

## The Impact of Three-Step Interview towards Students' Speaking Skill at the Eleventh Grade of Senior High School Adhyaksa 1 Jambi

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### ABSTRACT

*This research was made to find out whether there is any good impact after the Three-Step Interview Method was applied to the students of the eleventh grade of Senior High School Adhyaksa 1 Jambi. This research used quantitative method, and true experimental design to approach the students with pretest-posttest control group design. Through simple random sampling technique, the researcher took 48 students as the sample of this research, with the total population of 140 students. XI MIPA 1 was chosen as the control class and XI MIPA 2 as the experimental class. The technique of distributing the data was speaking test where the students were asked to give their opinion using English through the given case, with pre-test, treatments, and post-test. This research used t test as the data analysis technique with Statistical Package for the Social Sciences (SPSS) for Windows version 21 program. The results that were found in this research are: (1) students' speaking skill taught by using the Three-Step Interview method reached the mean of 20,00; (2) students' speaking skill taught by using the normal group discussion method reached the mean of 19,21; (3) students' speaking skill taught by using the Three-Step Interview method is higher than students' speaking skill taught by using the normal group discussion method with a value of Sig. 0.000 > 0.05. Therefore, there is a significant impact in using Three-Step Interview for the students' speaking skill.*

**Keywords:** Three-Step Interview, Speaking Skill

### INTRODUCTION

Language is the means by which people communicate with one another and comprehend one another, language mostly different from one region to another. English is an international language, through learning English, it will help us to communicate across the world, it is also a dominant business language which makes the possibility of getting hired by a multinational corporation is higher, travel and study abroad would be easier, it also gives access to multiple cultures.

Unfortunately, there is a presumption among Indonesian students that learning English is hard and wasting time, so it makes the students' willingness in learning decreased. Another main cause of how challenging it is to study English is the lack of facilities at the school. Hence, the material presented by the teacher are often cannot be understood as easily by students.

Speaking aims for the listener to understand what we intend to say. According to the students, there are few things that make it challenging for them to speak English fluently. Firstly, the students feel finding the supportive environment to practice their English is hard. Secondly, their motivations are still low. Thirdly, lack of knowledge. These are why teacher should create the healthy and interesting

environment which would support and help the students in practicing their English. Using new method could attract the students to practice their speaking skill, the method that this research wants to examine is Three-Step Interview, a cooperative learning method that enables and encourages group members to deeply internalize a particular idea.

Throughout this method student not only it can give good impact to their speaking skill but also their cooperative skill, communication skill, even their listening, and understanding skill towards the new information that they heard, this could even strengthen their relationship with their friends. That is why Three-Step Interview Method would be good for the students. Hopefully, from applying this method student would become more confident in speaking English, become more attracted to practice, and their speaking skill would also improve.

### REVIEW OF THE RELATED LITERATURE

#### Concept of Speaking

According to Leong and Ahmadi (2017), "Speaking is not only just saying words through mouth (utterance) but it means conveying message through the words."

Especially, the fact that words can mean different things depending on the situation. There are also some circumstances that require the speaker of that language to choose a formal choice of words

According to Zuraidah Mohd Don. (2020), "The students know how to use the language, but cannot describe the grammar they have learned, or explain what they do when they pronounce words." Which is why making them understand the concept of speaking is crucial. Thus, it is a job for the English teacher to make sure that the students recognize each part that is important for improving their English speaking skill, to obtain accuracy in grammar, vocabulary, and context. Since evaluating speaking abilities is also thought to be more challenging than that of other language abilities.

### **Aspects of Speaking**

According to Brown (2001), "There are some aspects of speaking that should be mastered if the people want to speak well. The aspects are accent, grammar, vocabulary, fluency, and comprehension that should be mastered by learners in order to have better speaking skill." Mastering these aspects will definitely help the students to have better skill in speaking English, because all these aspects have really big roles in improving their skills.

#### **1. Vocabulary**

According to Hornby (2006), "Vocabulary is all the words that a person knows or uses and it is all the words in a particular language." Vocabulary is the choice of words on how to express our thoughts and feelings, there are a lot of words that have different meaning, eventhough they have the same form (e.g: fair (pucat), fair (adil), thus it depends on who is using it and what is the context.

#### **2. Grammar**

According to Scott Thornbury (1999), "Grammar is an analysis of the form of the sentences which has meaning." Grammar is basically the word structure to form a sentence, it describes on how the language works. The forms of sentence that grammar creates help the readers or the listeners to understand the meaning behind it easily, and make it easier for them to tell when it is happened, whether in the past, present, or even future. With learning grammar, the sentences that students produce

will become more accurate, thus it will make them sound more vivid.

#### **3. Fluency**

According to Bailey (2003) and Byrne (1986), "Fluency is defined as the ability to use the language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication." By speaking confidently without a doubt or too many fulfilling words, it would make it easier for us to convince the audiences considering the way we speak fluently. Understanding the topic deeply will help us in delivering the messages to our audiences, since we have mastered the content. Hence, the way we produce the words would sound fluent.

#### **4. Accent**

According to the sociolinguist definition, an accent is "A manner of pronunciation peculiar to a particular individual, location, or nation." Accent is not just regional, in some cases it could involve information about the speaker's ethnicity, and this also called social accents which include the speaker's socio-economic and educational background as well.

#### **5. Comprehension**

According to Hornby (1995), "Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of language in written or spoken." This means, comprehension can be defined as the person's ability to listen, read and speak with understanding. To understand the context of the given topic, listening or reading the case with paying so much attention really helps to absorb the information better. It helps us notice certain details which could lead to the solution of the problem.

### **Teaching Speaking**

According to Brown (2007), "The principles for teaching speaking are depend on the objective, focus on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, the students opportunities to initiate oral communication, and encouraging the development of speaking strategy." This means it is important for the teacher to motivate and encourage the students

to practice their English. Through giving them correction and feedback, it will help their English to become more accurate. Thus, the students would become more fluent in speaking English.

According to Mackey (2007), "Teaching speaking involves three areas of knowledge: the first is pronunciation, grammar and vocabulary." This means in order for us to teach speaking for the students, we should make sure they understand how to pronounce the world correctly, the arrangement of the sentence, and what is the meaning of the word that they want to speak in English.

### **The Concept of Three-Step Interview**

According to Kagan (2009), "Three-step interview is the strategy to help students personalize to appreciate their ideas and think based on their paraphrasing about what they have learned from the interviewee." Three-Step Interview is also a part of cooperative learning, because in here the students need to share information by working together as a team mate to learn the material, they are also responsible for their teammates' learning and their own selves. They need to discuss about their opinions and combine it to decide for the better solution. This can also improve their critical thinking, because all of them take turn sharing their thought about the material given.

As we all know, almost every person has different personal way of thinking; this could widen their scopes of solution, and create the environment that could imitate real life communication outside of class. Thus, it will make them become more innovative in finding the solution. They could also get to know each other along the way and understanding the material given in depth. By using this method, students can also learn how to work in a team, synthesizing the information that they hear from their teammates, and value each other's opinions. There are some students who still feel afraid to share their thought with the teacher, throughout this method they can learn to become more confident with their opinions, and their teammates could help them to convey their ideas.

According to Johnson, Johnson, and Smith (1991), "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning." This is the method

where the students work together to combine their ideas to find or create solution. It helps the students to strengthen their bond with one another because they are required to do the work together.

### **The Implementation of Three-Step Interview**

According to Kagan (2009) the procedures of Implementing Three-Step Interview method in classroom are: 1.) The teacher forms a group of four students and labels them. It may be A, B, C, or D; 2.) The teacher then pairs A and B students together also C and D students; 3.) The teacher may present a topic to the student; 4.) The students are paired up in order to conduct the interviews; 5.) Student A interviews Student B, then student C interviews student D; 6.) The students switch roles; 7.) After that, each team member discusses with the others what they learnt from the two interviews.

This method is made to maximize oral communication development and make sure the students have the opportunity to talk, listen, and even write about each other's opinion. To implement this method, teacher should let the students to explore about the questions that usually being asked by the interviewer and the reason behind those questions, since the students' going to take the roles as the interviewer and interview.

### **METHODOLOGY**

A quantitative research design was applied in this research. According to Creswell (2013), "Quantitative research is a type of research that explains a problem by collecting numerical data and analyzing it using statistics." Some advantages in using this method, such as: the result can be compared statistically, repeating the study is possible.

This research used True Experimental design to approach the students with pre-test and post-test control group design, since this research intended to know if there is any impact of Three-Steps Interview towards students' speaking skill. According to Mubarok (2015), "The design is called true experimental design because the researcher can control all external variables that affect the experimentation."

The Senior High School Adhyaksa 1 Jambi City students that enrolled in the eleventh grade of MIPA classes are the population of this

study, 78 students make up the population as a whole. For the sample, this research used cluster sampling technique. Due to the improved accessibility of potential sample group participants, a larger sample size can be utilized. XI MIPA 1 and XI MIPA 2 are the chosen class, XI MIPA 1 as the control class and XI MIPA 2 as the experimental class.

In collecting the data, this research used pre-test, treatments, and post-test. Before giving the treatments, the researcher gave pre-test to the students in order to know the students' English speaking skill. The pre-test and post-test are held by gathering the students in some groups that consist of 4 students, they will be given the same topic or case, and they are asked to discuss it with their classmates. To evaluate the students' speaking ability, this research used a scoring system that was modified and aligned with Hughes (1989). Accent, grammar, vocabulary, fluency, comprehension are the aspects in this rubric score. Minimum score per aspect is one, while maximum score is six.

There are restrictions on how the total score can be used to categorize students' achievement, the maximum total score for speaking is 30, and the minimum total score is 6. As a result, only those students who receive a final score of at least 6 can pass the test. For the treatments that will be applied on Experimental Class only, the researcher will introduce the students to the Three-Step Interview method, giving them motivation and tips on how to be more confident in speaking English, then give students different cases so that they can practice their speaking skill with their friends; this will also improve their critical thinking, learn new vocabulary, learn to pronounce the words, and get used to speak in English. In analyzing the data, the researcher collected score based on the aspect from Hughes (1989) rubric score, which are: accent, grammar, vocabulary, fluency, comprehension. The data was taken based on pre-test and post-test results. Thus, this research wanted to find out the significant impact towards students' speaking skill after Three-Step Interview Method was applied. The scores were analyzed statistically by using t test, with SPSS (Statistical Package for the Social Sciences) and Microsoft excel.

**FINDINGS AND DISCUSSIONS**

This research was conducted at the Eleventh Grade of Senior High School Adhyaksa 1 Jambi, with the agreement from their headmaster and the English teacher of the chosen class as well. XI MIPA 1 as the control class, and XI MIPA as the experimental class.

This research operated in six meetings (pre-test, four times treatments, post-test). The pre-test started on November 16th 2022, the treatments started from January 6th to January 20th, 2023, and the post-test on January 25th, 2023. The English teacher of the chosen class is the validator in scoring the students' speaking level.

This research analyzed the data by applying t-test analysis to prove the hypothesis of this research. According to Creswell (1994), "Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable." The Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_a$ ) is accepted if  $Sig. \leq (\alpha=0.05)$ , which means there is significant impact in students' speaking skill after using Three-Step Interview Learning Method with the students that being taught without using this method. The Null Hypothesis ( $H_0$ ) is accepted and Alternative Hypothesis ( $H_a$ ) is rejected if  $Sig. \geq (\alpha=0.05)$ , which means there is no significant impact in students' speaking skill after using Three-Step Interview Learning Method with the students that being taught without using this method. The result of hypothesis test of this research, as follows:

**Table 1**  
**Hypothesis Test Results**

Paired Samples Test							
Mea n	Paired Differences				T	df	Sig. (2-tailed)
	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower r	Upper r			

XI MIPA 1	pretest	- ,375	,770	,157	-,700	-,050	-	2	,026
	- post test						2,38	3	
XI MIPA 2	pretest	-	1,849	,377	-	-	-	2	,000
	- post test	3,12			3,906	2,344	8,28	3	
		5					0		

According to the table 12, Sig. value XI MIPA 1 is 0,026. Meanwhile Sig. value for XI MIPA 2 is 0,000. Which means  $H_0$  is rejected and  $H_a$  is accepted for the experimental class (XI MIPA 2), since the value of Sig. 0.000 less than 0.05. Therefore, there is good impact in using Three-Step Interview towards students' speaking skill at the eleventh grade of senior high school Adhyaksa 1 Jambi.

Based on the data received which were already calculated, there is improvement in students' test results after the treatment that is Three-Step was applied. The mean score of pre-test results in experimental class (XI MIPA 2) was 16,88 while for the Post-test was 20,50. Hence, the mean score increased 3,125 points.

This proven that students' speaking skill has significant improvement after the Three-Step Interview Method was applied. Some students who usually went quite during group discussion were asked to give their opinion about the case given, this made them practice their speaking skill, and their friends were also helping them by correcting each other's mistakes in speaking English. Thus, this made the students' get used and more fluent in speaking English; by the end this has finally improved their post-test results.

After the treatments were applied, students that rarely talked in group discussion became more confident. Since they were asked and obligated to give their opinions to another student in their group, they could get used to talk in English. This method also taught the students to value each other's opinions, and see through other perspective when they were facing the problem given.

Based on the point above, the researcher recommends to try using this method in group discussion assignments to make the student become more confident, and practice their English speaking skill often, this method could also improve the students'

comprehension skill to see how far they understand the case given, also attract the students to explore their thought, combine their ideas, which would lead to better critical thinking skill.

## CONCLUSIONS

After this researcher was conducted, the conclusions that can be obtained are the students became more confident in speaking English, learned new vocabulary and how to pronounce the words from their friends, valued each other's opinions, started to see in others perspectives, became closer to each other, improved their critical thinking, etc. Hence, it is proven that Three-Step Interview has a lot of advantages.

Students' speaking skill in the experimental class after they were being taught with Three-Step Interview method has improvement, the mean score for the pre-test result is 16,88, while the post-test result is 20,00. Thus, the mean score has improved 3,12 points. Students' speaking skill in the control class taught with using normal group discussion method has established as well. The pre-test result of XI MIPA 1 as the control class is 18,83, and the post-test result is 19,21 for the mean score.

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