

IMPLEMENTATION OF THREE-STEP INTERVIEW IN SPEAKING CLASS

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ABSTRACT

The purpose of the current study was to determine how to use a Three-Step Interview as a teaching method to help the eighth-grade students at SMPN 5 Mengwi in the academic year 2023/2024 enhance their speaking abilities. The Three-Step Interview helped the students improve their speaking skills while gaining insight from their peers' thoughts and viewpoints. This study focused on 32 students, 14 of whom were male and 18 of whom were female. Action research in the classroom was used to design this study. The researchers completed two cycles to carry out the investigation. The test and questionnaire that the individuals were given served as the source of the study's data, which was qualitatively examined. The study's findings demonstrated a noteworthy enhancement in the participants' ability to carry out a brief conversation. Furthermore, the pre-cycle mean score was 56.88, the cycle I mean score was 73.28, and the cycle II mean score was 83.16. Additionally, the questionnaire demonstrated that the participants responded favourably to the Three-Step Interview during the learning process.

Keywords: implementation, speaking skills, Three-Step Interview

INTRODUCTION

Students should learn four skills when learning English. They are listening, writing, reading, and speaking. Speaking is categorized as a skill that has a crucial role in learning and teaching. According to (Agung et al., n.d.; Budiarta & Krismayani, 2014; Leonita et al., 2023; Menggo et al., 2023) speaking is the development of the relationship between speaker and listener. According to the statement, it could be said by speaking someone can convey many things in a real situation with other people. In addition, speaking also can be categorized as a productive skill because everyone can hear and see the process as it is performed. Furthermore, speaking is

defined as a way to share ideas, feelings, and emotions with another person. (Sadiku, 2015; Yulianasari & Kusriandi, 2018) states that speaking is one of the most difficult aspects for the students to master. The students usually difficult to convey their ideas in speech. In addition, students often find several difficulties in speaking such as how to express their ideas, and less understanding of grammatical spoken language. through speaking English. Thus, the researchers tried to focus on giving that opportunity to the students, specifically Junior High School students.

According to the data from an interview and observation with an English teacher at SMPN 5 Mengwi, it was found

that the speaking skills of the eighth-grade students were not good enough. There were still obstacles faced by the students. The students still are not fluent in speaking for several reasons such as not understanding what they said and lacking grammar mastery. Furthermore, when the teacher told them to express their ideas in English, they were more passive than actively speaking in class. Thus, in consideration of the problems, an appropriate teaching technique is needed to improve the speaking skills of the eighth-grade students of SMPN 5 Mengwi. The three-step Interview was expected to make the students to be more creative and communicative in the class. By using this technique, the researchers expected that the students would be more enthusiastic in speaking class and also comprehend the material that is taught by the teacher. In addition. They also could practice their speaking skills because it gave them opportunities to work collaboratively and share their ideas, opinions, feelings, and many others which gives them more experience to be more confident and be encouraged to say something in English. Thus, their progress in speaking ability is expected will be better.

Three-step interviewing is defined as a collaborative learning technique that enables and motivates pairs to gain a deeper

grasp of certain concepts through the role of students. Specifically, this technique involves two people or pairs. These techniques are designed to engage students in dialogue, and analyze, and synthesize new information (Kagan & Kagan, 2009). Teaching speaking through Three-Step Interviews is expected to make the situation of speaking activities more interesting for students. Students should master several components of speaking, such as Grammar, vocabulary, comprehension, pronunciation, and fluency, and learn how to improve their speaking skills. In other words, this technique forces students to ask each other questions to gain access to the information they have learned.

RESEARCH METHODS

The current study used an action research approach in the classroom to help students become more proficient speakers. Action research is collaborative and encourages educators to talk and work together to improve connections, keeping educators as essential and participating parts of the entire process, according to (Ary, D., Jacobs, L. C., Sorensen, C., Razavieh, 2010) action research is collaborative and encourages educators to speak and collaborate in enhancing relationships, keeping educators as integral and involved members of the entire process.

Furthermore, (Burns, 2009) states that action research is part of a broad movement that has been taking place in education generally for some time. Therefore, the main function of action research is to improve the skills of subjects using appropriate teaching techniques. According to (Burns, 2009), In classroom action research, the teaching process is carried out in several cycles. There will be two sessions for each cycle. Additionally, the researchers used two instruments to conduct the study: tests and questionnaires. The pre-test and post-test were the two types of tests used to evaluate students' speaking abilities. In this study, the researchers used a short conversation test. In addition, the questionnaire was used to find out from the students whether the Three-Step Interview helped them get better at speaking. Furthermore, fluency, comprehension, and grammar were the three primary criteria the researchers used in this study to rate the subjects' speaking performance. The criteria used a scoring system where 1 represented the lowest possible score and 5 the highest.

FINDINGS AND DISCUSSION

Finding

Two kinds of instruments were used to get the data needed in this study. They were tests and questionnaires. Tests are

divided into two tests: pre-test and post-test. Furthermore, a pre-test was administered before the Three-Step Interview technique was given to know the pre-existing abilities of the subjects. Meanwhile, a post-test is administered at the last of cycle I and cycle II to measure an improvement in the subjects' speaking after implementing the Three-Step Interview. Moreover, a questionnaire is given also at the last of the last cycle or in cycle II to know the subjects' responses after taught speaking through the implementation of the Three-Step Interview.

Pre-cycle

Pre-cycle is a stage for the subject to do a pre-test. The subjects were asked to do a short conversation about asking and giving information about experiences in the past based on situations that were given by the researchers. There were 2 situations with different topics provided by the researchers and the students in pairs were free to choose the situation that they wanted. Then, students in pairs conducted a short conversation in 5 minutes by asking and giving information; Student A interviewed Student B and switched roles student B interviewed Student A. Lastly, students in pairs were asked to perform their short conversation in 2 minutes. Furthermore, this pre-test indicated the

achievement of the subject's speaking skills was still low because it was only 4 students out of 32 students could achieve the minimum score of the school. It indicated that many students had difficulties in speaking and needed treatment to obtain the minimum score of the eighth-grade students of SMPN 5 Mengwi which was 78.

According to the data that has been presented above, the pre-test followed by 32 subjects had a mean score of 56.88. It implied that the pre-test's mean score and the interview findings were consistent indicating that the subjects were still low in speaking. Out of 32 students, only four could achieve a minimal passing grade, as the researchers have previously explained. These findings also revealed that most students had trouble speaking, particularly concerning grammar, fluency, and comprehension. The researchers attempted to enhance their speaking ability by using the Three-Step Interview as a speaking teaching technique considering the aforementioned circumstances. As a result, the researchers chose to carry out the next cycle to give treatment to the students to get a better result in the next cycle.

Cycle I

In this cycle I, a post-test 1 is administered at the last of session 2. The researchers told the subjects to conduct a short conversation in pairs. The topic was

still about "Celebrating Independence Day". There were 3 situations related to the topic and the subject was free to choose the situation they wanted. Then, the subjects were asked to present their short conversation with their friend. Based on tabulated data, the total score obtained by the subjects in post-test 1 was 2345. Moreover, it was then carefully calculated to get the mean score of the subjects in the present classroom action research based on the findings of the mean score formula. Post-test 1 had a mean score of 73.28. It was demonstrated by the results that the subjects were making progress. In addition, it demonstrated that the subjects had improved between cycle I and pre-cycle. Furthermore, out of 32 subjects, only 13 students were able to achieve the minimum passing grade set for SMPN 5 Mengwi eighth-grade students. It indicated that the subjects' speaking abilities could be enhanced by applying the Three-Step Interview. Instead at this point in the cycle, the success indicator is still not reached. The cause for this was that 19 students still lacked the required passing score.

Cycle II

The researchers had to continue to cycle II after analyzing the data from cycle I. Cycle II was carried out using the post-test 1 results from Cycle I as a starting point. Cycle II followed the same steps as

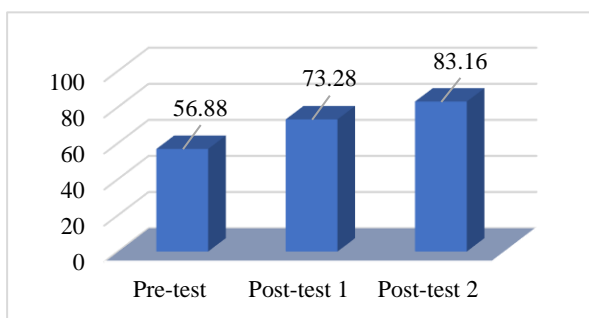
cycle I, which also had two sessions (sessions 3 and 4). The topics for Cycle I and Cycle II were different; the topic of Cycle I was "Celebrating Independence Day," while Cycle II was "Holiday Experience." In addition, 32 subjects also completed Post-test 2. The subjects were instructed to create a short conversation about "Holiday Experience" in pairs. Same with the post-test 1, there were also 3 situations that the subjects could choose. Moreover, the subjects' post-test 2 total score was 2661. This outcome demonstrated how the Three-Step Interview could help students' speaking abilities. The post-test 2 mean score was 83.16. It demonstrated that the research subjects had significantly improved. Furthermore, out of 32 subjects, 27 subjects obtained the minimum required for passing. It indicated that this cycle successfully improved student's speaking skills. Thus, the cycle can be ended.

In addition, the data needed in this study was also collected by giving a questionnaire to the subjects at the last of cycle II to know the subjects' response toward the implementation of a Three-Step Interview as a teaching technique in speaking. The data of the questionnaire showed total responses to each option: strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree

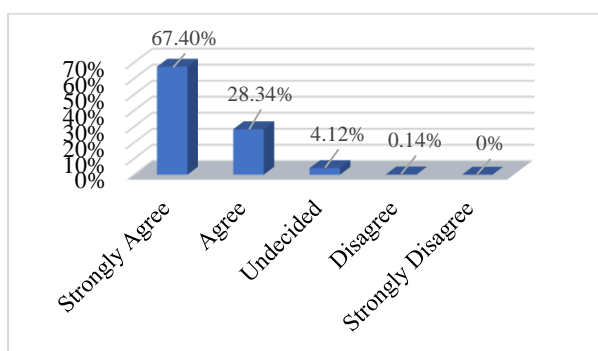
(SD). Thus, it could be seen based on the data above there were 980 responses of strongly agree, 412 responses of agree, 60 responses of undecided, 2 responses of disagree, and 0 responses of strongly disagree. Moreover, the total of all items was 1454. Positive responses from the subjects regarding the use of the Three-Step Interview were discovered after the data collected from the questionnaire's administration was analyzed. There were 67.40% of respondents strongly agreed, 28.34% agreed, 4.12% undecided, 0.14% disagreed, and 0% strongly disagreed, as could be seen from the number of responses to the Three-Step Interview implementation. Accordingly, it was shown that the Three-Step Interview technique worked effectively for teaching speaking and also brought enjoyment to the teaching-learning process.

To provide clear data, the results of this classroom action research also demonstrated an increasing comparison between the pre-test and post-test mean scores in cycles I and II as well as the questionnaire completed by the subjects. The pre-test and post-test results along with their responses to the Three-Step Interview could be displayed as two graphs as shown below:

Graph 1. Depicting Subjects' Progressing Achievement of Speaking Skills after the Implementation of Three-Step Interview



Graph 2. Subjects' Responses Toward the Implementation of Three-Step Interview



Discussion

Classroom action research is used in this study. The objective was to make an improvement of the eighth-grade students at SMPN 5 Mengwi in speaking. The first stage of this study was a pre-cycle. Pre-cycle was done as part of the research. Additionally, cycle I and cycle II were completed in the current study. There were two sessions of each cycle and each session takes 80 minutes. Furthermore, the cycles were conducted to gather information regarding the subjects' progress following the implementation of the three-step interview process.

The researchers conducted a pre-cycle to interview the SMPN 5 Mengwi

English teacher who was in control of the class and was the primary subject of the present study. The interview results indicated that the subjects' speaking was still low because of several reasons. The observation's outcomes indicated that the students found that difficult for them to express their ideas. Furthermore, the words they used still lacked fluency, and their ideas were inadequately conveyed using grammatical structures. Furthermore, the researchers' analysis of the pre-test result presents the mean of the subject's speaking performance was far from the minimum score requirement. The pre-test had a mean score of 56.88 and there were only 4 subjects out of 32 subjects who could reach the minimum score. On the other hand, the subjects still faced some problems such as lack of fluency, comprehension, and grammar mastery. Thus, the researcher prepared the cycle I to make a better improvement.

In Cycle I, the researchers taught the subjects by applying the Three-Step Interview. According to the data analysis by administering a post-test at the end of cycle I, a Three-Step Interview could improve the subjects' speaking ability. The average score for post-test I was 73.28. It presented that 13 of the 32 subjects have passed the minimum passing grade. Furthermore, there were only a few students actively

asked questions in the first session, and the others continued to ignore the teaching-learning process. Moreover, the subjects were more active in the second session of cycle I compared to the first. Additionally, the mean score of the subjects' speaking performance was improved in this cycle. However, the success indicator has not yet been reached. The subjects still struggled with their speaking skills and confidence. To get a better result, the researchers revised the plan for the next cycle. Thus, the researchers carried out cycle II.

In this cycle II, the researchers designed learning materials to assist students and achieving a more advanced learning process. The researchers constructed the planning outcome in action. Cycle II results also showed that a Three-Step Interview could improve the subjects' speaking skills. The mean score for post-test II was 83.16. The mean score of this cycle also improved from the third and fourth sessions of the teaching-learning activity. Furthermore, most of the subjects were able to enhance their grammar, comprehension, and fluency. According to the observations, the subjects were more engaged in asking questions and were enthusiastic about the teaching-learning process. This cycle also demonstrated the subjects' improvement, which was evident in their performance. The subjects' mean

score improved when compared to the pre-test and post-test 1 of cycle I. In this cycle, 27 of the 32 subjects got a minimum passing grade. As a result, the classroom action research could be ended.

Furthermore, other supporting data was obtained by giving a questionnaire to know the subjects' responses toward the use of the Three-Step Interview in teaching students speaking skills. A questionnaire was given after doing a set of classroom activities in two cycles. The subjects' responses to the questionnaire gave a comparative percentage of 67.40% strongly agree, 28.34% agree, 4.12% undecided, 0.14% disagree, and 0% strongly disagree. Clearly, the obtained comparative percentages of the items of the questionnaire showed that the subjects gave a positive response during the learning process of speaking could make the subject's understudy more active in the classroom.

CONCLUSION

The purpose of this study was to enhance students' speaking abilities, particularly those of SMPN 5 Mengwi eighth-grade students. As per the findings of the preceding chapter, there was a noteworthy enhancement from the pre-test score of 56.88 to 73.28 in the cycle I post-test and to 83.16 in the cycle II post-test.

The increase in the number of students who were able to receive the minimum passing grade also followed these results; from 4 in the pre-test to 13 in cycle I and 27 in the last cycle, more students were able to do so. In addition, a questionnaire was used to collect the answers following the use of a three-step interview. Additionally, the comparative percentages of the total subjects—67.40% highly agree, 28.34% agree, 4.12% uncertain, 0.14% disagree, and 0% strongly disagree—were displayed in the questionnaire analysis.

Considering the findings, the researchers discovered that eighth-grade students at SMPN 5 Mengwi may benefit from the Three-Step Interview in terms of their speaking abilities. The pre-test, post-test 1, and post-test 2 all showed an increased mean score, and the questionnaire corroborated the results. Moreover, the questionnaire administered by the researchers to the participants in the study revealed that over 95% of them provided affirmative responses. It showed that the subjects' speaking abilities may be effectively improved by using this Three-Step Interview technique. It would be plausible to assume, considering the previously discussed and elaborated research findings, that eighth-grade students at SMPN 5 Mengwi could benefit from adopting a Three-Step Interview to

develop their speaking abilities in the academic year 2023/2024.

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