



THE EFFECTIVENESS OF THREE STEP INTERVIEW TECHNIQUE ON STUDENTS SPEAKING SKILLS

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First Received: (9 September 2022)

Final Proof Received: (19 September 2022)

ABSTRAK

Penelitian ini dilakukan karena peneliti tertarik untuk melihat bagaimana keefektifan teknik wawancara tiga langkah pada keterampilan puncak siswa selama pembelajaran berbicara. Metode dalam penelitian ini adalah penelitian deskriptif kuantitatif. Data diperoleh dari hasil dokumentasi dan wawancara dengan seorang guru yang menggunakan teknik wawancara tiga langkah dalam pengajaran berbicara. Penelitian ini menggunakan sampling jenuh karena semua populasi dijadikan sampel. Berdasarkan hasil penelitian, dapat disimpulkan bahwa teknik Wawancara Tiga Langkah efektif digunakan ketika mengajar berbicara. Hal ini terlihat dari hasil wawancara peneliti dengan seorang guru yang menggunakan wawancara tiga langkah dan didukung oleh rata-rata hasil belajar berbicara siswa yang mencapai 77,27 %. Dengan kata lain, efektivitas teknik wawancara tiga langkah sudah efektif.

Kata kunci: Teknik Wawancara Tiga Langkah, Pengajaran, Keterampilan Berbicara.

ABSTRACT

The research was conducted because, the researcher is interested in seeing how effectiveness of three step interview technique on students speaking skill during speaking learning. The method in this research is descriptive quantitative research. The data obtained from the results of documentation and interviews with a teacher who used three step interview technique in teaching speaking. The research used saturated sampling because all populations is sampled. Based on the result of the research, it can be concluded that Three-Step Interview technique was effective used when teaching speaking. This can be seen from the result of the researcher interview with a teacher who used three step interview and supported by an average students result during learning speaking which reached 77,27 %. In other word, the effectiveness of three step interview technique was in effective.

Keywords: three-step interview technique, teaching, speaking skill.

INTRODUCTION

In studying English, there are four skills to be mastered by English learners. The four skills are listening, speaking, reading, or Writing. But many students feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real-time usually person are talking to waiting for people speak right. Second, when speaking, people cannot edit and revise what they wish to say, as people can if they are writing. So that is speaking the hardest skill that to be mastered by English learners.

Speaking is related to oral communication where the speaker and listener exchanging information and conveying information. In the process of oral communication that students interact with others. As stated by Martin By Get (1987:6) Interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, by following with one's intentions, while maintaining the desired relations with others. Accordingly, in doing oral communication, we need to know how to maintain or making relationships with other informants.

Speaking skill is an essential part of communication. It is considered ineffective communication when using a sentence to perform different acts, for example, to express feelings, ideas, emotions, asking and giving an opinion, identifying people and things. It involves responding to a conversational partner with expressions that indicate interest and a wish for the speaker to continue, such as "That's interesting," "yeah," "really," and so on.³From the definition above, it can be concluded that speaking skill is competence in oral communication that using a language to respond, and express their ideas, feeling, emotions, to achieve a communication goals.

Teaching speaking is not separate from a transactional conversation, interpersonal conversation, and short functional text. It is proper that where students' not difficult during their speaking class. In the process, of learning and teaching, the teacher is one of the factors that influence the success of students' learning. Where the teacher must creative teaching in the class. The teacher is required to make the class natural, simple, interested, and fun. Students not boring during the study in the class and students did not feel the speaking class is difficult.

Based on the observation by the researcher on 12 January 2021 at the XI grade students at SMKN 1 Palembang. During observation in speaking class, the researcher found some problems that found on students during teaching speaking. First, the students can not speak accurately and fluently. The students speak without paying attention to grammatical and pronunciation. Sometimes students speak the audience not understand what they are talking about. Second, the students capability in vocabulary, grammar, pronunciation is low. They have limited vocabulary, bad pronunciation, and incorrect grammar. It makes them difficult to express their opinion, ideas, and thought in the class. They speak with too much pause and pronounce words incorrect. The last, in speaking class almost of students passive in the class. When the teacher ask students speak in the class most of the students just silent. They don't know what they want to say. The students do not have self-confidence because they are afraid of getting a mistake and shy to get negative responses from their friends, and it makes them become passively speak English in the class. Based on the problems above, the researcher want to know how the effectiveness of use three step interview technique on students speaking skills at SMKN 1 Palembang in academic years 2020/2021.

METHOD

Design of the research

The design of this research was quantitative research based on aims and needs of the research. Based on Arikunto in quantitative research, many are required to use numbers, ranging from data collection, interpretation of the data, and appearance of the result. Quantitative research is very strictly applying the principle of objectivity. This research specifically used survey research. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample that population.

Population and Sample

The population of this research were all of students XI Multimedia second grade students at SMKN 1 Palembang. The population of this research as follow:

Table 1. The population of the students

No	Class	Male	Female	Total
1	XI multimedia	7	22	29

From the table above the population in this research was 29 students from XI Multimedia second grade at SMKN 1 Palembang.

Sample

The sample in this research is a part of population. In this research the researcher used of total sampling. because the researcher took all XI Multimedia as the sample of this research. There are 29 students.

Table 2. The Sample Of The Students

No	Class	Male	Female	Total
1	XI multimedia	7	22	29

Instrumentation

The instrument use in this research is interview. in this research, the researcher was doing interview and documentation. interview is a conversation between interviewer and interviewee in getting information through some questions and responses. Documentation is a technique of data collection by using document.

Technique of data collection

The technique of collecting data on this research was collected by using:

Interview.

Interview is a conversation between interviewer and interviewee in getting information through some question and responses. The purpose of interview is to get some information from the interviewee to the interviewer. According to Syamsudin and Damaianti, conduct interviews for the purpose of construction going on right now about people, events, activities, organization, feelings, motivation, recognition, concerns and so on. The reseacher was did interview with the teacher who used three step interview technique. The researcher used the direct interviewed which the researcher interview directly to the object that is one teacher who used three step interview technique.

Documentation

The other instrument that used is documentation. Documentation is a technique of data collection by using document. According to Nana documentation is a technique of collecting data to collect and analyze the document, written document, images and electronic. Moreover Arikunto stated that documentation is search the data about circumstances or variable which is a like notes , transcripts, books, newspaper, magazine, prasasti, meetibg notes, lagger, diaries, and etc. Based on explanation above, the reseacher analyzed the transcript score of students reading score by used documentation technique. The purpose of documentation will to know how well the strategy effectiveness for teaching speaking. In order to make that test becomes valid and reliable, the researcher do the validity and reability test. According to Arikunto, the main requirements he test was created by considering the validity and reliability, as explain follow:

Validity

Validity in testing has been understood to discover wheter a test measured accurately what is intended to measure or it measures what is purposed to measure. Arikunto states that a test can be said a valid if it test can measure what is purposed to measure. In this research, the researcher used the expert validity,in expert validity the researcher gave to two lecturer to validate the instument. Instrument is use after being declarated valid by the expert. The result of validation, the validator stated that the instrument this research was valid.

Reliability

Good test should have high validity and have reliability too. If the test give the current result as the same the previous test that has been conducted. It mean thst the test has a high reliability. In this research, to test reliability of instrument the researcher used internal consistency reliabi;ity. According to Sugiyono, internal consistency reliability is conducted just for once, then the data analyzed by with certain technique. This tast also arraged by following some ways that are suggested by Hughes, in order to make the test more reliabile, they are: first, students should not be given a choice and the range over which possible answer might very should be restricted. Second, the test is provided clear and explicit instructions.. third, the format and testing technique are familiar for students. Fifth the identification students who do the test are only by number (students register number) not name.²⁰ In addition test is used analytic scoring and Huges Iso states that a test which used the analytic score was tend to make the scoring more reliable.

Technique of the data analysis

In analyzing the data th researcher used descriptive quantitave research. In this technique, the data researcher was beanalyzed by several step :

1. Interview analysis The researcher did the direct interview to get the data. Analyze the interviewed based on the interviewed result from interview sheet of the interviewed guideline.
2. Document analysis
 - a. Collect the data from the teacher
 - b. Collect the students result test speaking after using three step interview
 - c. Tabulating the data
 - d. Analyzed the students speaking score
 - e. Calculated the percentage of frequency for each score.
 - f. Put the score into distribution table
 - g. After getting the percentage of the data,the researcher was determine the mean, of the result from percentage of each item.
 - h. The student percentage is arranged into the diagram of rating quality percentage.
 - i. The mean of percentage ia arranged into the table of rating scale.
 - j. The researcher made the conclusion based on the result of interview with the teacher and percentage and rating quality of students score in speaking activity by using three step interview technique.

FINDINGS AND DISCUSSION

The data has been collected by using interview teacher by the researcher. The interview doing by the researcher directly where the researcher come to school and doing intervire teacher. Based on interview sheet, there are seventeen items that are observed by the research. The answer from the teacher can be concluded that three step interview technique is effective used for teaching speaking. In order to measure the effectiveness of three step interview in teaching speaking at XI grade SMKN 1 Palembang. The researcher showed the students score in speaking. The researcher decided to analyzed and see the effectiveness. Then , the researcher also calculated the data into percentage table. At the last, the score of three indicators will be calculated in order to see wheter the use of three step interview efective in teacing speaking.

Table 3. Percentase and Rating Quality of Three Step Interview Efective in Teaching Learning

Rating Scale	Percentage	Rating Quality
90% - 100%		Very Effective
72% - 89%	77,27	Effective
54% - 71%		Sufficiently
36% - 53%		Not Effective
18% - 35%		Less than Effective
0% - 17%		Not very Effective

The table show that the percentage mean score of the students are 77,27 (72%-89%). The score is obtained from the students in teaching speaking. It is found that the ability of students with the score 77,25 is effective. To sum up, the ability of students teaching speaking using three step interview technique is effective.

The using three step interview technique in Teaching speaking.

Three step interview is one of the technique that can help students to achieve communication skill, especially in develop social skill of students . That's why one of the teachers at SMK N 1 Palembang used this technique, this technique was considered by the teacher to be effective for speaking skill. Based on observations and interviews with teachers who used three step interview, it was found that this technique was effectively used because this technique could achieve communication skill in speaking class as follows:

First, students can enjoy in a successful way when interact with their teammates because they want to work together with teammates, and the best forms of teammates. Second, students are also can develop social skill , students become more polite and they are can resolve conflicts and understand and accept points of view different from their own. Students are more respectful and responsible, and better able to control their impulses. Last, students can improve their communication skills. Since this activity involves students paying attention to their partner and given the response to their teammates. So that they can write on each conclusion Interview, and oral sharing with other members.

The Students Speaking Score

Referring to the theory, three step interview can improve communication skills students in speaking skill. Based on the data analysis that was found by researcher, the mean score of the students speaking is 76,27 (72% - 89%). Thus, it is clear that the theory says that three step interview is effective of using when teaching speaking and improving students speaking skill for students XI Multimedia classes SMKN 1 Palembang, it is occured because most of the students can speak up to their friend and in front of the class.

Three step interview is one of technique in cooperative learning that used to develop speaking skill. It is an adaptation process in the classroom. According to slavin cooperative learning refers to classroom technique which students work on learning activities in small groups and receive rewards or recognition based on their group's performance.²³ Based on the explanation, we can see that three step interview technique is effective ti improve students speaking skill and support by students speaking score.

CONCLUSION

Based on the interview of the researcher with the teacher result and students speaking score in XI Multimedia class at SMKN 1 Palembang it can be concluded that the three step interview technique is effective using by the teacher when teaching speaking. Based on the result of interviews conducted by the researcher and teacher, it can be concluded that three step interview is effective using in teaching speaking. Based on the result the students speaking scores also showed three step interview was effective used by the teacher when teaching. Evidenced by the average value of class XI Multimedia, students reaching 77,27% and it classified as effective.

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