
THREE STEP INTERVIEW TO IMPROVE STUDENTS' SPEAKING ABILITY IN ISLAMIC HIGHER EDUCATION OF BAKTI NEGARA TEGAL

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Abstract: Students have been flooded with reading and grammar materials from many resources, especially from the module, the book, eBook and online resources. Not all English aspects have been taught at class. The researcher has tried to improve the students' speaking ability by using three step interview. Three step interview was a cooperative learning that the students interview their partners by asking the given theme. Then, partners have switched the roles. For the final step, students have shared the result of interview with their partner. This research was an action research aiming at applying three step interview to improve students' English ability. Thus, the researcher has used test to measure the students' speaking ability. The result of analyses has shown that in general students' speaking ability in terms of the overall impression of their speaking, their fluency, their pronunciation, their grammar and vocabulary, and content/message in the two cycles have improved, particularly in cycles I and II.

Keywords: *speaking ability, three step interview, cooperative learning, action research*

1. INTRODUCTION

The researcher had effort to improve the Islamic Higher Education of Bakti Negara Tegal students' English ability. One of the English ability was speaking ability. The students have got the reading and grammar materials all the time. Not only reading and grammar materials but also speaking ability was necessary materials. They need to improve their speaking ability. As a matter of fact, their English speaking ability would help them seeking the job or continuing their master program.

In this research, the researcher has used cooperative learning. Cooperative learning was a learning method that the students as the center of teaching and learning process. As stated by Jacobs et al (1978), Slavin (1990) Kagan (1992), Johnson, Johnson dan Holubec (1993), there were four important components of cooperative learning namely positive

interdependence, collaborative ability, processing group interactive, and individual accountability and various cooperative techniques.

In this research, the researcher has used three step interview to help the students improving their speaking ability. Each member of a team has chosen another member to be a partner. During the first step individuals has interviewed their partners by asking the given theme. During the second step partners have switched the roles. For the final step, members have shared their partner's response with the team.

The researcher has conducted the action research. The steps of action research were planning, action, observation/evaluation, and reflection. The steps of action research can be seen in the figure I.

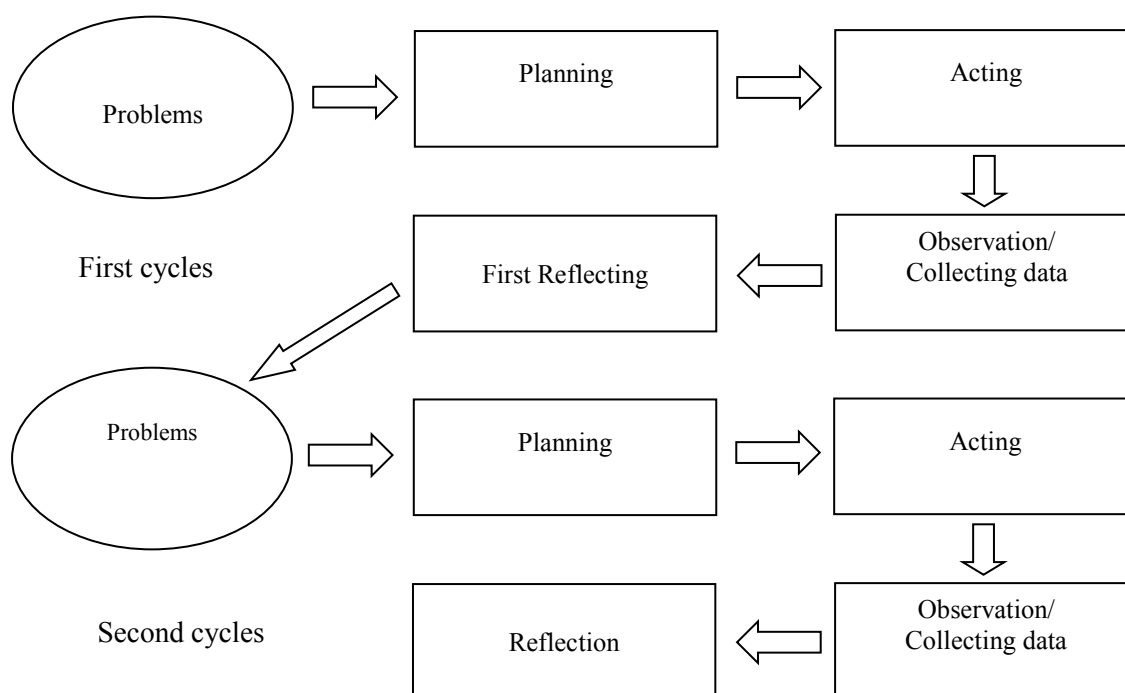


Fig 1: The Steps of Action Research

In the planning step, the researcher has indicated the problems and the way to resolve the students' problem. In the acting step, the researcher has acted based on the scenario. In the observation step, the researcher has observed the students using the observation list and has assessed the result of observation sheet using the learning activity sheet. The final step is reflection step. The researcher has evaluated and corrected the result from first cycles. Finally, the researcher has conducted the second cycles.

2. DISCUSSION

This research was action research aiming at applying *three step interview* to improve

students' ability in speaking. The techniques of collecting data were observation, questionnaire and test. The researcher had used the observation sheet to observe the teaching and learning speaking class. The observation had been done by the researcher when the teaching and learning continuing. The questionnaire had been done by the researcher to get information from students knowing their interesting, need, opinion about the teaching and learning of speaking class using three step interview. The last technique was test. The speaking test had been used by the researcher to measure the students' ability. The speaking score rubric can be seen in the table 2.

Table 2 Speaking Score Rubric

Aspect	Score	Description
Pronunciation	1	Pronunciation is unintelligible
	2	Errors in pronunciation are frequent and interfere with understanding
	3	Few errors in pronunciation but not interfering understanding
	4	Pronunciation is very clear and intelligible, almost no errors
Grammar	1	Grammar is almost entirely inaccurate
	2	Some grammatical errors that occasionally interfere with understanding
	3	Few errors in grammar that do not interfere with understanding
	4	No major grammatical errors.

Vocabulary	1	Vocabulary is almost entirely inaccurate
	2	Some lexical errors that occasionally interfere with understanding
	3	Few lexical errors that do not interfere with understanding
	4	No lexical error
Fluency	1	Speech halting and fragmentary; long unnatural pauses
	2	Speech frequently hesitant and jerky; sentences may be left uncompleted
	3	Speech generally natural and continuous; only slight stumbling or unnatural pauses
	4	Speech natural and continuous; no unnatural pause
Content	1	Unorganized ideas, a lot of missing parts of the information from the picture
	2	Ideas less organized, covers only the main information from the picture
	3	Ideas less organized, some missing parts of the information from the picture
	4	Ideas well organized, covers all of the information from the picture

1. Adopted from Yuliasri (2003: 106)

From first cycles and second cycles, the test has been done. The researcher has used the speaking score to measure the students' speaking ability. Below were the results of test:

Table 2: Result of Pre Test, First Test and Second Test.

No. Subyek	Pre test	First test	Second test
1	75.3	67.7	69.7
2	72.3	76.3	74.7
3	72.7	72.0	71.7
4	71.3	72.3	71.3
5	72.3	70.7	75.0
6	61.3	67.7	78.3
7	72.7	69.3	72.7
8	80.0	81.0	90.7
9	71.3	75.3	80.7
10	70.0	77.3	74.0
11	69.0	74.3	75.7
12	75.7	72.3	77.3
13	78.0	78.7	91.3
14	75.7	75.0	77.0
15	77.0	78.3	77.7
16	68.3	76.0	83.0
17	70.0	75.0	79.3
18	79.0	84.7	92.0
19	77.3	74.7	90.7
20	64.3	74.3	75.7

Table 3: The Average of Pre Test, First Test and Second Test

Test	Average	Differentiate
Tes 1	72.7	
Tes 2	74.7	2.0
Tes 3	78.9	4.3

From the table above, the researcher revealed that three step interview was helpful and effective to teach speaking materials. The success of three step interview was supported by the result of the questionnaire, observation sheet, and test. It was proven that the students have been motivated to speak English fluently.

2. References

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