THREE-STEP INTERVIEW IN TEACHING SPEAKING

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Abstract

Three-Step Interview is a cooperative learning strategy that offers an alternative to the competitive approach of whole class question-answer, in which the teacher will provide a certain topic and students may ask questions in pair. The purpose of this research is to investigate students' difficulties on implementing Three-Step Interview in speaking. This research used descriptive qualitative method. The tenth grade of IPA 3 in one Senior High School in Cimahi which consisted of 32 students were selected as the respondents of this research. Questionnaire and interview were used in order to obtain the data. The result of this research shows that most of the students feel difficulties in linguistic aspects, included vocabulary (94%), pronunciation (56%), and grammar (88%) out of 32 students. Meanwhile, there is no significance difficulties in implementing the technique, only 44% students who find difficulties in the second step.

Keywords: Three-Step Interview, Teaching Speaking, Difficulty

INTRODUCTION

Speaking is a communication process which is essential for human life. It can be seen from its purpose that speaking is a bridge to convey message from one person to another, to know or get others' ideas, and to give information about something related to their environment. Rao (2019, p. 6) states that people's desires are fulfilled when they clearly express their ideas and opinions with others. Speaking is a convulated skill which requires numorous abilities to master. As the world keeps developing, the urge to learn English language becomes more necessary. Speaking is one of some important aspects in learning a second or foreign language, and the success is measured in the term of ability to carry out conversation (Nunan, 1998 cited in Maryanti, Syarif, & Refnaldi, 2018).

Based on the reasons, among the four English skills, speaking is one of the most fundamental skills that should be mastered by the students. It is important because as English is considered as the international language which means that people all over the world connected through language. It serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world (Rao, 2019:8). Speaking a foreign language for students, no matter how much they know about the language, it still becomes problem that students oftentime encounter during the learning process. The problems occur whether from the implementation process or within students themselves.

Differ from other English skills that can be done individually, speaking can not be practiced alone regardless students attempt to practice by themselves. In order to get a feedback and show each other's mistake in several aspects, having speaking partner will help students to improve their speaking ability more. This is in line with Kamaliah, Kasim, & Azis (2018) who define speaking as an interactive skill for verbal communication that is usually done between speaker and listener which includes the conveying of messages from one person to others.

As its important role, for teacher, teaching speaking is not a simple skill to be taught. The challenge is also applied for students to speak in language which is not their mother language. In teaching and learning process, getting students to be able to voice out what it is in their mind is not an easy task to do. There are several major problems which are encountered by students in order to speak in front of other people as follow: lack of vocabulary and pronunciation, those commonly become students' scourge of fear hence that will bring a low self-confident. Sadtono (1997) as cited in Husnawati (2017) points out that there are two problems in language learning and this problem divided into linguistic and non-linguistic problem.

In this research, researcher will only focus on the linguistic aspects and the difficulties faced during the implementation of the technique. The linguistic problems comprise difficulties encountered by students in learning a language related to the aspects of language, such as: vocabulary, pronunciation, and grammar. This is in line with Brown (2001: 270-271) in Nurjanah (2017) who claims that clustering, colloquial language, and redundancy are some factors which are made speaking difficult.

According to Edward and Vallete (1997:149 cited in Husnawati, 2017:24), vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system. In other words, vocabulary is an important aspect since it is the very first aspect which need to be considered in order to understand what people say and to deliver the message. Pronunciation is the way in which sound of speech is produced. This element is also an important part of speaking ability. Morley (as cited in Mulya, Mujiyanto, 2018, p.292) states that intelligible pronunciation is an essential component of communicative competence. That means giving proper attention to pronunciation is essential to be engaged in good socialization term. Grammar is a set of rules which organizes how the word can be put into sentence properly. Apsari (2018: 52) rehearses that a student must know for certain that he speaks correct and good English or its grammar because English grammar is the key to profiency. In addition, It is clear that knowing how to place the words to a sentence appropriately based on the context the sentence used will help students to understand better and learn the language faster.

By considering the problems above, this research is aimed to investigate the common speaking aspects which are students find most difficult to learn and to find out what difficulties encountered by students during the implementation of Three-Step Interview.

Three-Step Interview is a language teaching technique which has group work technique as the concept. Three-Step Interview has a purpose to create opportunities for students to be more active during the classroom activity. There are three procedures in Three-Step Interview as follow: 1) students are divided into group which every group consists of four students, 2) students are given certain topic by teacher, then in pairs, students take turn to interview each other, 3) students do roundrobin, pairs pair up in a group and share what they got from the interview. These procedures are in accordance with what was stated by Kagan (2009) in Sugianto (2020) "The step of implementing Three-Step Interview is though students interview their partner and then each share with teammate what they learned".

By learning this technique, students do not only learn how to convey their opinion about the topic given but also will learn how to listen well. Three-Step Interview is also capable to increase students' listening, note taking and sharing what have acquired during the interview process. Holt (1993) states that in Three-Step Interview, each person must produce and receive

language. This means each student has the same opportunity to speak and pay more attention over the topic their partner trying to deliver.

Based on the explanation above, the researcher is interested to conduct a research entitled "Three-Step Interview in Teaching Speaking". The title was chosen to find out students' difficulties in performing Three-Step Interview hence this research is expected to be an addition knowledge for the same method implementation and reflection matter for further research.

METHOD

This research used descriptive qualitative method. Fraenkel, Wallen, & Hyun (1993) define qualitative research as a research which related with documenting or portraying the everyday experience of individuals by observing and interviewing them. In this case, the data was obtained from questionnaire and interview. Wilkinson and Birmingham (2003:7) define questionnaire as the favoured tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and manageable form. Questionnaire was used because it provided a simple and focus on one important area. There were 17 questions that researcher shared to students. Interviews have long been used in research as a way of obtaining detailed information about a topic or subject (Wilkinson & Birmingham, 2003). With interview, researcher is capable to get depth-information that can not be gained through other instrument tools. For interview, there were 6 questions which researcher asked related to students' difficulties. This research was conducted at the tenth-grade students in one of Senior High Schools in Kota Cimahi. The focus of the research was on 32 students. The selection was based on students' speaking ability and also based on the information given by the English teacher. The researcher analyzed the data by sorting students' answers from the interview, then they formulated into percentage.

RESULTS AND DISCUSSION

Results

In this discussion, the researcher presents two results of the research. The first part discusses about students' difficulties through some speaking aspects, they are: pronunciation, grammar, and vocabulary. These three aspects were chosen because they are the most common components which students voted to be a problem in speaking. The second part is about students' problem in implementing Three-Step Interview technique.

Part 1 Table 1. Students' Opinion Toward Vocabulary, Pronunciation, and Grammar

Students' Opinion	Easy(%)	Difficult(%)
Vocabulary	6%	94%
Pronunciation	44%	56%
Grammar	12%	88%

In accordance to the table 1 above, most students voted the three components as the difficulty and be a problem in speaking. Richard (2008) cited in Desmayani (2019) claims there are some typical learner's problems in speaking. Those problems are: a) lack of pronunciation, b) lack of vocabulary, c) lack of grammar.

Part 2 Table 2. The steps in Three-Step Interview which students found most difficult

Step 1 Grouping (%)	Step 2 Giving topic & interview (%)	Step 3 Doing RoundRobin (%)
00.00%	44%	33.3%

It can be seen from the table 2, among the three steps of Three-Step Interview technique, students found that the second step was the most difficult to perform due to the procedure required students to think immediately once the topic given by teacher. Students were only given few minutes to gather the topic and made queries to interview each other.

Discussion

Based on the analysis of the interview, there are two problems in students' speaking performance while applying the technique. The first is seen from the linguistic problem and the second is the step of technique implementation. To decide which problem is most widely picked by students, it is needed to calculate the whole percentage of each problem at that point partitioned it into mean percentage. In linguistic problem, the total difficulty percentage is 79.3%. This is included of the total percentage of difficulty in vocabulary is 94%, students who have the difficulty to pronounce words with total percentage 56%, then followed by students who got confused with grammar is about 88%.

According to Lingga, Simanjuntak, and Sembiring (2020:96), the acquisition of English vocabulary determines the students to be able to produce sentences in communication. It shows that vocabulary mastery is a basic knowledge to communicate in English. However, vocabulary often occurs as students' problem during speaking performance. Students who are lacking of vocabulary mastery and find it difficult to find appropriate words to be put into sentence with total percentage 38%. Students who have difficulty in translating the vocabulary during spontaneous conversation is 56%. Meanwhile, only 6% students who do not have any problem in vocabulary.

Pronunciation also holds an essential part in students' speaking performance. Students are expected to have clear and accurate sounds. The problem rises from pronunciation aspects which are caused by mispronounce words and the influency of students' native language toward English pronunciation. Out of 32 students, 56% of them find pronunciation is difficult. This problem also influences students' word stress and intonation during their speaking time. The total amount of 22% students mispronunce words during speaking. Students who get affected by their native language is about 34%.

The last linguistic problem that usually occurs in accordance to Richard (2008) is grammar. That goes as well with students, many of them still got confused with either the formula or how the grammar applied in sentence, in what kind of context and situation. Students who got confused with the formula such as the use of tenses is 31,3%. Meanwhile, students who got confused with the application sentence based on the context is about 56,3%. Thus, the total of 88% students out of 32 students have difficulties in grammar.

The second problem is during the implementation of Three-Step Interview. It is shown in the table data that most students think the second step which is giving topic and doing interview was the most difficult step with the percentage 44.44%. Then, followed by the third step that is

doing Roundrobin with percentage 33.33%. Meanwhile, the rest of the students do not find the implementation of the technique is difficult. Hence, the mean percentage of the problem in implementing the technique is 25.92%.

This can be concluded that the mostly problem rised and encountered by students derive from the linguistic aspects, especially vocabulary.

CONCLUSION

In order to find out what is the most dominant problem in students' speaking performance, the researcher used interview and questionnaire which consisted of several questions related to students' difficulties during speaking in the classroom to collect the data. The data collection were divided into two main aspects; linguistics and the implementation of Three-Step Interview. Linguistic problems are the problems that comes from students' speaking ability, such as; vocabulary, pronunciation and grammar. Implementation problems are problems which possibly happen during the implementation of the technique during the learning process. The most dominant problem that is faced by students in accordance to the research analysis determined by the highest percentage from each aspects. Based on the research finding on students' responses from the interview and questionnaire, researcher concluded that the aspect which students found most difficult to faced was linguistic problem with mean percentage 79.3%. The difficulties in implementing Three-Step Interview is only 25.92%.

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