEAK THROUGH THE METHOD INTERVIEW IN ELEMENTARY SCHOOL

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Abstract

Speaking is a productive skill and a two-way process between speaker and listener. Speaking is one aspect that must be mastered by elementary school students, because the main purpose of speaking is to communicate. In order to convey thoughts effectively, the speaker should understand the meaning of everything he wants to communicate. Learning to speak requires special skills and methods so that these speaking skills achieve the expected results. So far, elementary school students still have difficulty concentrating and do not have the courage to express their opinions. So that a teacher must be able to communicate convey messages or information to students. One way that can be used to train students in speaking and communicating with other people is the interview method. With the interview is more flexible than the test. The interviewer can encourage the interviewee to do self-exploration

Keywords: Talking, interview method

A. INTRODUCTION

Language is important as a means of communication between nations. Humans interact and communicate, seek information using language. In communicating, in principle, the user uses language as an introduction to the message to be conveyed to others. Likewise elementary school students in using their language. Someone in learning a language is required to master four language skills, namely listening skills, speaking skills, reading skills and writing skills. One aspect of language that must be mastered is speaking. Usually elementary school students speak or speak verbally at school with the aim of telling themselves, telling their experiences, or telling about objects around them, concentrating is still difficult and they don't even have the courage to express their opinions. So that a teacher must be able to communicate convey messages or information to students.

Given the importance of speaking ability, the efforts made especially in the elementary school education environment, teaching Indonesian is highly prioritized. This proves how important language teaching is needed by every student. This activity is directly related to the ability of school children to use spoken language as a language skill that needs to be nurtured and developed from an early age. To communicate well, both in formal and non-formal forms, language skills are needed, these language skills must be developed in learning at school, especially learning Indonesian in elementary schools. The main purpose of speaking is to communicate. In order to convey thoughts effectively, the speaker should understand the meaning of everything he wants to communicate. Learning to speak requires special skills and methods so that these speaking skills achieve the expected results.

Students not only learn about language knowledge but students also learn to use language for communication purposes. Communication here is intended as a process of exchanging information between individuals through a system that is

common (common) both with symbols, signals, as well as behavior or actions. Communication involves at least two or more people who communicate in various ways, both verbally and nonverbally. Verbal communication is divided into oral communication and written communication. Oral communication often occurs in human life, for example dialogue in the family environment, buyer and seller dialogue, debates, teacher conversations with students at school and so on as well as in conducting interviews.

existing problems . One learning model that is considered to be able to overcome the problem of speaking ability to support the success of learning Indonesian, especially in the aspect of speaking, is the interview learning method. The interview method itself means a learning method in which the learning process is carried out through conversations between two or more parties (interviews with informants). One way to make students more active is to make them ask and answer directly with the resource person using a list of questions that have been prepared beforehand

B. DISCUSSION

The Nature of Ability

According to Sardi Salim, et al (in Koba 2016: 6) ability comes from the word ability (ability, skill, dexterity, talent, ability) is energy (strength) to do something in action. According to Soehardi, ability is a talent that is inherent in a person to carry out an activity physically or mentally which he has acquired from birth, learning, and from experience.

According to Uno (in Kasim 2016: 5) the essence of ability is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements. With the ability of students it will be easier to learn every material being taught including material related to Indonesian language subjects. Meanwhile, according to Hamalik (in Kasim 2016: 5) abilities can be divided into two types, namely as follows:

- 1) Intrinsic abilities are abilities that are included in learning situations and meet the needs and goals of students.
- 2) Extrinsic abilities are abilities that live within students and are useful in functional learning situations.

In addition, according to Uno (in Kasim 2016: 5) the essence of learning ability is "Internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements. This has a big role in one's success in learning.

From some of the meanings of ability above, it can be concluded that ability is a fundamental competency that needs to be possessed by students who study the scope of material in a subject at a certain level.

The Truth of Talking

Speaking is an ability that exists in humans that is most important in life because by speaking humans can convey messages that are within themselves to be conveyed to other people or listeners. Speaking is the ability to pronounce sounds or words to express, state and deliver thoughts, ideas and feelings. And speaking is the skill of conveying messages through spoken language, the connection between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in its original form, but in another form, namely the

sound of language. The listener tries to divert the message in the form of the sound of the language into its original form.

Yunus Abidin (2012: 125) Talking is basically a person's ability to express ideas, ideas, or thoughts to others through the medium of spoken language. Based on this understanding, speaking is not just conveying a message but the process of producing the message itself. Furthermore, Iskandar Wassid (2008: 241) states that speaking skills are essentially skills of producing currents of articulation sound systems to convey wills, feelings, needs and desires to others. In this case the completeness of a person's speech organs is a scientific requirement that allows him to produce a wide variety of sounds of articulation, stress, tone, silence and speech songs.

Speaking is the second language activity carried out by humans in language life after hearing. From some of the opinions above it can be concluded that speaking is the ability to pronounce articulated sounds or spoken words to express, state and convey thoughts, ideas and feelings to convey messages. Speaking consists of speaking informally and speaking formally. Informal speaking includes: exchanging experiences, conversations, conveying news, announcements, making telephone calls, and giving directions. As for formal speaking includes: lectures, planning and assessment, interviews, debates, discussions, and storytelling.

Learning to speak well is learning that is based on the process of speaking itself. That is, learning to speak must be carried out based on the stages of speaking which are naturally carried out in everyday life. The process in question includes the stages of capturing ideas, developing ideas, packaging ideas, and up to the final stage of conveying ideas. In line with this condition, well-structured learning is reflected through a gradual learning procedure.

Nurgiyanto said (2013: 399) speaking is an activity carried out by humans after listening, the sounds of language are heard then humans learn to pronounce so they are able to speak. To speak well the speaker must master the pronunciation, structure, vocabulary, and understand the ideas conveyed and be able to understand the language of the interlocutor. According to Tarigan (2013: 122), there are three objectives for developing children's speech, namely: (1) so that children can pronounce the sounds of language used correctly, (2) so that children have adequate vocabulary for communication purposes, and (3) so that children are able to use sentences well to communicate verbally. Someone who wants to speak at a meeting must prepare himself to try to master the material to be discussed. That's why a good meeting always includes an agenda on the invitation letter. (Mansoer Pateda, 2011:234)

Some of the opinions above can be concluded that speaking is more than just uttering sounds or words, but a tool for communicating ideas that are arranged and developed according to the needs of listeners or listeners.

Purpose of Talking

The purpose of speaking is a very important thing to do before a speaker presents his ideas. The purpose of speaking is a guide for speakers to build, package, and convey their ideas for a particular conversation. The main purpose of speaking is to communicate. In order to convey thoughts and be effective, at least the speaker understands the meaning of everything he wants to communicate. He must be able to evaluate the effect of his communication on his listeners and must know the principles underlying all speech situations, both in general and in private.

Yunus Abidin (2012:131). Learning to speak is basically carried out to achieve various objectives, essentially at least there are four important objectives of learning to speak in schools. The four objectives are (1) to develop students' sensitivity to sources of ideas, (2) to build students' ability to generate ideas, (3) to practice speaking skills for various purposes, and (4) to develop students' speaking creativity. The four

objectives are hierarchical in nature so that in order to achieve the goal of fostering creative speaking, students must be competent in initiating ideas, organizing ideas, packaging ideas, and conveying ideas.

Speaking as a Way of Communicating

Communication can unite individuals into groups by classifying general concepts. In addition, it creates and maintains ties of public interest, creates a unity of symbols that distinguishes it from other groups and determines an action. Speech as a way of communicating greatly influences our individual lives. It is in this system that we exchange ideas, feelings and desires with the help of symbols called words. This system provides effectiveness for individuals in establishing mental and emotional relationships with other members. It seems that there is no need to doubt anymore that speech is only an expression of one's personal ideas, and emphasizes relationships that are two-way, give and take (Tarigan 2013: 9).

Aspects to be assessed in speaking

Speaking is basically a productive language skill that involves both linguistic and non-linguistic aspects. Included in the linguistic aspects are pronunciation, intonation and the use of vocabulary or sentences, while non-linguistic ones are expressions or expressions. These aspects of speaking activity are indicators used as evaluations in speaking evaluation. Namely pronunciation, intonation, vocabulary or sentences, fluency in speaking, facial expressions/expressions.

a) Pronunciation

Standard pronunciation in Indonesian which is free from regional pronunciation characteristics. Pronunciation of sounds in storytelling activities needs to be emphasized given the linguistic background of most students. Because in general students are raised in an environment with regional languages in everyday life.

b) Intonation

Placement of the right intonation is a special attraction in storytelling activities, in fact it is one of the determining factors in the effectiveness of storytelling . A story will be less interesting if the delivery is less interesting too.

c) Vocabulary or sentence

Teachers need to correct the use of words that are inappropriate or inappropriate to express meaning in certain situations. To start a story, it is opened with an opening sentence, then there must be content from the story and a conclusion is made and ends with a closing.

d) Eloquence

The fluency of someone in speaking will make it easier for the listener to capture the contents of the speaker.

e) Mimic or expression

Facial expressions can support the effectiveness of storytelling because they can help clarify or enliven storytelling. The right gestures and expressions can support the effectiveness of storytelling.

Factors Affecting Speaking Effectiveness

Linguistic factors that support speaking effectiveness include: accuracy of speech, placement of stress, tone of code, and appropriate duration, choice of words, and accuracy of language goals. Besides that, non-linguistic factors support the effectiveness of speaking, namely a reasonable attitude, calm and not rigid, the gaze must be directed at the other person, sadness respecting the opinions of others, appropriate movements and expressions, loudness, fluency, relevance or reasoning, and mastery of the topic. The factors that support the above effectiveness, both

linguistic and non-linguistic, cannot be ignored if one wants to become a skilled speaker. In achieving this desire, it must be a process of practicing that is carried out continuously and systematically.

The following are several factors that can affect a person's speaking ability. According to Yunus Abidin (2012: 172) Some of these factors are as follows.

1. Sensitivity to phenomena: This factor relates to the speaker's ability to act as a source of ideas. A good speaker will be able to make everything around him, even the smallest, as a source of ideas. Conversely, someone who is not responsive to phenomena will not be able to produce ideas even though a major event happens to him.
2. Cognitive and/or imagination abilities: these abilities relate to the carrying capacity of the speaker's cognition and imagination. A good speaker will be able to determine when to use his cognitive skills to produce speech and when to use his imagination. The ability to use cognition and/or imagination will be closely related to the purpose of the conversation that he will do.
3. Language ability: language ability is the speaker's ability to package ideas in good and correct language. In relation to the language factor, a good speaker should really master all linguistic levels from phonemes to semantics-pragmatics so that he will package the idea with the right meaning and in the right conditions. In addition, this ability is also related to one's speech organs. A speaker who has abnormalities in the sound-producing organs will experience obstacles when speaking. For example, someone who is slurred will find it difficult to pronounce the letter r, so that the speech he produces is less than perfect.
4. Psychological ability: psychological ability relates to the speaker's psychology, for example courage, calmness, and psychological adaptability when speaking. Someone who is able to package ideas well is less able to convey these ideas orally because he is disturbed by calmness when speaking or he does not even convey his ideas because he does not have the courage, is nervous, and is under pressure when speaking.
5. Performance ability: performance ability has more to do with speaking practice. A good speaker will use a variety of styles according to the situation, condition and purpose of the conversation. Style is also related to behavior when someone is having a conversation such as expression, ability to build interactive communication, and even related to the speaker's dress appearance.

Important Things In Talking

1. Physical preparation for speaking
The ability to speak depends on the maturity of the speech mechanism at birth, the vocal tract is small, the palate begins to flatten and is not too large for the vocal tract. Before all the channels could not produce sound.
2. Mental readiness to speak
Mental readiness to speak depends on the maturity of the brain, especially the association parts of the brain. Usually that mental readiness develops at the time of being taught.
3. A good method to emulate
In order for children to know how to pronounce words correctly and then combine them into correct sentences, they must have a speech method to imitate, this method may be in their environment, radio or television broadcasters.
4. Opportunity to practice

If for any reason the opportunity to speak is taken away, if they can't make others understand, they will become desperate and angry. This can often achieve this goal, so encouragement to speak is needed by children.

5. Motivation

If children know that they can get whatever they want without asking for it and if speech substitutes such as dictionaries or cues can achieve that goal, then the child's drive to learn to speak weakens.

6. Guidance

The best way to guide learning to speak is to provide a good method, saying the words slowly and clearly enough so that the child can understand them and giving the child the opportunity to have a conversation.

Understanding Interview Method

Interview has many definitions depending on the context. According to M o leong (2005), in Herdiansyah, (2015:29) . Interview is one of several techniques in gathering information or data. At first the interview technique was rarely used, but in the 20th century it became the pinnacle of great journalistic work produced through interviews, interview techniques continued until now in the 21st century Suhandang, (2004). in Edi, (2016:1) . Tubbs and Moss (2000) say the interview / interview is a process of relational communication with serious and predetermined goals, designed to exchange behavior and involve questions, or a conversation based on a purpose.

Interviews are interactions between at least two people, one party plays a role in a process, and the other party influences the other's responses (Phares, 1992). (in Fadhallah, 2020: 1) . Interviews are one of the main techniques used to collect data. Phares (1992) in Fadhallah, 2020: 1 adds that for clinical psychology, interviews are the most basic and useful technique because the results can help psychologists understand client problems, make predictions, and make decisions.)

Based on the opinions of some of the figures above, it can be concluded that interviews are communication between two or more parties that can be done face-to-face where one party acts as the interviewer and the other party acts as the interviewee with a specific purpose, for example to obtain information or gather information. data. The interviewer asks the interviewee questions to get answers.

The advantages and disadvantages of the Interview Method

Advantages of Interview

There are several advantages that can be obtained by using interviews, including:

1. Interviewees' answers can be more precise because the interviewee has the opportunity to ask questions and the interviewer can explain the purpose of the question.
2. Can avoid between the interviewee and the interviewer so that the interviewer can correctly interpret the information obtained from the interviewee.
3. The interviewer can establish a good relationship that is marked by good mutual acceptance) with the interviewee so that he is able to dilute the defense (a number of reactions that a person learns and uses unconsciously to protect his internal psychic structures, for example the ego or self) carried out by people who interviewed and the ease of obtaining especially sensitive information.
4. Interview the interviewer to find out the past experienced by the interviewer.
5. Activities to analyze the important life experiences of the interviewees.
6. The interviewer can observe the nonverbal reactions of the interviewees in order to obtain additional information. Observation can help identify how the

interviewee organizes his or her responses. Through observation, inferences can be drawn from nonverbal clues that may not be too obvious, which can be followed by asking more in-depth questions.

7. *Interviewer* to look deeper into the test results into a more meaningful context.
8. Able to predict the behavior of the interviewee in the future obtained through biographical information from the interview.
9. More flexible than tests.
10. The interviewer can encourage the interviewee to do self-exploration.

Lack of Interview

McKenna (2000) (in Fadhallah, 2020: 4) suggests that the weaknesses of the interview consist of judgments that may be inaccurate. This is because one interviewer with another interviewer may find it difficult to reach a convention because of different views and ultimately different conclusions about the characteristics of the interviewees. Bias that occurs in interviews can be caused by negative first impressions captured by the interviewer of the person being interviewed, so that they are too quick to draw conclusions. Another bias is the prior knowledge that the interviewer has about the interviewee he or she will be interviewing.

this description , it can be concluded that the disadvantages of using interviews include:

1. If the researcher does not conduct interviews directly, it is likely that a misinterpretation will arise on the part of the party assigned to interview.
2. Researchers must adjust the time with resource persons because meeting resource persons is not easy.
3. The occurrence of bias both from the process of perception and interaction so that it can cause conditions that vary in reliability and validity.
4. The high variation in the information obtained and the variation in the criteria used to conclude the presence or absence of certain conditions related to the interviewers.
5. It can happen because of an inaccurate assessment of one interviewer with another interviewer, there are differences in views and conclusions.

Interview Requirements

The conditions for a good interview consist of using terms that are easy to reach, things that are open, and a sequence of things that are general and then lead to things that are specific. The proposed form uses terms that are easy to reach with the aim of making it easier for the interviewee to understand the questions posed by the interviewer, and facilitating the creation of good relations characterized by warmth and mutual acceptance. The questions posed to the interviewee are also open-ended. That is, the questions do not lead to the tendency of the interviewee to answer only "yes" or "no". This of course will make it difficult for the interviewer to understand the thoughts and feelings of the person being interviewed. Examples of these questions include "What do you think a manager must do to be successful?" or not by asking the following question, "Can you be a successful manager?"

the conflicts experienced can be through the interviewee's reluctance in certain questions. The conflicts that are expected to help the interviewer understand deeply about the personal dynamics of the interviewee, so that they can predict their potential and the possibility of success in their work. (in Fadhallah, 2020) . Patton (2001) (in Fadhallah, 2020: 6) states that asking open-ended questions will allow the interviewer to understand the opinions, expectations, and values held by the interviewee. An understanding of this is expected to help the interviewer to understand the motivation of the interviewee in carrying out an action.

this explanation , it can be said that a good interview is an interview that uses language that is easy to understand, uses open-ended questions, and uses questions that come from more general matters to more specific matters. Use accessible language to make it easier for the interviewee to understand the interviewer's intent and to facilitate good relations characterized by warmth and acceptance. Open-ended questions avoid difficulties in understanding the thoughts and feelings of the interviewee, and allow the interviewer to understand the opinions/thoughts/opinions, assessments, expectations, and values held by the interviewee. Questions start from more general matters to more specific matters aiming to establish good relations which are marked by warmth and mutual acceptance between the interviewer and the interviewee.

Interview guidelines

The first step in the interview process is to build a close relationship with the respondent and make the respondent be cooperative. Approaching respondents and building good relations with respondents to conduct interviews is not easy. When viewed at a glance, meeting someone to ask about various topics, it seems not difficult. In reality, communication is not simple. Communication in interviews is very complicated, because two personalities interact here, namely the interviewer and the respondent. The first impression of the appearance of the interviewer, which is first said and done by the interviewer is very important to create cooperation from the respondent.

Based on the experience of the Michigan Survey Research Center, it is known that respondents remember the interviewer and the way he interviewed more than the content of the interview, therefore all efforts to be able to get sympathetic mentions and cooperative attitudes from respondents should be understood and trained carefully. In continuing to carry out interviews, the interviewer must always be aware that he is the party who needs it and not the other way around.

Guidelines for achieving the purpose of the interview properly, are:

1. Dress simply and neatly
2. Humble attitude
3. Respectful attitude to respondents
4. Friendly in words and accompanied by a face that is bright, not gloomy
5. An understanding attitude towards respondents and neutral
6. Act as if every respondent you encounter is always friendly and interesting
7. Capable and a good listener (Narbuko & Achmadi, 2008:87-88)

Interview Steps

Neuman (2000) in Fadhallah, (2020: 8-9) describes the interview steps consisting of opening, process and closing. The following is an explanation of these steps:

1. Opening

Contains the introduction and explanation of the purpose of the interview by *the interviewer* to *the interviewee* .

2. Process

Conducting interviews, where question and answer activities occur between *the interviewer* and *the interviewee* with the aim of giving and receiving information. During the interview, *the interviewer* needs to carry out *probing* (investigation) to clarify the meaning of the answers given by *the interviewee* . Recording the results of the interview also needs to be done by *the interviewer* because of limited memory so it is impossible to remember all the contents of the conversation with the interviewee.

3. Closing

The ideal interview is conducted if *the interviewer* concludes the contents of the interview and then thanks the *interviewee* .

Based on the description above, it can be said that there are three core steps in the interview, namely opening, process, and closing.

C. CONCLUSION

Speaking is an activity used by someone in communicating with others. When someone speaks, he interacts and uses language to express his ideas, feelings and thoughts. He also shares information with others through communication. Based on the results of the interviews that have been conducted, it was found that the students' inability to speak was caused by several factors. First, students' mastery of vocabulary in speaking is still lacking. Second, the students' ability to speak is still not good. Third, the interaction between students in the speaking learning process is lacking. Fourth, the lack of active participation in asking questions during the learning process. Fifth, students are still embarrassed when spoken to, lack the courage to talk to people they just met. Sixth, students are sometimes confused assembling words to make good sentences. Thus the ability to speak through the interview method. The application of this interview was carried out directly by the students themselves, beginning with interviewing peers, then followed by interviews with one of the family members and finally by inviting several sources from various professions. Where this application can improve students' speaking skills and make students more courageous in starting a conversation or conversation with new people.

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