

TEACHING EFL ENGLISH CLASS USING MODIFIED GROUP OF FOUR IN 'THREE-STEP INTERVIEW'

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Abstract

The goal of this study is to present the implementation of 'Three-Step Interview' modified group of four in teaching speaking recount text. This study was conducted in one class, VIII-H, that consists 37 students. There was only experimental class without control class. This study used pre-experimental research design by using one group pretest-posttest design. The data were obtained from two students' speaking tests before and after the treatment and the questionnaire. The findings of the study show that: (1). the students' speaking skill shows improvement after they are taught by using 'Three-Step Interview', (2). from the questionnaire, it is revealed students' opinion that they mostly agree the implementation of 'Three-Step Interview' for teaching speaking brings the positive effect. It could be concluded that 'Three-Step Interview' helps the students in improving their speaking skill and the students get the advantages of 'Three-Step Interview'.

Keywords: *'Three-Step Interview', Speaking Skill, Students' view.*

Abstrak

Studi ini bertujuan untuk memperkenalkan implementasi 'Three-Step Interview' dengan modifikasi empat anggota kelompok dalam pengajaran berbicara Bahasa Inggris teks recount. Studi ini diadakan dalam satu kelas yaitu kelas VIII-H dengan jumlah 37 siswa. Studi ini hanya menyediakan kelas eksperimen tanpa adanya kelas kontrol. Desain penelitian yang digunakan adalah pre-eksperimental yang disebut dengan desain one-group pretest-posttest. Data studi ini diperoleh dari dua test percakapan siswa sebelum dan sesudah tindakan pelaksanaan 'Three-Step Interview' dan angket daftar pertanyaan. Hasil dari studi ini menunjukkan bahwa: (1). kemampuan percakapan siswa menunjukkan perbaikan atau kemajuan setelah siswa-siswa diberi pengajaran dengan menggunakan 'Three-Step Interview', (2). Dari angket daftar pertanyaan menunjukkan pendapat siswa bahwa sebagian besar siswa-siswi setuju pelaksanaan 'Three-Step Interview' dalam pengajaran percakapan membawa efek yang positif. Dari hasil yang telah disebutkan, dapat disimpulkan bahwa 'Three-Step Interview' dapat membantu siswa dalam kemajuan berbahasa Inggris dan siswa mendapatkan manfaat dari 'Three-Step Interview'.

Kata Kunci: *'Three-Step Interview', kemampuan berbicara, pendapat siswa.*

INTRODUCTION

Monotonous lesson will be difficult to be applied for teenagers who have various abilities. Specifically for Junior High School, they need some different treatments in learning. Creative teaching for the Junior High School makes the learners more interested in learning English because English is very important for their successes in learning. In addition, there are many important reasons why it is to learn English. One of the reasons of learning English is to make better professional lives or carriers. Even-though English is somehow difficult, English must be taught in schools. There are four skills that have to be taught by teachers. Those skills are listening, speaking, reading and writing. Learning these skills will help

learners to become more competent in pronunciation, vocabulary, grammar, and spelling. However, the main emphasis of this research is on speaking.

Speaking is an activity to produce conversation in oral production (Johnson and Morrow, 1981). It means that speaking needs two or more people to communicate with each other. The teacher can identify if the students are able to speak well by fostering English speaking activities. Speaking skill is taught in the classroom because speaking is the first component encouraging learners to increase interaction and communication as the social creature and making learners more productive in their process of speaking. In teaching speaking for junior high school, the teacher needs interesting topic to make

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the lesson become more interesting. One of the specific topics is speaking recount.

Speaking recount is the chosen topic to make the learners speak well. The researcher chose recount because it tells about the past events including the students' experiences. Speaking through recount text is believed can make the students more active to speak English. Recount is also written on the Basic Competence of Curriculum 2013 for eighth graders; one of them is

"4.14 Menyusun teks recount lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks".

Based on the preliminary observation in SMP Negeri 46 Surabaya, the researcher found that the learners dealt with speaking problems. The main problem is the teacher's technique which is teacher-centred learning. The technique did not work to solve the students' problems in speaking because the technique did not have efficient interaction. Due to that condition, the teacher should create more interesting, effective, and active teaching-learning process. The cooperative learning is the example to solve the speaking problem. Cooperative learning uses student-centred learning which focuses on the learners as the producer in producing oral communication. Cooperative learning has many techniques that could be applied in the classroom. One of those techniques is 'Three-Step Interview'.

'Three-Step Interview' (Kagan, 1993) could be used as an opening for team members to get to know each other and the concepts by giving roles to learners. This technique is used to help learners to share their thinking, ask questions, and take notes (Bannett, et, al. 2001). In this technique, the students work in pairs; one stands as the interviewer and the other is the interviewee. The interviewer listens to the interviewee's comments and thoughts, and paraphrases the key points and details. Then, students turn their roles and repeat the interview process. Each pair joins to another pair to form four groups afterwards. Students introduce their partners and share what the partners had to say about the topic. The purpose of this technique is to engage the students in conversation, listening and paraphrasing for the purpose of analyzing new information. Kagan (1992:2) stated that Three-Step Interview has three stages of learning procedures to find out what each other knows and feels about the topic. The learning procedures are as follows:

Step 1: Dividing students into several groups; each group consists of four students (A, B, C and D).

Step 2: Asking students to interview each other based on the group. Student A interview student B; student C interview student D. When they are finished, they switch roles: student B interview student A; student D interview student C. When the interview are completed, each group member takes turns telling about the person they

interviewed to the other members of their group; for example, student A tell student C and D about student B.

Step 3: Each student tells the whole class about one member of their group. For example: Student A of one group can tell what they learned from student C and D about student B.

Besides providing learning procedures of Three-Step Interview, this technique has guidance ideas to make the technique understandable to be applied in teaching process. This technique has some benefits in teambuilding learning process as well (Bennet & Rolheiser, 2001).

Guidance Ideas

- *Questioning*. Before students start using this technique, the teachers should help them to explore the reporters' questions types and the points of the interview they should ask.
- *Reinforcing the need to 'take time'*. Taking time to think what topic they talk about and how to answer a question during an interview.
- *Using recording sheets*. These sheets are used by the students who stand as the 'Reporter'.
- *Determining the length of time for each interview*. The teacher may have to suit the length of time for the interviews by looking at their differences in experience of using this cooperative learning strategy.

Benefits of Three Step Interview

- Students share and apply different questioning technique;
- The students are introduced to different thinking to explore their ability to use questioning and thinking;
- The students can enrich their vocabulary and improve their pronunciation because the teacher guides the students to use the words independently;
- This technique teaches the students to produce English sentences by using appropriate vocabulary and grammar.

Called as an innovative technique, 'Three-Step Interview' had been studied in Taiwan and Indonesia for the eighth graders. 'Three-Step Interview' has been utilized by Liang (2002). She used this technique to enhance students' speaking ability in Sunny Junior High School. Liang conducted quasi-experimental research in this school, but she was not the achiever of the research. The result of her research did not focus on using 'Three-Step Interview' because she implemented all cooperative techniques to her school. Fitriah (2010) also used the same technique in speaking skill using descriptive text in the first semester of eight grade of SMPN 26 Surabaya. In her research, she applied the group of three in which

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the students have to play roles as reporter, interviewee, and interviewer. However, the first previous study also implemented the job description through The Commitments and The Commandments. The Commitments is the activity that students will do and The Commandments is the activity that students will not do. In contrast to the previous study, theoretically, there are no rules of The Commitments and The Commandments in 'Three-Step Interview'. As stated by Bannett, et, al. (2001) that 'Three-Step Interview' works best with three students in each group but it could be modified by having four students in each group. In this study, the researcher analyzed the benefits of using 'Three-Step Interview' in improving students' speaking ability by using modified group of four because there is no previous study for the modified group of four.

Therefore, the study investigated whether: (1) the students improve their speaking skill using modified group of four in 'Three-Step Interview' (2) the students' views on the advantage of using modified group of four in 'Three-Step Interview' in speaking.

RESEARCH METHODS

The design of this research was single group experimental design which was called as one-group pretest-posttest design (Ary, et al, 2010). It is chosen to investigate the significant result of Three-Step Interview in improving the students' speaking ability. This study also used quantitative research which involved two variables. They were variable X (Independent Variable) and variable Y (Dependent Variable). Variable X was the treatment of Three-Step Interview and variable Y is the speaking skill.

The population of this study was nine classes of eighth graders in SMPN 46 Surabaya. The researcher specified the population become a sample. A sample of this study was class VIII-H of SMPN 46 Surabaya consisting of 37 students. The class was chosen because of the purposive sampling. In this way, the researcher chose a sample that was reasonable to her specific needs. In other words, the sample was chosen for specific purposes (Cohen, et, al. 2000). Those were the students in the population have the same level of speaking proficiency. Moreover, 'Three-Step Interview' technique had been implemented in this class.

The researcher used two instruments in having this research done: pre-test and post-test, and questionnaire. The researcher used subjective test in speaking test. The data were in the form of interview transcript. The test was about whether the students had unforgettable moment in their life including the time, place, series of events, and feeling to the story. Speaking test was used to determine the significant improvement of the students' speaking skill. The researcher gave pre-test to measure the students' prior speaking skill. After pre-test was done, the researcher conducted treatments in three meetings. In the treatments, the students learned English specifically speaking through 'Three-Step Interview'. To measure the

students' improvement in speaking, the researcher conducted post-test.

Moreover, the researcher also used questionnaire to support the data. The questionnaire was adopted from Cunningham (2000). Cunningham made 38 items in the questionnaire but it could be modified into 10 items which have four criteria, those are strongly agree, agree, disagree, and strongly disagree. Each criterion is in the form of numbers and the students give the check (✓) in each criterion. The questionnaire was given to the students to get the information related to the students' opinions toward the advantages of 'Three-Step Interview' technique in teaching speaking recount text. Fowler (1981) cited in Fabayo (n.d.) claims that questionnaire is a list of written questions on paper used to get needed information from the subjects about their own report or wants, experiences, knowledge, likes and dislikes, values and preferences, attitudes and beliefs.

The analysis process was used in processing the result of the data. The data were analyzed by using paired-samples t-test. Paired-samples t-test was used to compare the mean score from the same group and two different occasions, those are pre-test and post-test (Pallant, 2010). The researcher also used the analysis of the students' opinions to process the data obtained with the questionnaire by calculating the questionnaire scores in the form of percentages. By doing so, the researcher expected to gain the data about the students' opinions after 'Three-Step Interview' was applied during the teaching and learning process of speaking recount texts.

FINDINGS AND DISCUSSIONS

The first finding was gained to answer the first research question that was about the students' improvement in speaking skill using modified group of four in 'Three-Step Interview' and the second findings was obtained to identify the students' opinions toward the advantages of 'Three step Interview'.

The researcher conducted pre-test and post-test in VIII-H. Pre-test was done before the treatment and post-test was done after the treatment. The procedure to know the students improvement in speaking skill was from comparing pre-test and post-test result. There were two outputs in paired-sample t-test to find out the improvement of speaking skill, those were deciding the significance and comparing mean values (Pallant, 2013). The first was deciding the significance which was labelled *sig. 2-tailed*. The value of *sig. 2-tailed* showed less than .05 that could be concluded there was significant difference between two scores (Pallant, 2013). It was found in SPSS that the value of *sig. 2-tailed* was .000 which was less than .005. Thus, the students were getting improvement in their speaking skill.

The second output was comparing mean values. In the *mean* box, it showed that pre-test score was 57.095 (prior the treatment) and the post-test score was 72.838 (after the treatment). It could be concluded that there was significant difference from pre-test to post-test. Most

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journals used eta squared as an effect size statistic to be reported (Pallant, 2013). The standard of eta squared by Cohen (1998) are .01=small effect, .06=medium effect, .14=large effect.

The researcher found the result of the improvement of eighth graders' speaking skill using modified group of four in 'Three-Step Interview' was found in pre-test (*Means* = 57.09, *Std. Deviation* = 8.04) to post-test (*Means* = 72.83, *Std. Deviation* = 7.52), *t-value* (36) = 19.17, $p < .005$ and eta squared = .911 indicated a large effect size.

The results of pre-test and post-test value from the researcher were supported by the English teacher. The English teacher also concluded that the students of VIII-H improved their speaking skill. It could be seen in pre-test (*Means* = 57.23, *Std. Deviation* = 6.34) to post-test (*Means* = 73.92, *Std. Deviation* = 3.09), *t-value* (36) = 21.197, $p < .005$ and eta squared = .926 indicated a large effect size.

It is discussed that the students improve their speaking skill shown by the result of pre-test and post-test. It could be seen that *Means* value of the post-test is higher than pre-test and p value was less than .005 indicates that there is significant difference between pre-test and post-test. It means that the students improve their speaking skill (Pallant, 2013).

Moreover, 'Three-Step Interview' technique had advantages for the students. While the students interviewed each other, they could share and apply different questioning technique, understand the topic used, enrich new vocabularies, improve pronunciation, explore their ability to use questioning and thinking, and use appropriate vocabularies and grammar. The advantages of 'Three-Step Interview' was used to gain the data through the questionnaire.

The result of the questionnaire indicated that most of the students got benefits from 'Three-Step Interview' in improving their speaking skill specifically. It means that 'Three-Step Interview' were one of the effective techniques to make the students improve their speaking.

Giving the questionnaire for the students was to investigate students' views toward 'Three-Step Interview'. The result has been analyzed by the researcher, it showed that most of students agreed that 'Three-Step Interview' gave them advantages to their speaking. The students showed positive responses toward the advantages of 'Three-Step Interview' for speaking skill. There were 10 statements in the questionnaire form with four criterion, *Strongly Agree, Agree, Disagree, and Strongly Disagree*. Statement 1 written that 'Three-Step Interview' is easy to understand can be seen to the students' opinion during the treatments. They said that they like the technique because the students just interviewed each other. 'Three-Step Interview' brings benefits for the students specifically for the students' confident. The statement said by the students during the treatments. The students also said that 'Three-Step Interview' is interesting technique for them. The students can communicate with question-answer technique, where in prior treatment the students cannot make correct

interrogative sentences. After they were taught by using 'Three-Step Interview', the students made other questions as their creation of making interrogative sentences. The students also enrich their vocabulary. The vocabularies that the students knew after the implementation of 'Three-Step Interview' are:

- Go → went
- Eat → ate
- Looked around →berkeliling
- The kinds →macam-macam/jenis-jenis
- Take → took
- Pray →shalat
- Come → came
- Arrived →sampai
- Unfortunately →sayangnya
- Cry → cried
- Scare → scared →takut
- Feel → felt

Besides, the students' pronunciation are getting better. The students can pronoun the difficult words after the treatment. The students used correct grammar and vocabularies in their sentences by using simple pattern in each sentence where the pattern is subject + verb2 + object. 'Three-Step Interview' also teach the students how work in a group. It is related to the procedure and guidance ideas of 'Three-Step Interview' that the researcher and students should do.

CONCLUSION

Based on the finding and data analysis, this study gains some conclusions that related to the research questions. The conclusions are gained as the following. The students' speaking skill shows improvement after they are taught by using "Three-Step Interview" and from the questionnaire, it is revealed students' opinions that they mostly agree the implementation of "Three-Step Interview" for teaching speaking brings the positive effects.

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