

THE IMPLEMENTATION OF THREE – STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING

Meyrisda Mifta Indah Sari, Hery Yufrizal, Rosita Simbolon

Email: Mey.fern25@gmail.com, Heryyufrizal@yahoo.com ,
rsimbolon@yahoo.com

Abstract

There are three objectives of this research (1) to find out whether there is a significant difference of students' score after being taught through Three – Step Interview ; (2) to know which aspect is the most increase of students' speaking achievement ; (3) to find out which topic is the most effective. The method was time series design. The result shows that : (1)Three – Step Interview is applicable to improve the students speaking ability. Students' mean score in post-test 1 is 45.40 ,post test 2 increase to 61.60; its gain is 16.2 and in post test 3 increase up to 81.20 its gain is 19.6 ; (2) the most aspect which is increase is grammar in pair 1 and vocabulary in pair 2; (3) the third topic is most effective. It can be seen from the finding of gain in first pair is 16.20 and in second pair is 19.60 that show its significant value of 0.0000 ($p < 0.05$). Based on the result above, it can be said that Three – Step Interview can be applied in teaching speaking in order to improve students speaking ability.

Key words: Speaking, Three – Step Interview Technique

PENERAPAN TEKNIK THREE – STEP INTERVIEW DALAM MENGAJAR BERBICARA SISWA

Meyrisda Mifta Indah Sari, Hery Yufrizal, Rosita Simbolon

Email: mey.fern25@gmail.com , Heryyufrizal@yahoo.com ,
rsimbolon@yahoo.com

Abstrak

Tujuan dari penelitian ini adalah (1) untuk menemukan apakah teknik three – step interview dapat memperbaiki kemampuan siswa dalam berbicara (2) untuk menemukan aspek mana yang paling tinggi (3) untuk menemukan topik mana yang paling efektif dalam memproduksi ucapan dalam pembelajaran berbicara. Penelitian ini dilakukan di SMA N 1 Raman Utara kelas XI IPA 2. Metode yang digunakan adalah time series design. Hasil dalam penelitian ini adalah (1)Total nilai rata-rata post-test I adalah 45.40, post-test II adalah 61.60 (meningkat 16.2), dan post-test III adalah 81.20 (meningkat 19.6) ; (2) aspek berbicara yang paling tinggi adalah grammar di perbandingan satu dan vocabulary di perbandingan 2; (3) topic ketiga adalah topic yang paling efektif dalam meningkatkan hasil berbicara siswa dimana perbandingan yang pertama (topic 1 dan topic 2) adalah 16.2 dan perbandingan yang kedua (topic 2 dan topic 3) adalah 19.6. Nilai signifikan adalah 0.000 ($p < 0.05$). Berdasarkan hasil penelitian, dapat disimpulkan bahwa: teknik three – step interview dapat diaplikasikan untuk mengajar agar dapat meningkatkan kemampuan siswa dalam berbicara.

Kata kunci: Berbicara, Teknik Three – Step Interview

INTRODUCTION

In a social life, speaking is an effective way to interact and communicate. Byrne (1984:9) defines speaking as a two way process between a speaker and a listener and it involves productive and receptive skill of understanding. It can be inferred that in speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message. Lado (1961 : 240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. It is the main skill in communication. So that , speaking can be an important aspect from our language skills that should be a priority in language learning.

Some problems in speaking are still experienced by the students in Senior High School. They often get difficulties to interact with others. They also look reluctant to learn in the class. They feel uncomfortable in using English because they lack vocabulary and confidence. Most of them also feel nervous and reluctant to express their ideas with their partner. Referring to the description above, it was assumed that word three – step interview was an appropriate technique to solve the problem and improve the students' speaking ability.

By using Three - Step Interview technique, students may enjoy speaking, because they can express their opinion by asking their partner, and they can improve their speaking ability. Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops

understanding and empathy for the thinking of the interviewee. And it is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students role. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation for analysis purpose and new information synthesis (Kagan, 1994).

According to Kagan (1994) three – Step interview is a cooperative structure in which members of a team interview one another on a particular topic. This structure can be used both as an ice-breaker which introduces students to one another and to provide students with a venue for soliciting opinions, positions, or ideas from their peers. Students are first paired and take turns interviewing each other using a series of questions provided by the instructor. Pairs then match up and students introduce their original partner. At the end of the exercise, all two students have had their position or viewpoints on an issue heard, digested, and described by their peers.

Gardner says that the structure of three step interview not only promotes Inter personal (Social Skills) but Intra personal as well as Logical intelligence. For example once the student has answered a particular question the interviewer can demand for further explanation and the interviewee will have to provide logical answers. It means that three step interview is a great structure for practicing a range of social skills, including listening and communication skill. Also, it helps to construct knowledge, as each student has his/her own point of view and there is a scope for diverse thinking.

In relation to the background, this research focuses on the following problem, namely:

- Is there any significant difference of students' score after being taught through Three-Step Interview technique at second year of SMA N 1 Raman Utara?
- Which aspect is the most increase of students' speaking achievement?
- Which topic is the most effective for utterance production in implementing of Three – Step Interview technique in teaching speaking?

Concerning with the problem above, the objective of this research are:

- To find out whether there is a significant difference of students' score after being taught through Three-Step Interview technique.
- To know the most increase of speaking aspects.
- To find out which topic is the most effective for students' utterance production in implementing of Three – Step Interview technique in teaching speaking.

METHOD

This research was time series design. The researcher used one class where the students had been given three times treatment and three times post-tests. The design of this research could be represented as follows:

X1 T1 X2 T2 X3 T3

Notes : X1 , X2 , X3 are treatments

T1, T2, T3 are post – test

(Hatch and Farhady, 1982 : 24)

In collecting the data, the researcher used the following technique:

- **Treatments**

The treatments were conducted in three times. One treatment was 2 x 45 minutes of each meeting. The researcher presented the topics of hortatory exposition. There are three topic. First, school uniform, another good lesson. Second, home schooling. Third, mobile phone in school. The topic was based on second semester of the second year students.

- **Administrating the Post-test**

The post-test was administered to the students after the treatment of teaching speaking technique through role play technique was implemented by using role play technique. It was a subjective test and focused in dialogue form of oral test. The researcher gave three different topics in every test for the students to performance.

Scoring System

There were two raters to judge the score the students' speaking performance of the test. Then, the scored between two raters are taken the average to be the final score that were analyzed. The focused of speaking skills that had been assessed were; pronunciation, grammar, vocabulary, fluency, and comprehensibility (Harris : 1974).

RESULT AND DISCUSSION

In this part, the researcher analyzed the result of post-test I, II, and III. The researcher also analyzed the improvement of students' speaking ability after the treatment, to analyze which one is the most increase, and to analyze which one is the most effective for utterance production in teaching speaking.

Result of Students' Speaking Score in Post-test

Test	N	The lowest score	The highest score	Mean
Post-test I	30	30.00	60.00	45.40
Post-test II	30	44.00	80.00	61.60
Post-test III	30	68.00	94.00	81.20

Students' Mean Score of Post – Test on Speaking Achievement



The graphic shows that the line goes up after getting the treatment. The effect on students score reflects on students' speaking ability. Based on students' mean score, students' speaking ability on the treatments increased 16.20 point from the first post – test to the second post – test, and 19.60 from the second post – test to the third post – test. Relating to the hypothesis, looking at the result and graphic

line, it can be said that there is a significance of students' speaking output from test after being taught through Three – Step Interview technique

Aspects of Speaking Skill

According to Harris (1974) there are five aspects to be tested namely, pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, there were five aspects which were measured in this research. Tables below provided the students' score of each aspect in speaking .

Table of Students' speaking aspects in post – test 1 and post - test 2

Aspects of Speaking	Mean Score of Post – Test 1	Mean Score of Post – Test 2	Gain
Pronunciation	9.2	12.2	3
Grammar	8.2	11.6	3.4
Vocabulary	8.8	12.1	3.3
Fluency	8.6	11.9	3.3
Comprehension	10.4	13.7	3.3

Table of Students' speaking aspects in post – test 2 and post - test 3

Aspects of Speaking	Mean Score of Post – Test 2	Mean score of Post – Test 3	Gain
Pronunciation	12.2	16.2	4
Grammar	11.6	15.3	3.7
Vocabulary	12.1	16.3	4.2
Fluency	11.9	15.8	3.9

Comprehension	13.7	17.4	3.7
---------------	------	------	-----

From the data above it can be concluded that there is a progress on students' speaking achievement after treatment by using Three – Step Interview technique. It means that teaching speaking by using Three – Step Interview technique can increase of all aspects students' speaking achievement.

Three Different Topic in Teaching Speaking

From the finding it can be seen that there were different topic at post – test. By applying Three – Step Interview technique, it gave positive influenced not only in improving students' speaking ability but also in improving the topics that had been delivered. If we see the improvement of each aspect mentioned above, the third topic ; mobile phone in school was effective topic than the others.

The mean score of topic 1 is 45.40, increases to 61.60 and the mean score at final topic increases to 81.20. The first pair were 1st topic and 2nd topic. The mean score of 1st topic was 45.40 and in 2nd topic was 61.60 (gain 16.20) showed its significant value that is 0.000 ($p < 0.05$). The second pair were 2nd topic and 3rd topic. The mean score in 2nd topic was 61.60 and in 3rd topic was 81.20 (gain 19.60) .

The researcher concludes that, the third topic is the most effective than others because she assumed that the students can enjoy the teaching learning process by using Three – Step Interview technique and the material was related with their own daily life. School Uniform (1st topic) was the first topic that was delivered by using Three – Step Interview technique. In this topic, there were some students looked interest and cooperative at the class but, most of the students looked

nervous and shame to try speaking in English when they delivered their ideas. I was indicated because the students seldom spoke in English and it made them hesitate to be active at the class.

Discussion

The first activity was treatment. The researcher applied three – step interview technique to help the students in speaking. After the treatments have done, then, the last activity was giving post-test. The finding of this research confirmed the previous study (Utami, 2010) that three – step interview technique could improve the students' speaking ability. This result was obtained by examining the hypothesis of this research and the improvement of students' average score in post-test. Based on the first until three treatments that was conducted by the researcher, she found out the problems the students faced in teaching learning process of speaking through role play technique. The problems are as follow:

1. Some of students were still memorized the conversation when they practiced in front of the class.
2. The students were very difficult to pronounce some of words, such as, “students”, “advantages”, “mobile”, “study”, etc.
3. In group discussion, some of students used their mother tongue “Indonesia Language” to interact with their friends.

However, Three – Step Interview technique could overcome those problems. After practicing the interview much more, the students gradually started to pronounced the difficult words and they could practice to spell them correctly. On the other hand, the students were not shy and they were not hesitate to speak up.

Thus, in the last meeting of the treatment, the students felt enjoy practicing speaking ability through Three – Step Interview technique technique , since they not only could improved their speaking ability but also they could more confident to practice the conversation without shame if they made mistakes, it was concluded that Three – Step Interview could improve the students’ speaking ability better and overcome the students’ problems during the treatment of teaching learning process.

CONCLUSIONS AND SUGGESTIONS

Conclusion

1. Three – Step Interview is applicable to improve the speaking ability. It can be seen from the finding of the research. Total gain score of students’ speaking achievement from post – test I, II, and III are ; the result of students’ mean score in post - test I is 45.40, post – test II is 61.60 (gain of 16.20), and post - test III is 81.20 (gain of 19.60). The result of this research shows that there is improvement of students’ speaking ability by comparing the mean scores of post-test. The significant improvement of students speaking ability is due to the Three – Step Interview is interesting for the students. It makes the students enjoy the learning speaking comprehension activity. It can be seen from the students’ enthusiasm in practicing interview in front of the class. Three – Step Interview technique also encourages students to express their idea by using their own sentences related to their topic they presented.

2. This research is focused on five aspects of speaking. From the calculation, it can be seen that the most increase in pair 1 (post – test 1 and post – test 2) is grammar and in pair 2 (post – test 2 and post – test 3) is vocabulary.
3. Regarding the three topics given, the third topic “ Mobile Phone in School “ in post – test III is the most effective topic for students’ utterance production in implementing of Three – Step Interview in teaching speaking.

Suggestion

Based on the finding, the researcher will state the suggestion as follows:

1. After having the research especially Three – Step Interview technique in helping the students to enhance their speaking ability, the researcher suggests the English teachers to apply the technique in the classroom for teaching implication particularly teaching speaking.
2. The teacher should be careful in selecting the topic for implementing Three – Step Interview technique in teaching speaking. Enjoyable material is suggested to be used in the classroom activity in order the students are able to speak up and do not hesitate.
3. Since it is quite difficult to handle big class in applying this technique, the teacher should be able to manage the class by giving more attention to the students. It can be done by monitoring the students’ activity frequently, whether they are active or not during the teaching learning process and when they have group or pair working. The teacher should move around the class and then pay more attention to the group or partner.

REFERENCES

- Brown, G., & Yule, G. (1995). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Bryne, Don. 1984. *Teaching Oral English*. New Jersey: Longman Group Ltd.
- Haris, David. 1974. *English as Second Language*. New York: Mc. Graw Mill.
- Hatch, E. & Farhady, H. 1982. *Research design and statistics for applied linguistic*. California, Los Angles: New Bury Publisher, Inc.
- Lado, R. 1961. *Language Testing*. London: Longman.
- Setiadi, Ag. Bambang. 2004. *Metode Penelitian Untuk Pengajaran Bahasa Asing*. Jogjakarta: Graha Ilmu.
- Universitas Lampung. 2008. *Pedoman Penulisan Karya Ilmiah*. Bandar Lampung: Penerbit Universitas Lampung.
- Utami, R (2010). *Improving Speaking Skill Using Three – Step Interview in the First Grade of SMA N I Ngawi*. University of Semarang (Unpublished).

