

USING THREE STEP-INTERVIEW TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

Speaking can be defined as an activity to share or discuss information that helped people to communicate with each other. To improve the students' speaking learning interest, the teacher needs to recognize how to teach speaking effectively, and what instructional materials are the most appropriate for their students. The aims of the research are to find out whether or not teaching speaking using three – Step interview technique in improving students' speaking ability and to find out the teaching and learning situation when three – Step interview technique implemented in the speaking class. This research is Classroom Action Research. The data was collected through observation, interview and test. The respondents of this research were the seventh grade students of SMP Putra Juang Cianjur. This research revealed that the pre-test data the average was 45,86. After implementing the three-step interview technique in every cycle, the students' speaking score was getting better. It can be seen from the result of students' average score Cycle 1 was 51,60 and Cycle 2 was 60,26 It can be concluded that the three-step interview technique can improve students' speaking interest and three step interview technique can improve speaking classroom into a better situation.

Keywords: *three step interview, speaking interest, CAR*

INTRODUCTION

Speaking is related to oral communication where speaker and listener exchanging information and conveying the message. Therefore, in communication, we do not the only state a statement, but also reach the communicative goals of communication. Based on (Ur, 1996) defined speaking as the most important skill of all four skills. Because of that, English subject in Indonesia has been applied from kindergarten, elementary school, junior high school, until university level. But in fact, there are still many students who have difficulties in mastering English.

Since English is a foreign language in Indonesia, it is difficult for students who learn English to communicate orally. English is not used of students in daily communication and also English is not their mother language. Therefore, the teachers should create an active speaking class atmosphere to stimulate students' motivation, curiosity, and develop students' acquisitions in learning English, as well as be creative enough to implement an appropriate technique to make the students enjoy and comfortable with the activity in the learning process

Speaking is concerned about the chances of having an opportunity on the part of students are very low. The opportunity of speaking is concerned very few students get it. There are many factors in this situation (Meng, 2010: 702 cited in (Candraloka, 2016). Cooperative learning is the key to deal with children with various abilities and diverse area of intelligence. This learning approach lets the students search and find out the best ways to learn given subjects by

themselves. Students are free to express what they want to say to complete the lesson given during the speaking class. in this case, students also have more opportunities to practice expressing thing in the front of speech.

The aims of the research are (1) to find out whether or not teaching speaking using three – Step interview technique is effective in improving students’ speaking ability and (2) to find out the teaching and learning situation when three – Step interview technique implemented in the speaking class.

The procedures in Three-step interview is learners are grouped into small groups consist of three. Each students in the groups assume the role of interviewer, interviewee and note-taker; and each student should turn to play. To describe the process, each student will marked with a name as A, B and C. It is according to (Kagan, 1994) which stated that "students work first in pairs to interview each other and then do a Round Robin, each sharing what he or she learned in the interview".

Based on the explanation above, the writers are interested in conducting a research entitled “ *USING THREE STEP INTERVIEW TO IMPROVE STUDENTS’ SPEAKING ABILITY (A Classroom Action Research in the first grade Students of Putra Juang junior high school)*”

METHOD

The research conducted in the first-grade students at SMP Putra Juang. The school is located at jl.cipetir no.119, Huarwangi. Cianjur, West Java. There are three steps in this research: preparation, implementation, analysis of the data, and research report. The details of each activity are as follows: This research used Classroom Action Research (Wiriaatmaja, 2005). This research composed for two or more cycles then observed and evaluated to identify all facts including the success and the failure of the action. It means that the action should be stopped or continued and revised to the next cycle based on the selected criteria of success. The techniques of collecting data in this research can be seen in the following table:

Table 1
Data collection technique

Technique	Target	Purpose	Data
Observation	Student Teaching and learning activities	To watch and record the action	Field note Teacher’s Dairy
questionnaire	Student	To get a response in non-face-to-face interaction	Questionnaire s
Test	Student	To get information about the current and previous mark, judgment and situation.	Speaking scores

The score analyzed by comparing the mean of each test to know the improvement of students’ achievement in speaking. the qualitative is type of data in this research . The data will be analyzed by using the constant comparative method as suggested by Strauss and Glasser in Lincoln and Guba (2013 cited in Parmawati . Yugafiati R, 2017). The process of collecting data are following steps:

1. Observe the students during the speaking process, starting from first lesson activities by using the observation sheet. The observation sheet includes some indicators that show the students' speaking ability.
2. Analyze the interview Step-Interview Analyze the result of the questionnaire to know the student's personal impression about the use of Three Step-Interview in teaching speaking.
3. Analyze the students' speaking progress based on the result of the analytic scoring rubric. There are five elements to score the students' speaking ability, accent, grammar, context, fluency and vocabulary. The value of each item from 1 until 5. The last score is one hundred originated from the maximum of range score times the total score of each item is one hundred. The writers use a statistical technique to know the mean score. The formula to find the mean as stated by Madison (2013: 5-7 cited in Parmawati & Yugafiati R, 2017) follows:

$$M = \frac{\sum X}{N}$$

M= Mean score

$\sum X$ = Total score

N = Total students

If on the mean score there is increases, the students' speaking ability is considered improving. In analyzing the data, the researcher integrated and related the findings to the background of the study, mainly to the research questions, theories, and the methodology for classifying the data into manageable units as suggested by Emilia (2008: 201, cited in Apsari, 2018)

RESULT AND DISCUSSION

There are two parts to this research. part A relates to the research which includes the condition before the research, and part B relates to the research which includes the condition after the research.

Part A Table 2 Result of Pre-research

issues	Indicators according to Ur (1996 p121)
Student speaking ability	<ol style="list-style-type: none"> 1. Inhibisi 2. Nothing to say 3. Low or uneven participation. 4. Mother-tongue use
Classroom situation	<ol style="list-style-type: none"> 1. low participation of students 2. limited speaking practice 3. teacher domination 4. silent class

According to Table 2 above, there are two issues: Students' speaking interest and Classroom situation. Students' speaking ability has three indicators. There is Inhibisi, Nothing to say, Low or uneven participation. And Mother-tongue use. Classroom situation has four indicators. There are: low participation of students limited speaking practice, teacher domination and silent class

Part B

As long as the researchers applied “three step-interview ” in speaking class, the researchers find that “three step-interview” can improve the students’ speaking interest at the first-grade students of SMP Putra Juang in the academic year of 2018/2019. The result of each cycle can be seen on the table below:

Table 3
The result of Cycle 1

Issues	indicators
Student speaking ability	<ol style="list-style-type: none"> 1. the students active in a discussion class, they share ideas bravely. 2. Could perform in front of the class (topic describing people) although they still less vocabulary, grammar, and pronunciation. 3. Still less confidence in speaking English.
Classroom situation	<ol style="list-style-type: none"> 1. Alive, student more participation in classroom activities 2. the teacher involves students on the discussion

Table 3 above showed, there are two issues: Students' speaking ability and Classroom situation. Students' speaking ability has three indicators. there are the students active in a discussion class, they share ideas bravely. Could perform in front of the class (topic describing people) although they still less vocabulary, grammar, and pronunciation. Still less confidence in speaking English. Classroom situation has two indicators. There are: Alive, student more participation in classroom activities and the teacher involves students on the discussion. Research Finding.

Table 4
The result of Cycle 1

Issues	indicators
Student speaking ability	<ol style="list-style-type: none"> 1. Students showed that they more excited in speaking activities 2. Students’ increased they confidently to speak and share ideas in front of the class 3. Students solved their problems and they do not discourage to make a mistake 4. Ability in describing people was increased
Classroom situation	<ol style="list-style-type: none"> 1. The situation in the classroom was more alive. 2. The student is more comfortable in following the classroom activities.

According to Table 4 showed there are two issues: Students’ reading interest and Classroom situation. Students' reading ability has four indicators. there are: Students showed that they are

more excited in speaking activities, Students' increased they confidently to speak and share ideas in front of the class, Students solved their problems and they do not discourage to make mistake and Ability in describing people was increased. Classroom situation has two indicators. There are: The situation in the classroom was more alive. And the student more comfortable in following the classroom activities.

CONCLUSION AND SUGGESTION

Having conducted the research in using Three step interview technique to improve students' speaking ability, it can be drawn some conclusions as follows:

- a. Three step interview technique can improve students' speaking interest. The improvement of students' speaking ability can be identified from the improvement of speaking ability.
- b. Three step interview technique can improve speaking classroom into a better situation. They were motivated to joining the speaking class. Their motivation is reflected in their performance in describing people in front of the class.
- c. The strength of the implementation of three step interview in speaking classroom is that can make student's more mastering and excited to participate in speaking activities and it can enhance students' speaking ability.

The researcher would also propose some suggestion as follow. For a teacher, before starting the learning activities, it is recommended to implement the plan for other rhetoric modes such as think pair share, snowball throwing, teaching picture by picture. The teacher should be able to know the students' potential and problem to choose the right material and technique to apply in teaching speaking. The teacher should be creative and innovative to use the various technique in teaching speaking.

For students a. Students should recognize that speaking is not as difficult ability. There are a lot of ways to mastering speaking, as long as they want to practice any situations. Students need to recognize that they have potentials to be a good speaker. They should open themselves to any chances of self-development in speaking. Students should feel confident in speaking. Besides, they do not have good grammar and pronunciation because to mastery speaking students must learning from their experience.

ACKNOWLEDGMENTS

In the name of Allah, the Merciful, the compassionate. All praise be to Allah, the Lord of all the worlds. We seek help from Him in worldly affairs and who gives the writers guidance and strength in completing this "journal". The writers would like to express the gratitude to our beloved parents. we thanked for love, support, and contributions both moral and material to the writers, also thanks to our lecturer, Mrs Yanuarti Apsari, M.Pd and Mrs Aseptiana Parmawati M.Pd. And the last, we would like to thanks to ourself for all of the hard work for finish my study.

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