

The Effect of Three-Step Interview Technique on the Students' English Speaking Achievement

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ABSTRACT

This research was dealing to find out the effect of the three-step interview technique on the students' speaking achievement at the English Department of University of Muhammadiyah Sumatera Utara. This research applied a basic time-series design as a quasi-experimental research design. In collecting the data, the researcher used three times treatments with three topics based on the second-year students, administrated the posttest after the three treatments given and scored between two raters are taken the average to be the final score that was analyzed. From the score of posttest I it was found that the lowest score was 35 while the highest score was 78. Then in posttest II the scores improved from 45 (the lowest score) to 83 (the highest score) then last the score significantly improved from 60 to 87. The mean of each posttest also increased. Based on students' mean score, the ability of students in speaking on the treatments increased 10.55 points from the 1st posttest to the 2nd post test and 4.45 from the 2nd posttest to the 3rd posttest. Based on the result and graphic line, it can be said that there is a significance of students' speaking achievement from tests after being taught through Three – Step Interview technique.

Keywords: *speaking, three – Step interview technique, time series design*

INTRODUCTION

Speaking English is often viewed as the most demanding skill from other skills and even evaluated as the success in language learning. It implies that speaking is a very essential need for students than having good speaking skills is a priority for students nowadays.

In the teaching-learning process, however, there are still many problems faced by students when they attempt to speak English with others. They are their lack of motivation, interest, and confidence and the fact found that their vocabularies in English are still limited in expressing their feeling. Those problems happened as well in the English department of the University of Muhammadiyah Sumatera Utara. The dominant cause was their low confidence in speaking English. They had many things to say but had no sufficient vocabulary. Therefore they could not express their ideas, arguments, and opinions in English spontaneously during the teaching and learning process. Then their reluctant feeling appeared because they were afraid to make mistakes or shy of accepting the negative response when they were given questions by the lecturer.

Hidayati (2013) described how role play technique improved students' motivation in speaking class. This technique is in line with the three-step interview for conducting speaking practice among the students. Moreover, the combination is not only limited to those techniques. Other techniques are available to combine such as Time-pair share with a three-step interview technique. Kagan and Kagan (2009) stated that many cooperative techniques like Timed-Pair-Share and Three-Step Interview are designed to maximize oral communication development and ensure

each student has the opportunity to talk and listen. The three-step interview requires groups of three or four students to take turns interviewing, responding, and recording to a question that invokes the sharing of opinions, experiences, emotions, etc (Cohen et al, 2004). Besides, Three-Step Interview covers interpersonal aspects such as team building, social skills, communication skill as well as the academic like knowledge building and thinking skills

Several empirical studies have examined the same research concern related to the effect of the three-step interview technique on the students' English speaking achievement. For example ((Rahma Deni, 2018) studied the effect of its technique by conducting the experiment classes. While another research conducted by (Nurfritri et al., n.d.) stated that this strategy was effective for the students because they could deliver the descriptions with good accuracy and fluency. Presenting the materials, modeling three-step interview, interview in pairs, reversing roles, and sharing in teams enhanced students' pronunciation, correct use of present tense, and appropriate use of vocabulary. The same technique was also applied in the study (Nurul Kamaliah* Usman Kasim Zulfadli A. Azis, 2018) due to English speaking achievement. This study had the same result that the three-step Interview technique effectively improved the students' achievements in ESL speaking skills as well as providing many other benefits for the students. Others ((Zainuddin, 2018) (Candraloka, 2016) (Indah Sari, Yufrizal, & Simbolon, 2013)(Irawati, n.d.)(Indah Sari et al., 2013) examined the use of this three-step interview technique that varied into some procedures of the research. Then Kaptiningrum (2016) and Saifuddin (2013) showed how Three-Step Interview could enhance students' speaking ability by giving more opportunities to the students to work together in pairs and in teams to support each other's learning. Specifically, the findings similarly analyzed how effective this technique on the students' speaking English achievement and proposed the necessity of lecturers' ready supports by diversifying their teaching activities. This study intends to adjust those findings and proposes the necessity of lecturers' ready supports by diversifying their teaching activities.

This basic time-series design research aimed to find out the effect of the three-step interview technique on the students' speaking achievement at the English Department of University of Muhammadiyah Sumatera Utara. The result is expected to give beneficial contribution practically to the other English lecturers then its finding hopefully could enrich the teaching techniques to be applied in teaching English in the classroom, especially in improving the students' speaking problems in fluency aspect

METHOD

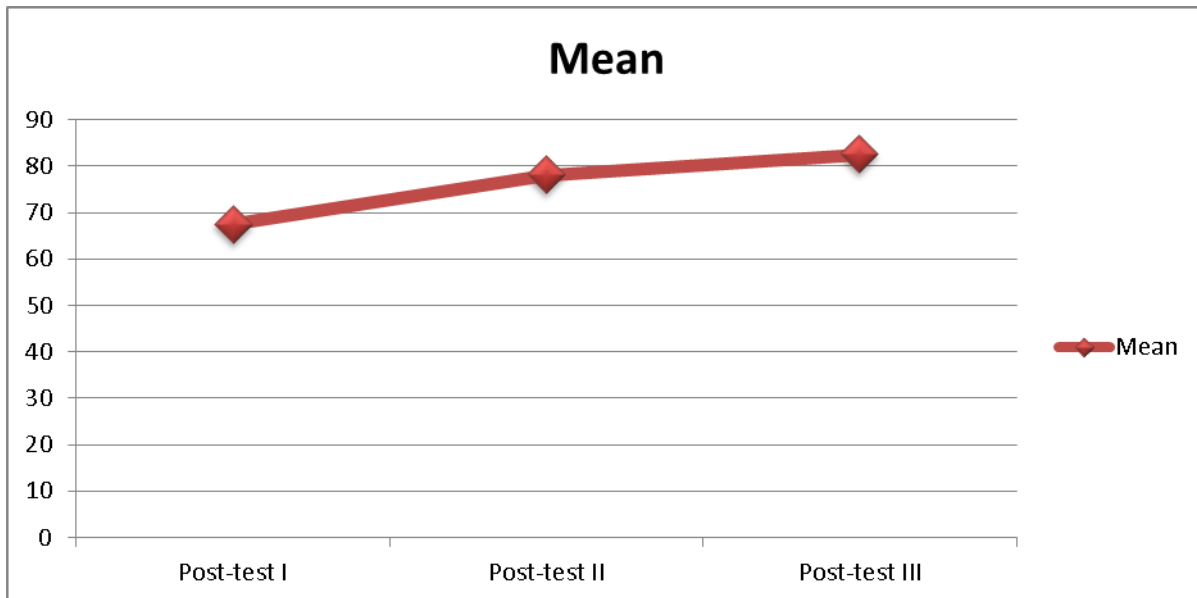
This research applied a basic time-series design is a quasi-experimental research design in which a dependent variable is measured at many different points in time in one group before and after a treatment that is manipulated by the researcher is administered. One class was taken as an experimental group taught by the three-step interview technique. In collecting the data, the researcher used three times treatments with three topics based on the second-year students, administrated the posttest after the three treatments given and scored between two raters are taken the average to be the final score that was analyzed. The focused of speaking skills that had been assessed were; pronunciation, grammar, vocabulary, fluency, and comprehensibility.

RESULT AND DISCUSSION

The result of post-test I, II, and III were drawn below then analyzed the improvement of students' speaking ability after the treatments.

Test	N	The lowest score	The highest score	Mean
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Post-test I	40	35	78	67.50
Post-test II	40	45	83	78.05
Post-test III	40	60	87	82.50



The graphic shows that the line goes up after getting the treatment. From the score of posttest I it was found that the lowest score was 35 while the highest score was 78. Then in posttest II the scores improved from 45 (the lowest score) to 83 (the highest score) then last the score significantly improved from 60 to 87. The mean of each posttest also increased. Based on students' mean score, the ability of students in speaking on the treatments increased 10.55 points from the 1st posttest to the 2nd post test and 4.45 from the 2nd posttest to the 3rd posttest.

Based on the result and graphic line, it can be said that students' speaking achievement is significant from test after being taught through The three – Step Interview technique

In this time-series design research, the treatments hold an important role to help the students' achievement in speaking. In each treatment, the three-steep interview technique was applied in teaching speaking. From the score, the result was significantly improving as well. The finding of this research supports the previous study (Utami, 2010) that the three-step interview technique could improve the students' speaking ability after observing the students' average score in the post-test. From the researcher's observation in the teaching-learning process in each treatment, it could be seen that on the first treatment the students were still feeling reluctant and not confident in expressing their ideas. They were still adapting to this technique but then on the second treatment, their motivation in speaking was increasing. This was caused by this technique was quite interesting and fun for them. Some shy students start to move up, blended with their friends and enjoyed the class. It happened during the third treatment as well. The class became so live then the lecturer also got enthusiastic to teach them. This observation was also supported by the improvement of the post-test score too. It was concluded that the Three-Step Interview could improve the students'

speaking achievement and help the students' problems during the treatment of teaching-learning process.

CONCLUSION

From the findings it was concluded that Three – Step Interview improved the speaking ability. It was seen from the improvement of posttest I (67.50), II (78.05), III (82.50).

The significant improvement was also proven by the students' response during teaching-learning process. Their enthusiasm in practicing interview showed how they enjoyed the class. So that this three-step interview technique is strongly recommended to be applied in teaching speaking by carefully selecting the appropriate and enjoyable topics for them. The number of students also should be as the big consideration to apply this technique.

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