

IMPROVING WRITING AND SPEAKING SKILLS IN INDONESIAN LANGUAGE SUBJECT THROUGH INTERVIEW PRACTICE

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Abstract. The Indonesian Language is the national language of Indonesia, which has diversity including ethnic groups and languages. Therefore, all citizens are required to learn the Indonesian Language from elementary school to university. In learning the Indonesian Language, there are four skills that students must master: listening, reading, writing, and speaking. The low creativity of teachers in using methods during Indonesian Language lessons makes students less motivated, resulting in their writing and speaking skills being underdeveloped. Thus, the research problem is how interview practice can improve the writing and speaking skills of fifth-grade students. The method used in this research is qualitative descriptive analysis. The research findings indicate that interviews can enhance writing and speaking skills, although not 100% as there are still four students who tend to be passive or silent. This interview method is suitable to be implemented by teachers during lessons because it is effective, engaging, and enhances students' writing and speaking skills.

Keywords: Indonesian Language, Interview, Writing and speaking.

INTRODUCTION

Education is the most important aspect for human beings, and therefore, it is universally agreed upon that every citizen should have access to education. Education enables individuals to acquire knowledge, and with knowledge, life can progress in a better way. In education, there are terms such as learning and teaching. Learning is an active process that involves the efforts of educators to acquire knowledge and skills, utilizing various learning resources or media. Essentially, learning is when teachers or educators consciously assist students in learning according to their own needs and interests. (Hijjah & Bahri, 2021)

One of the subjects taught in Indonesia is the Indonesian Language. It is taught from elementary school to university level. In Indonesian Language learning, there are four basic language skills, namely: (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. This means that Indonesian Language learning covers all four aspects of language learning, which consist of listening, speaking, reading, and writing. Although these aspects can be presented separately, in practice, they are interconnected. For example, in writing activities, students must first listen to the teacher's explanation, speak and read the written work. Similarly, the other aspects also rely on each other. (Libiawati et al., 2020)

Speaking skill, in this case, refers to the ability to communicate with others using polite and organized language, and it is one of the goals of Indonesian Language learning. By achieving this, it is expected that students will be able to communicate effectively with others and minimize misunderstandings. Therefore, direct practice or training is necessary to facilitate easier application.

Speaking skill is closely related to language skills, where language skills are the visible motor skills in individuals that enable them to express ideas, suggestions, or feelings to others. Language skills are divided into four types, namely listening skill, speaking skill, reading skill, and lastly, writing skills. (Prasetyoningsih et al., 2021)

A person cannot speak without listening and comprehending, so one's ability to listen to other people's conversations is also a necessity. This requires patience and tolerance. According to Prasetyo, speaking is a means of conveying ideas, thoughts, feelings, and desires to the listener or audience. This activity can be done through various media such as radio, television, YouTube, or directly through activities like giving lectures, speeches, and interviews. (Prasetyoningsih et al., 2021)

Meanwhile, according to Tarigan in Kadek Dwi Padmawati's work, it is stated that "speaking is one of the language skills, which is the ability to articulate sounds or words to express, state, and communicate opinions, thoughts, and feelings to an individual or a group, either face-to-face or remotely." Speaking, as one aspect of language skills, is closely related to other aspects of language skills, such as the connection between speaking and listening, speaking and writing, and speaking and reading. (Padmawati et al., 2019)

Next is the writing skill, which is one of the language skills that students must master. Writing skill is the ability to express ideas, opinions, and feelings to others through written language. Writing involves forming or creating letters, numbers, and other symbols using ink or a pen, in order to convey thoughts, ideas, and emotions into a composition, piece of writing, or story. (Hatmo, 2021)

Both speaking and writing skills play a crucial role in everyday human life. Speaking and writing skills are essential requirements for individuals who want to engage in a community, work, and other important aspects of life. Through writing activities, students are directed to communicate using written language. In this regard, it is expected that students are able to express their ideas or thoughts in a coherent manner, with appropriate diction and proper structure according to the context. On the other hand, through organized, polite, and systematic speaking, students will be readily accepted within their environment.

However, in reality, many students still struggle to express their feelings or ideas to teachers, parents, and others. Similarly, when assigned to write, such as in free composition, students generally feel confused about where to start, and only a few students are able to produce a substantial amount of writing.

Based on the aforementioned explanations, the researcher aims to explore how the implementation of interview practice can enhance the speaking and writing skills of fifth-grade students at MI Ya BAKII Kesugihan 01.

RESEARCH METHOD

The type of research conducted is descriptive qualitative, presenting the findings of the study that has been conducted. The research method used is observation, where the researcher gathers information on how interview practice contributes to improving the speaking and writing skills of fifth-grade students at MI Ya BAKII Kesugihan 01 in Cilacap Regency.

Both primary and secondary data are utilized in this research. The researcher obtains primary data through interviews conducted with the school principal, teachers, and students who are considered relevant sources of information. Secondary data is obtained from books on Indonesian language learning and relevant documents. In this study, the researcher also requests documents from students as sources of information to gather data.

RESULT AND ANALYSIS

1.1 Writing Skill

Writing is an integral part of the entire learning process that students experience throughout their education. In reality, writing is often perceived as the most challenging skill compared to the other three. Writing is indeed not an easy skill. It requires continuous and consistent practice. Writing is taught at every educational level, from preschool to higher education. However, the teaching approach may vary at different levels. At the lowest level, the teaching of writing skills focuses on developing a basic understanding, which is relatively easier compared to higher levels. (Pada et al., 2022). Writing skill is a conscious and directed human activity to express ideas, thoughts, and experiences in a systematic, logical, and organized written form, enabling others to understand the writer's purpose and intention (Supriadi et al., 2020). Therefore, teaching or

practicing writing skills is crucial to ensure that students can live a decent life and be accepted by society. In this study, students discuss with their group members and prepare a list of questions to be asked to the interviewees, in this case, the local traders around the school. All the questions are written down and brought during the interview session. After the interview, the writing activity continues with the creation of an interview report in the form of a narrative. The content of the writing is adjusted based on the answers provided by the interviewees.

1.2 Speaking skill

Speaking skill is the ability to express ideas orally to others. For this purpose, students are required to demonstrate their literary appreciation skills orally. This task may involve retelling the content of literary texts that are played or read aloud, followed by a discussion task. Speaking skill also supports writing skill, and both activities share the goal of conveying messages or ideas in a language that can be understood by the listener or reader.

In this study, the teacher assigns each group to practice interview techniques with local traders as the interviewees. Students practice asking clear and polite questions. When the interviewees respond, students are expected to listen attentively. Not only that, students also carefully listen and take notes of the information provided by the interviewees.

1.3 Indonesian Language

Indonesian Language is the national language that unifies all Indonesian citizens. Therefore, it is mandatory for everyone to know and learn Indonesian Language, as the learning of Indonesian Language plays an important role in students' social, intellectual, and emotional development. By learning Indonesian Language, it is hoped that students can develop polite language skills, express opinions correctly, and enhance analytical and imaginative skills (Kamhar & Lestari, 2019).

In this study, the entire interview process, from preparation to implementation, discussion, and presentation, is conducted in the Indonesian Language. The teacher makes an effort to provide guidance to all students to use proper and correct spelling according to the Kamus Besar Bahasa Indonesia (KBBI, the official dictionary of the Indonesian Language). By using formal words and sentences, it is expected that students will become accustomed to using Indonesian Language correctly and appropriately.

1.4 Interview

An interview is a conversation between two or more people, involving a speaker or interviewee and an interviewer. The purpose of an interview is to obtain accurate information directly from the interviewee. The interview is conducted by asking questions to the interviewee and then summarizing their answers.

An interview is a technique for collecting and recording data, information, or opinions through direct or indirect dialogue or question-and-answer format. It is a purposeful conversation with specific goals. The interview involves two parties: the interviewer who asks the questions and the interviewee who provides answers. The interview is a method to gather information about the interviewee by describing one side. This means that during the interview, questions only come from the interviewer, and the interviewee only responds to the questions. (Inovasi et al., 2021)

Before conducting interviews with the interviewees, the teacher and students have a discussion about several aspects: (1) interview preparation, and (2) group assignment. The interview preparation involves: (1) determining the theme/main problem to be asked, (2) selecting the interviewees, (3) organizing the main points to be asked, (4) preparing a list of questions, and (5) contacting the interviewees and scheduling the interview time and location. Then, the students are divided into groups, with each group consisting of 4-5 individuals. After completing the interview preparation and group assignment, the students can conduct the interviews with a polite attitude and respectful language.

In this study, the steps of Indonesian language learning in the fifth-grade class conducted by the teacher are as follows:

First, the teacher prepares the learning materials by explaining the definition of an interview, the objectives of an interview, and the necessary preparations when conducting an interview.

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Second, the teacher assigns the students to practice the interview directly with the interviewees, who are local merchants.

Third, the students are divided into several groups, with each group consisting of four individuals. Each student has their own specific tasks, such as the spokesperson or questioner, the documentation officer responsible for recording the interview results, and the equipment officer. The following is the allocation of tasks diagram.

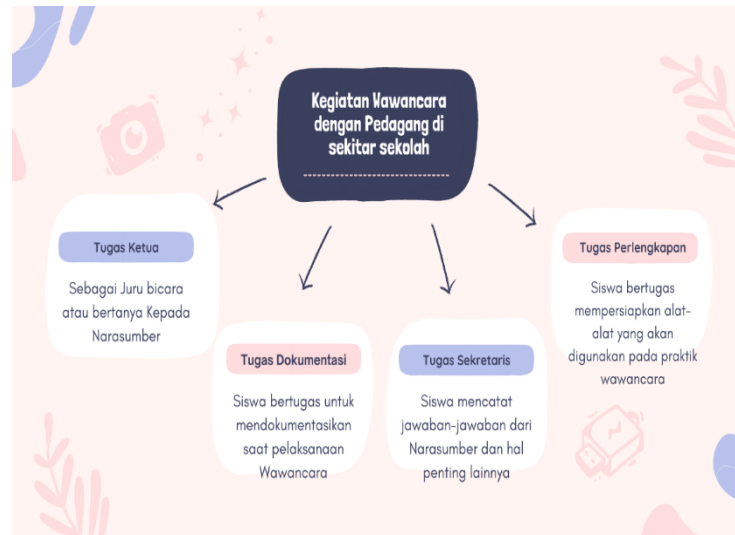


Fig. 1. Task Division for Interview Activity

Fourth, after the groups are formed, the teacher assigns each group to create an interview activity plan with the merchants. Each group has a different interviewee. The purpose is to avoid conflicts between groups, and another objective is to enrich the students' experiences and knowledge. The interviewees mentioned are: food vendors or sellers of snacks for school children, including beverage vendors, siomay (steamed dumplings) sellers, sate lontong (rice cake with satay) sellers, toast sellers, and sellers of various children's toys.



Fig. 2. Task distribution for each group

Fifth, the group discusses and creates a list of questions to be asked to the interviewees. All questions are written down in a book, which facilitates the interview process and avoids missing any interview topics. Here are examples of the discussed question lists for each group:

Question List for Siomay Vendor:

- a. How did you start your siomay business in this school area?
- b. Why did you choose siomay as the product to sell in the school area?
- c. How long have you been a siomay vendor in the school area?
- d. How do you prepare siomay before selling?
- e. How do you determine the time and location for selling siomay in the school area?
- f. Do you offer any variations or additional options in your siomay menu?
- g. How do you promote your siomay products to students and school staff?
- h. How do you retain customers in the school area and increase sales?
- i. What are the biggest challenges you face as a siomay vendor in the school area?
- j. Do you have plans to expand your siomay business in the future?

Question List for Beverage Vendor:

- a. How did you start your ice and beverage business in this school area?
- b. What types of ice and beverages do you sell, and why did you choose them?
- c. How long have you been an ice and beverage vendor in the school area?
- d. How do you select and prepare the ingredients for the ice and beverages you sell?
- e. How do you determine the time and location for selling ice and beverages in the school area?
- f. Do you have any variations or additional options in your ice and beverage menu?
- g. How do you promote your ice and beverage products to students and school staff?
- h. How do you retain customers in the school area and increase sales?
- i. What are the biggest challenges you face as an ice and beverage vendor in the school area?
- j. Do you have plans to expand your ice and beverage business in the future?
- k. How do you adjust the prices of your ice and beverages to be affordable for students and school staff?
- l. Do you use local ingredients or any special components in the ice and beverages you sell?
- m. Do you work alone or do you have a team to assist in your ice and beverage business?
- n. Do you have any interesting stories or unique experiences running this business in the school area?
- o. What do you enjoy most about being an ice and beverage vendor in the school area?

Sixth is the interview implementation. After the groups have made arrangements to interview the interviewees, it is time for the interviews to take place. Each group starts by greeting, offering salutations, asking questions, and ending with a polite thank you and farewell.

Seventh is the group discussion. The group discussion is led by the group leader to summarize the interview results and compile the interview report.

Eighth is the presentation of the interview report. In this stage, the teacher acts as a facilitator, providing each group with the opportunity to present their interview results in turn. Other groups can ask questions or provide feedback.

These are the eight stages of the interview practice. After going through these stages, students acquire new skills in writing and speaking. However, there are still four students who are not proficient in speaking. This is in line with the findings of previous research, which suggests that the interview method alone does not fully guarantee that students will become proficient in speaking. Nevertheless, at least with the interview method, more students can improve their speaking skills. (Dengan & Pemelajaran, 2020).

CONCLUSION

From the explanation above, it can be concluded that interviews can improve writing and speaking skills, although not 100% effective as there are still 4 students who tend to be passive or silent. The interview method is worth implementing by teachers during lessons as it is effective, engaging, and enhances students' writing and speaking skills.

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