

Three-step Interview Technique to Improve Students' English Speaking Skill

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Abstract — This study aims to investigate the implementation of Three-step interview technique in improving students' English-speaking skill. Designed as classroom action research with 31 college students for the research subjects, through pre-test, post-test, observation checklist, and interview, it is found that Three-step interview technique have positive effect and can improve students' English-speaking skill. Majority of the students show improvement in their speaking skill and indicate that the implementation of Three-step interview technique has made the learning activities become more fun, challenging, and make them become more enthusiastic during the learning. Besides, there are also indications that this technique improves students' motivations and attitude towards learning English.

Keywords — Speaking, Three-step Interview

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1. INTRODUCTION

Speaking is considered as difficult skill to be taught because of challenges faced in the teaching and learning process. Many factors may affect students in improving their speaking skills, for example teaching and learning activities, materials, and lack opportunities of using English (Irmawati, 2016). Though, it is still an important skill because it is the way to share ideas or feeling, information, and also a way to share information which is used in a communication (Nunan, 1989). Brown (2004) states that speaking is a productive skill that consist of verbal utterances productions to convey meaning. In this case, students will talk about their ideas, clarifying, exchanging informations, or just talk about some issues. However, talking in English is way more difficult than in their own language which make improving students' English-speaking skill a bit more difficult as well.

Three-step interview is one of the techniques that can be used to help encouraging students to share their thinking, ask questions, and take notes (Bannet & Rolhelser, 2006). Some studies have been done in investigating three-step interview related to speaking ability such as: Aristy et al., (2019); Kamaliah (2018); Ratnawati et al., (2018); Utama (2018); and Candraloka (2016). All of them have similar findings which conclude that Three-step interview technique is effective and has positive impact to improve students' speaking ability. However, most of previous study of Three-step interview in improving speaking skills is done in a classroom action research design which means it is suitable only for students in those classrooms. Therefore, it is still important to redo the Three-step interview technique studies at different classroom that has different situations to the previous studies.

This study tries to investigate how Three-step interview technique performs in improving speaking skills for college students. Though has been learned since elementary school, English speaking skill is still considered difficult that many students are not brave enough to express their own ideas in the form of English utterance. This case might be affected by many factors, but considering the results of previous studies on Three-step interview technique in improving speaking skills, it is then become important to apply this technique for college students.

2. METHODS

This study was conducted as classroom action research cycles following the four stages namely planning, action, observation, and reflection (Nunan, 1989). Firstly, instructor will design the materials and activities to be implemented in the classroom based on Three-step interview. After that, the designed materials and activities will be implemented in action phase where most of

the English learning activities are done. Meanwhile, instructor will observe the implementation of Three-step interview for students in the classroom and make evaluation and reflection about it. Following those phases, this study implemented classroom action research in two cycles where the first cycle is to experiment and the next cycle is to confirm the result of previous cycle.

The subject of this study is 31 first year students of Politeknik Raflesia. Data from those students is collected through pre-test, observation checklist, post-test, and interview. In the beginning of first cycle, students were given pre-test to see their baseline data on speaking skill. After that, during the implementation of the first cycle, instructor will take an observation checklist to take notes on how the implementation will affect students activity such as interactions, motivations, and attitudes. In the end of first cycle, after giving post-test, instructor will make a reflection about what has been done, strengths and weaknesses, and other notes for evaluation to design and revise the materials and activities for the next cycles. Finally, the result and reflections from previous cycle will be considered for the implementation of next cycles.

To categorized the results, there was an indicator to determine students to be success or failed. It was in the form of score interval between 0-100 where the score below 65 is considered as failed and score above 64 is considered as success. Along with the scores, there will also be interview for the students to see how their opinions and perceptions about Three-step interview regarding the improvement of their speaking skill.

3. RESULT AND DISCUSSION

The results indicate that there are improvements in students speaking ability because of the implementation of Three-step technique. Cycle 1 and cycle 2 show that more students are success compared to the baseline data. The interview result also indicates that Three-step interview technique has positive effect to speaking skill, motivation, attitude, and interactions among the students.

RESULTS

Implementation of Cycle 1

Instructor firstly gave pre-test to get a baseline data of students speaking ability. Then materials and activities were implemented according to learning design that has been planned before. After the learning activities, instructor gave students post-test to see how their speaking skill is improved or not. Result from post-test shows an improvement in the number of students that pass the standard passing score. The result of post-test from cycle 1 can be seen from table 1.

Table 1.
Scoring of Spoken Test (Cycle 1)

No	Criteria	Frequency of Students			
		Baseline Data		Test Cycle 1	
		N	%	N	%
1	Success	10	32.26	14	45.16
2	Failed	21	67.74	17	54.84
Total		31	100	31	100

N = number of students

The baseline data showed that only 10 out of 31 students can be categorized as success in the speaking test which is only 32.26% of total students. However, after implementing the Three-step technique, there are 4 more students is categorized as success which make it to be 45.16% of total students in the classroom. Though not very significant, the implementation of Three-step technique is showing positive effect to students' speaking ability.

The observation was done alongside implementing the Three-step technique. The data was collected through recording the students' activity during the implementation of the technique by using an observation checklist. The result showed that the implementation of Three-step interview technique let the students to be more confident in using English while discussing or just while practicing. However, there are some students that are still passive during the classroom activities. Some reasons might be because of lack of confident, vocabulary, and lack of grammar knowledge that the students became reluctant to speak in English.

Result from post-test of cycle 1 has already showed speaking ability improvement from the

students after implementing the Three-step technique. However, there are less than a half of total students in the classroom that is categorized as success. There are also some students that still passive during the learning process. Therefore, considering those reflections, it is important to implement the next cycle to confirm the result of cycle 1.

Implementation of Cycle 2

From the reflections of cycle 1 results, a revised learning design with new materials but similar activities were prepared to be implemented in cycle 2. The learning step is still the same, which are giving materials and implement activities based on Three-step technique, observing students, giving post-test, and make reflections of the cycle. The result of post-test from cycle 2 showed a significant improvement where most of the students is categorized as success.

Table 2.
Scoring of Spoken Test (Cycle 2)

No	Criteria	Frequency of Students			
		Test Cycle 1		Test Cycle 2	
		N	%	N	%
1	Success	14	45.16	22	70.97
2	Failed	17	54.84	9	29.03
Total		31	100	31	100

N = number of students

The result shows that the students' speaking ability is improved. There are 22 out of 31 students that are categorized as success in the post test which is 70.97% of total students in the classroom. It can also be said that Three-step technique is succesful in improving students speaking skills because most of the students are success in doing the post test.

Observation done during cycle 2 showed that students tend to be more active and serious during the learning process and the implementation of Three-step technique. This might be because of the increased awareness of Three-step technique or the increased motivation after seeing their post-test result from the previous cycle. However, the significant result has proven that Three-step technique is positively impacting students' speaking ability.

Interview results

Simple interview was given to the students after implementing Three-step technique in the classroom to find out what are the students' opinion regarding the implementation of that technique in improving their speaking ability. The result from the interview showed that the majority of students (85%) indicated that Three-step interview technique makes learning become fun, challenging, and more enthusiastic which let the students to actively interact and discuss during the classroom activities to improve their speaking skill. However, there are also some students that indicates that the implementation of Three-step interview was not really meaningful and not suitable for their learning style.

DISCUSSIONS

The result of this study has proven that Three-step interview has positive effect in improving students' English-speaking skills. This is also supporting the previous study regarding Three-step interview technique in its relation to speaking skills (Aristy et al., 2019; Kamaliah, 2018; Ratnawati et al., 2018; Utama, 2018; and Candraloka, 2016). Besides, the implementation of Three-step technique also makes students more confident and active during the classroom activities. Though it is good to be used for teaching speaking skill, this technique might also be dependant on students' language anxiety.

Based on the observation, Three-step interview technique also made students more confident and active during the classroom activities. Students also have more opportunities to practice their speaking, even in a certain case students have no other choice than to speak in English. It is also showed that forcing students to speak English might improve their confident, but the language anxiety level might also reduce their confident. Therefore, to improve students speaking skill, instructor may try various technique such as Think-pair-share strategy (Misniar et al., 2021), Index card match (Tugiman et al., 2022), or considering students learning strategy (Hidayat & Ariani,

2021) to design a proper learning materials and activities.

Applying Three-step technique will make the students to speak in English with their friends during the learning process. They have to act as a reporter and interview each other in their group while also recording the key informations from the interviewee. Each member of the group will also change and rotates roles so each of them will have to speak English. In the end, each member has to share the key information that have been recorded. This cycle of activities will provide many opportunities for the students to speak and express their ideas in English. Furthermore, as Kayi (2006) states, activities like role play, simulations, information gap, three-step interview, and discussion can promote speaking activities which is needed to support students in practicing and improving their speaking skill.

Interview results also show that Three-step technique has positive effect on students learning activities and the improvement of speaking ability. The majority of students agree and indicate that the technique has positive effect regarding motivation and anxiety because the learning activities become more fun, challenging, and enthusiastic. Students become more confident in expressing their ideas when interacting and discussing in English during the implementation of Three-step technique as this is an effective way to encourage students to ask questions, share their thoughts, and take notes (Bannett & Rolhelsler, 2006). Meanwhile, some of students indicate that Three-step interview is not really meaningful for them. This case might be because of different learning style of the students that they are not suitable with this technique. It also might be related to language anxiety level where the students are so reluctant to speak and express their ideas in English. However, overall results show that Three-step interview improve the students' attitude toward English and increase interactions among the students.

4. CONCLUSION

From the results, it can be concluded that Three-step interview techniques is useful and has positive effect in improving students speaking ability. Students also indicates that Three-step interview techniques has make the learning activities become more fun and more challenging that make them become enthusiastic to follow the activities. The implementation of this technique also indicates that there are some improvements in motivation and students confident regarding expressing their ideas using English. Three-step interview technique also provides many opportunities for students to speak and express their ideas in English. Therefore, it is a good option to be implemented during speaking class as an alternative of other teaching techniques. However, students' language anxiety level might be considered during the implementation of Three-step technique because it may cause the students to be reluctant to speak in English.

This study implemented Three-step interview only in two cycles for college students. Therefore, there might be many limitations and gaps from the results provided. In this case, further research with proper and better design may be done in the future to confirm the results of this study. Some aspects that can be considered is language anxiety level, students' learning style, material selections, or students' English level.

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