

## Three Steps Interview in Teaching Speaking Skill for EFL Learners

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### Abstract

This study aimed at examining the effectiveness of Three Steps interview in Teaching Speaking Skill for the tenth graders of *MA Mu'allimat NW Pancor* in the school year 2016-2017. The problems formulated in this study were (1) Is the Three Steps Interview effective in teaching speaking for the tenth graders of *MA Mu'allimat NW Pancor* in the school year 2016-2017? (2) How is the effectiveness of Three Steps Interview in teaching speaking for the tenth graders of *MA Mu'allimat NW Pancor* in the school year 2016-2017? This research applied pre-experimental design. The population was the tenth graders of *MA Mu'allimat NW Pancor* consisted of 7 classes. The present researcher took one class as the sample which consisted of 28 students in X IPA 2 as the experimental class. To collect the data, a pre-test and a post-test were given to the students for the tenth graders. To analyze the data, the present researcher applied SPSS 22 for windows. After submitting the data to paired sample t-test, the present researcher found that there was significant difference in the mean scores between the pre-test and the post test,  $t (df = 27) = 16.5$  at  $p < .01$ , meaning that the null hypothesis was rejected and the alternative hypothesis was accepted. Three Steps Interview is significantly effective in teaching speaking for the tenth graders of *MA Mu'allimat NW Pancor* in the school year 2016- 2017. Considering the process and the results of this research, the present researcher suggests that the English teacher should use Three Steps Interview in Teaching Speaking.

**Keywords:** three steps interview, speaking, asking and giving opinion

### 1. Introduction

Language is a tool of communication that is used by someone in his/ her life. The communication may not exist face to face orally, but sometime may take place effectively in written form. Therefore, language is very important. By using language, people will express their ideas, thoughts, information, feeling and desire. Language is used to express meaning. System of the expression of meaning, the primary function of language is for interaction and communication. Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to

establish rules and maintain our culture. As the research knows, language is arbitrary use depending on situation where the user of the language stays.

English is an international language, students in Indonesia learn English language as a foreign language, it is started from Elementary School up to University, because it is important for developing the science. Studying English is not an easy matter for many students since English is a foreign language for them. Moreover in mastering English, there are four language skills that should be taught in teaching English, and one of them is speaking. Speaking is one of the language skill in oral form to express the speakers' idea to everybody else. People who have ability in speaking will be better in sending and receiving information or message. Speaking is process of building and sharing meaning through the use of verbal and nonverbal in various context.

There are many problems in teaching speaking. First, students always do the mistake in grammar and pronunciation aspect. They do not pay attention to the sentence structure and correct pronunciation. Second, the students are afraid of making mistake in speaking English, it indicates that the students have limited vocabulary. Third, the teachers only give the material, like completing, reading dialogue and written form. Lastly, the teachers dominantly teach the students using Indonesia language. So, it cannot increase students' speaking ability.

In order to get good speaking skill, the learners are demanded to comprehend and get the message from the speakers. The students and the teachers should be aware of the vital rules of speaking skill in the foreign language. In teaching speaking, the teachers also should be able to provide interesting topics, technique, method etc. This can motivate them to speak more because speaking skill emphasizes student's ability to speak as much as possible. Interesting topics, technique or method may relate to their environment and life. In addition, the teacher has to instruct them but the teacher does not give correction to their speaking directly. It fosters them to be confident to explore their ideas so that the students are not afraid of making mistake when the students speak in the classroom.

One of many good techniques in teaching speaking is Three Steps Interview. Three Steps Interview is a cooperative structure in which members of team interview one another on a particular topic. Brown (2004, p. 167) states that oral production the first thing that come from mind is an oral interview. A test administrator and a test taker sit down in a direct face to face to exchange and to process through protocol of questions and directives.

Three Steps Interview gives opportunities for students to become more active in learning in the class activities or in their environment and to gather students in a conversation for analysis purpose and new information. Three Steps Interview will provide some more experiences for students. Three Steps Interview makes students become more interest, because students will practices the lesson directly, so students will be easy to memorize the materials. Hopefully, the teaching and learning process may run smoothly and effectively, after learning English students will hopefully be able to get working knowledge of English which can be applied as a means to grasp the science of the university, most of which are speaking in English.

Based on the technique above, the present researcher was inspired to conduct the study entitled “Three Steps Interview in teaching speaking skill for the tenth graders of MA Mu’allimat NW Pancor in the school year 2016-2017.

## 2. Method

This research was categorized into a pre-experimental design. It meant that, the present researcher investigated and analyzed the data, which was obtained after giving the treatment to the subject. This research was aimed at knowing the effectiveness of Three Steps Interview in teaching speaking. Therefore, the present researcher used pre-experimental research by using one group experiment. Here, the present researcher took one class from the number of population. In this case, the present researcher selected the sample by using cluster random sampling technique with lottery method, it meant that taking sample without defining to strata of population. The present researcher wrote down the number of whole classes in a small paper as a lot. Then those lot were put in a glass with a small hole. After that, the glass shaken and fallen lot was the sample. To be clearer it was shown in the sample was taken from class X IPA 2 which consisted of 28 students.

To measure the student’s speaking ability, the reseacher used speaking test. The students were asked to describe a picture, than the students were asked to answer the question orally. Here the researcher used speaking rubrics to assess the students speaking that adopted from Moedjito (2015) where the speaking ability is measured by ten criterias as follow: intelligibility, fluency, lexical accuracy, grammatical accuracy, sound accuracy, word stress, adjustment in connected speech, intonation, and rhythm, fluency.

In collecting the data, present researcher took the data from pretest and posttest. Pretest was administered to the subject before applying Three Steps interview in teaching speaking. Meanwhile posttest administered after applying Three Steps Interview in Teaching Speaking.

In analyzing the data, Descriptive analysis used to know the mean and standard deviation of students’ scores in speaking test. To know the effectiveness of Three Steps Interview in teaching speaking, the present researcher used Paired-sample T-Test to test the hypotesis with the assistance of SPSS Statistics 22 for Windows.

## 3. Results

After calculating the data, the present researcher found the result of the lowest score of the pre-test was 24 and the highest score was 52, while in the post-test, the lowest score was 44 and the highest score was 68.

The result of the data calculation showed that the mean score of the pre-test was 37.57 and in the post-test was 53.86. It meant that, the mean score in the post test was higher than the pre-test. Meanwhile, the standard deviation of the pre-test and the post-test were 9.51 and 7.81 respectively.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	28	24	52	37.57	9.51

Posttest	28	44	68	53.86	7.81
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Based on the data gained of the students' speaking skill, it indicated that the existence of a tendency of that mean score after doing the treatment was higher than before the treatment where the mean score of post-test was higher than the during score of pre-test. But the researcher did not know whether the result was effective or not, so it was necessary for the researcher to do t-test.

### 1. Normality Testing

The data was said to be normal if the values of the significance level of pre-test and post-test were more than the values of the significance  $p = .05$ . According to the result of One-Sample K-S, all of the values of Kolmogorov-Smirnov Z in pre-test and post-test where the values of the significance  $p = .05$ . The value of Kolmogorov-Smirnov Z in pretest was .20 while the value of Kolmogorov-Smirnov Z in posttest was .05. It implied that the data was normal.

### 2. Homogeneity Testing

This test was conducted to know that the data was homogenous. Moreover, the data was said to be homogenous if the values of the level significant was greater at  $p = .05$ . The Homogeneity test using One-Way ANOVA. The result showed that Levene's statistic test = 1.16, at  $p = .29$  (see Appendix 08). In other word, the data was homogeneous because the significant level was higher than .05.

### 3. Testing Hypothesis

Testing hypothesis was conducted to know whether null hypothesis accepted or rejected. To analyze whether there was a significant difference in the mean score between the pre-test and the post-test, the present researcher used a paired-samples t-test to get answer of the hypothesis. After performing a paired-samples t-test, the present researcher found that there was a significant difference in the mean scores between the pre-test and the post-test,  $t_{test} = 16.5$  at  $p < .01$ . It meant that, the null hypothesis was rejected and alternative hypothesis was accepted. It proved that, Three Steps Interview was effective in teaching speaking for the tenth graders of MA Mu'allimin NW Pancor in the school year 2016-2017.

Based on the above explanation and table, it could be seen that there was difference between students' speaking after and before treatment was implemented. Mean of the students' score after Three Steps Interview had been implemented was higher than mean of students' score before treatment was implemented.

T-test was used to know the difference between two means. The result of the study has discovered that there were a significant difference in the mean score between the pretest and the posttest,  $t (df=27) = 16.5$  at  $p < .01$ .

It could be concluded that Three Steps Interview was effective in teaching speaking for the tenth graders of MA Mu'allimat NW Pancor in the school year 2016-2017.

#### 4. Discussion

In this part, the present researcher described about the purposes of this research. The purposes of this research were knowing: (1) To know whether or not Three Steps Interview effective in teaching speaking for the tenth graders of MA Mu'allimat NW Pancor in the school year 2016-2017. (2) To know how the effectiveness of Three Steps Interview in teaching speaking for the tenth graders of MA Mu'allimat NW Pancor in the school year 2016-2017.

After submitting the data to paired samples t-test, the present researcher found that there was a significant difference in the mean scores between the pre-test and the post-test, that were obtained from the same questions or the same test. The value of level of significance was lower than the level of significance. It meant that, the null hypothesis was rejected and alternative hypothesis was accepted. Thus, it could be concluded that Three Steps Interview was effective in teaching speaking for the tenth graders of MA Mu'allimat NW Pancor in the school year 2016-2017.

The present researcher elaborated the result of this research that Three Steps Interview was effective in teaching speaking for the tenth graders of MA Mu'allimat NW Pancor in the school year 2016-2017. The students become vibrant in the classroom and they were able to speak based on the topic given by present researcher.

Klippel (1987, p. 25) Interviews are a good compensation. If you divide your class up into groups of three and let two students interview the third, then the time spent of practicing questions is increased.

Suhadi (2010, p. 12) Three Steps Interview is an effective way to encourage students to share their thinking, ask question, and take notes. It works best with four students in one group. Interview the other friends, then report about the other information in front of the class. In this process a small group, firstly students are pleased the work together. First person interview to the second person. And so on the contrary second person interview and ask to the first person. The furthermore step is first person make a resume from the second person talk and so the second person, resume the first person talking about.

These theories are supported by this research's result that Three Steps interview was significantly effective with teaching speaking for the tenth graders of MA Mu'allimat NW Pancor in the school year 2016-2017.

#### 5. Conclusion

Based on the results, the present researcher concluded briefly, some conclusions as follows: The student's mean score of experimental group in pre-test is lower than post-test meaning that Three Steps Interview was effective in teaching speaking. Three Steps Interview was significantly effective in teaching speaking for the tenth graders of MA Mu'allimat NW Pancor in the school year 2016-2017. It could be seen from pre-test mean score was 37.57 while the mean score of post-test 53.86. It meant that, post-test was higher than pre-test.

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