DEVELOPING SPEAKING SKILL OF THE THIRD SEMESTER STUDENTS OF TBI FTIK IAIN PALU THROUGH TABLEMATE INTERVIEW

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Abstract

The research aims at Developing Speaking Skill of the Third Semester Students of TBI FTIK IAIN Palu through Tablemate Interview. The subject of the research was the third semester consisted of 24 students of TBI FTIK IAIN Palu. The research was classroom action research which was conducted in two cycles where each cycle consisted of planning, implementation, observation and reflection. The data of this research were obtained from the results of the test and observation sheet, field notes, during the implementation of the action. The findings of the research showed that Tablemate Interview was effective in developing students' speaking skill. The effectiveness of Tablemate Interview was shown by the improvement of students' score. The findings revealed that in cycle 1 there were thirteen students who achieved minimum criteria of achievement. It means that the classical achievement was 54.16%. In cycle 2, it found that there were twenty four or all students who achieved the minimum criteria of achievement. It means that the gained achievement was 100%. Gained achievement is based on the number of students who got the score at least the criteria of success (65). Both of the gained and individual achievements have met the criteria of success. It can be concluded that the Tablemate Interview was effective to develop the students' speaking skill.

Keywords: developing, speaking, tablemate, interview.

Introduction

The teaching of English as a foreign language in Indonesia is devoted to provide students with the ability in four language skills, listening, speaking, reading, and writing Marzuki, 2016).[1] In order to master those skills well, the researchers took some efforts to bring students into real practice of skills. The researchers did not only train the students in those language skills, but also taught the language components to students such as grammar, spelling, pronunciation, and vocabulary. In the teaching and learning process, the four language skills and language components are presented with the equal limit of time. By comparing the three other skills, listening, reading and writing, it is so hard for the researchers to find the students have more ability in speaking skill.

Moreover, the curriculum requires the researchers to teach English through text type. The curriculum explicitly recommends the researchers to teach English by performing oral skill. The researchers' responsibility gets heavier and heavier. In order to understand narrative text, the students are required to retell a story. The purpose of understanding narrative text is to assess students' ability in understanding the content of the text and their speaking skill. Meanwhile, in descriptive text, the students are required to possess ability in describing situation or something accurately. In order to fulfill those requirements, the researchers have more tasks to do to make the students understand the content of the text and to have the ability to express it orally.

Unfortunately, the researchers' effort to make students capable in two abilities faces handicap. It is because they always look ashamed and reluctant to speak. The researchers' oral questions always gain no responses from the students because they

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[1]Abdul Gafur Marzuki, Utilizing Cooeeperative Learning in Islamic College Students' Classroom, *IJEE (Indonesian Journal of English Education),* Vol. 3 No. 2 (2016), p. 123-139.

are afraid of making mistakes and they are not accustomed to doing oral interaction with the researchers.

According to the researchers experience as long as they taught English at FTIK IAIN Palu, they obtained a very crucial problem with the students. They were so reluctant to answer the researchers' questions orally. It was so difficult for them to answer the questions. Most students tent to keep silent when the researchers asked them even very simple questions. For example the students tent to keep silent when the researchers asked questions from the text given. The researchers then assigned them to practice dialogue in pairs. The problem was that they tent to memorize the content of the dialogue. They did not have effort to make a kind of improvisation to make the dialogue more interesting.

The students' tendency to keep silent when the researchers asked them oral questions and their tendency to memorize the content of the dialogue raise the conclusion that they had low ability in speaking skill. To cope with the problems the researchers propose tablemates interview technique to make the students to be more confident and to have bravery to express their speaking skill. Some teaching techniques such as; total physical response, describing pictures, and practicing dialogue have been implemented by the researchers. Unfortunately they did not work well.

Tablemate Interview is one of the techniques to encourage the students to speak. The technique is proposed based on consideration that the students will have confidence and motivation to respond the questions if the questions come from the classmates or more specifically tablemates. Moreover, from the result of the researchers' observation during teaching English at the school shows that, more than half of class participants feel inconvenient if the researchers ask them questions to answer orally.

It is a valuable experience when the researchers assigned some of the students to have questions to their classmates. The rest of the students responded the questions fairly. To the researchers' perception, the students will have motivation and confidence if

they ask and respond questions to each other. Compared to other experience the researchers ever met, it is like anti climax, in one hand, the students do not have any effort to answer researchers' oral questions. On the other hand, they enthusiastically respond to the classmates' questions orally although they make mistake in pronunciation.

Learning from the researchers own experience, the initiation to implement the new technique to develop students speaking ability through Tablemates Interview becomes greater. To implement the technique, the researchers planned to pair the students according to his or her tablemates. They provided the pairs with particular topic of interview.

Those topics were distributed to the students. The researchers' responsibility was then to give a model to students on how to do the interview. The students constructed their own draft and the researchers control the students' activities. Having constructed the interview questions, the students were assigned to practice interview from their own desks. When the students are on tasks practicing interview, the researchers will be equipped with observation checklist on students' performance in the classroom.

The three components of speaking skill, fluency, accuracy, and comprehensibility were purposively taken by the researchers based on the consideration that the third semester students of TBI FTIK IAIN Palu were still susceptible of making mistakes in pronunciation and were difficult to speak fluently. To make the observation more accurately, the researchers will employ a collaborator to be the partner to assist the researchers. The collaborator was responsible to observe the researchers teaching performance and the students' classroom participation.

Based on the proposed problem solution, the research is entitled Developing Speaking Skill of the Third Semester Students of TBI FTIK IAIN Palu through Tablemate Interview.

Research Method

Research Design

The research design was Classroom Action Research (CAR). The research was focus on investigating speaking activities done

by the students through tablemates. The forms of the data were qualitative and quantitative. Qualitative data are the data about researchers teaching preparation and performance, and students' classroom performance. While, quantitative data are about students' achievement in speaking tests.

Setting and Subject of the Research

This research was conducted at TBI FTIK IAIN Palu. The subject of this research was 24 students. The teaching technique was Tablemate Interview to develop students' speaking skill.

Steps of the Research

The research consist of four steps, they are:[2]

1. Planning

The first activity was done by the researchers and the collaborator in this research is that to do the planning. In this stage, the researchers and their collaborator worked collaboratively designing lesson plan, preparing instructional material and media, and constructing the criteria of success. The steps of planning were conducted based on the Tablemates Interview technique and Competence-Based Curriculum and it was focused on creating the material and the steps to teach speaking skill. The planning was also focused on designing learning environment in which the students involve in tablemates interview activity so it was expected that the students can develop their speaking skill.

2. Implementation of the Action Plan

The implementation is actually the manifestation what had been designed by the researchers in the lesson plan. The researchers conducted the treatment in the classroom based on the lesson plan. To do it well, they employed appropriate and interesting material and media, and focus on tablemate interview in doing the teaching learning process.

3. Observation

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[2]Kemmis, S., and McTaggart, R.*The Action Research Planner*. (Victoria: Deakin University, 1999) p. 21

Observation is a process of recording and collecting data about any aspect or event that is happening in the teaching and learning process. In this step, the collaborator observed the way the researchers implement tablemates interview before the students are asked in turn to complete classroom task (to conduct interview). The researchers also analyzed the students' achievement in speaking skill. During the teaching and learning process, the researchers controlled, guided and identified students' problems.

4. Reflection

In classroom action research, to analyze data is done through reflection. The reflection phase is the phase where the researchers analyze the data from different instruments, compare, synthesize, reduce, and categorize data (Bandu and Marzuki, 2014).[3] To validate data, the researchers used triangulation. Triangulation is cross scheme of cross validation data gained from the field. It consisted of three main steps to analyze data; they are data collection, data reduction, and data display.

Procedures to Collect the Data

The researchers conducted four main steps in doing the research; planning phase, implementing phase, observing phase, and reflecting phase. They provided some instruments to collect data. Those instruments were oral speaking test, observation checklist, field notes, formula to count students' achievement and documentation.[4]

Oral speaking test is aimed to measure students' achievement in speaking skill. The researchers will prepare several interview questions which should be answered by the students in pairs. The test was administered at last meeting of each cycle in order to know effectiveness of the technique given.

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[3]Darwis Jauhari Bandu and Abdul Gafur Marzuki, A Correlational Study between Vocabulary Mastery and Reading Comprehension of PAI Students of Tarbiyah STAIN Datokarama Palu, *Istiqra*, Vol. 2 No. 1 (2014), p. 75-94.

[4]Richard, J. and Renandya, A. *Methodology in Language Teaching*. (Cambridge: Cambridge University Press, 2002) p. 56

Observation checklist was used to identify and to obtain data on students' performance and teacher's teaching one. The students' classroom performance covered students' response toward the teaching-learning process, the way they constructed the simple interview, and problems they encountered when doing classroom task. Observation checklist to gain data of teacher's teaching performance was aimed at evaluating teacher in providing evaluation modeling to students. Therefore, there were two kinds of observation checklist in this research, namely students' classroom performance and teacher's teaching performance.

Field note is used to obtain data from the field/classroom. It covers all information about the research to record actual events during the observation mainly to collect data on implementation of classroom teaching. Bogdan and Biklen argue that field note is written account, what the researchers hears, sees, experiences, and thinks in the course of collecting data and reflecting on the data in qualitative research.[5]

Criteria of Success

To make the research to be on the right way,[6] the researchers and the collaborator set the criteria of success. The criteria of success are a must for the students to achieve after they have been treated with Tablemate Interview technique. The criteria that the researchers and the collaborator were going to use in this research are that each student should be able to achieve minimum score 75.

Data Analysis

The researchers used the test in conducting this research. It was intended to find out speaking skill particularly in accuracy, fluency, and comprehensibility as well as teaching and learning process of speaking using pair work activities. It is used to collect

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[5]Bogdan, C.R., Biklen, K.S. *Qualitative Research in Education. An Introduction to Theory and Method.* (Third Edition). (Boston: Allyn and Bacon, 1998) p. 107

[6]Kasbolah, K. 1998. *Penelitian Tindakan Kelas.* Jakarta: Proyek Pendidikan Guru Sekolah Dasar. Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan dan Kebudayaan.

data on the achievement of the students after the cycles. The scoring system is as follows:[7]

$$\text{Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

The number of interview items that the students answer correctly were divided by the total number of interview items then it is timed 100 to get actual score the students gain from interview. Then To know the students' success in speaking skill, the researchers used the following formula:[8]

$$\text{Successful Percentage} = \frac{\text{Total successful students}}{\text{Total students joint the test}} \times 100\%$$

Speaking Score System

The criteria are quoted from Nation (2002). For further understanding toward those components, the researchers and the collaborator listed them in the following table.[9]

Figure 1 Speaking scoring system

Score	Accuracy	Fluency	Comprehensibility
1	Serious pronunciation	Full of long and unnatural pauses.	Hardly anything of what is said can be

[7]Sutomo. *Teknik Penilaian Pendidikan*. (Surabaya: Bina Ilmu, 2005) p. 123

[8]Harahap, N. *Tehnik Penilaian Hasil Belajar*. (Jakarta: Bulan Bintang, 2002) p. 187

[9]Nation, P. *Teaching Listening and Speaking*. (Victoria: University of Wellington, 2002) p. 187

	errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course	Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening to the speaker.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to take effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
4	Pronunciation is still moderately	Although he has to make an effort	Most of what the speaker says is easy

	influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally, fragmentary but succeeds in conveying the general meaning.	to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.

Research Results
Research Preparation

The discussion is on the basis of findings presented in this chapter. The researchers initialized the discussion with the preparation; they did before conducting the research. The preparation was done with respect to the research need. It comprised research instrument in which the researchers used them in gathering data from the field.

To prepare those instruments is important to do in order to make the research well-prepared. Corresponding to the above task, the researchers and the collaborator worked together preparing researcher instrument, instructional materials and media as well. The researchers provided some instructional materials and media which were necessary for teaching. Meanwhile, the collaborator multiplied observation checklist, he used to observe the lecturer's performance and students' response during the teaching process; and other instrument such as evaluation sheet and field notes. There were four main preparations the researchers and the collaborator before they did the action. The preparations corresponded to research instruments, in which they comprise observation checklist, field notes, and test. Moreover, to conduct a smooth teaching learning process, the researchers also prepared teaching materials and teaching aids she employed in the teaching learning process.

Research Instruments

Research instruments were valuable to gain reliable data that was important for the researchers to analyze them. There are two advantages of preparing research instrument before the researchers conducted the research; the accomplishment of reliability and validity of the instruments themselves; and the reliability and the validity of the data.

Well-prepared research instruments lead the researchers to construct validity and reliability of them. It is considered important for the need of the researchers. Meanwhile, suitable instruments will highly determine the reliability and validity of the data. In references to the preparation on research instruments, the researchers considered that she has the established appropriate researchers' instrument on the basis on research need. Moreover

the research instrument she utilized to collect data in accordance to the characteristic of the data. It means that the researchers have prepared appropriate research instruments before they and the collaborator were in action doing the research. They provided research instruments with kinds of the data he and she need to gain.

Instructional Material and Media

The preparation on instructional material and media was important to be done before the research was conducted. Preparation was closely related to teaching planning. Based on the findings, there were five items the researchers prepared or planned in relation to instructional materials and media. They consisted of lesson plan, teaching materials, teaching media, evaluation sheet, and scoring sheet. Toward these preparations, Burden and Byrd (1995: 19) state that there are thirteen advantages of planning.[10] Some of them are planning can help lecturer to do the following things:

1) Give lecturer sense of direction, and through this, a feeling of confidence and security. Planning can help lecturer stay on course and reduce lecturer's anxiety about instruction
2) Organize, sequence, and become familiar with course content.
3) Collect and prepare related instructional materials and plan to use various types of instructional media. This planning will help when ordering instructional supplies.
4) Use a variety of instructional strategies and activities over time.
5) Prepare to interact with students during instruction. This may include preparing a list of important questions or guidelines for cooperative group activities.
6) Arrange for appropriate requirement and evaluation of students performance.

The findings concerning with instructional preparation or planning that were presented in this chapter showed that what the researchers had done some important preparations before he came

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[10] Burden, P.R, and Byrd, D.M. *Methods for Effective Teaching,* (second edition) (New York: Allyn and Bacon, 1995) p.19

to the field of research. They really understood what should they did to make the researchers well-prepared and well-organized. The actions that the researchers did in preparing instructional materials and media were considered as one of the consequences in doing teaching activity.

Implementation of the cycle

The initial task for the researcher to do when they wanted to begin the teaching-learning process of the first cycle was to prepare lesson plan. Lesson plan contained time allocation, standard competence and basic competence, indicator for students' achievement in speaking class, teaching objectives, teaching materials, teaching method, teaching procedures used by the researchers, teaching resources, and evaluation. To do the prepare lesson plan for teaching is a must for a lecturer before she conducts teaching learning process.

With respect to argument above, Richards and Renandya, 2002: 30-32 stated that lesson plan is especially important for service lecturer because they may feel more of a need to be in control before the lesson begins.[11] They further state that lesson plan can benefit English lecturers in the following ways:

a. A plan can help the lecturer thinks about content, materials, sequencing, timing, and activities

b. A plan provides security (in form of a map) in the sometimes unpredictable atmosphere of a classroom.

c. A plan is a log of what has been taught.

d. A plan can help a substitute to smoothly take over a class when lecturer cannot teach.

It is understandable that well-prepared lesson plan will contribute a sense of confidence for the lecturer to teach. The lecturer will feel secured from loosing direction in the middle of the lesson if he previously organized lesson plan well. So, in response to the findings, the researchers developed a model of

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[11] Richard, J., and Renandya, W. *Methodology in Language Teaching,* (Cambridge: Cambridge University Press, 2002) p.30-32

lesson plan that can provide her with guaranty for satisfactory teaching and for attaining instructional objectives.

Other components of lesson plan that the researchers should also consider to prepare were indicator and instructional objectives. Instructional objectives were necessary to be constructed by the researchers since they have sense of direction to lead the researchers and the students to achieve expected teaching learning objectives. Each lesson will have one or more objectives. An objective is the statement of intended learning outcomes. Objectives commonly describe what the students will be able to do when instruction has been completed (Burden and Byrd, 1995: 66).[12] In line with the statement, the researchers constructed instruction objectives in respect to the language skill in which the students have to reach at the end of the lesson. Since the research emphasized on teaching vocabulary; so they specified instructional objectives on the area of the intended skill. Specifying instructional objectives means constructing a framework of instruction and focusing it to specific target of learning.

Instructional objectives should be explicitly stated in lesson plan to enable the lecturer to control her teaching learning process to be in right path. What the researchers have done in the lesson plan were they explicitly stated instructional objectives and limited them on the basis of language skill that they needed to improve. Moreover, instructional objectives should be in line with the main material that the students are going to study. In the first cycle, the researchers served the students with the main material about "personal identity, family life, and campus life". In this matter, the researchers needed to include one of instructional objectives dealing with main material. So it is reasonable that instructional objectives should also be related to the main material.

In order to provide an accurate judgment about the successfulness of the teaching learning process, the researchers needed to construct indicators of achievement. Indicators must be with respect to instructional objectives, and must be in a harmony

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[12] Burden and Byrd, *Methodology in Language*

with basic competence and standard competence. The indicators of teaching learning achievement are useful to observe whether or not the instructional has been achieved. From the findings, it was found that the researchers arranged indicators of achievement by limiting them only in the area of teaching speaking. Similar to instructional objectives, indicators of achievement was also arranged in accordance with the main material of the lesson. The expected teaching objectives that the researcher constructed in the lesson plan in the first meeting were as follows:

By the end of the class, the students are able to:
1. The students are able to construct draft of simple interview items about personal identity.
2. The students are able to perform interview activities.

Students' developing in speaking skill

The students' developing in speaking skill through tablemate interview were investigated and analyzed through evaluation phase of the teaching learning process. The researchers focused on criteria of success in which they needed to analyze at the end of cycle. In order to provide better understanding toward the findings, the result of analysis is going to be elaborated as follows:

a. Meetings 1, 2, and 3, in cycle I

To analyze the criteria of success, the researchers utilized tablemate interview, observation check-list, and field notes. The result of analysis was that from the first test of the cycle 1 it was found there were twelve of twenty four students who were categorized as successful students. It meant that the students' successful percentage that got success level from the first test of cycle I had not yet meet the criteria of success. Because, the percentage approach employed formula 13x100%:24 = 54.16%. 13 was the number of students who got successful qualification; 24 was the number of all students, and 100 is the deviation scale. On the other hand, the percentage of classroom success should be 100% of the number of students.

Meanwhile, the score of thirteen students were more than 65. It was not representative enough for the researcher to judge that the criteria of success have been achieved since the criteria of success

for individual students should be 65; although there were twelve students who got more than 65 but the number did not represent yet all class participants. Thus, in other words, the researchers argued the criteria of success should be achieved if all of students achieve score 65 or over it. Furthermore, individual score however was to judge the students' achievement individually.

In order to make the researchers and the collaborator to do the test toward students' participation and achievement in speaking skill easily, the researchers employed the test. The test consisted of 15 items (5 items related to personal identity, 5 items related to family life, and 5 items related to campus life). The following are the result of the analysis.

Figure 2: Students' results on individual test in meeting 3 cycle 1

No.	Initial	Point			Total	Score	Qualification
		A	B	C			
1	PP	3	4	4	11	61	Failed
2	ZAI	4	5	5	14	77.7	Successful
3	FN	4	5	5	14	77.7	Successful
4	FHW	3	3	4	10	55.5	Failed
5	FAD	4	4	4	12	66.6	Successful
6	MFT	3	4	4	11	61	Failed
7	SNH	5	5	6	16	88.8	Successful
8	DM	4	5	5	14	77.7	Successful
9	SAR	3	4	4	11	61	Failed
10	RS	3	4	4	11	61	Failed
11	SSM	4	5	5	14	77.7	Successful
12	SAF	2	3	4	9	50	Failed
13	YP	4	5	5	14	77.7	Successful
14	ANI	4	4	5	13	72.2	Successful
15	YR	3	3	4	10	55.5	Failed
16	MS	4	4	5	13	72.2	Successful
17	NI	3	4	4	11	61	Failed
18	MR	3	4	4	11	61	Failed
19	WFA	4	4	4	12	66.6	Successful
20	MAR	4	5	5	14	77.7	Successful

21	NB	3	4	4	11	61	Failed
22	MRN	4	4	4	12	66.6	Successful
23	KH	3	4	4	11	61	Failed
24	HD	4	4	4	12	66.6	Successful

Note: A= Accuracy
B= Fluency
C= Comprehensibility

The score of each student as shown in the table is counted as proposed by Sutomo (1985: 123) is as follows:[13]

$$Score = \frac{Obtained\ Score}{Maximum\ Score} \times 100$$

For example ADP got total point= 11, then eleven times by 100 and divided by maximum score (18) equals to 61.

$$Score = \frac{11}{18} \times 100$$
$$= 61$$

To know the students' successfulness in speaking skill, the researchers used the following formula:[14]

$$Successful\ Percentage = \frac{Total\ successful\ students}{Total\ students\ joint\ the\ test} \times 100\%$$

$$Successful\ Percentage = \frac{13}{24} \times 100\%$$

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[13]Sutomo. *Teknik Penilaian Pendidikan,* (Surabaya: Bina Ilmu, 1985) p.123

[14]Harahap, N.*Tehnik Penilaian Hasil Belajar*, (Jakarta: Bulan Bintang, 1992) p. 187

$$= 54.16\%$$

The data shown above that there were some students (13 of 24 students) who were categorized as "successful" while some students (11 of 24 students) who were categorized as "failed" in this research because they could not reach the minimum score namely 65.

The researchers calculated students' successful percentage using formula as proposed by Harahap (1992: 187) as shown above.[15] The result was that there was 54.16% students' successful percentage. Having converted to the criteria of success where 54.16% < 100% (54.16% is less than 100%) so this research was not successful yet and should be continue to the next cycle (cycle II).

b. Meetings 1, 2, and 3 in cycle 2

All activities in this meeting almost the same with what have done in the third meeting in the first cycle, it covered Pre-activities, While-activities, Post-activities, and evaluation. In order to make the evaluation toward students' participation and achievement in speaking skill easily, the researchers employed test analysis. The following are the result of the analysis.

Figure 3: Students' results on individual test in meeting 3 cycle II

No.	Initial	Point			Total	Score	Qualification
		A	B	C			
1	ANI	4	4	5	13	72.2	Successful
2	DM	4	5	5	14	77.7	Successful
3	FAD	4	5	5	14	77.7	Successful
4	FHW	4	5	6	15	83.3	Successful
5	FN	5	5	6	16	88.8	Successful
6	HD	4	5	5	14	77.7	Successful
7	KH	6	6	6	18	100	Successful
8	MAR	5	5	6	16	88.8	Successful

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[15]*Ibid*

9	MFT	5	5	6	16	88.8	Successful
10	MR	4	5	6	15	8.3	Successful
11	MRN	4	5	5	14	77.7	Successful
12	MS	4	4	4	12	66.6	Successful
13	NB	5	5	6	16	88.8	Successful
14	NI	5	5	6	16	88.8	Successful
15	PP	4	4	5	13	72.2	Successful
16	RS	4	4	5	13	72.2	Successful
17	SAF	4	4	4	12	66.6	Successful
18	SAR	4	5	5	14	77.7	Successful
19	SNH	4	4	5	13	72.2	Successful
20	SSM	5	5	6	16	88.8	Successful
21	WFA	4	5	5	14	77.7	Successful
22	YP	4	5	6	15	83.3	Successful
23	YR	4	5	5	14	77.7	Successful
24	ZAI	4	5	6	15	83.3	Successful

Note: A= Accuracy
B= Fluency
C= Comprehensibility

To know the students' successfulness in speaking, the researchers used the following formula:[16]

$$\text{Successful Percentage} = \frac{\text{Total successful students}}{\text{Total students joint the test}} \times 100\%$$

$$\text{Successful Percentage} = \frac{24}{24} \times 100\%$$

$$= 100\%$$

[16]*Ibid*

Figure 3 was analyzed based on the data in technique of data analysis in chapter III. The data shown above that all of the students (24 of 24 students) got score which were categorized as "successful" in this research.

The researchers calculated students' successful percentage using formula as proposed by Harahap (1992: 187) as shown above.[17] The result was that there was 100% students' successful percentage. Having converted to the criteria of success where 100% = 100% (100% is similar with 100%) so this research was successful and could be stopped in this second cycle, since the result of students test has already achieved the criteria of success.

Conclusions

The primary criteria to judge are that from the score they gained from two phases of test. In the first test, the students' development reached 54.16% of thirteen students. Meanwhile, in the second test, students' development attained 100% of twenty four students. Since learning achievement is calculated based on the number of students who get the score over the criteria of success, it is stated that the classroom achievement has been attained. By comparing the result of student's achievement on the first cycle, the students' achievement on the second cycle has significant development due to the lower score that most students achieved more than 65, compared to the criteria of success, the lower score in which most of the students achieved is 66.6; it means that 66.6 has met criteria of success for individual students. The teaching-learning activities that employed this technique in which the researcher performed is able to develop students' enthusiasm, motivation, interest, response, and progress in joining the class with "mid" and "high" category.

Suggestions

Having presented findings of the research, the suggestion is then addressed to relate tablemate interview as technique of teaching students of TBI FTIK IAIN Palu.

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[17]*Ibid*

1. The students should always be encouraged to develop their skill in speaking, the way to construct interview items correctly and their motivation and interest in joining the class. Since the researchers found that there were several students who had low motivation and interested in joining the class from meeting to meeting. Therefore, further research should be carried out to investigate effective ways to enable low motivation and interested students to develop their speaking skill.
2. The lecturer is better to speak English more frequently in the process of teaching and learning so that the students become more familiar with English and tablemate interview can be used as a technique to help the students to develop their speaking skill. This research has found it but the area was in the speaking skill, therefore, further research is needed to be employed in the others area of language skills especially, writing skill.
3. The institution should facilitate the stakeholders with sufficient facilities to support the teaching and learning process and increase the quality of outcomes.

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APPENDIXES

A. Observation Checklist on Lecturer's Performance

No.	Teaching Steps	Teaching Activities	Conducted	
			Yes	**No**
1	**Pre-Activity** **15 minutes**	a. The lecturer Greets the students b. The lecturer checks the students' attendance c. The lecturer asks leading questions d. The lecturer instructs the students to complete the next tasks		
2	**While Activity 70 minutes**	a. The lecturer explains and provides an example the way how to construct simple interview items about personal identity b. The lecturer give chance to students to ask question to clarify the lecturer's explanation c. The lecturer instructs the students to construct interview items d. The lecturer controls and guides the students on task e. The lecturer assign the student to perform interview f. The lecturer assesses the students performance		
3	**Post**	➢ Concluded the material and provided the students with reinforcement		

	Activity 5 minutes	➢ Flashed back to the previous classroom activity; and ➢ Administered the students with homework		

Source: Adapted from English Competence Based Curriculum
      (2004: 18)

B. Observation Checklist toward Students' Participation in Learning Process

No.	Observed Items	Descriptors	Category		
			Low	Mid	High
1	Enthusiasm	The students are enthusiastic to join the class. They are joyful to be in English class.			
2	Motivation	The students are motivated to be involved into class interaction. They compete to sit close to instructor's site.			
3	Interest	The students tend to ask the lecturer to repeat his utterances and instruction.			
4	Response	The students respond to lecturer's command promptly.			
5	Progress	The students are time grasp lecturer's instruction.			

Source: Adapted from Bailey (2005: 154)

C. Personal Identity Interview

Number	Q/A	Interview Items and Stude
1.	Q	Excuse me, can you tell me your name please?
		What is your name?
	A	
2	Q	What do your friends usually call you?
		What is your nick name?
	A	
3	Q	How old are you?
		What is your age?
	A	
4	Q	When were your born?
		Tell me the date, month, and the year of your birth!
	A	
5	Q	Where were you born?
		Tell me the place you were born!
	A	
6	Q	Where do you live?
		Can you tell me your address,

		please?
	A	
7	Q	What is your father's and mother's name?
	A	
8	Q	How old is your father?
		Tell me your father's age, please!
	A	
9	Q	How old is your mother?
	A	
10	Q	How many brothers and sisters do you have?
		Do you have brother and sister
	A	
11	Q	Who are they? Who is he/she?
		Tell me their /his/her names, please!
	A	
12	Q	What meal do you like most?
		What is your favorite food?
	A	
13	Q	What is/are your favorite color(s)?
	A	

14	Q	What TV program do you like most?
		What TV program is your favorite?
	A	
15	Q	What sport are you good at?
		What is your favorite sport?
	A	

Family Life Interview

Number	Q/A	Interview Items and Students' Resp
1.	Q	What do you usually do in the evening/afternoon?
		What do you do in the evening/afternoon?
	A	
2	Q	What do you do in the holiday?
		What are your activities in holiday?
	A	
3	Q	What does your family do in the evening/afternoon?
		What activities are in your family in the evening/afternoon?
	A	
4	Q	What does your father do in evening/afternoon/holiday?
	A	
5	Q	What does your mother do in the evening/afternoon/holiday?
	A	
6	Q	What does your brother/sister do in the evening/afternoon?
	A	

7	Q	How many days do you go to campus in a week?
		Tell me the days you go to campus in a week!
	A	
8	Q	How many days does your father go to work in a week?
		Tell me the days your father goes to the work every week!
	A	
9	Q	What TV program does your father/mother like most?
		What TV program is your father/mother favorite?
	A	
10	Q	What TV program does your brother/sister like most?
		What TV program is your brother/sister favorite?
	A	
11	Q	What time do you usually go to campus?
	A	
12	Q	What time does your father/mother go to work?
	A	
13	Q	What time does your brother/sister go to campus?

	A	
14	Q	What time do you usually get up in the morning?
	A	
15	Q	What time does your father/mother get up in the morning?
	A	
16	Q	What does your family usually do in the morning?
	A	
17	Q	How does your father/mother go to work?
		Does your father/ mother go to work by motorcycle/car?
	A	

Campus Life Interview

Number	Q/A	Interview Items and Students' Resp
1.	Q	What time does your class/lesson begin?
		Tell me the time your class/lesson begins!
	A	
2	Q	What are lessons you study on Monday?
		What subject do you have on Monday?
	A	
3	Q	What time do you have rest at campus
		What is time is for the rest in your campus?
	A	
4	Q	What is/are your extra lesson(s) in campus?
		What do you study in the afternoon at campus?
	A	
5	Q	What is your English lecturer's name?
		Who is you English lecturer?
	A	
6	Q	How many students are in your class?
	A	

7	Q	What the chair person's name in your class?
		Tell me the name of your class leader, please!
	A	
8	Q	How many lecturers do you have in your campus?
		Tell me the number of lecturers in your campus!
	A	
9	Q	How many days do have extra lesson?
		How many times do have extra lesson?
	A	
	A	
10	Q	What is the principal's name of your campus?
		Tell me your principal's name, please!
	A	
11	Q	Does your campus usually do camping?
	A	
12	Q	Where do you usually go for camping?
	A	
13	Q	Does your campus have canteens?
	A	

14	Q	What do you usually have from canteen?
		What kind of snacks do you usually have?
	A	
15	Q	Why do you like ………….. most?
	A	

D. Test

Please construct simple interview items and perform in front of the classroom with your tablemate! Use the following topics:

1. Personal Identity (five numbers)
2. Family Life (five numbers)
3. Campus Life (five numbers)