

THE EFFECTS OF THREE STEP INTERVIEW STRATEGY TOWARDS STUDENTS' SPEAKING ABILITY

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Abstract: This research was aimed to know the positive effect of Three-Step-Interview strategy towards students' speaking ability. The research was experimental research and was categorized quasi experimental especially nonequivalent control group design. The population of the research was the first semester students of hotel at Akademi Pariwisata Mataram consisting of six classes. Two classes were selected as the samples; those were IE and IF. They were drawn using cluster random sampling technique. Experimental group was treated using Three-Step-Interview strategy, and control group was treated using Think Pair Share strategy. The technique used for data collection was an interview. The result of the test was scored by speaking scoring rubric. Then, the scores were analyzed using t-test formula. According to the analysis, it showed that the value of t_o (t obtain) = 2.31 is higher than the value of t_t (t table) = 2.00 at the level of significance of 5% and the degree of freedom (df) 58. Therefore, it can be concluded that there was significant difference between speaking scores of students taught by using value Three-Step-Interview strategy and taught by using Think Pair Share strategy. In other words, Three-Step-Interview strategy has positive effect towards the students' speaking ability.

Key Words: Three Step Interview, Strategy, Speaking Ability.

INTRODUCTION

Speaking is a productive skill to express ideas, thoughts, messages and feelings (Bailey, 2005: 124). This skill comprises producing systematic verbal utterances to convey meaning that involves producing, receiving, and processing information. When a speaker wants to speak, he or she expresses not only to show how to use language, but also to respond in a communicative way to other speakers. Therefore, in speaking class, English teachers should not only teach speaking just as a repetition or drill or memorization of dialogues, they have to improve students' communicative skills. It means that teacher should manage speaking class in various contexts, so students are able to communicate in English clearly and efficiently

Basically, language will be used to speak; in this case English brings some difficulties to the learner of English as a foreign language. There are some difficulties which can be found in speaking. One of them is difficulty in pronouncing or saying the words, using appropriate stress or intonation. If we make an error in pronouncing the

words, it will cause the change of meaning in those words. So, it can make the speaker misunderstand the message. In education field, the researcher found teachers always dominate class by giving less chance to the students to practice their speaking in the class; the media of teaching learning process do not support them. Actually, in teaching learning process teacher should give more chance to the students in exploring what they gain from their teacher. The Three-Step-Interview strategy recognizing and respecting differences of opinion is a useful disposition to have. It is useful for students to stand up for their beliefs even when friends disagree. The Three-Step-Interview strategy is intended to help the students to develop their communication, teambuilding, mastery, or thinking. It means the Three-Step-Interview strategy can be used as a strategy to explore concept in depth through the students' role, creating simultaneous accountability. In other words Three-Step-Interview strategy may give more chance to students to speak.

Speaking Ability

Speaking is like any other skill, such as driving or playing musical instrument; the more practice you get, the more likely it is you will be able to chunk small unit into large one (Scott Thornbury, 2005: 6). Learning to speak in a second language is representing a long process. Students should carefully repeat example or imitate the teacher, to get confidence in their ability to speak the second language, the students may memories some basic sentences and practice them in oral drill as preliminary to actual conversation. Speaking ability is very important to hold an oral communication with others must be practiced very much. The ability consists of: (a) Ability to certain sounds in combination that be able to be recognized. (b) Ability to associate the meaning with the object and the words become a symbol or label for the object.

Speaking is an interchange of thought, feeling emotional expressions, speech or writing form of language, but is commonly and the most effectively is done by speaking. The essential principle should be considered in learning speaking are:

- a) Physical to readiness to speak
The ability to speak depends on the maturation of the speech mechanism
- b) Mental readiness to speak
Mental readiness to speak is depending on the maturation of brain. Especially in association areas of the brain.
- c) A good model to imitate
The students learn to pronounce words and combine them in learning to speak would difficult. Their potential and final result correct sentences if the students have good model to imitate from their milieu, speaker on radio or television or actors on the movies.

The real speaking is unpredictable part of language. Therefore Alan Mathews (1989:24) suggests to give learns of language to have had practices in handling the predictable thing, so that they become properly prepared for real communicative situation. This case can be done through some effective techniques of teaching conversation would be very useful to the students.

Teaching Speaking

Many language learners regard that speaking ability is the measure of knowing a language. These learners define fluency that it is the ability to converse with others, much more than ability to read, write, or comprehend oral language. They regard speaking as the most important ability they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. In terms of speaking capability also; it is the most crucial part of language, because without having speaking, the learners will impossible to achieve language competence in terms of fluency.

Thus, Grace (1998: 11) states that languages learners need to recognize that speaking involve three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding in not required (interaction/relationship building)
3. Social and cultural rules and norm (turn-taking, rate of speech, length of pauses between speakers, relative roles

of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation (Grace, 1998: 11).

Cooperative Learning

Cooperative learning is the one that the teachers can use to stimulate student to acquire knowledge as well as interpersonal and team skills. It helps to promote student to student interaction via working in small groups to maximize their learning and reach their shared goal (Brown, 1994: 81). In addition, Sharan (1980: 242) states cooperative learning is a set of instructional strategies which employ teams pupils to promote peer interaction or cooperation for studying academic subjects.

Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups, and rewarded according to the group's success, not the success of an individual member. It can be concluded that cooperative learning is a strategy where students divided into groups, and working together to achieve group's success.

Three-Step-Interview

Three-Step-Interview strategy is student interviews their partner and then each student share with teammates what they learned (Kagan & Kagan, 2009: 6.25). Each team receives their own set of question of problem cards. Three-Step-Interview strategy is usually done with open-ended thinking and discussion questions, but it is also great for content mastery and review too.

The researcher concludes that Three-Step-Interview is a strategy in English teaching in which the students learn in an imaginary situations or respond to questions in order to develop the students for communication, teambuilding, mastery, or thinking. The situations are made as a real life situation in other the students know the functions of English in real life, so Three-Step-Interview strategy gives every teammate a role in the questioning and answering process. This keeps everyone actively involved and every teammate gets their turn to answer a question.

RESEARCH METHOD

The design that was used in this study is a quasi experimental research especially is nonequivalent control group design. In this research, the researcher divided the sample into two classes, namely experimental group and control group. In experimental group, the students were treated by using Three-Step-Interview strategy and in control group the students were treated by using Think Pair Share strategy. The schemes of experimental of this study are figured outs by the following table:

Table 1. The Scheme of Research

Group	Pre-Test	Treatment	Post-Test
Experimental	O ₁	X (Three-Step-Interview)	O ₂
Control	O ₃	--- (Think Pair Share)	O ₄

Where:

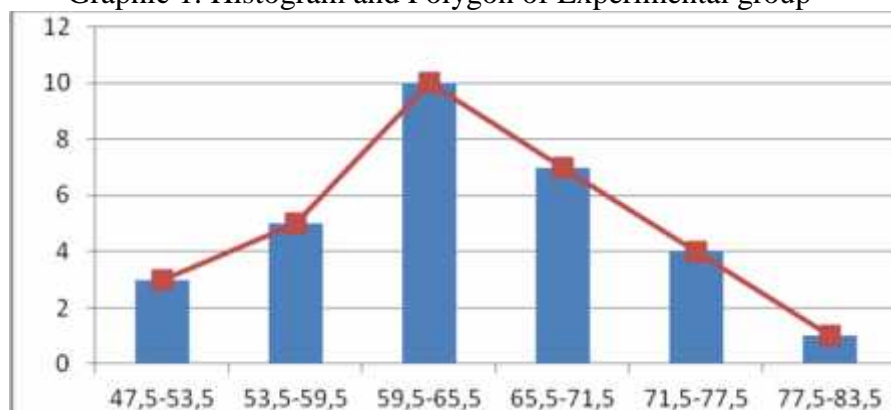
- X : Treated by using Three-Step-Interview
- : Treated by using Think Pair Share
- O₁, O₃ : Test before treatment
- O₂, O₄ : Test after treatment

In this case, the population of this study was the first semester students of hotel at Akademi Pariwisata Mataram in Academic Year 2015/2016. There are six classes of the first semester with 210 students. In taking the sample in this research used the sample based on the classes or cluster sampling. The researcher had selected two classes as the sample those are E class and F class and the researcher divided them to be experimental group and control group. E class was as an experimental group that consists of 30 students and F class was as a control group that consists of 30 students.

Table 2. Frequency Distribution of experimental group

No	Class limits	Class Boundaries	Mid Point	Tally	Frequency	Percentage
1	48-53	47,5-53,5	50.5	III	3	10.00
2	54-59	53,5-59,5	56.5	IIII	5	16.67
3	60-65	59,5-65,5	62.5	IIII III	10	33.33
4	66-71	65,5-71,5	68.5	IIII II	7	23.33
5	72-77	71,5-77,5	74.5	IIII	4	13.33
6	78-83	77,5-83,5	80.5	I	1	3.33
TOTAL					30	100

Graphic 1. Histogram and Polygon of Experimental group



The data description of control group shows that the highest score was 68 and the lowest was 28. The mean score was 43.86, the median was 46.4,

The instrument that was used in this research is an interview to measure the students' speaking ability. Both groups will be tested by the same tests. Since there are 5 items and each is scored 1 to 5, so the maximum raw score is 25. The technique of data analysis employed descriptive analysis that consists of mean, median, mode and standard deviation and inferential statistic that is t-test. And the result of t-test will be compared with t-table.

RESEARCH FINDING AND DISCUSSION

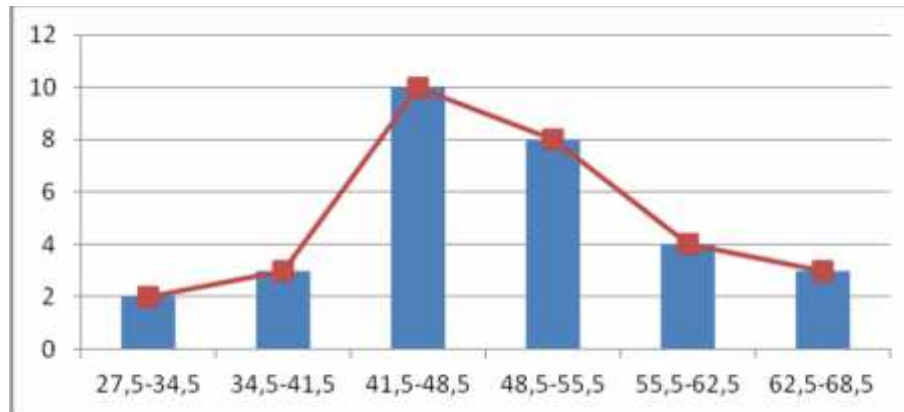
The data description of experimental group shows that the highest score was 80 and the lowest was 48. The mean score was 64.13, the median was 63.7, the mode score was 63.25, range was 32 and standard deviation was 4.69 and the frequency distribution of the data was as follows:

the mode score was 46.94, range was 40 and standard deviation was 2.40 and the frequency distribution of the data was as follows:

Table 3. Frequency Distribution of control group

No	Class limits	Class Boundaries	Mid Point	Tally	Frequency	Percentage
1	28-34	27,5-34,5	31	II	2	6.67
2	35-41	34,5-41,5	38	III	3	10.00
3	42-48	41,5-48,5	45	II III	10	33.33
4	49-55	48,5-55,5	52	II III	8	26.67
5	56-62	55,5-62,5	59	III	4	13.33
G 6	63-69	62,5-68,5	66	III	3	10.00
r	TOTAL				30	100

Graphic 2. Histogram and Polygon of Control group



The test was given to the students before the researcher treated the students by using Three-Step-Interview strategy in speaking. It was intended to know to what extent the students' speaking ability before the treatment was given, and the post-test was given after the researcher gave treatment for both groups by using Three-Step-Interview strategy for experimental group and Think Pair Share strategy for control group. After the researcher obtained the data from students score the next step was analyzing the data, and the result of students score has been analyzed by used statistical computation.

The mean score of experimental group was 64.13, the mean score of control group was 43.86. The median score of experimental group was 63.7, the median score of control group was 46.4, the mode score of experimental group was 63.25, the mode score of control group was 46.94, and after that the researcher calculated the standard deviation, and the result of standard deviation of experimental group was

4.69, and the standard deviation of control group was 2.40.

The result of mean, median, mode and standard deviation score of experimental group were higher than control group it means that the strategy that was used in experimental group has positive effect than the strategy that was used in control group proved by the t-test.

It is found that the t-table indicates: $t\text{-test } 2.31 > t\text{-table } 2.00$. Based on the research finding it shows that alternative hypothesis (H_a) is accepted and null (H_0) is rejected. So, using Three-Step-Interview strategy has positive effect towards the students' speaking ability, because strategy that used by researcher is compatible in teaching speaking.

It is proved by a class that thought by Three-Step-Interview strategy has better in speaking ability than class that thought by Think Pair Share strategy proved by t-test. The students were motivated to speak English in the classroom because all the activities of the Three-Step-Interview strategy involved and forced all

students to speak. In other, the students responded the strategy was enjoyable, interesting to improve their speaking. They felt happy and more confident to speak. The students' enthusiasm was showed from the field note during teaching and learning process in the class.

CONCLUSSION AND SUGGESTION

Based on the data analysis, it was found that the result of t-test higher than t-table; 5% ($t_{\text{test}} 2, 31 > t_{\text{table}} 2, 00$). It means that the alternative hypothesis (H_a), which teaching by using Three-Step-Interview strategy has positive effect towards the students' speaking ability is ***accepted***. And the Null Hypothesis (H_0), which teaching by using Three-Step-Interview strategy does not have positive effect towards the students' speaking ability is ***rejected***.

In teaching English, especially speaking ability, the teacher should apply variety of strategy, so, the students will get interested in learning English. The teaching and learning process should fulfill of the relevancy, objective, and it will stimulate the students' creativity. Three-Step-Interview as a strategy is expected to be used for the teacher to teach in speaking because this strategy is motivate,

enjoyable, required to all students to more active and enthusiastic in teaching-learning process.

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