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THE COMBINATION Of STAND-UP, HAND-UP, PAIR-UP(SUHUPU) AND THREE STEPS INTERVIEW STRATEGY TO IMPROVE STUDENTS'SPEAKING ABILITY at SMAN 1 BALAURING

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Abstract. The objective of this research was to find out whether or not combining SUHUPU and three steps interview strategy improve students' speaking ability at the first grade students of SMAN 1 Balauring. This research used pre-experimental method which one class given pre-test, treatment, and post-test. The sampling technique used was purposive sampling technique. The total sample was 20 students. The result of the data indicated that there was a significant difference between pre-test and post-test, it was proved by the mean score of post-test was higher than the mean score of pre-test ($11.30 > 13.05$). The value of t-test was higher than t-table ($20.261 > 2.093$) at the level of significance 0.05 with the degree of freedom(df)=19. Based on the finding and discussion of the research, it can be concluded that by combining SUHUPU and three steps interview strategy can improve students' speaking ability at the first grade students of SMAN 1 Balauring.

peningkatan pembelajaran ESP pada mahasiswa hukum tidak

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INTRODUCTION

Language is the manner of human communication, like as spoken or written, use of words in a structured and conventional way. that is very important to learn. It make us easy to interact to each other. Language is also used to convey ideas, suggestion, and feelings towards other people. Basically, language has been integrated with human life when interacting in the environment as a social creature. In the daily lives language have impacts, even members of any race, creed, and region of the world.

English generally has been learned by the students since elementary school and some even in kindergarten. In Indonesia many foreign language taught one of them is English, so that is difficult to be learnt, and also make students unable to create as sense of comfort in learning, deceitful, and jaded. In the English language have four major skills and the students every learn English just they focused with four skills. They are listening, speaking, reading, and writing. Speaking and writing skill are productive skills while reading and listening are receptive skills. All of the skills are to be improved in the process of teaching and learning English. Speaking could be defined as the medium of human communication and to express ideas, feeling, thought and need orally Peters(2010) . Most people prefer to communicate by speaking, because they can share information, ideas, and suggestion directly to others and the speaker can see the response of listener. Based on the discussion with English Teacher at SMAN 1 Balauring, researcher found problems that make students unwilling to speak English. First, the students have trouble finding out ides to speak. Second, lack of self-confidence in students. Next, the students also find some difficulties to answer when teachers ask them, and also students feel bored with teaching that is too formal.

Based on those problems, the researcher aims implement a strategy ,called The combination strategies is Stand-up, Hand-up, Pair-up (SUHUPU) and the Three steps interview to solve the problem. This combination strategy expeted to make it easier for teachers to improve students speaking skills.The Strategy of Stand-up, hand-up, pair-up(SUHUPU) is used to lure students to express their ideas, besidesit is expeted to make students can led to solve the problems. In other words, students not only work with close friends but they must be able to mingle with other friends. After they found their respective partners, they were led to solve the problems presented by the teacher using their own words. While the three-step interview strategy is also applied when students solve the problems using their own opinion.In this strategy, one person being the interviewer, one person interviewed and one person reporting the results of the interview. The researcherhope that this combination can be a new strategy for teacher in teaching English especially speaking skill,so that will increase ability they are accuracy, fluency, and comprehensibility. Based on the explanation of the problem of the research is as below: Does the combination of SUHUPU and Three Steps Interview improve students speaking ability at SMAN 1 Balauring. The purpose of this research was to determine whether the combination of SUHUPU and the Three steps interview strategy improve students' ability in speaking of the first-grade at SMAN 1 Balauring or not? The were two significances of the research namely theoretical and practical aspect. Theoretical, the outcome of this research is expected for English teacher especially in teaching speaking can be useful information . It could also used as reference for researcher who want to conduct a researcher in teaching English. Practically, for the teacher to think provide the better attractive strategy to teaching speaking, for the students in learning speaking will make them understood about speaking which are accuracy, fluency, and comprehensibility. The scope of research would focus on the combining of SUHUPU and the Three steps interview to improve students speaking ability they are accuracy, fluency, and comprehensibilityof the first-grade at SMAN 1 Balauring.

REVIEW OF RELATED LITERATURE

Previous Related Research Findings

There have been some researchers who have carried out on teaching speaking ability. The result of the researchers briefly cited below.Permanasari(2013) in her research "*Improving Students' Speaking Skill Through Three Stpes Interview Technique of the Tenth grade Students of SMK 9 Semarang*". She concluded that using steps interview technique could them improve their speaking skill. Sanggita(2014) in her research "*The Effect of Using Stand-up, Hand-up, Pair-up(SUHUPU) Strategy on Students' Motivation in Speaking English of The*

Second Grade at MTs Hasanah Pekanbaru. She concluded that teaching using Stand-up, Hand-up, Pair-up strategy has a significant difference in improving students' motivation in speaking of the second grade at MTs Hasanah Pekanbaru. Milasari(2018) her research "*The Influence Of Using Three-step Interview Towards Students' Speaking Ability At The Second Grade of SMAN 1 Way Serdang*". She concluded that there is a significant influence of using three-step interview towards students' speaking ability at the second grade of SMAN 1 Way Serdang. There is difference between this research and the previous research findings. Those previous research focused on improve speaking ability with only one strategy/method. But, this research try to combine two strategy to improve the students' speaking ability. They are SUHUPU and Three steps interview.

Definition of Speaking

Gard and Gautam (in in Dewi 2017) speaking is one of the basic language skills that have to mastered by English foreign learners due to its significant and its use for communication. It very important to be able to speak English regarding that it's the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel.

Element of Speaking

According to Brown (2010), there are five components of speaking. They are comprehension, pronunciation, vocabulary, grammar and fluency.

1) Comprehension

The comprehension is how the listener can catch the meaning of the speaker talk about.

2) Pronunciation

Pronunciation has relationship with stress, intonation, rhythm of the word or sentence.

3) Vocabulary

Vocabulary is the words that will be used by someone to make sentence. If they speaker wants to say the information to listener so she/he should have vocabulary about it.

4) Grammar

Grammar include to tenses, conjunctions, etc. If speaker has mastered grammar and vocabulary, it will be easy for his/her to have good fluency

5) fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ems".

Micro and Macro Skill of Speaking

1. Micro skill

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunk of language of different lengths
- c. Produce English stress patterns, words in stressed position, rhythmic structure, and intonation contours
- d. Produce reduce from of words and phrases
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purpose.
- f. Produce fluent speech at different rates of delivery
- g. Monitor one's own oral production and use various strategies devices-pauses, fillers self-correction, backtracking –to enhance the clarity of the message.
- h. Use grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization) word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents : in appropriate phrases, pause groups, breath groups, and sentence constituents.

- j. Express a particular meaning in different grammatical forms
- k. Use cohesive devices in spoken discourse.
- 2. Macro skills
 - a. Appropriately accomplish communicative functions according to situations, participants, and goals.
 - b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and-yielding, interrupting, and other sociolinguistic features in face-to face- conversation.
 - c. Convey links and connections between events, and communicate such relations and focal and peripherals ideas events and feelings, new information and given information, generalization and exemplification
 - d. Convey facial feature, kinesics, body language, and other nonverbal cues along with verbal language.
 - e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

c. The Types in Delivery Speaking

Brown in Hararap (2015) stated all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At the one end of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

2. Intensive

A second types of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level

3. Responsive

Responsive assessment task included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

4. Interactive

The unique feature of intensive speaking is that it is usually more interpersonal it is meant speaking for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive level.

5. Extensive

Extensive communication is normal some sort of monolog. Examples include speech, story-telling, etc. This involves a great deal of preparation and is not typically improvisational communication. It is one thing to survive having a conversation with someone in a second language. You can rely on each other's body language to make up for communication challenges.

d. Characteristic of Competent Informative Speaking

There are some characteristics of competent informative speaking. classifies the characteristics of competent informative speaking as follows:

1) Personally Meaningful

By effectively relating the topic to the audience, speaker can make their presentation come alive and be personally meaningful. Personalizing your speech begins with the topic you choose, which should be relevant to your audience. You can also personalize your message by using a narrative approach to organize the informative speech topic.

2) Accurate

Information sources have to satisfy today's audience's demand for accurate. Informing you audience effectively requires that you present accurate information. Your listener act as get watchers, expecting accuracy in every aspect of your speech: topic choice, supporting materials, organization, language, delivery and presentation media.

3) Clear

Analyzing your audience, appropriate supporting materials, avoiding technical jargon, and organizing your speech so that it flows logically from one idea to the next will help make your informative speech clear. And when you give your speech and sense that your audience understands you well, your nervousness will decrease-another benefit of clarity.

d. The Problem in Speaking

The problems in speaking can be seen from two aspects. They are psychological aspect and language aspect.

1) Language Problem

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. According to Ur in Fitriati (2016) there are four problems in speaking in foreign language in classroom. They are:

a) Inhibition

The students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

b) Nothing to Say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves.

c) Low or Uneven Participation

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English.

d) Mother Tongue Use

The students feel that mother tongue is easier than the second language. Fitriati (2016) suggests some reasons why students use mother tongue in class. Firstly, when the students are asking to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

2) Psychological Problem

Beside the problem above in speaking there are some another problem in speaking. According to Juhana (2012:101), there are some psychological factors that faced by the students when they speaking in the class:

a. Fear of Mistake

Many theorists argued that fear mistakes become one of the main factors of students' reluctance to speak in English in the classroom. Juhana (2012:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the student's low of motivation and low in participation in speaking activity. Therefore, it is

important for teachers to convince their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom, Juhana (2012:101). Speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance.

d. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Nunan in Juhana (2012) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

e. **Teaching Speaking**

What is meant by teaching speaking according to Alfi (2015) to promote speaking in a second language is to teach English language learners to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pause, which is called as fluency. In those meanings of teaching speaking above, the teacher must pay attention of some important aspects in producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

Classroom Speaking Activities

There are some categories of speaking performance that should be understood by teachers as those focus on different speaking skills. lists six categories that students are expected to carry out in the classroom namely imitative, intensive, responsive, transactional, interpersonal, and extensive. In imitative activity, the students simply parrot back. The focus is on some particular element of language forms such as practicing an intonation contour or trying to pinpoint a certain sound. One step beyond imitative, in intensive performance the students practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity. While in responsive performance, the students' performances in the classroom are in the forms of short replies to teacher- or student-initiated questions or comments. This type of speaking performance includes direct interactions which are limited to respond a very short conversation. The next types are transactional and interpersonal. They are quite similar as in the performance the students deal with a dialogue. The functions, however, are different as the transactional dialogue is to exchange specific information, while in the interpersonal one the students are maintained to deal with social relationships. The last speaking performance is extensive or

monologue. The students are called on to give extended monologues. The monologues can be in the forms of short speech, oral presentation, or telling story which can be planned or impromptu.

Kagan(2009) stand-up, Hand-up, Pair-up strategy use to organize students into groups,give them an opportunity to stretch and move, also use to review lesson content or prompt collaboration,This strategy is used to attract students' attention in teaching learning,ensure participation, and guide students to make easy grouping. Agusni(2013)Three –steps interview strategy is also applied when students solve problems using their own words. There are three activities in strategy, one person being the interviewer , one person interviewed, and one person reporting the results of the interview.

SUHUPU and three steps interview is a strategy that help teachers to improve their students' speaking skill easier. According to Kagan (2009), SUHUPU strategy use to organize students into groups, give them an opportunity to stretch and move, also use to review lesson content or prompt collaboration. This strategy is used to attract students' attention in teaching learning, ensure participation and guide students to make easy grouping. SUHUPU strategy emphasize the importance of being good listeners and paying close attention to what their partners say. On the other hand, this strategy teaches students to listen and appreciate to other' thinking or idea. Therefore, students are encouraged to use their critical thinking on learning.

The combination of these strategies makes it easier for teachers to improve students' speaking skills. It is also use to express their ideas, besides how to form groups or find partners. In other words, students not only work with close friends but they must be able to mingle with other friends. After they found their respective partners, they were led to solve the problems presented by teacher using their own words. The three-step interview strategy is also applied when students solve problem using their own words. There are three activities in this strategy, one person being the interviewer, one person interviewed, and one person reporting the results of the interview. The researcher hope that this combination strategy can be a guide or guideline for teachers in speaking teaching so that students' speaking abilities will increase.

RESEARCH METHOD

Research methodology

pre-experimental approach has been used in this research .The method consistent of one group that use pre-test, treatment, and post-test.

1. Research design

The research design was presented as follows:

Where:

O1: pre-test

X: Treatment

O2: post-test

(Gay2012)

There were two variables used in this research namely independent variable and dependent variable. Independent variable was using SUHUPU and three steps interview, and the dependent variable was the students' speaking ability.

The population of this research was the first grade students of SMAN 1 Balauring in academic year 2019/2020. The total number of population was 80 students that were divided into 4 class. X class language, X class social 2, X class sains every class consist of students 20. The research applies purposive sampling technique. It meant that, researcher has taken one class in class X language consist of 20 students. The instrument of this research was speaking test used in pre-test and post-test (free talk). In the pre-test and post-test students speaking orally about they identity It measure students speaking ability before and after using the strategy. The duration about 3 minutes. researcher record when students free talk in pre-test and post-test.

(Gay2012)

FINDINGS AND DISCUSSION

From the research it shows that full pre-test score were 226 with the mean score were 11.30 with the total score of post-test were 261 with the mean score were 13.05. Referring to the data shown, it can be inferred that the mean score of the students' pre-test was lower than post-test. The discussion deals with interpretation of the findings data analysis.

This research used combining SUHUPU and Three Steps Interview Strategy to improve students' speaking ability at the tenth grade students of SMAN 1 Balauring. The populations of this research 80 students consisted of class Language, social, sains. This researcher use purposive sampling technique. Class language was chosen as sample which consisted of 20 students. The research focused only there components : Accuracy, Fluency, and Comprehensibility.

1. Firstly , in speaking there are component that can be evaluated in students' speaking there are is accuracy, fluency and comprehensibility. The structure should have one central purpose, should have consistency, should be coherent and should be properly developed.

1. Accuracy

Accuracy component is the ability to produce correct sentences using correct grammar and vocabulary. Firstly in school researcher gave four meeting for treatment, before giving the treatment to the students, researcher found students have difficulties in accuracy as when researcher gave pre-test for introducing them self. Students speak but didn't have accuracy and students also lack of vocabulary so that made them to less accurate turned the topic when speaking. So the researcher to apply combining SUHUPU and Three steps interview, the researcher hope to overcome the problem. In treatment students reported the result from interview using they own word, which was discussed before. It than resulted the score of students speaking In Accuracy the means score in pre-test 2.85 and in post-test 3.45. Presentation of increased accuracy from pre-test was post-test showed 14.25 % and slightly increased 17.25%. It showed that in the accuracy there was an improvement after treatment.

2. Fluency

Fluency is the ability to produce language easily and smoothly and is one of the most important and difficult component to be achieved in speaking skill. in school researcher give four meeting for treatment, before giving the treatment to the students, researcher found students have difficulties in fluency like as when researcher give pre-test for introduce them self. Students spoke but didn't have fluency in topic, students also lack of vocabulary and the students not confident, sometimes they must stop for think what they must tell, so that made students lack of fluency when speaking. So the researcher wants combining the SUHUPU and Three steps interview strategy. The researcher hope her strategy can to overcome the problems. In treatment students reported the result from interview use they own word, which was discussed before. It then resulted the score of students' speaking in fluency on pre-test was 2.8 and in of post-test 3.45. Presentation of increased accuracy from pre-test was post-test showed 14% and slightly increased 17.25%. It showed that the fluency there was an improvement after implementing the treatment used combining SUHUPU and Three steps Interview in fluency component.

3.Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by speaker done by the listener. in school researcher give four meeting for treatment, before giving the treatment to the students, researcher found students have difficulties in comprehensibility like as when researcher give pre-test for introduce them self. Students speak but didn't have comprehensibility in topic, students lack of vocabulary and the students not confident, so that is make students lack of fluency when speaking. So researcher wants combining SUHUPU and Three steps interview , the researcher hope her strategy to overcome the problems. In treatment students reported the result from interview using they own word, which was discussed before. It than resulted the score of students speaking in comprehensibility the means score on pre-test was 2.8 and the mean score of post-test 3.4. Presentation increased comprehensibility from pre-test and post-test showed 14% slightly increased to 17%. It showed that the comprehensibility there was an improvement after implementing the treatment used combining SUHUPU and Three steps Interview in comprehensibility component.

Regarding to the explanation above, there were also some result research who had conducted a study about using Combining SUHUPU and Three steps interview strategy. Pernmasari (2013) resulted at her findings use Three steps Interview strategy can improve students' speaking ability, the result of her the pre-test showed the fluency of a low score. As s result, the students admitted that they rarely practice speaking in English , so it influenced their fluency also. After giving treatment , the students' fluency increased. So, since they had a lot of practices, their fluency achievement in the post-test was much better than in the pre-test. Meanwhile at this research, researcher combining SUHUPU and Three Steps Interview Strategy, In fluency mean score students' speaking ability on post-test was higher than the mean score of pre-test , it showed that in fluency there was an improvement after implementing the treatment used combining SUHUPU and Three steps Interview in fluency component.

Furthermore Sanggita (2014) at her findings, she suggest that the effect of using Stand-up, Hand-up, Pair-up (SUHUPU) strategy on students' motivation in speaking English of the second Grade at MTs Hasanah Pekanbaru. Then , the researcher was conducted because some problems were faced by the students in learning English especially in students' motivation in learning speaking. The objective of the research was to know whether or not there is significant differences between using SUHUPU strategy on students' motivation in speaking English or without .Meanwhile In this research, researcher using the combining SUHUPU and Three steps interview, to find out the objective of the research was to know whether or not there is significant difference of student's speaking ability before and after treatment. The find out the significant difference by using Combining SUHUPU and Three steps Interview at SMAN 1 Balauring have a increased in students speaking ability after using combining SUHUPU and Three steps interview strategy, the result find out the significant difference by using Combining SUHUPU and Three steps interview at MTs Hasanah Pekanbaru have a increased in motivation students in speaking after using Combining SUHUPU and Three steps interview strategy.

It is also supported by Milasari(2018) which found that The influence of using Three-steps interview towards students' speaking ability at the first semester of the eleventh grade of SMAN 1 way Serdang. she found that many students who study English still having problems to communicate with others because their speaking ability has not developed appropriately. this research was held in order to improve students' speaking ability, meanwhile this research add combining SUHUPU and Three Steps Interview Strategy to improve students' speaking ability. The findings by milasari was use cluster random sampling and the subject of research was 80 students, meanwhile this research use purposive sampling and just 20 students. These technique of colleting data showed the seem result that using Three-steps interview can improve students speaking ability.

Finally, the researcher concluded that combining SUHUPU and Three Steps Interview Strategy to can be to improve students' speaking ability of strategy especially of the tenth grade students of SMAN 1 Balauring.

CONCLUSION

Based on the findings and discussion of the study, the researcher makes some conclusion as follows :

First the use combining SUHUPU and Three steps interview strategy can improve the students' speaking ability at the tenth class students of SMAN 1 Balauring, second the use of combining SUHUPU and three steps interview strategy can motivate the students to increasing their ability in speaking English at tenth class students of SMAN 1 Balauring, the third the use of combining SUHUPU and three steps interview strategy is effective to stimulate the students' speaking ability, the next the use of combining SUHUPU and three steps interview strategy was effective to make the students active in practicing their speaking in the class and the last the use of combining SUHUPU and three steps interview strategy can increase students' accuracy, fluency, and comprehensibility when they speaking in the class

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