The Effect of Three-Step Interview on Students’ Speaking Ability (A Pre-Experimental Research of 2nd Grade Students of SMAN 1 Kabawo)

Maulid¹, Nurnia², Alimin³
maulidfkip@gmail.com
¹,²,³Halu Oleo University, Indonesia

ABSTRACT
The aim of the study is to examine the effect of three-steps interview technique on students’ speaking ability. The design of the study was pre-experimental design. The population of the study was all of the students of second grade students of SMAN 1 Kabawo in academic year 2020/2021. The sample of the study was 29 students from class XI IPA 3 chosen by using purposive sampling. The instrument used oral test. The result shows that there is a significant effect of using three-step interview technique on speaking ability of the students. It can be seen from mean score of post-test 2.7069 and mean score of pre-test 1.8534. It means that the students’ speaking ability in English is improved. Besides, to prove the hypothesis, the researcher compares the t-test and t-table. The total of t-test is 9.44 and t-table is 2.048. So, t-test is higher than t-table. This shows that there is a significant effect of using three-step interview technique on students’ speaking ability at SMAN 1 Kabawo. It can be concluded that three-step interview technique is appropriate to be used in teaching speaking to the students at SMAN 1 Kabawo.

Keywords: speaking ability, three-step interview technique

1. Introduction

In language learning especially English, it will not be separated with the word of speaking. Speaking can be defined as a process of interaction and also meaning production which is used to produce, receive, and process the information (Burns & Joyce, 1997). Speaking also can be the ability to express the feelings each other to make a humble interaction to communicate. Further, Brown (2001) points out that speaking is the most important skill to be mastered. However, speaking English cannot be underestimated as a common thing because speaking English is not only about arranging sequence of ideas to make sure the listener understand about the information but also about using correct grammatical sentence. The students who usually can speak English well, can deliver their ideas and opinion to the others easily.

Besides, speaking can be an indicator that someone masters a language. According to Brown (2001), ability to master the speaking is the goal of learning language. When students master speaking and meet the foreign people around the world, they can communicate through speaking. Therefore, speaking is needed to be learned by the students.

However, based on the interview with the English teacher of SMAN 1 Kabawo, the researcher found that one of the common troubles of learning English skill at the
second grade of SMAN 1 Kabawo is speaking. Speaking is one of the important skills to be mastered by students. The fact that, students’ speaking skills is not good enough and some of them in every class cannot speak well with their friends. They are difficult to build communication with their friends. If the students make a problem, they never practice their speaking in their everyday life. Some factors that make the students are difficult to speak English are lack of vocabularies, lack of knowledge in grammar and pronunciation, and feeling afraid. Consequently, they cannot speak confidently.

Based on the problem above, the researcher recommends three-step interview technique to overcome the problem. Three-step interview includes one of the cooperative learning techniques that allow students to interact each other in a team. Barkley, Cross, and Major (2005) stated that three-step interview allows students in pairs to be involved in taking turns in the interview each other, ask a student for some questions regarding assessment of competing claim values, and also produce the best conclusion. Such technique involves students in participating in the group and can increase students’ speaking ability.

Besides, Kagan (1994) states that three-step interview is one of the cooperative learning models which is labeled with A,B,C, and D. Each student is required to choose another student to be the partner. In the first step, each student interviews partner to ask some questions in order to know their partner’ answers. Then, it is followed by the second step where take turn partners. In the last step, each student tells the response of the partner to their group. It can help the students to be more active to speak because each student has role to interview and share information.

Moreover, Ur (1997) states that the technique of three-step interview can give the same opportunity to each member to talk. Learner is trained to be responsible with their task independently to express their opinion, improve motivation, feel depend each other. Thus, the warmth in the class can be created and students can involve themselves into small social interaction. Tendency to be an egoistic people can be reduced little by little.

Some previous researches have been done to improve students’ speaking ability. First, Siti Asniar (2011) entitled Speaking Improvement through Three-Step Interview Technique (an Action Research in Eleventh Year of Senior High School 4 Kendari). She used classroom action research as a research design. The material that she used was personal pronoun and simple past tense in sentences. Second, Wulan Sari (2020) entitled The Effect of Three-Step Interview Technique on Speaking Ability of SMAN 1 Palang. Research design used was quasi experimental design and the material used narrative text. The previous researches above are similar to the research that the researcher conducted, namely three-step interview on speaking ability. The differences of this research from the previous researches are research design and material. In this study, the researcher used pre-experimental design with the material was asking, giving and responding to an opinion.

Based on the explanations above, the researcher is interested in conducting a research entitled “The Effect of Three-Step Interview Technique on Students’ Speaking Ability (A Pre-Experimental Research of 2nd Grade of SMAN 1 Kabawo)”

2. Methods
This research used a quantitative approach with pre experimental design. In pre experimental research design, the researcher used one group only with pretest and post-test. The researcher compared between the result of the pretest and posttest to know the effect of three step interview on students’ speaking ability.

The population of this study was the second grade students of SMAN 1 Kabawo on the academic year 2020/2021. Total of the second grade students of SMAN 1 Kabawo was 179 students. In this study, the researcher used purposive sampling technique to select the sample. This research involved 29 students of XI IPA 3 as the sample of this study. The researcher chose the sample because the speaking ability in XI IPA 3 grade students was low.

To collect the data the researcher used pretest and posttest in the form of oral test. The instrument used topics in oral test of expression of asking, giving and responding to opinions were “Online learning” and “Online game”. Online learning was for pre-test instrument and online game was for post-test. To collect the data, there were three sections with six meetings. They were pretest, treatment and posttest. In the first meeting, the researcher conducted the pretest. The second meeting, third meeting and fourth meeting were treatment. In the fifth meeting, the researcher conducted the posttest.

The students’ result namely pre-test and post-test was analyzed by using SPSS. The researcher used frequently of statistics to analyze students’ mean, mode, range, standard deviation, maximum score, and minimum score. The researcher used inferential statistic to see the hypothesis whether it was accepted or rejected.

3. Results
The following table illustrates the difference score between pretest and post-test.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.8534</td>
<td>2.7069</td>
<td>0.85</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>0.70874</td>
<td>0.92839</td>
<td>0.488791</td>
</tr>
<tr>
<td>Maximum</td>
<td>3.50</td>
<td>5</td>
<td>1.5</td>
</tr>
<tr>
<td>Minimum</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The Table shows the minimum, maximum, mean, and standard deviation of both pre-test, post-test. It can be seen that the mean of pre-test is 1.8534, the mean score of post-test is 2.7069 and the mean score of gain score is 0.85.

The researcher also concludes the hypothesis by comparing between value t-test and t-table.

<table>
<thead>
<tr>
<th></th>
<th>t-test</th>
<th>Symbol</th>
<th>t-table</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>DF=(n-1)</td>
<td>0.05</td>
<td>9.44</td>
<td>&gt;</td>
<td>H0= Rejected H1= Accepted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>a Value</th>
<th>t-test</th>
<th>Symbol</th>
<th>t-table</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-1</td>
<td>28</td>
<td>2.048</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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It can be concluded that the value of \( t_{\text{test}} \) (9.44) is higher than the value of \( t_{\text{table}} \) (2.048). In other words, there is significant effect of using three-step interview technique in teaching speaking in SMAN 1 Kabawo.

4. Discussion

The findings of this study suggest that the minimum score of pre-test is 1.00 and maximum score is 3.50 with the mean score of pre-test is 1.8534 and the minimum score of post-test is 1.00 and maximum score is 5.00 with mean score of post-test is 2.7069. Based on the descriptive statistic, students’ speaking ability was improved. It can be seen the result of mean score of post-test is higher than pre-test. It means that three-step interview can give improvement on students speaking ability. Second, the finding of inferential statistic showed the hypothesis of H1 is accepted. It can see with the score of \( t_{\text{test}} \) (9.44) is higher than \( t_{\text{table}} \) (2.048). So, the researcher concluded that there is a significant effect of three-step interview technique on the speaking ability of the second grade students at SMAN 1 Kabawo.

The researcher believes that the students’ speaking ability is improved because three-step interview technique applied in the classroom. At first, the students were confused what they did in speaking and also they were not brave to speak. After applying three-step interview technique in the classroom, the students were more active in speaking because every student could build communication among the others by asking, giving, and responding to opinion. Kagan (1992) states that three step interview is a technique for enhancing students’ oral communication that can be used as an ice breaker or a team building exercise for team members to get to know one another. He also states that three step interview is able to develop higher thinking skills, to promote a positive attitude toward the subject matter, teacher and peers, to create an environment of active learning, to involve explanatory learning, and make students stay on task more and are less disruptive. Bennett et al (2001) state that three-step interview is effective to encourage students to share their thinking, to ask questions, and to take notes. It works with three students per group, but it can be modified for group of four. Besides, it is supported by previous study done by Sitti Asniar (2011) that three-step interview can make students speaking ability better. Therefore, three-step interview is effective to be used in teaching speaking ability at second grade students of SMAN 1 Kabawo.

The other factors that might influence the result of this study is the material which is not difficult. It is because the teacher taught about opinion with the topic was Tiktok and Facebook. It was not difficult for the students to share their ideas about the topic since they were familiar with.

5. Conclusion

Based on the finding of the study, it can be stated that there is significant effect in teaching speaking by using three-step interview technique on students’ speaking ability. The students’ score who are taught by using three-step interview technique get the highest mean score in speaking ability in terms of fluency and accuracy. Moreover, in teaching speaking by using three-step interview technique, the students
can be more active to make conversation. The students did not feel confused to make conversation by asking, giving, and responding to their friends’ opinion in the group. In conclusion, Three-Step Interview is effective to be used to improve students’ speaking ability in SMAN 1 Kabawo.

References