



USING THREE STEPS INTERVIEW TECHNIQUE TO IMPROVE SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS

Silvia Wulandari¹ and Don Narius²

English Department

Faculty of Languages and Arts

State University of Padang

email: silviawulandarik9@gmail.com

Abstract

Kemampuan berbicara dalam bahasa Inggris adalah kunci utama untuk bisa berbahasa Inggris. Namun sebahagian siswa Sekolah Menengah Atas (SMA) masih memiliki kendala dalam hal tersebut karena kurangnya praktek berbicara terutama di dalam kelas. Selain itu, cara pengajaran *Speaking* yang monoton juga menjadi kendala bagi siswa, di mana pengajaran *Speaking* lebih memfokuskan pada teori atau buku. Hal ini membuat siswa tidak lagi fokus dan merasa bosan untuk belajar. Sehubungan dengan kenyataan di atas, maka penulis memilih menambahkan teknik yang bisa mendukung siswa untuk aktif dalam berbicara. Teknik yang akan dideskripsikan penulis dalam makalah ini adalah *three steps interview technique*. *Three steps interview technique* adalah salah satu teknik pada *Cooperative Learning* yang mampu membuat siswa bekerja berpasang - pasangan dan dalam kelompok. *Three steps interview* ini adalah cara yang efektif untuk mendukung siswa dalam membagi apa yang dipikirkan di saat diberi topik, pertanyaan, dan dapat disimpulkan bahwa *three steps interview technique* dapat diaplikasikan untuk meningkatkan kemampuan siswa dalam membaca.

Key Words: *kemampuan berbicara, sekolah menengah atas, tiga langkah teknik interview*

A. INTRODUCTION

Speaking is one of English skill that needs to be mastered by students. Many language learners in the world learning English to develop their proficiency in speaking. Referring to the statement, language learners' goal to learn English is to be able to speak English fluently. Speaking is needed for communicating with others especially in this globalization Era where English has become a universal language. That is why English Speaking becomes a compulsory course in any university in Indonesia offering English program as a major (Mairi, 2017).

¹Student of English Language Teaching Program of FBS UNP graduated on March 2017

²Advisor, Lecturer in Faculty of Languages and Arts, The State University of Padang



Speaking is related to oral communication where speaker and listener exchanging information and conveying the message. Therefore, in communication we do not only state a statement, but also reach the communicative goals of communication. Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves verbal communication and paralinguistic elements of speech such as pitch, stress, and intonation. Thus, in doing oral communication, we need to be able to use the language properly that includes both verbal communication and paralinguistic elements.

Since English is a foreign language in Indonesia, it is quite difficult for students who learn English to communicate orally. English is not part of their daily communication and also English is not their mother language. Therefore, the teachers should create an active speaking class atmosphere to stimulate students' motivation, likeness, curiosity, and develop students' acquisitions in learning English, as well as be creative enough to implement appropriate technique to make the students enjoy and comfortable with the activity in learning process.

Heaton (1978: 5) proposes, that learners must master three components of speaking: fluency, accuracy, and comprehensibility or appropriacy. There must be some efforts to select the effective techniques in teaching speaking and willingness to create and design interesting instructional materials that facilitate the achievement of the three speaking components. Good speaking activities should be extremely engaging for the students. As the result, they can enjoy themselves in a process of learning by being involved in activities.

However, it is not easy for students to master speaking skills. As a result, many students cannot speak English properly even though it already taught by their teachers at school. According to Syakur (1987:5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency. When I was doing teacher training in SMAN 1 Padang Panjang, there were some problems encountered by the students in mastering speaking skill. The first problem was that the students felt anxiety when learned it in the school, because English is not their own language. In learning and teaching process, sometimes the students thought that their teacher would be mad at them if they could not speak in English. As the result, the students were just being quiet and they contradicting when asked to perform by their teacher.

The second problem is that the students were lack of vocabulary. The students were lack of vocabulary because they did not have motivation to read books and they were less curious of new words. In the classroom, the students did not really pay attention to their teacher while explaining the materials. They were just writing what the teacher wrote in the blackboard. Sometimes, the students feel that English is a very boring subject to learn. Consequently they play with their friends in the classroom. They do not care about English, because it is not their own language. It was so hard for students to master and to remember the vocabulary.

The third problem is lack of interest from students. In school, not every student has interest in learning. There were some students who were very diligent but others are lazy with English and feel bored. Since English is not their daily language and the teachers taught English using old method. It makes the students do not interested in learning English. Usually, teachers just taught the students by

using the old methodology. Teachers always used the same strategy. Which teachers explained too much than asked students to practice their speaking ability in the classroom. For the speaking activity, teachers just asked the students to follow what teachers said and asked them to repeat the conversation or dialog. This activity caused the students feel monotonous and bored.

Based on the problems above, the teacher must create the situations that can make they students to learn and speak. The teachers should have interesting teaching techniques and appropriate materials for them. According to Salahuddin (2008:16), to develop the students' speaking skill, the classes will be ideal when there is a good communication and interaction in the class. The key success in communication and interaction is speaking well.

There are many kinds of techniques that can be used by the teacher to teach speaking in the classroom. One of the techniques is by using Three Steps Interview technique. A Three Steps Interview is defined as a cooperative learning technique which supports and motivate member of the group to acquire certain concept deeply. The aim of this technique is to gather students in a conversation and to encourage students to speak. This technique will facilitate students to develop their speaking skills because they have rival or people who can be invited by speakers, not only be passive but also becomes an active speaker. Therefore, "three steps interview" is one of effective techniques to encourage senior high school students speaking ability.

B. DISCUSSION

Three Steps Interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation and new information (Kagan, 1994). Based on the explanation above, there should be an effective technique to improve speaking ability. Due to what most English teacher of senior high school deliver the materials which is dominated by grammar focus, students cannot speak fluency because lack and use of spoken English itself. In line with it, this study is expected to prove whether a cooperative leaning Three Steps Interview is effective to improve students speaking ability.

Teacher's Preparation

Preparations and lesson plan are important before teachers teach the class and to make sure that teachers are guided with what they have planned. The teaching and learning activities will be successful if the teacher has a good preparation before starting the study in the classroom.

Applying Three Steps Interview in teaching speaking is very simple but skillful. Here, the teacher just needs to prepare the topic. In this phase, the topic is recount text which telling about a life of a person.

1. Preparing Material

The teacher should choose the topic based on the syllabus. In this case, the topic is telling about a life of a person. The writer suggest three steps interview being an alternative in teaching recount text to encourage speaking ability.

2. Preparing Media

After choosing the topic, the teacher should choose a media to present the material about recount text. In this case, the teacher can present the material through projector and laptop. Teachers prepare some pictures of famous people in the world. The pictures are used as the media to introduce the topic to the students. By using these media the teacher can activate the students' background knowledge about the topic and they can use their experience.

The teacher can also provide printed pictures if the class is not supported by the technology. The media should be prepared well so that the process of teaching and learning will run effectively. The picture below can be an example to introduce the topic.

3. Preparing a Lesson Plan

After selecting the material and preparing the media, the teacher needs to prepare a lesson plan. Lesson plan is a guideline for teacher so that the lesson runs systematically.

Procedures of Teaching Speaking recount Text by Using Three Steps Interview

In using this technique, the teacher can divide the teaching process into three stages, they are: pre-teaching, whilst-teaching, and post-teaching. This division will make the teacher easier to manage the time for each parts.

1. Pre-teaching

In this stage, the teacher should prepare the students, both psychologically and physically to join the learning process. The teacher needs to create a good atmosphere to make the students feel comfort and enjoy to study. The teachers can start by greeting the students and asking their condition to build a good relationship with them.

Teacher : "Good morning students".

Students : "Good morning, Mam".

Teacher : "How are you this morning?"

Students : "Fine, thank you. How about you, mom?"

Teacher : "I'm pretty well. Thank you. Well,.. I would like to check your attendance list first, who is absent today?"

Students : (students' response)

Teacher : "It's seem nobody absent today. Ok, very good."

After that, the teacher should check the student's attendance. Then, she has to review the previous lesson and recall what they have learnt from the last meeting and make a connection with the material that they are going to learn today.

Teacher : "Are you ready to study now?"

Students : "Yes Ma'am,....."

2. Whilst-teaching

Whilst-teaching is the most crucial part in teaching because the teacher will apply Three Steps Interview in this part. This is the core activity during the process of teaching and learning. According to scientific approach (2013), this

part are divided into five phases: observing, questioning, collecting information (experimenting), associating and communicating.

a. Observing

In this opening activity the teacher builds the background knowledge students by asking several questions related to their recount text materials. Thus, teacher should use interesting media to catch their attention. Here, the teacher presents the material through the pictures. By showing the interesting media related to the topic, the teacher can stimulate and activate students' background knowledge about the topic.

In this case, teacher presents a picture about Albert Einstein. In this phase, students should pay attention to the picture, and observe for a few minutes and write some questions about the picture to be asked to the teacher. Sometimes students difficult to think their background knowledge about the topic.

b. Questioning

In this phase, the students can ask the teachers or their classmates about the information in the previous story that they do not understand. For example about difficult words, grammatical structure, and generic structure.

Students : “ Mam, what does consider mean?”

Teacher : “It means “mempertimbangkan.”

Students : “What the meaning of obtained in the second paragraph, mam?”

Teacher : “ obtain is memperoleh”

c. Experimenting/Collecting Information

In experimenting, the teacher asks the students to find the answers of their questions. They should collect the information through available resources such as book, internet media, newspaper, magazine and so on. Here the teacher as a guide should lead all of the students to do their tasks.

Teacher : “ Now it’s time for you to find in some sources such as newspaper, magazine, and internet about biography of Albert Enstein.

Students : “ yes mam.”

d. Associating

In this phase, the teacher asks the students to share the answers and make a conclusion from the information that have been collected. They can associate information from some sources to make a good conclusion, then present their conclusion. After presenting the conclusion, the teacher has to correct their conclusion and give explanation about the material.

Teacher : “ what is the conclusion about the text ?”

Students : “So, the conclusion the story about albert Einstein is albert Einstein as the greatest scientist of the 20th century. Einstein was school in Catholic elementary school for three years. then he continued his study at Luitpold Gymnasium for junior and senior secondary

education when he was 8 years old. Then Einstein when to high school at the age of 21 years at the ETH (Technische Eidgenoessiche Hochschule). in 1940 Einstein worked at Princeton University and obtained official citizenship . He leaves a great work for the development of knowledge.

Teacher : “thanks students, so the orientation has in the first paragraph and the events in the middle paragraph and the last reorientation in the last paragraph.”

e. Communicating/Networking

Communicating phase is the best time for students to apply the new knowledge that already given by teacher. Here, the students present their conceptual understanding orally. The teacher uses Three Steps Interview. This phase First, the teacher asks students to work in pairs, one student should be the interviewer and others is the interviewee. Second, the interviewer ask the interviewee’s understanding about albert Einstein. After that, they switch the roles. For the final steps, the pairs pair up to form of four, the members share the partner’s respond with the group.

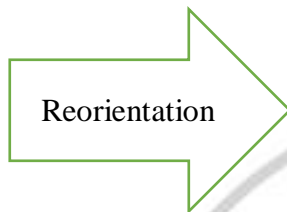
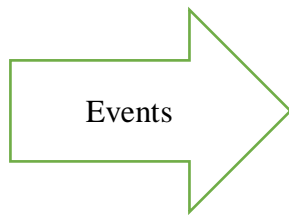
Teacher : “Before we start. First, I ask you to divide in pairs and I give you one topic about Albert Einstein. One student should be the interviewer and other is the interviewee”
Let see the text first.



Orientation

ALBERT EINSTEIN

Albert Einstein which is considered as the greatest scientist of the 20th century was born from a Jewish family in Ulm, Wurttemberg, Germany on March 14, 1879. His father is Herman Einstein and his mother is Paulina Koch. In this childhood, Einstein was not like to socialize with his friends and he was considered as a stupid boy. Although considered as stupid boy, he love mathematics and physics. When he was 5 years, Einstein was school in Catholic elementary school for three years. then he continued his study at Luitpold Gymnasium for junior and senior secondary education when he was 8 years old. Then Einstein when to high school at the age of 21 years at the ETH (Technische Eidgenoessiche Hochschule).



Albert Einstein got his decorate in 1905 after completing his dissertation, entitled “ Eine Neue Bestimmung der molecule Dimension” at the University of Zurich. Then he got the title of professor in 1909. Albert Einstein found theory of relativity which becomes inspiration for scientists after him.

In 1993 Einstein migrated along with his whole family to America because of Nazi in Germany. Einstein worked at Princeton University and obtained official citizenship in 1940. Albert Einstein felt sad when his work is used to make bomb that destroyed Hiroshima and Nagasaki city by the Americans. Einstein closed his age on april 18, 1995 at the age of 76 years at Princeton Hospital. He leaves a great work for the development of knowledge.

Students :” yes, mam”.

Teacher : the second steps “The interviewer ask the interviewee’s understanding about albert Einstein. And after that the should switch the roles”

First situation : student A as interviewer and student B as interviewee’s

Student A : “What do you think about Albert Einstein?”

Student B : “ Albert Einstein is the greatest scientist”

Student A : “ When was he born?

Student B : “ I don’t know when he was born.

Student A : “ Where did he go to school?

Student B :” At the ETH.

Second situation : student B as interviewer and student A as interviewee’s

Student B : “ Who is Albert Einstein?

Student A : “ Albert Einstein which is considered as the greatest scientist.”

Student B : “When he was born?”

Student A : “the 20th century was born from a Jewish family in Ulm, Wurttemberg, Germany on March 14, 1879.”

Student B : “ When did he get title of professor?

Student A : “ In 1909.

Teacher : “For the final steps the pairs pair up to form of four, the members share the partner’s respond with the group.

So, in this case the group one can pair with group two .the member of group one can explain the information that they got from their group.

The explanation of the group one’s member:

Albert Einstein which is considered as the greatest. Einstein was school in Catholic elementary school for three years. Then he continued his study at Luitpold Gymnasium for junior and senior secondary education when he was 8 years old. Then Einstein when to high school at the age of 21 years at the ETH (Technische Eidgenoessiche Hochschule).Albert Einstein got his decorate in 1905 after completing his dissertation, entitled “ Eine Neue Bestimmung der molecule Dimension” at the University of Zurich. Then he got the title of professor in 1909.

The explanation of the group two’s member:

Albert Einstein which is considered as the greatest scientist of the 20th century was born from a Jewish family in Ulm, Wurttemberg, Germany on March 14, 1879Einstein was school in Catholic elementary school for three years. Then he continued his study at Luitpold Gymnasium for junior and senior secondary education when he was 8 years old. Then Einstein when to high school at the age of 21 years at the ETH (Technische Eidgenoessiche Hochschule).Albert Einstein got his decorate in 1905 after completing his dissertation, entitled “ Eine Neue Bestimmung der molecule Dimension” at the University of Zurich. Then he got the title of professor in 1909.

Post-teaching

Now this is the last phase where teacher should make students enjoy more after doing activities. Teachers may ask students to make the conclusion. The teacher should mention that students’ must comments with positive attitude and just use words that build confidents to others.

Teacher: students now you must tell me the conclusion about what we have learned for today. Please raise your hand, who wants to explain the conclusion?

The summary of the teacher:

The writer have found the different responses of the students when they ask or interview their partner. The students can get another information and get the new vocabulary from the text. Then, students can ask what they don’t understand about what they have learned. The teacher gives feedback to the students toward the process and learning achievement, it can be like giving reward to every group that have presented their performance. Then, the teacher concludes or summarizes the lesson by her/himself or together with the students. The teacher reviews the activities that have been done consistently.

Teacher : “Well done students. I think you have understood about what biography is and you can identify about the generic structure. “Like we have learned before, generic structure in recount text are : orientation, events, reorientation. Biography is a kind of the personal recount text”

Teacher : Alright students, I think that’s all for today. See you next week.

C. CONCLUSIONS AND SUGGESTION

Teaching speaking is a very important skill in part of foreign language learning. However, speaking skill is not easy for the students even though speaking has been taught in school. There are many students who cannot speak English fluently. It is caused because of the students feel that they will make mistakes or anxiety in front of class. Therefore, the teachers have to be able to create a good atmosphere in teaching and learning process to pull students' motivation to learn and speak. Teacher should find interesting technique to interest the student to learn. The interest technique is *three steps interview*. *Three steps interview* is used to teach speaking ability, so that the students can speak English through this steps.

Three Step Interview is a good activity in developing students' speaking skill. It is very useful and applicable to use in speaking class. This technique is an effective way to make students speak during speaking class. It will give the students opportunity to practice their English skill.

Using Three Steps Interview is not difficult. Teacher only prepares some interesting topic. In pre-teaching, teacher activates students' background knowledge of the topic and gives some warming up questions. In this activity, teacher makes the students know what they will learn. In whilst-teaching, teacher explains about the teaching materials and using three steps interview. In post teaching, teacher asks students to make the conclusion. After that, teacher reviews and asks the students to summarize what they have learned. Here, the students can share their idea to another friend.

By using this technique, the students can develop their confidence because they have to speak in front of their friends and teacher. In addition, it also gives good impact to their fluency. This technique also becomes a good practice for specific lesson. At last, it is an interesting technique for students because the teaching learning process should be attractive and interesting in order to develop students' speaking ability in the classroom.

The teacher should have prepared well before the teaching process begin, for example the materials, syllabus and the aids to support her or him in explaining the topics. The teacher can use aids such as laptop, OHP, video, printed pictures and so on. The teacher must creative in choosing topics for this technique in order to make the learning process run well. The teachers also must give motivation to the students to be more active in expressing their ideas. Then, the important thing is the teachers have to make the class attractive and fun, so the students will not feel bored in learning process. Last, the teacher should give feedback to the students to evaluate the students' development.

The students should collaborate with their friends because three steps interview needs a pairs and good group working, so that the students must have a good group work. The students should use English when they got the topic. If there is something they do not understand regarding to the speaking in the step, the students should ask the teacher. The students should not be ashamed because this steps makes the class felt relax and ambition.

NOTE: This article is written based on the writer's paper under the supervision of the advisor, Drs. Don Narius, M.Si.

BIBLIOGRAPHY

- Heaton, JB. (1978). *Speaking English Language Test*. London : Longman Group Ltd.
- Kagan, Spencer. (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Richards. Renandya. (2002). *Methodology in Language Teaching*. England: Cambridge University Press.
- Salahuddin. (2008). *Language English: Publisher*. American: McGraw-Hill. 2nd Edition.
- Syakur. (1987). *The Component of Speaking Skills*. US. Cambridge University Press.
- Mairi, S. 2017. An Analysis of Speaking Fluency Level of the English Department Students Of Universitas Negeri Padang (UNP). *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 10 (2): 161-171