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# THE EFFECT OF USING THREE-STEPS INTERVIEW TO IMPROVE STUDENT'S SPEAKING SKILL TOWARDS ELEVENTH GRADE STUDENTS OF SMA AL-AZHAR 3 BANDAR LAMPUNG IN ACADEMIC YEAR 2016/2017

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## Abstract

The focus of the object to be examined in this research is to find out if there is a improvement of using Three-Steps Interview in improving students' speaking skill towards eleventh grades students of SMA Al-Azhar 3 Bandar Lampung in Academic Year 2016/2017. The research is an experimental research design which measure the score of pre-test and post-test as an appliance to know whether there is an effect of using Three-Steps Interview or not. The subject of this research is consisted of 58 students which are divided into experimental class and control class. The data is analyzed by using independent sample test. The result shows that students' mean score of experimental and control class in post-test is significantly different. It shows the t-count is higher than t-table ( $11,871 > 2,0032$ ). Therefore, null hypotheses were rejected and alternative hypotheses were accepted. It means that there is an effect of using Three-Steps Interview to improve students' speaking skill. These researches suggest that there is an effect of using Three-Steps Interview in improving students' speaking skill towards eleventh grades students of SMA Al-Azhar 3 Bandar Lampung in Academic Year 2016/2017. In conclusion, Three-Steps Interview could be applied in teaching English process, especially in speaking.

*Keywords: Three-steps interview, Speaking Skill*

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## 1. INTRODUCTION

Speaking is the main skill which is has an important role in learning English. Speaking is included into a basic skill in English, because one of the purposes in learning English is being able to communicate in English well. Oradee (2017) states that in foreign language teaching and learning, the ability to speak is the most essential skill since it is the basic for communicating with other people.

Lindsay and Knight (2006) as cited in Anggraini (2014) define "Speaking is as productive skill that involves putting a message together, communicating the message, and interacting with other people." In speaking, usually we spontaneously arrange the words to communicate our ideas to other people around us and also to share the information. Speaking is important to be mastered, because by speaking we can tell other

people what we want to delive, what we want, what we need and also we think. Speaking English also can help students to build the interaction to communicate with people around the world.

Students in Indonesia have been learning English since they were in primary school. However, they still get a lot of difficulties in speaking English especially senior high school students. Most of them are bored in learning English especially speaking, they always feel unconfident to speak English in front of the class because they have lack mastery of pronunciation especially lack of vocabulary. Consequently, because of that, teaching speaking is really challenging for the teachers. Kayi (2006) states that today's world requires that the goal of teaching speaking should improve students' communication skill.

Regarding that case, there should be a technique which is effective to improve students' speaking skill. In as much as most English teachers of senior high school

deliver the materials dominated by grammar focus, students cannot speak fluently because they think too much about sentence structure or grammar before they speak and also they lack of practice of speaking English in classroom. From this case, the researcher intends to help the students to improve their speaking skill by using one of cooperative learning techniques. Brown (2001:47) states “in cooperative classroom the students and the teachers work together to pursue goals and objectives”. It means that in a cooperative learning, the interaction among the students is appeared in the classroom. The students will work in group to solve the problems together, each student has a responsibility to reach the goals of the group.

Responding to the principles of teaching learning using cooperative learning, the researcher will use one of cooperative learning methods called Three-Steps Interview. Three-Steps Interview is an effective way to encourage students to share their thinking, ask questions, and take notes. The students will produce and receive language during the process of learning. The students will work in group with 4 students in each group, and they will have each role to share ideas orally. Liptoon (1998) as cited in Mallombasi (2012) states that The Three-Steps Interview is a cooperative way to help students personalize their learning and listen to and appreciate the ideas and thinking from each student in a group. This technique may be very useful to help students in their speaking skill because it will not only make them to be active in speaking but also developing their ideas.

## **2. LITERATURE REVIEW**

### **2.1 Corporative Learning**

Cooperative learning is a group work which encourages the members of the group to work together to achieve goals in learning process. Slavin (1995) cited in Al-Tamimi (2014) states that “In cooperative learning, students work in a small group to help one another in learning academic content.” In

addition, in cooperative learning, the students can help each other to solve the problem that is given by the teacher and reach the goals. Cooperative learning itself can build communication competence and interaction among students in the class. Macpherson (2015:1) defines that “cooperative learning is a part of a group of teaching or learning technique where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals.” The interaction that happens among the students that come from different culture will be appearing in this cooperative learning. In the same way, cooperative learning also makes the students learn to respect the strength and the weaknesses of the teammates. The students also have responsibility to make the groups achieve the goals.

Based on the information above, cooperative learning focuses on group discussion and social interaction to help students improve their speaking skill and also to make students achieve the learning goals itself. By using the cooperative learning, it can make the students become more active than before in the class. In cooperative learning, the students do not only learn about teaching materials, but also learn about the interaction and respect their differences.

(Three-Step Interview)

Three-step interview is one of the cooperative learning techniques to improve speaking skill. Three-step interview encourages students to share their ideas with their pairs. Equally, it also helps the students to learn in oral-communication. Barkley et al (2005) as cited in Irawati (2013) states that “In three-step interview, student pairs take turns interviewing each other and then report what they learn to another pair”. The students learn how to paraphrase and develop the ideas and paraphrase it. Three-step interview technique also trains the students’ speaking skill.



Kagan (1994) as cited in Mallombasi (2012) states that there are steps in three-step interview such as:

The first step, the students are in pairs; one is the interviewer, the other is the interviewee.

The second step, the students reverse roles. The third step, the students do a Round Robin; each one in turn sharing with the team what they have learned in the interview.

The topic discussion for this method or interview can be anything, which is related to the learning units. The topic can be the interest of the students or nowadays phenomenon. Three-Steps Interview has advantages which proposed by Monet (2001:167) as follows:

Three-Steps Interview creates simultaneous accountability.

Promotes their speaking ability and their communication skills apply as a mean to have students share homework

Use to gather students' thinking on particular subjects, thoughts or feeling

Use to make the students' interview each other about how they solved their problems.

Three-steps interview technique is one of the cooperative learning in which the students learn how to speak, listen and paraphrase their pairs' ideas. Consequently, it encourages the students to be more active and they have built a responsibility to participate in the classroom. In three-step interview technique, the students will make interaction among the others in order to share their ideas orally. Three-step interview technique will help teacher to improve students' speaking skill.

## **2.2 The Concept of Speaking Skill**

Speaking is one of the main purposes of English learning. Speaking is the way of expressing and sharing ideas, feeling, thought in oral language. Mackey (2001) as cited in Argawati (2014) states that "Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey

the right meaning." Thus, the crucial thing in speaking is how to convey the ideas well in order to make listeners understand the intended meaning. Speaking is not only just delivering the ideas, thought, etc, but also choosing the correct words and knowing how to pronounce the words correctly. According to Brown (2007) as cited in Al-Tamimi (2014): "Oral communication can be maintained by having three components. The first one is fluency which is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation makers. The second component is accuracy. It refers discourse. The third component is pronunciation. Pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community."

In addition, there are three components in oral communication. The first is fluency, and it refers to the ability to deliver your idea or to speak smoothly without any filler. The second is accuracy; it refers to the ability in using the appropriate words and the patterns of the sentence. The third is pronunciation; it refers to the way we say the words in order to make listeners understand the meaning of our speaking, so we have to pronounce the words correctly. Brown (2004:141) cited five stages of speaking performance. They are imitative, intensive, responsive, interactive and extensive. The explanation about those categories is stated as follows:

Imitative; in this stage, the teacher only focuses on students' pronunciation and the ability to memorize some words.

Intensive; the production of short stretches or oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.

Responsive; this performance includes interaction and test comprehension, but at

the somewhat limited level of very short conversation, standard greetings, small talk, simple request and comments.

Interactive; in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange or multiple participants.

Extensive; extensive oral production includes speeches, oral presentations, and storytelling. In this stage, the students should be able to produce their own language with their own idea.

As a teacher we should know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others correctly. The stage of students' performance also becomes part of consideration to design English teaching activities. The goals of teaching will influence the activities in the class.

### **2.3 Teaching Speaking Skill**

Teaching is the process of doing activities about knowledge by the teacher in getting students to learn. Brown (2000:7) states that "teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand." In other words, the teacher has to help the students to get variety of knowledge and developing their knowledge. The teacher has to be creative in teaching in order to make the students feel interesting and understand the materials.

The role of teacher in teaching speaking is to facilitate the students to speak English. Teaching speaking means the teacher trains the students about how to deliver the meaning to communicate with other people by using correct words and sounds or intonations. In teaching speaking, the teacher should have good preparation; it includes the preparation of teaching method and teaching material. Bygate (1987:3) states that "one of the basic problems in foreign language teaching is to prepare

learners to be able to use the language". In teaching speaking, teacher has to provide the technique which involves the interaction among students and give them the chance or opportunity to speak up in the classroom and share their ideas in English. The teacher also consider about the age and the level of the students when they want to give the materials.

### **3. METHODOLOGY**

In this research, the researcher used experimental method which was a systematic and scientific approach to research in which the research used one or more variables, and controls and also measured any change in other variables. The researcher decided to choose this method because she wanted to apply the specific treatment. She intended to find out the effect of three-step interview towards students' improvement in their speaking skill. The researcher divided class into 2 classes. One class as experimental class was taught by using Three-step interview, and another one is control class was not taught by using Three-Steps Interview.

Variables of Research:

In the research too, there are two different kinds of variables, such as:

Independent variable: three-steps interview technique. The technique is used to improve students' speaking skill. This technique was a technique where students' pairs take turn interviewing each other and then report what they have learned in front of the class. Dependent variable: students' speaking skill. Speaking skill is the ability to express thought, ideas, feeling, expression and messages orally.

Population and Sampling:

The population of this research was eleventh grade students of SMA Al-Azhar 3 Bandar Lampung. The total population was 367 students of 9 classes. Two classes were taken to be the experimental and control class. The researcher used two classes as the research sample. One class was experimental group and another was control group. The students of the

experimental group were taught by Three-step Interview and the students of control group were taught by traditional teaching. To select the sample of research, the researcher used a cluster random sampling technique because the population of this research was homogenous.

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#### **4. CONCLUSION**

Based on the result of the research, the researcher concludes that there is an effect of the application of Three-step Interview in students' speaking skill towards eleventh grade students of SMA Al-Azhar 3 Bandar Lampung. It can be seen from the result of the mean score of experimental class is higher than control class. By using three-step interview, the mean score of students' speaking skill in experimental class is 74,3 and the mean score of students' speaking skill in control class which was taught by using traditional teaching is 60. It means that three-step interview can be applied as one of the effective technique in teaching English especially speaking. The score of T-test is also higher than T-table ( $7,763 > 2,0032$ ), so the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It can be concluded that there is improvement on students' speaking skill which was taught by using three-step interview.

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