IMPLEMENTING THREE STEPS INTERVIEW TECHNIQUE IN TEACHING LEARNING SPEAKING ACTIVITY

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Abstract

In Indonesia, English is a foreign language. English should be learnt by the students in every levels education in this country. No wonder, speaking is one of language skills that should be mastered by students especially in globalization era. However, several foreign language learners face some difficulites in learning speaking. This study was to answer the problem and to show the improvement after the implementation of Three Steps Interview technique in teaching learning process at eleventh grade students of SMAN 6 Surakarta in 2017/2018 academic year. The method of the study was classroom action research which was conducted from January until February 2018. To collect the data, test (oral test) and non-test (interview, observation, and documentation) techniques were employed. Meanwhile, t-test was used to analyze the data . The result of the study proved that Three Steps Interview technique gave significant improvement to the students' speaking skill. It was seen from the result of the mean score of post-test 2 was 74.41 better than 64.14 in post-test 1 and the 47.71 in pre-test. Meanwhile, the result of analyzing the t-test between pre-test and post-test 1 were 15.06 and post-test 1 and post-test 2 were 11.87. Based on the fact above, it can be conclude that Three Steps Interview technique was one of alternative technique to improve students' speaking skill in teaching and learning process. Not only showed the improvement trough the data, but also it made the class condition more conducive and built the student's cooperation together during teaching learning process.

Keywords: Speaking skill, Action Research, Three Steps Interview.

Abstrak

Di Indonesia, bahasa Inggris adalah bahasa asing. Bahasa Inggris harus dipelajari oleh siswa di setiap tingkat pendidikan di negara ini. Tidak heran, berbicara adalah salah satu keterampilan bahasa yang harus dikuasai oleh siswa terutama di era globalisasi. Namun, beberapa pelajar bahasa asing menghadapi beberapa kesulitan dalam belajar berbicara. Penelitian ini adalah untuk menjawab masalah dan untuk menunjukkan peningkatan setelah penerapan teknik Three Steps Interview dalam proses belajar mengajar pada siswa kelas XI SMAN 6 Surakarta di 2017/2018 tahun akademik. Metode penelitian ini adalah penelitian tindakan kelas yang dilakukan dari Januari hingga Februari 2018. Untuk mengumpulkan data, tes (tes lisan) dan teknik non-tes (wawancara, observasi, dan dokumentasi) dipekerjakan. Sementara itu, uji-t digunakan untuk menganalisis data. Hasil penelitian membuktikan bahwa teknik Wawancara Tiga Langkah memberikan peningkatan yang signifikan terhadap keterampilan berbicara siswa. Itu terlihat dari hasil nilai rata-rata post-test 2 yaitu 74,41 lebih baik dari 64,14 pada post-test 1 dan 47,71 pada pre-test. Sementara itu, hasil analisis uji-t antara pre-test dan post-test 1 adalah 15,06 dan post-test 1 dan post-test 2 adalah 11,87. Berdasarkan fakta di atas, dapat disimpulkan bahwa teknik Wawancara Tiga Langkah adalah salah satu teknik alternatif untuk meningkatkan keterampilan berbicara siswa dalam proses belajar mengajar. Tidak hanya menunjukkan peningkatan melalui data, tetapi juga membuat kondisi kelas lebih kondusif dan membangun kerja sama siswa bersama selama proses belajar mengajar.

Kata kunci: Keterampilan Berbicara, Penelitian Tindakan, Wawancara Tiga Langkah.

INTRODUCTION

English language is the most used for other people in entire world. By English language, people are able to know, to share, to interact with other people across nations. That's why most people learn it either as a second or as a foreign language. In Indonesia, English is taught to the students as a foreign language. It is because the mother tongue of society in Indonesia is Bahasa Indonesia and also English is not used to communicate in daily life. Even tough English as a foreign language (EFL), it becomes popular subject of learning in all levels than others languages. There are four skill in learning English. There are some obstacle faced by foreign language learners in mastering four languages skill of English especially in speaking.

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing the information. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)* (Burns & Joyce 1997). Therefore, it can say that speaking as a skill is playing significant role for the learners who studied English especially as a foreign language.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood what the opposite speakers said. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, English teacher can use a technique. According to Nunan (2003:275) "Use technique that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.

There are several obstacles that faced by foreign language learners in senior high school levels especially SMA N 6 Surakarta. They could not pass the minimum score or KKM *(Kriteria Ketuntasan Minimum)* for English lesson is 72. On the other hand, the average score of the students especially in XI MIPA 4 was 68. The students were not able to pass the minimum score (KKM) of teaching learning English was caused by 3 aspects. There were from the way the teacher delivered the material, managed the class and having interaction among the students during teaching learning process. On the other side, it comes from the students aspect. They lacked of vocabulary, ungrammatically sentences, paused during spoken activity, missed pronunciation in some words. Realizing the phenomenon above, there must be a solution which is able to solve the problem. If the students can increase their English speaking skill, they will be passed the minimum score (KKM) of teaching learning English.

To answer the problems above, there must be activity using a technique that is able to encourage the students' interest in teaching learning English. Three Steps Interview technique (TSI) is one of alternative to exchange the teaching learning process be more active, interactive and conducive. Its because TSI has some benefits neither for the teacher nor the students. Bennet & Rolheiser (2001:167-171) states that Three Steps Interview has 3 advantages when it is applied in teaching learning process. They are: 1) TSI enhances many other instructional strategies for students. 2) It can involves simultaneous accountability information. 3). TSI can promotes listening, communication skills of learners. On the other side, Three Steps Interview technique have some steps in implementing in classroom activity. Kagan(1994:35) states students interview their partner and then each share with teammates what they learned with applying steps as follows : 1) The teacher provides the interview topic. 2) In pairs, Students A interview student B. 3) Pairs switch roles, Student B interview student A. 4) Round Robin : Pairs pair up to form of

groups of four. Each student, in turn, shares with the team what he/she learned in the interview.

The aims of the study is to know the improvement of students' speaking skill at eleventh grade students of SMA N 6 Surakarta in 2017/2018 academic year after the implementation of Three Steps Interview technique and to describe the class activity during the implementation of Three Steps Interview at eleventh grade students of SMA N 6 Surakarta in 2017/2018 academic year.

RESEARCH METHOD

This study was conducted at SMAN 6 Surakarta in 2017/2018 academic year. It is located at Jl. Mr. Sartono No. 30, Nusukan, Banjarsari, Surakarta, Central Java. It was held on January until February 2018. Meanwhile, the subject of the research was the students of eleventh grade students of SMA N 6 Surakarta which consisted 28 students. The method of this study was Classroom Action Research (CAR). According to Watts (in Ferrance 2000:1) "Action Research is a process in which participants examine their own educational practice systematically and carefully using the technique. There were six steps in conducting Classroom Action Research. They are : Identifying , Planning, Implementing, Observing, Reflecting, and Revising. The study was conducted in two cycles with two meetings in each cycle. The data were collected through test and non-test. This study used oral test in pre-test, post-test 1, and post-test 2 in collecting the data. Therefore, this study used observation, interview, photograph, and documentation in collecting the non-test data. To know the result the tests analyzed using non-independent t-test. Those are the phases to answer the problem whether there was a significant improvement students' achievement after implemented the action.

RESULT AND DISCUSSION

This study showed the result of the use of Three Steps Interview technique to improve students' speaking skill at eleventh grade students of SMA N 6 Surakarta

2017/2018 in academic year. The study was conducted in two cycles. Meanwhile, in each cycle consisted of a steps consisting of identifying the problem, planning, implementing, observing, reflecting, and revising the overall plan.

The students did pre-test before implementing the technique. It aimed to measure how far the students' speaking skill and to identify the students' problem during pre-test. The pre-test was to promote some advertisement either goods or services orally. The mean score of pre-test was 47.71. It was caused by students' abilities were less in speaking skill which related the comprehension the material, grammatically sentences, arranging the vocabulary, pronunciation and fluency. The result was unsatisfied and it need to reach or over the minimum score or KKM *(Kriteria Ketuntasan Minimum)* of English lesson in SMA N 6 Surakarta is 72.

This study used Three Steps Interview technique to improve students' speaking skill at eleventh grade students of SMA N 6 SURAKARTA. Cycle one was conducted on January, 23rd 2018 up to February, 13th 2018. Meanwhile, cycle two was conducted on February, 23rd 2018 until February, 28th 2018. In each cycle consisted of four steps as follow: 1) Planning the action, 2) Implementing the action, 3) Observing the action, 4) Reflecting the action.

Three Steps Interview technique gave the significant improvement of students' speaking skill and it shown during the teaching learning process and the students' score. It was seen that the improvement can be described as follows: 1) The students grammar, vocabulary and comprehension improved. Based in the result of the pre-test, students felt difficult in arranging the vocabulary orally. Then, it also looked the way their express the idea with ungrammatical sentences during speaking and some of them felt difficult to understand the material. On the other hand, the result was different and it showed the improvement of those aspects after the implementation of Three Steps Interview technique. It can be seen from the score neither in the post-test 1 or post-test 2. 2) The students' pronunciation

and fluency also improved too. It can be shown based the result of the pre-test that the students' pronunciation and fluency were less. Most of students of XI MIPA 4 come from suburban city, no wonder their mother tongue was very dominant. Then, it influenced student' pronunciation during speaking activity. Even though, the different result was occurred after the implementation of Three Steps Interview technique. The students had minimized errors of those aspects in speaking activity.

The improvement was also seen from the mean score in each cycles. The mean score of pre-test was 47.71, then the mean score of post-test 1 was 64.14. Based on the mean score above, It can be conclude that the mean score of post-test 1 is better than pre-test. To know the significant differences in very test, this study also used t-test formula to calculate the number. The result of t- test of non-independent, it was discovered at the significant level existed in 5%. Its because the table (t_t) of 28 students was 2,064. Beside, t obtained $(t_o)_1$ was 15,06. So, It could be concluded that $(t_o)_1$ was better than t_t. It can be proven on the table below:

Table 1. Result of Cycle 1

The Mean of Pre-test	The Mean of Post-test 1	T-value of cycle 1
47.71	64.14	12.87

The students' improvement of speaking skill was not only existed between pre-test and post-test 1, but also happened between post-test 1 and post-test 2. Its because in Cycle 2, There Steps Interview technique elaborate with two applications either installed in the laptop/PC or in student's smartphone. The mean score of post-test 1 was 64.14, meanwhile the mean score of post-test 2 was 74.71. After comparing the mean score above, the mean score of post-test 2 was better that the mean score of post-test 1. It also proven with the level of significance 5% the t table (t_t) of 28 students was 2,064 and the obtained $(t_o)_2$ was 11,87. It can be conclude that there was a significance improvement between the score of post-test 1 and post-test 2 because the $(t_o)_2$ was more higher than (t_t). It also can be seen on the table below:

Table 2. Result of Cycle 2

The Mean of Post-test 1	The Mean of Post-test 2	T-value of cycle 2
64.14	74.71	11.87

The improvement was not only seen on the result among the cycles, but also in the activities during teaching learning process. Three Steps Interview technique can help students be more active, built their corporation, and created conducive during teaching learning process. The students was able to exercise individually through 2 applications in their own house. So, they were able to learn by using the technique and those applications in another day.

CONCLUSION

Through this study, Three Steps Interview technique gave the significant improvement in student's speaking score. It can be seen from the mean score of each cycles. First, the mean score of pre-test was 47.71 and in post-test 1 was 64.14. So, the treatment in cycle 1 was successful. Second, the student's speaking score was also improved in post-test 2. It proven that the mean score of post- test 2 was 74.71. After comparing between both mean score, it means that the mean score of post-test 2 was higher than the mean score of post- test 1. Based on the mean score above, it can be concluded that the student's score in speaking skill was improved significantly.

Not only the student's speaking score was improved, but also the condition of the class was be more conducive during teaching learning process. For example, the students be more active either work in pairs or in group, students is able to apply the Three Steps Interview technique in society.

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