
IMPROVING STUDENTS' SPEAKING ABILITY THROUGH THREE STEP INTERVIEW TECHNIQUE

LEYLIA PANCA MEKTI
1310231017

Muhammadiyah University of Jember
Faculty of Teacher Training and Education
Language and Art Education Department
English education Program
2017

Advisor: (1) Fitrotul Mufaridah, M.Pd

(2) Indah Werdiningsih, M.Pd

Abstract: The purpose of this research is to find out how the use of Three Step Interview Technique can improve the eleventh grade of students' speaking ability. Kind of this research is classroom action research (CAR). The subject of this research is the students from eleventh grade of students. Test and Observation Checklist are used to obtain the data. The design of action research are preliminary study, planning, acting, observing and reflecting. Three step interview technique improves the students' speaking ability in two cycles from the percentage of students who got score ≥ 70 was 55% of the twenty students in Cycle 1 to 80% of the twenty students in Cycle 2. The observation checklist result from 65% of students' active participation in Cycle 1 to 77,5% of students' active participation in Cycle 2. Based on the data above, it can be concluded that the use of Three Step Interview Technique can improve the eleventh grade students' speaking ability of MA Miftahul Ulum Suren Ledokombo.

Key words: Students' Speaking ability and Three Step Interview Technique.

**MENINGKATKAN KEMAMPUAN BERBICARA SISWA
MELALUI WAWANCARA TIGA LANGKAH**

**LEYLIA PANCA MEKTI
1310231017**

Universitas Muhammadiyah Jember
Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Bahasa Inggris
2017

Pembimbing : (1) Fitrotul Mufaridah, M.Pd

(2) Indah Werdiningsih, M.Pd

Abstract: Tujuan penelitian ini adalah menemukan bagaimana penggunaan teknik wawancara tiga langkah dapat meningkatkan kemampuan berbicara siswa kelas sebelas. Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Subjek dalam penelitian ini adalah siswa kelas sebelas. Tes dan daftar hasil pengamatan digunakan untuk mendapatkan data. Model penelitian ini adalah studi pendahuluan, perencanaan, pelaksanaan, pengamatan dan refleksi. Teknik wawancara tiga langkah meningkatkan kemampuan berbicara siswa dalam 2 siklus, dari persentase siswa yang mendapat nilai ≥ 70 adalah 55% dari 20 siswa di siklus 1 menjadi 80% dari 20 siswa di siklus 2. Hasil daftar pengamatan dari 65% keaktifan siswa di siklus 1 menjadi 77,5% keaktifan siswa di siklus 2. Berdasarkan data di atas, dapat disimpulkan bahwa penggunaan teknik wawancara tiga langkah dapat meningkatkan kemampuan berbicara siswa kelas sebelas sekolah MA Miftahul Ulum Suren Ledokombo.

Kata Kunci: Kemampuan berbicara siswa dan teknik wawancara tiga langkah.

INTRODUCTION

Learning Speaking in foreign language is difficult for many people. Even-though speaking is somehow difficult, students have to mastering speaking in learning foreign language. According Ur (1996:120) speaking seems to be the most important skill of all the four skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speaker of that language. For the English learners, mastering speaking is a challenging since it needs a huge powerful effort. Many English learners feel obstacles and unsatisfied with their achievement in speaking. According to Fauzan (2014) the students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they had not many chances to speak or because the teacher always gave critics and correction on their mistakes right away. Based on the interview done with the English teacher it was found that the students were having more difficulties in speaking. Most the students were hard in finding an appropriate vocabulary that should be used in their sentences. The students' grammatical is also not ordered well, while there is a question from the teacher, the students just answer in short with their limited vocabulary. Also there are a lot of borrowing word in their answer. He had used various material in teaching speaking taken from the book and any sources in the internet. However, that effort were not enough to improve the students speaking ability because their speaking achievement was still unsatisfying. As the teacher, we do not only use the various material but also an appropriate strategy was also require. Overcoming the problems above, Ur (1996: 121-122) suggests the following strategy to overcome the speaking problems: use group work, base the activity on easy language, the language should be easily recalled and produced by the participants, make a careful choice of topic and task to stimulate interest because the clearer the purpose of the discussion the more motivated participants will be, give some instruction or training in discussion skill, and keep students speaking the target language. Considering to the facts above, there would be a need to implement a new appropriate strategy to improve the student's speaking ability. The cooperative learning is the example to solve the speaking problem. Cooperative learning uses student-centred learning which focuses on the learners as the producer in producing oral communication. Cooperative learning has many techniques that could be applied in the classroom. One of those techniques is 'Three-Step Interview'. Three Steps Interview technique is one of Cooperative Learning in which students works in a group consisting of four persons. As its name, three step interview is done in three step, in the first step students are divided into pair or group then they have interview their partner, second step partners have to switched the roles, the last step all members have to share about their interview result. The goal is academic but by virtue of the interaction sequence, students develop their communication skills because students have to listen to their partner well and represent their partner's ideas to the team. Three-Step Interview also

RESEARCH METHOD

Kind of this research is Classroom Action Research (CAR). The action of this research are implemented in five stages, in which explained by Kemmis & Mc.Taggart in Arikunto, 2010:132, they are preliminary study, planning, acting, observing, and reflecting. The subjects are the students from the eleventh grade of students at MA Miftahul Ulum Suren Ledokombo in the 2016/2017 Academic year which was consisted of twenty students.

The instrument which was used to collect the data needed in this research was speaking test and observation checklist. In this research, speaking test that used is the instruction to tell the history of famous person, and the material subject was about biography text. Speaking skill assessments are covering grammar, vocabulary, pronunciation, and fluency.

In this research, to analyze the data of the students' speaking test, the researcher uses this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E : The percentage of the students" who get score ≥ 70
- N : The number of the students who get score ≥ 70
- N : The number of the subjects

(Ali, 1992:186)

The observation will be focused on the indicators of the performance of the students' involvement the students' active participation during the teaching learning process. The instrument that will be used in this research is a checklist which is enclosed as the table follows:

NO	NAME OF STUDENTS	INDICATORS					ACTIVE	PASSIVE
		1	2	3	4	5		
1								
2								
3								
4								
5								

Aspects of Observation

1. The students paying attention to the teacher's explanation.
 2. The students asking question for further explanation to the teacher
 3. The students' answering the teacher's question
 4. The students active in speaking activity by using three step interview technique.
 5. The students' enthusiasm in teaching learning process
-

According Ary,et al (2010:217), checklist which presents a list of the behaviors that are to be observed. The students who fulfilled at least 3 indicators above are categorized as an active students. And for this research, the research result can be said successful if 70% of the students are categorized as an active participation.

THE RESULT OF THE RESEARCH

This result was conducted in eleventh grade students of MA Miftahul Ulum Suren Ledokombo in the academic year 2016/2017. There were 2 cycle and every cycle consist of two meeting. Cycle 1 was held on 4th and 5th April 2017. Cycle 2 was conducted on 19th and 25th April 2017. The cycle 1 test was held on 18th April 2017 and the test of cycle 2 was held on 26th April 2017.

The first meeting of cycle 1 was done on 4th April 2017 based on the lesson plan 1. The researcher started by explaining the material of biography text. After the students understand with the material, the researcher also explain about the three step interview to the students. Then, the researcher divides the students into groups. One group consists of four students. After that the researcher gave a picture in every group. Then the researcher asked the students to make question about the person in the picture to get information about that person in ten minute. After ten minute, the students still did not understand to make question, then the teacher gave them a question guidance. Afterward, through the researcher guidance the students did the first step of thee step interview technique. In the last session the researcher discussed about the students' difficulties and the material and asked the students to summarize the material. The implementation of the second meeting was on 5th April 2017. In this meeting the researcher recalled the material in the previous meeting. This meeting continued the activities in the previous meeting. Through the researcher guidance, the students do the second and third step of three step interview technique. After all of the step already done, every group shares to other group about what information they got from the group. In the closing session, the students' difficulties and asked the students to summarize what they have learn.

The cycle 2 was held on 19th and 25th April 2017. The implementation of the action in cycle 2 was revised based on the problem found in cycle 1. The first meeting was done on 19th April 2017, it was based on the lesson plan 3. The implementation of the action started with gained the students background knowledge about biography text by distributing example of biography text to the students. Then the researcher asked the students to do the interview by using three step interview technique about the person on the picture that given by the teacher. The activity was stop until the second step of three step interview because of the limitation of the time. The activity will be continued in the next meeting. The second meeting was done on 25th April 2017 based on lesson plan 4. In this meeting, the researcher guide the students to do the next activity based on the previous meeting. Through the researcher guidance, the students do the third step of three step interview. After the third step already done, every group share what they get from their group to the other groups. In the closing, the researcher discussed about the students' difficulties in teaching and learning process.

Research Result

Speaking test result's table

The Data Result	Cycle 1	Cycle 2
% of students who scored ≥ 70	55%	80%

Observation checklist result's table

Meeting	% of active students in cycle 1	% of active students in cycle 2
Meeting 1	$12/20 \times 100\% = 60\%$	$15/20 \times 100\% = 75\%$
Meeting 2	$14/20 \times 100\% = 70\%$	$16/20 \times 100\% = 80\%$
Average	65%	77,5%

From the table above, it can be concluded that the criteria of success of the students scored ≥ 70 is 70% of the total number of the students and the students active participant is 70% of the total number of the students can be achieved in the cycle 2. It concluded that the result in cycle 2 was successful.

DISCUSSION

In the first cycle, the students' speaking scores after given the action by teaching speaking through three step interview in teaching biography text was unsatisfied yet. The result of the speaking test in the first cycle showed that 55% students got score ≥ 70 . It means that the percentage of the standard score had not been achieved and it can be said that it was not successful.

After knowing the result of students' score in cycle 1, the researcher investigate what caused the action was not successful. The researcher found that the students still did not understand about the use of three step interview technique in speaking because it was a new experience for them in using this technique in speaking class. The students also still confused in making questions for the activity through three step interview because they have limited vocabulary and it make their sentence still ungrammatical yet. Also, the students still afraid and shy to express their idea in interview with their friends. It caused the students rarely in expressing their idea orally before. The teacher did not give clear explanation about the step of three step interview and it make the students confuse in doing the activity by three step interview. Harmer (2007:345) state that,

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates.

The teacher divided the students into five groups, every group consist of 4 students. Every students in the group has to active, because they have they own turn in the activity using three step interview. In fact, only some of the students who are active in the speaking activity by three step interview, because some other are did not understand with the three step interview technique. In the teaching and learning process of cycle 1, most of the students were passive. From 20 students, only 65% of students were active. It means that the target of

percentage was not achieved yet. The percentage of students' speaking score was 55%, means that only 11 of 20 students who got ≥ 70 .

In collaboration with the teacher, the researcher made some revisions to be done in the second cycle to get better result, such as the researcher should give clear explanation about three step interview technique. According to Kagan (2009:10.10),

In Three-Step-Interview, students interview each other in pairs within the team. After pair have both interviewed each other, they reunite with their teammates. They share what they learned from their partner via a Round Robin. Each student takes a turn sharing.

Give the students question guidance in order to the students easily in doing the activity through three step interview technique. Give more guidance to the students while learning process.

In cycle 2, the implementation of three step interview was going smoothly because all of the students have understand well about the use of three step interview in speaking. The class was more conductive, and the students more active. The students started learn their mistake in the previous cycle. Because of the students have practice more by using three step interview, in the cycle 2 they realize their mistake especially in arranging the sentence. In cycle 2, the students more confidence to express their ideas while they have interview with their friend because the researcher give more guidance to them.

Due to the problem in cycle 1, the students who did not confidence, shy and afraid to speak became more confidence in cycle 2, because the researcher always guide them in teaching and learning process. Therefore the result in cycle 2 has increased. In the teaching and learning process of cycle 2, most of the students were active. From 20 students, there were 77.5% of students were active. It means that the target of percentage was achieved. The percentage of students' speaking score was 80%, means that there were 18 of 20 students who got ≥ 70 .

Based on the result of this research, it could be said that the use of Three Step Interview technique can improve the students' speaking ability. It supported by Kagan (2009:3.6) Three Step Interview are designed to maximize oral communication development and ensure each student has the opportunity to talk and listen.

Through the three step interview, the researcher tries to give the students a chance to be custom in practice speaking. Through practice speaking, it can make the students easily in mastering speaking skill. This statement supported by Ur (1996:20), practice, then, is the activity through which language skill and knowledge are consolidated and thoroughly mastered.

CONCLUSION AND SUGGESTION

Conclusion

The Three Step Interview can improved The eleventh grade students' speaking ability by Giving Question guidance to make students easily get information while doing the activity at MA Miftahul Ulum Suren Ledokombo in the academic year 2016/2017. Based on the discussion, it can be concluded that the implementation of three step interview was done well by giving clear explanation in doing three step interview technique, and giving the students question guidance.

Suggestion

By considering the result of the research, some suggestions are given to the English teacher, the students and other researcher.

The English Teacher:

Three step interview can improve the students speaking ability, so the English teacher is suggested to apply it when teaching speaking in the classroom. The teacher can make the modification of class activities, the material and the media as required for optimum result of teaching and learning process.

The Students:

The researcher found that the students fell did not confidence and afraid to speak while they deliver their ideas. It cause the students did not deliver their ideas orally before. Also the students rarely in practice their speaking before, even in the class or in the daily activities. Three step interview will make the students not only active in thinking but also in speaking, because each student will participate to share the idea because they have their own turn. That is why the students are suggested to be active in teaching learning process by three step interview. When doing interview, the students should be confidence with themselves, do not be afraid to speak and they must practice their English not only in class but also in daily activities.

The Other Researcher:

In this research, the researcher found that the three step interview has some weaknesses, first is waste of time. Therefore, for the other researchers who want to conduct the same research are suggested to make the implementation of the action became longer. The other researcher can used three or four meetings for the implementation of the action. Also for the other researcher are suggested to have a collaboration while scoring and observing the students to get the data in the research.

REFERENCES

- Ali, M. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa
- Arikunto, Suharsimi. Prof. Dr. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Ary, D; Jacobs, L. C; Sorensen, C. 2006. *Introduction to Research in Education*. Wadsworth, Cengage Learning
- Bahadofar, M; Omidvar, R. Technology in Teaching Speaking Skill. *Acme International Journal of Multidisciplinary Research*. Vol. II Issue IV. 2014

- Celce-Murcia. 2001. *Teaching English as a Second or Foreign Language Third Edition*. Thomson Learning.
- Derakhshan, A; Nadi, A. K; Beheshti, F. Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*. Vol. 6 No 2. 2016.
- Umar, Fauzan. 2007. The Use of Improvisation Technique to Improve the Speaking ability of Students. *DINAMIKA ILMU*. Vol. 14 No 2, 2014.
- Harmer, J. 2007. *How to Teach English*. England: Longman
- Harmer, J. 2007. *The Practice of English Language Teaching Fourth Edition*. Longman.
- Hughes, A. 1989. *Testing for Language Teachers*. Cambridge University Press.
- Kagan, S. 2009. *Kagan Cooperative learning*. Kagan publishing.
- Mertler, Craig. A. 2009. *Action Research Teachers as Researcher in the Classroom*. SAGE Publication
- Nunan, D. 1991. *Language Teaching Methodology: a Textbook for Teachers*. Prentice Hall.
- Nunan, D. 2015. *Teaching English to Speakers of Other Language: An Introduction*. Routledge.
- Richards, J.C. 2002. *Methodology in Language Teaching*. Cambridge University Press.
- Richards, J.C. 2008. *Teaching Listening and Speaking: from Theory to Practice*. Cambridge University Press.
- Sejnost, R.L. 2009. *Tools for Teaching in the Block*. Corwin
- Ur, P. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.

