

STUDENT'S SPEAKING ABILITY THROUGH THREE STEP INTERVIEW TECHNIQUE AT EFL CLASSROOM

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ABSTRACT

Three Step Interview technique in this study was classroom action research (CAR). This study was used two cycles; the first cycle consisted of three meeting for study and one meeting for evaluation test. The procedure of each cycle consists planning, action, observation, evaluation and reflection. The purpose of the researcher was to investigate whether the use of Three Step Interview[Must it be capitalized?] technique can improve student's speaking ability in SMAN 1 Asera. There were 28 students, which is 6 males and 22 females. The instrument that used in this study was speaking test, observation sheet, and photograph. The researcher found that through Three Step Interview technique at eleventh grade of SMAN 1 ASERA could improve student's speaking ability. It was evidence by the students achievement in the first cycle which was $55,57\% \leq 75$. This indicates that Three Step Interview Technique could improve student's speaking ability.

Keywords: speaking, cooperative learning, three step interview

INTRODUCTION

Language is one of the ways to communicate with others. In this globalization era, students should be able to master several foreign languages, one of them is English that has been stated as International Language. Basically, in English consist of several basic skills, they are listening, reading, writing and speaking. From the fourth skills, speaking is the main skill in English because the main purpose of learning a foreign language is the ability to communicate using the target language.

In addition, speaking as the verbal skill encouraged students to speak fluently and accuracy. Gower, Philips, and Walter, (1995) state that speaking is the production skill included two aspects, there are fluency and accuracy. Fluency the ability to speak

fast, the Accuracy consists of using vocabulary, grammar, and pronunciation through some activities. it means that students should be able to produce words accurately while fluently means that speak spontaneously and deliver the feeling and idea easily. In the learning accuracy the words, sentences and grammatical should be correct.

Speaking is still a problem in teaching English. Based on the preliminary study conducted by the writer with one of English teacher of 1 Senior High School Asera or Sekolah Menengah Atas Negeri (SMAN) 1 Asera (November 15th, 2017). The writer found that English activity was seldom because the teacher used the traditional method in the learning process, she just used a textbook as a learning tool for students in the classroom, it makes students

were not interesting and motivating to learn English, and also students are less able to speak. Besides that, the students have some problems such as poor vocabulary and pronunciation, so they cannot speak because they were afraid to do mistakes.

Based on the difficulties of students in speaking skill, the teacher needs some method and technique to solve that problem. Here is the writer provide one solution to improve their speaking ability, that is cooperative learning. One technique for cooperative learning that the writer used to cooperative learning is applying a three-step interview. Kagan (1994, p.12) states that the three-step interview is another simple information sharing structure. It consists of three steps and works best in groups of four but can be adapted for larger or smaller groups.

The advantages of the three-step interview technique are: First, it can be giving many opportunities for students to talk with the others. Second, the students can practice responding with their duty to express their opinion by themselves. Third, students can share and apply different question strategies. And the last the students can involve themselves in small social interaction. (Bennet, Barrie, and Rolheiser, C. 2006, p.1).

By looking the advantages of three-step interview technique, the writer interest to doing research at the eleventh grade of SMAN 1 ASERA by applying cooperative learning approach under three-step interview technique to improve students' speaking ability which focused on Fluency aspect.

The question of this study is “ Can three step interview improve the student's speaking ability at SMAN 1 ASERA?”. The objective of this study is to find out whether three step interview can improve the student's speaking ability at SMAN 1 ASERA. This study is focused on three step interview technique in improving speaking ability at SMAN 1 ASERA which focused on students' fluency.

LITERATURE REVIEW

Principles of Cooperative Learning

According to Kagan (1992, p. 4-5) there are five basic under cooperative learning, simultaneous interaction, positive interdependence, individual accountability, equal participation, social or collaborative skill. Tohamba (2017) said that Cooperative Learning is one of the learning methods that involve the students' active learning or students' centred.

- Simultaneous Interaction. Simultaneous interaction occurs in a classroom when there was more than one participant active in the classroom at the time. It's the strategy for teacher when the group discussion held in the class and the all students talk at the sometime.
- Positive Interdependence. Positive interdependence was the most basic principle in cooperative learning. It was occurs when gains of individuals or teams are positively correlated.
- Individual Accountability makes each group member has responsibility with their job or their project.
- Equal Participation. Equal participation occurs during pair or group discussion one student in that group can speak and also all of the group members each of them have equal participation.
- Social or Collaborative Skill. Social or collaborative skill related to what reinforcement the teacher can given for

all groups members to encourage their motivation.

The Implementation of Three Step Interview Technique In Teaching Speaking

In implementing Three Step Interview, there some stages that conducted in the teaching speaking. The first stage is building groups of students into working in team, followed by a second stage with group assignments on presentations of dialogues. The kind of dialogue is transactional conversation.

Teacher divides class into groups of four. After dividing the groups, the teacher gives a topic about asking and giving direction. Then foursome is divided into pairs. In pair, student A asks direction to student B. Meanwhile student B gives the direction. After that, students A and B each summarize their partner's response for students C and D, and vice versa.

All the activities mentioned above belong to the warm-up exploit before the more serious cooperative tasks in the second stage. After having dialogue with their partner, they could be endowed more teaching and learning responsibilities by sharing the information in front of the class. The time allowed for each group presentations could be between ten to fifteen minutes.

Three-Step Interview Strategy

Three Step Interview Strategy involves teaching learners by means of guide practice how to improve their speaking ability in all subject areas by starting question for interview. According to Wandberg and

Rohwer (2010, p.222), Three Step Interview is involves structured group activity with student. It means that Three Step Interview is a strategy that divides students into some groups in learning process. Furthermore, Richard, Morgan, and Fleener (2001, p.164) explain that Three Step Interview is a multipurpose, critical thinking strategy designed for groups of four but adaptable for other group sizes.

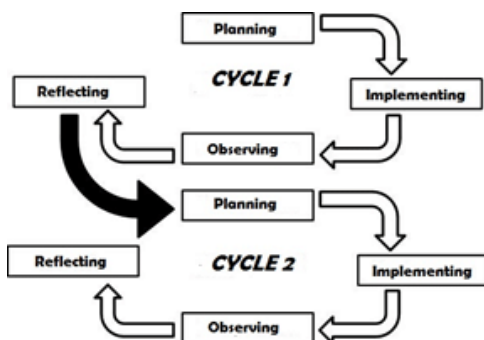
It means that Three Step Interview will make students critical thinking. Students will divide into group of four members, with condition each member in each group should be adaptable with others groups. Based on the explanation of the expert above about Three Step Interview the write concludes that Three Step Interview can use in teaching speaking. Three Step Interview will help teacher to achieve the goal of teaching learning and make students more effective. In Three Step Interview students will divide in some groups and each member in group will get the chance to share their idea about the topic, make question, and take notes in order to students more understand about what they learn.

METHODOLOGY OF RESEARCH

CAR is research design which used to improve the quality of the teaching and learning in the class. Classroom Action Research (CAR) is used for the study aim to improve students speaking skill. This classroom action research is mainly concern with teaching process to solve the most crucial problem which faced by the students, especially speaking. This action research utilized a collection of pre- test and post- test

research design. This study is focus on teaching speaking skill through Three- Step Interview. The study start by administrating the initial reflection or pre- test (IR) is intend to evaluate the pre-existing speaking skill of the subjects while reflection or post- test (R) meant to reveal the expect increase in the subjects' speaking achievement after the subjects have been taught communicative skill through Three- Step Interview.

This study applying an action research design that focus on improving student's speaking ability through three step interview on SMAN 1 ASERA. In this study the writer is a teacher for the intend class and the real teacher is a second observer and also second rater. Classroom action research consists of four steps model namely planning, action, observation, and reflection, it can be seen in the following scheme:



Graphic 1: Classroom action research

In this study the writer using speaking test, observation sheet, and photograph. The writer explain it as follow:

- a. Speaking Test (Oral Test). Speaking test is used to know whether three step interview technique improve speaking ability or not, especially in their fluency improvement. The writer and observer observe the students one by

one of each cycle in evaluation test. It doing by the writer and the teacher.

- b. Observation sheet. Observation sheet is used to describe all of the research process. This observation consists of data, writer's and students' attitude of class condition. All of the aspect write by teacher and observer in getting detail process of research (writer as a teacher observe the students' attitude and the students' performance while the English teacher observe the teacher)
- c. Photograph. Photograph used in this research to take the picture of the student and teacher in the teaching learning process. It is become a real data of this research that the writer has research in that school.

To find the real data, the writer using the qualitative method. Therefore, the data is take by giving instruments to the students. There are four instruments of the study such as speaking test, observation sheet, and photograph. And the writer take the data from speaking test which done at the end of each meeting of each cycle. The data analysis is take base on the following classical completeness.

FINDINGS AND DISCUSSION

The Role of Djarum Scholarship Plus in Preparing Indonesian Future Leaders

In relation to the result of the study, there was improvement of students' speaking ability in term of fluency from cycle I to cycle II. The researcher used descriptive text and asking and giving opinion to find the classical completeness of data and to investigate whether three-step interview could improve their speaking ability accessible.

The majority of the students mostly could not manage their idea when they

produce their language. It was caused by the students' lack of vocabulary, afraid to make a mistake when they speak, they shy to produce their idea in front of the class. Those problems caused by the teacher's unperfected performance, where the teacher did not give motivation to the students, the teacher late to help the students when they do activity. With observed to the problem in cycle I, the researcher and the English teacher discussed and planned the solution to solve those problems. The researcher decided to list many vocabularies and expression asking and giving opinion for the students, and explained the technique. With the result of those activity which was done by the teacher, in the cycle II can be improving of students' speaking ability especially in fluency. The observer only gave some comment because the observer had other activities.

Between rater I and rater II gave point for the students based on Ur's criteria fluency. In cycle I the students got category 5 were 2 students (7.14%), where she said lot fluency and produce many language. The students who got category 4 were 16 students (57.14%), where they spoke fluently but not too long. The students who got category 3 were 6 students (21.42%), where they spoke in hesitantly and briefly. The students who got category 2 were 3 students (10.71%), where they said very hesitant and briefly utterance and sometimes difficult to understand. And the students who got category I was 1 student (3.57%), where they said little to produce their language.

In the cycle II the students got category 5 were 4 students (14.28%), where

they spoke used long turn. The students got category 4 were 21 students (75%), where they said effectively communication in short turns and students who got category 3 were 2 students (7.14%), where they spoke hesitant and briefly but they got idea. The students got category 2 was 1 student (3.57%), where they spoke very hesitantly and sometimes difficult to understand.

The result of this research showed the classical completeness in cycle I was 55,57% and in the cycle II there were improvement, it was showed in classical completeness cycle II got 85,71% (see appendix 6a and 6b). It means that the percentage improved 30,14% and it means that the indicator completeness that was determined (80%) fulfilled.

With regard to findings of this study, there are several implications for the teacher and students such as: first, to help students to improve their speaking ability. Three-step interview can give the students some opportunity to talk. The students are trained to be responsible with their task independently to express their opinion. The students can share and apply different question strategies and the students can involve themselves into small social interaction (Bennet, Barrie, and Rolheiser, C. 2006, p.1). Second, English teacher are recommended to use three-step interview technique because it can use in other activity such as writing activity. The students can write the point from their interview.

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