

THE EFFECT OF THE THREE-STEP INTERVIEW TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

Speaking is considered as an important skill to be accomplished by students. Speaking is related to the pronunciation of words that aim to convey what is to be conveyed both of feelings or ideas. However, there were some problems that make human could not express their ideas. They are such as difficult to pronounce the words, low vocabulary, and misunderstanding. The main purpose of this research is to know whether Three-Step Interview Technique effective towards students' Speaking Ability at eleventh grade of MA Darul A'mal Metro. The population of the research was the students on the eleventh grade in MA Darul A'mal Metro. The sampling technique was random sampling technique. The researchers chose social and science class as the sampling. Based on the result of data analysis, the mean score of post-test in experimental class was 13.26 and the mean score of post-test in control class was 12.00. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table which the sig. (2-tailed) is 0.043. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. It showed that there was a significant influence of using three-step interviews on students' speaking ability in the first semester of the eleventh grade of MA Darul A'mal.

Keywords: Speaking, Speaking Ability, Three-step Interview Technique

Background

The ability to speak a foreign language, especially English is a basic competence required by people in the era of globalization, related to the introduction and mastery of science and technology. The use of English is very important to be able to adapt and keep up with the progress of global developments. English is the key to entering the world. Therefore, some school learning curriculums in Indonesia make English lessons as subjects that must be mastered by students starting from elementary school to tertiary level. There are four skills that should be mastered namely listening, speaking, reading, and writing. Speaking is considered as an important skill to be accomplished by students. Speaking is human intelligence to make a sound and express opinions from his mind. Speaking is related to the pronunciation of words that aim to convey what is to be conveyed both of feelings or ideas.

Speaking is the use of language to communicate with other (Fulcher, 2003). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. so, the English teacher should encourage the students speaking ability by providing communicative language activities and interesting media in the classroom and then give them the opportunities to practice their speaking skill as much as possible.

According to Tarigan (2008), speaking is the ability to say sounds of participation or words to express an convey thoughts, ideas and feelings. Furthermore, speaking is a conveying of one's intentions (ideas, thoughts, contents) to others by using spoken language so that those intentions can be understood by others (Haryadi and Zamzani, 2000).

Based on the 2013 curriculum syllabus in the national education minister, (1) students in eleventh grade must be able to recognize the social function of the ability to ask questions and give opinions, (2) then students are able to comprehend the completeness and suitability of the text structure of how to ask questions and give opinions, (3) and students are also expected to understand the accuracy of the elements of language: grammar, vocabulary, speech, word pressure, and intonation. Meanwhile, based on the observation the researchers found some problems in speaking: (1) the students had difficulty to pronounce the words correctly as they speak Javanese language dominantly. (2) They had difficulty in expressing ideas and opinions orally as they were afraid of making mistakes. (3) The students were unable to speak English confidently because they had lack of English vocabulary. Therefore, in this research the researchers decides to do the research entitled "The Effectiveness of Three-Step Interview Technique To Improve Students' Speaking Ability At Eleventh Grade Of MA Darul A'mal Metro.

Literature Review

a. Definition of Speaking

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001) states that speaking is the active use of language to express meanings so that other people can make sense of them. Another expert, Thonburry (2005) considers speaking or oral communication as an activity which concludes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Furthermore, most of people communicate each other to share some information. As Thomas (2006) says, they may want to exchange information about something specific with one or more people, or they just want to keep socially active by exchanging pleasantries with friends, neighbors or working colleagues.

According to Aulia Hanifah Qomar (2016), Speaking is as one of the important skills which have to be mastered by students. In fact, the students were still difficulties to speak English. They still confused to use right intonation and grammar in speaking. Then, they used inappropriate word choice and their ideas weren't clear enough in communication. Speaking is the basic skill that should be mastery in the world to create good communication with the society. According Christopher (2003:9), speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation. Thus, by speaking we can get new information and we can share our ideas to the other people.

Component of Speaking

Grammar

The most important factor in influencing the student in speaking is grammar. According to Burn and Helen (1999) state in society, the people must know about grammar in order to use language. People will speak accurately by using grammar well. In other wise, by using error in grammar when people speak, they will not get across easily.

Vocabulary

Vocabulary is one of important aspect in speaking skill. Hornby (1995:1331) state that in a language, the total number of words is called vocabulary. Word in vocabulary has a meaning, and the meaning can understand by the learner that can improve their speaking. The people will be impossible to study it without having many vocabulary. In speaking, without having many vocabulary, the students will difficult to express their feeling in communication. So, vocabulary is important in communication through language itself.

Comprehension

Comprehension is the ability to understand. It is also mean the ability to learn about something to get knowledge. It is derived from student themselves who are able to understand the lesson. Comprehension here is also closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. So, comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

Fluency

Fluency is one of aspect in speaking when the people take the communication. According

Byrne (1989:124) state that the main goal the produce skill in teaching speaking will be oral fluency. This can define as the ability to express on self intelligibly, reasonably, accurately and without to much hesitation in communication.

Pronunciation

Pronunciation is the most important in speaking. The learners produced word and sound to pronounce. According Harmer (2007: 343) state that if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. Therefore, as an English teacher, it is important to help their students to teach well in pronunciation in order to make students acquire in a good in pronunciation by imitating the teacher.

Types of Speaking

Nunan (in Brown, 2001) writes that generally there are two types of spoken languages, as follow:

Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

Dialogue

It is different with monologue; Nunan says that the dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say. Like Nunan, according to Harmer (2007) finally, we might make a difference between speaking, that is planned

(such as lecture or weeding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

Definition of Three Step Interview (TSI) technique

One of the techniques that can be used in improving the students' speaking skill is by using three step interview. Three step interview techniques is the way to gather and share about a particular topic. Kagan (1997) states that three step interview can be used for other purposes beside introduction, example; before students read an article on a particular topic, they can use Three Step Interview to find out what each other knows and feels about the topic.

Three Step Interview (TSI) is cooperative learning technique. Kagan (2009:6) state that three step interview technique can be used for making interaction in a group. It is give students more chance to practice their English, to respond to their partner and sharing with their group. Moreover, by using Three Step Interview (TSI) technique in teaching speaking will help students to practice their speaking in asking question, share idea and express their feeling with their partner in a group briefly.

The Procedure of Three Step Interview Technique

Milasari (2017), Three step interview technique is one of Cooperative Learning in which students works in pair. In three step interview students interview each other in pairs within the team. This technique promotes active listening an also help students speak in English, because they have to make an interaction with their partner in order to share the ideas orally.

- 1) Teacher provides the interview topic, states the duration of interview, and provides think time.
- 2) In pairs, students A interviews student B
- 3) Pairs switch role: student B interview student A
- 4) Roundrobin: pairs pair up to form groups of four. Each student, in turn. Share with their team what he/she learned in the interview.

Research Method

Research Design

The research method utilized by researchers is the quantitative approach. Where the quantitative approach is research data in the form of figures and analyzed with analysis statistics to seek answers from the formulation of a research problem.

Experimental research is a scientific investigation in which the researchers manipulates one or more independent variable, control any other relevant variables, and observe the effect of the manipulation on the variables (Ary et al, 2002). This research chooses pre-experimental design with one group pre-test and post-test. This

research is intended to investigate the impact of Three Step Interview as strategy in teaching speaking for the students of eleventh grade in MA Darul A'mal Metro. The research design used by The researchers is pre-experimental design in the form of one- group, pretest-posttest design.

Research Variable

1. The Independent variable is Three Step Interview (X).
2. The dependent variable is Speaking Ability (Y).

In conclusion, there are two variables in this research, they are X (Three Step Interview) as independent variable, and Y (Speaking Ability) as dependent variables.

Research Instrument

The researchers applied two kinds of test, there are pre-test and post-test. The form of speaking test is oral test. Between pre-test and post-test the students are growing mentally and physically and they may have learning experiences that could affect the dependent variable. The pretest is given to students before the teacher teaches them by using TSI. While the post test is given to the students after they are given the treatment. Beside the test, The researchers also used interview as additional instrument to gather students' opinion about the implementation of Three- step interview technique in teaching speaking skill in the classroom.

Findings and Discussion

Findings

This research was aimed to know whether there is significant influence of using three-step interview towards students' speaking ability at the first semester of the eleventh grade of MA Darul A'mal in. The total number of the sample was 41 students, two classes were chosen as control class and experimental class.

Result of Control Class

The pre-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class. The data can be seen on the table below;

Tabel of The Pre-test and Post-test Result of the Control Class

Report					
SCORES					
GROUPS	N	Mean	Std. Deviation	Minimum	Maximum
Control	19	12.00	5.090	4	24

Experiment	22	13.26	5.342	4	20
Total	41	12.59	5.182	4	24

Source: Based on the result of Pre-test and Post-test in Control Class

After data were analyzed, the result showed that the mean score of pre- test and post-test was 12.00, standard deviation = 5.090, N = 19, minimum score= 4, maximum score was 24.

Result of Experimental Class

The post-test was administrated in order to know students' speaking ability after the treatments given. It can be seen from the post-test score of students' speaking ability in experimental class.

**Tabel
The Pre-test and Post-test Result of the Experimental Class**

Report

SCORES

GROUPS	N	Mean	Std. Deviation	Minimum	Maximum
Control	19	12.00	5.090	4	24
Experiment	22	13.26	5.342	4	20
Total	41	12.59	5.182	4	24

Source: Based on the result of Pre-test and Post-test in Experimental Class

The mean score of pre-test and post-test in experimental class is 13.26, standard deviation = 5.342, N = 22, minimum score =4, maximum= 20.

1) Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher tested normality after got score of the students in speaking ability pretest and posttest using SPSS (*Statistical Package for Social Science*). The test of normality test employed is Shapiro-wilk^a, because the total number of sample in this research is less than 50.

Tabel The Data Result of Normality Distribution Tests of Normality

	GRGRO US	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	D	Sig.	Statistic	D	Sig.

SCOR	1	.172	19	.140	.941	19	.272
ES	2	.148	22	.200*	.922	22	.082
SCOR							
ES							

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Based on the result of Normality in Experimental Class and ControlClass

Based on the table, it can be seen that (Sig.) P-Value for control class was 0.272 and (Sig.) P-Value for experimental class was 0.082 and $\alpha = 0.05$. It means that $\text{Sig.}(P\text{-Value}) < \alpha$ and H_0 is accepted. The conclusion is that data in pretest and posttest had normal distribution. The hypotheses for normality test formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

The test criteria:

H_0 was accepted if $\text{Sig.} = 0.05$

H_a was accepted if $\text{Sig.} < 0.05$

Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogenous or not. The hypotheses for homogeneity test are formulated as follows

H_0 : the variance of the data was homogenous

H_a : the variance of the data was not homogenous

While the criteria for the homogeneity test as follow:

H_0 is accepted if $\text{Sig.}(P\text{-Value}) . \alpha = 0.05$

H_a is accepted if $\text{Sig.}(P\text{-Value}) . < \alpha = 0.05$

Tabel

The Data Result of Homogeneity Test Test of Homogeneity of Variances

Levene Statistic			df	df	Sig
			1	2	.
SCORES	Based on Mean	.199	1	39	.658
	Based on Median	.044	1	39	.835
	Based on Median and with adjusted df	.044	1	38.489	.835
	Based on trimmed mean	.185	1	39	.669

Source: Based on the result of Homogeneous in Experimental Class and ControlClass

Based on the result obtained in the test homogeneity of variance in the table

above, it could be seen that Sig.(P-Value) was $0.669 > \alpha$ was 0.05 . it means that H_0 was accepted because Sig.(P-Value) $> \alpha$ was 0.05 . It means that the variance of the data were homogeneous.

Result of Hypothesis Test

After the researcher knew that the data was normal and homogeneous, the data was analyzed by using independent sample T-test in order to know the significant of the treatment effect. The hypothetical are:

H_0 : There is no any significant influence of using Three Step Interview toward Students' Speaking Ability in the eleventh grade of MA Darul A'mal Metro.

H_a : There is significant influence of using Three Step Interview toward Students' Speaking Ability in the eleventh grade of MA Darul A'mal Metro.

While the criteria of acceptance and rejection of the hypothetical are : H_a is accepted if Sig.(Pvalue) $\leq \alpha = 0.05$

H_0 is accepted if Sig.(Pvalue). $\alpha = 0.05$

Tabel The Data Result of Hypothesis Test Independent Samples Test

F	SCORE	Eq equal variances assume	Levene's Test for Equality of Variances		Df	t-test for Equality of Means					
			Sig.	T		Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confid ence Interva l of the Differenc e		
									Lower	Upper	
			.199	.658	.774	39	.043	1.263	1.631	-2.036	4.562

d									
Eq equal variances not assumed		.772	37.52 0	.045	1.263	1.637	- 2.052	4.5 78	

Source: Based on the result of Hypothesis Test

Based on the result obtained in independent sample t-test, the value of significant generated Sig.(P-Value) or Sig.(2-tailed) of the equal variance assumed = 0.04 and α was 0.05 it means that H_0 is rejected and H_a is accepted. Based on computation, it can be concluded that there was any significant influence of using Three Step Interview toward Students' Speaking Ability in the eleventh grade of MA Darul A'mal Metro.

Discussion

The study reveals that the use of three-step interview technique was effective to improve students' speaking skill at eleventh grade students of MA Darul A'mal Metro. Therefore, the result the study had positively answered the research questions stated at the beginning of the study. From the result in this research, it can be seen that the result of students' post-test was higher than pre-test. The students were taught through three-step interview in the experimental class and lecturing technique in the control class. Before getting the treatment, the students were given a pre-test and do the post-test after getting the treatment.

The researchers gave treatment, the first meeting, the students were still shy and the researchers treated the class situation impressively. In first meeting, the researchers gave explanation about teaching and learning process by using three-step interview technique. The first topic was asking and giving opinion. In the second meeting, the topic was asking and giving advice. In the third meeting, the researchers explained about teaching and learning by using three-step interview more clearly and the topic was receiving and rejecting advice. In the next meeting, the researchers gave posttest. Post test was conducted to know which one more effective techniques that applied by the researchers during the research. In the post test, the students also were asked to choose one topic and then the students made a conversation with their partner and performed in front of class.

Based on the result of data analysis, it showed that the students who got high frequency of using three-step interview got better score than the students without using three-step interview in teaching learning. It was proved by the improving average score in both classes. Therefore, there is a significant influence of using three-step interview towards students' speaking ability at the first semester of the eleventh grade of MA Darul A'mal.

It also provides previous research, the first research that is relevant to this research is the research conducted by Sri Rahayu (2018) about enhancing the students' speaking skill using Three Step Interview and Numbered Heads Together. She found that there was significant result in using TSI and NHT as the technique to teach speaking to students with high and low motivation. The mean score for high motivated students treated using TSI was 76.6. While the mean score for high motivated students treated using NHT was 70.8. Meanwhile, the mean score for low motivated students tread using TSI was 79.1. While the mean score for low motivated students tread using NHT was 70. It can be seen that the speaking ability of those treated using TSI is higher than those using NHT after the treatment. Meanwhile, motivational level cannot be considered to have effect in students' speaking skill.

The second research was conducted by Tria (2015) about "Improving Students' Speaking Skills Through Interview Technique" this research used a classroom action research as form of research. The subject of this research is class VII A at SMP Negeri 19 Pontianak in academic year 2014/2015 which consists of 40 students. The findings showed that the students' mean score in the first cycle was 48% which was categorized poor to average. In the second cycle the mean score of students was 59% which was categorized poor to average. Then, in the third cycle the mean score of students was 72% which was categorized average to good. It could be said Interview Technique improve the students' speaking skills at second grade students of SMP Negeri 9 Pontianak in academic year 2014/2015.

The third research that is relevant to this research is the research conducted by Yanuar Eka (2019) about "The Effectiveness of Three-Step Interview (TSI) Technique on the Tenth Grade Students' Achievement in Speaking at SMKN 1 Bandung Tulungagung" her research showed that the value of significance of t-test is 0,000 smaller than 0,05 then means H_0 rejected automatically H_1 is accepted. So the result of this study indicate that there is a significant effect of students' mean score. It means three step interview technique is effective to improve on the tenth grade students' achievement in speaking at SMKN 1 Bandung Tulungagung.

The differences between this research and previous research are the object of the research refers to the students of Islamic Boarding School. It means that the ability of the students are heterogeneous. It is difference because the previous researches just focus on general students. In addition, the materials are that taught in this research based on syllabi and related on the technique of three-step interview.

In conclusion, implementing the three step inter technique provided positive effect on students' speaking skill as applying three step interview techniques facilitated students to practice speaking English a lot.

Conclusion

At the end of the research, the post-test was given to measure the influence of three-step interview towards students' speaking ability both classes after treatments done. The mean score of post-test in experimental class was 13.26 and the mean score of post-test in control class was 12.00. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.043. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, The researchers concluded that there was significant influence of using three-step interview towards students' speaking ability at the first semester of the eleventh grade of MA Darul A'mal.

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