INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH THREE STEP INTERVIEW AT TEN GRADE OF SMK KARTIKATAMA 1 METRO ACADEMIC YEAR 2011- 2012

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Abstract: English is taught earlier at the school. It is still learned continually until in the university. But unfortunately even though various methods and approaches have been tried out to reach the purpose, the result has not been satisfactory yet. Especially in speaking performance, students still has low scores. This study is aimed to describe the implementation of Three Step Interview and to increase students' speaking performance. Objectives of the study are to describe the use of Three Step Interview towards student's speaking performance and to explore the increasing of students' speaking performance through the Three Step Interview. The study was implemented in SMK Kartikatama 1 Metro, especially class X TKJ 2 using a classroom action research. The writer took 28 students as the subject. The data was a qualitative and the source of data taken from oral test. It used observation to collect the data. The techniques of analyzing data were reducing the data, presenting the data, and verifying the data.

Key words: Increasing, Speaking Performance, Three Step Interview.

English as one of the international languages has an important role in the world and it is the most important foreign language to be learned for historical, political and economical reasons. English competency is known as one of the crucial skills in various social contexts. Most people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated to the role of this language. For those reasons English has been taught at every level of education in Indonesia as the first foreign language. Since English has become an urgent need in Indonesia as a means to develop Indonesian people quality, it is taught earlier at school beginning from elementary schools as a local content up to third grade of senior high schools. And that is still learned continually until in the university. But unfortunately even though various methods and approaches have been tried out to reach the purpose, the result has not been satisfactory yet. Speaking is an important skill because one of the keys in English communication is speaking ability. Indonesian have to be able to master English as an international language. By mastering speaking skill, they can carry out conversation with others, give ideas and change information with interlocutor and people are able to know the situation that happened in the world. English language is not only taught and learned, but it is also used as a habit. Now, English is not only taught in big cities but also in remote villages. So, English speaking is taught in all education institutes in Indonesia. The students should master speaking in English especially in daily conversation because conversation is foundation to communicate with foreigners. In English speaking class, the students should be taught how to speak. The components of English speaking skill that should be

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given and studied in English speaking class, there are pronunciation, vocabulary, grammar, fluency and comprehension. So, English speaking will be habit of the students. Teaching speaking is not an easy job. There are many problems in teaching speaking. Firstly, it relates to the condition of the students who are lack of vocabulary that will make them unable to say words during speaking class. Secondly, most of students are not confident to use English in speaking class. Sometimes the students feel not confident to speak. Thirdly, the students often speak their local language. Those problems are faced by the students of senior high school in Indonesia. The teacher sometimes cannot control the class. The main problems are the way to manage the class. During teaching learning process, the teacher should make the students conducive and interested in with the materials. It needs hard work for getting the students attention.

Based on result of Pre-Survey at SMK Kartikatama 1 Metro, the result was complete if the students got score ≥ 6.0 and the result was incomplete if the students got score < 6.0. From the result of data Pre-Survey in the table 1.1, it shown that many students cannot increase their performance in speaking without a good method from their teacher. There were students in the class, 4 students got the score 70-100, 6 students got 65-70, and 20 others got < 60 in daily test. So, the result of the students' English test was less than 72% achieving Minimum Passing Grade. The students got bad score because they get difficulties in finding main idea, middle, and closing speaking performance when they practiced in front of the class. In that school, the teacher did not use a good media and a good method. The students also could not enjoy when they were studying English in the class.

Table 1.1 Score of Speaking Performance of SMK Kartikatama 1 Metro.

No	Score	Frequency	Percentage	Remark
1	70-100	4	11%	Passed
2	65-70	6	16%	Passed
3	<60	26	72%	Failed
	Sum	36	100%	

Source: English teacher of SMK Kartikatama 1 Metro

Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. A three-step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation for analysis purpose and new information synthesis.

Three Step Interview is categorized as an information-sharing structure. It can be used to process material in numerous ways. One example could be that the students interview each other about which of the two tales they have read. They like the better and why, which person in a short story they find most appealing/realistic/interesting and why, etc. In the process, the person being interviewed will not only have to express

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himself or herself in the target language. They will also become involved in an interpretation process. One could also imagine the students interviewing each other about what they would consider working on if they themselves were to plan the next sequence, etc.
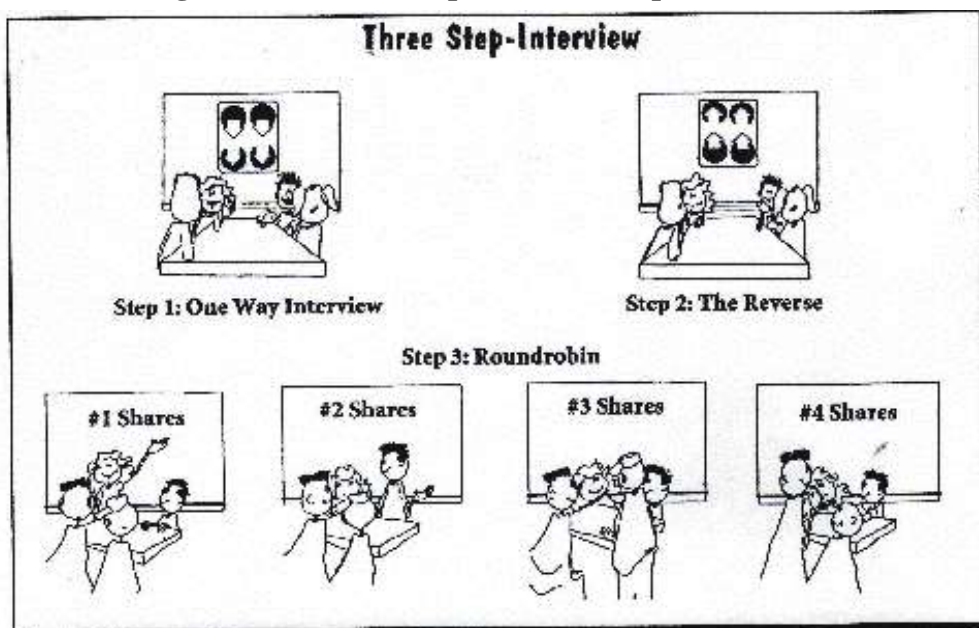
"A popular activity for pair work, but also appropriate for group work, interviews are useful at all level of proficiency. At the lower level, interviews can be structured, both in terms of the information that is sought and the grammatical difficulty and variety. The goal of an interview could at this level be limited to using requesting functions, learning vocabulary for expressing personal data, producing question, etc. Student might ask each other question like: what's your name? Where do you live? What country (city) are you from? Etc. and learn to give appropriate responses. At the higher level interviews can probe more complex fact, opinion, ideas and feeling (Brown. 2001, 184)."

Three Step Interview is another simple information sharing structure. It consists of three steps and work best in groups of four, but can be adapted for large or smaller groups. In step 1, students are in pair; one is interviewer, the other the interviewee. In step 2, the student reverse role. In step 3, student do a round robin, each one in turn sharing with the team what the learned in the interview (Kagan.1994,12:2).

In step 1, students are in pair; one is interviewer, the other the interviewee. Three Step Interview is a learning model in which consists of four members of students signed A, B, C, and D. Each member chooses another member to be a partner. After they get partner each other, the student interviews their partner. They ask question about topic material. During the first step individuals interview their partners by asking clarifying questions.

In step 2, the student reverse role. After students are being interviewer, they have to be interviewed. They should answer the questions from their team mates. During the second step partners reverse the roles.

In step 3, student does a round robin, each one in turn sharing with the team what the learned in the interview. During final step, members share their partner's response with the team.

Figure. 2.1 The Concept of Three Step Interview.

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There step interview makes students talk other. According to Kagan (1994, 12:2) there step interview is like round robin, with one exception: each student has allotted amount of time, and teammates ask that student questions. Researcher state that three step interview is very good to teach speaking because it makes student to speak in teaching instruction process. It not only makes students conversation with their friend but also makes students motivated in learning process. If students are motivated to talk more in teaching instructional, it will be better and effective in teaching English instructional especially to develop teaching speaking in classroom. Students can increase their speaking performance in class. So, it will have good effect for the students if Three Step Interview is applied in teaching speaking in classroom especially in teaching speaking. It will increase students' speaking performance well.

Regarding to the explanation above, there should be a technique which is effective to increase student's mastery of English language, especially speaking performance. Due to what most English teachers of vocational high school deliver the materials which is dominated by grammar focus, students cannot speak fluently because lack of practice and use of spoken English itself. So, the researcher would like to use new method to increase students' speaking performance. The new method to increase students' speaking performance is using Three Step Interview. The researcher choose these methods because this method in learning process must makes some group, so students' can discussing and sharing with the other about the material who will be given by the teacher. In line with it, this study is expected to prove whether a Three Step Interview can increase students' speaking performance at ten grade of Kartikatama Vocational High School 1 Metro academic year 2011-2012.

METHODOLOGI

This present study is classroom action research (CAR). This research employs qualitative design. There are some actions which will be done in this research namely: Executing of this research is done in cycles form. It will work collaboratively. Every cycle is acted based on planning. Observation actions use some observation instrument and it will be reflected after taking observation. Artikunto (2006) Classroom Action Research is an observation of learning process such as an action which arises in the class. Following Ferrance (2000:6), states that:

> "Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the "research." Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. Practitioners are responsible for making more and

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more decisions in the operations of schools, and they are being held publicly accountable for student achievement results. The process of action research assists educators in assessing needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes."

Based on theoretical above the researcher is acted as practitioner. But, in this research the researcher need the collaborators. Because it often happens that researcher cannot catching the entire important problem in classroom. Collaborators can help researcher to find the missing problem or forgetting problem of students in classroom, especially when the researcher will do reflection in his teaching. In the cycles, three are four main activities namely; planning, acting, observing and reflecting.

Figure. 3.1. The Procedures of Action Research.
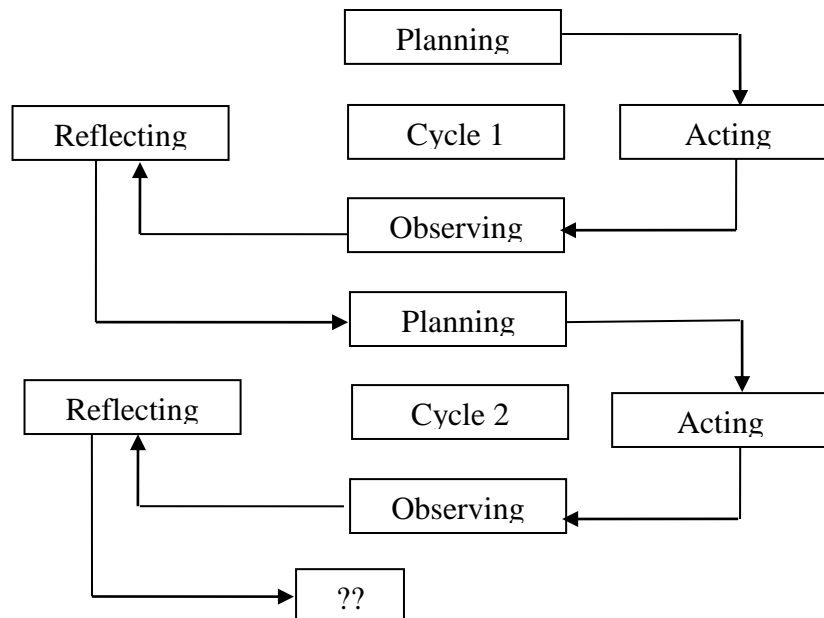
(Suharsini Arikanto, 2007:16)

In this research, the writer used some technique of data collecting technique; they are test, observation, and documentation. The test is the main technique in collecting data. The tests are used to get the data about the students' increasing in speaking performance. To know the students' speaking performance, the researcher give the students oral test, ask to the student to describe something around their topic.

The observation is a technique in collecting data. The observation is used to get the data about the student achievements especially in speaking performance in the process teaching learning. To know the students' speaking

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performance in class, the researcher does observation.

The data analysis technique whish used in this research is interactive model analysis. Miles and Huberman (1994:12) define analysis as consisting of three current flows of activity: data reduction, data display and conclusion drawing/verification.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription. It occurs continuously throughout the life of qualitatively oriented project. The data reduction/transforming process is continuous after fieldwork, until a final report is completed. Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed.

A display is an organized, compressed, assembly of information that permits

FINDING

Based on the result of the research, it was shown that the appropriate procedure of three step interview technique gives beneficial contribution both in increasing the students' speaking performance and improving students' activities during the instructional process.

The result students speaking performance of this research showed that the students' performance in speaking had improved significantly from one meeting to the next meeting, from one cycle to the following cycle. This could be seen from the result of each cycle. The students' speaking performance improved. It was showed in the mean score in every test. There were 53,57 at the pre-test, 65,92 at the post test

conclusion drawing and action. A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their conformability that is their validity.

It is worked by interactive form and data collecting process as a cycle. cycle 1 and 71,85 at the post test cycle 2. The average of students' score in each test are 53,57 (pre test), 65,93 (post test 1) and 71,86 (post test 2). The increasing score of students' speaking performance is 12,36 in pre test to post test 1, and 5,93 in post test 1 to post test 2.

The pre-test was done on Saturday, April 28th 2012 at 13.00 to 14.45. The class of pre-test was a class which consist 28 students. The result showed that there was just a student who got score more than 65, and 27 students got score under 65. It means that just 4% student who was getting passed of all students' number. So, there are still 27 or 96% students were failed. The frequency and percentage of students passed or failed were showed in the table below.

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Table 4.5 The Frequency and Percentage of Students Score of Pre test

No	Score	Frequency	Percentage	Remark
1	>65	1	4%	Passed
2	<65	27	96%	Failed
	Sum	28	100%	

From the descriptive analysis of the students' speaking performance of pre-test showed that score minimum of students' speaking performance was 40, score of maximum was 74 and mean score of students' speaking performance was 53,57.

The post test 1 was held after cycle 1. It was running on Saturday, May 12th 2012 at 13.00-14.45. From the analysis test of the students' speaking performance after treatment, it was found that students still made mistakes on some language elements. There were 13 students who got score more than 65 and still 15 students who got score under 65. It means that there was 46% of total students' passed and 54% of total students failed. It can see in the table below.

Table 4.6 The Frequency and Percentage of Students' Post Test 1

No	Score	Frequency	Percentage	Remark
1	>65	13	46%	Passed
2	<65	15	54%	Failed
	Sum	28	100%	

The result of students' post test cycle 1 showed that the mean score was 65,92. Score maximum total of student was 80. Score minimum was 56.

The post test 1 was held after cycle 1. It was running on Saturday, May 26th 2012 at 13.00-14.45. The result of the students' speaking performance after the second treatment, it is found that there is a very significant improvement of the students' speaking performance. Although some of them still make some mistakes on some language elements. In this test, the analysis score of students show that score maximum is 82 and score minimum is 64. Three are 26 students get score more than 65 and just 2 students who get score under 65. Or, it means that there is 93% of total students are passed and just 7% of total students are failed. It can see in table below.

Table 4.7 The Frequency and Percentage of Students' Post Test 2

No	Score	Frequency	Percentage	Remark
1	>65	26	93%	Passed
2	<65	2	7%	Failed
	Sum	28	100%	

Students' score showed so fantastic increasing. Score maximum of student was 82. Score minimum of student was 64 closed passed score.

The result of observation showed that the students enjoy performing at Three Step Interview. It could be seen from their activity in instructional process. The classroom atmosphere become more alive

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and all the students were actively involved in teaching and learning process. The students' activity also improved. It was 76% at the first cycle to 84% at the second cycle from total of students who followed the class activity. This improvement might be due to some benefits of Three Step Interview. Since the criteria of success were 1) 75% of the students reach 60% average of students' activity or the students fulfilled 3 of 5 indicators of students' activity. So, it was stated that implementation of three step interview was successful and met the criteria of success.

ANALYSIS

In cycle 1, three Step Interview was designed in planning the actions were implemented in the instructional activities. The implementation was adjusted with the English class schedule at the school where this study was conducted. The implementation of the action refers to the manifestation of the design plan covering the three major steps in the procedure for the three step interview activities. The design plans were implemented in two meetings as stated in the previous section. Among the three major steps of three step interview was implemented in meeting 1 and in meeting 2. The first meeting was done on Saturday, May 5th, 2012 at 13.00 to 14.45 (3 x 35 minutes). The second meeting was done on Friday, May 11th, 2012 at 14.00 to 15.00 (2 x 30 minutes). In implementing the action of cycle 1, the researcher acted as the practitioner conducting the teaching in the class, while his collaborator acted as an observer who observing the students' speaking performance and the improvement of the students' activities during the implementation of the action. The action consisted of three activities: pre activity, while activity and post activity.

The data result of post test were used to measure whether the implementation of three step interview technique to increase students' speaking performance have met the criteria of success or not. Based on the researcher's calculation, there were 13 students reaches pass score and 15 students are getting fail score. It means that there are only 46 % of all students who reaches passed and 54 % of all students failed.

If it was correlated with score of students in pre test, there was significant increasing in students' speaking performance. Where score of students' pre test show that there was just a student who got score more than 65, and 27 students got score under 65. It mean that just 4% student who was getting passed of all students' number. So, there were still 27 or 96% students were failed. So, there were significant increasing of students' score in speaking performance that 4% of students passed in pre test to 46% of students passed in post test. Or, a student passed in pre test increase to 13 students passed in post test.

Related to the students' activities, the criterion of success was 60% of the students fulfill 3 of 5 indicators of students' activities when they were involved in the instructional process as well as possible. The data obtains from the observation checklist showed that there were 76% average percentages of the students. It mean that students fulfill more than 3 indicators in this study, or 76% students follow the class activity.

Considering the fact above, the researcher made some reflections to do in the next cycle. First, the teacher had to change the way his teaching from speaking quickly to speaking at the students' phase of understanding in order all of the stages in the instructional process could be smoothly follow by the students. Second, the teacher had to increase his guidance in

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every step in order the students really understand the material teach by the teacher. Third, the teacher had to manage the students' group; not allowing the students to choose the members of their own group. Besides, the teacher had to give more motivation in order they are not afraid in speaking English with the role the teacher will give to the active students based on observer and score of students' speaking performance. So, they would not be reluctant and shy to use their English.

In cycle 2, researcher continuous the implementation of three step interview in cycle 1. But, three were some addition media and technique in action of cycle 2. In this phase, all the procedures of Three Step Interview designed in planning the action were implemented in the instructional activities with addition and fixed the media. The three major steps of three step interview were implemented in twice namely meeting 1 and in meeting 2. Where, the first meeting was done on Friday, May 18th, 2012 at 13.00 to 14.45 (2 x 30 minutes). The second meeting was done on Saturday, May 19th, 2012 at 14.00 to 15.00 (3 x 35 minutes).

In implementing the action, the researcher acted as the practitioner conducting the teaching in the class, while his collaborator acted as an observer who observes the students' speaking performance and the improvement of the students' activities during the implementation of instructional process. The action consisted of three activities: pre activity, while activity and post activity.

The teacher opened the lesson by greeting, checking the attendance list, motivating the students, reviewing the last material and explaining what they were going to learn and what to be reached. Teacher gave instruction for the students to make a group. One group consist four members. After that, each member chose another member to be a partner. Then, teacher gave the students some simple question about introduction. During the first step, individuals interviewed their partners by asking clarifying questions following the topic. During the second step, partners reversed the roles. For the final step, members shared their partner's response with the team. In every step, before students did the step, teacher gave example what student should be held. The teacher gave conclusion. Then, teacher gave gift to the active student and who got good score. After that, the teacher gives the students advice and motivation to study hard. And then, the researcher closed the lesson with reflection of the lesson that day.

The data result of post test were used to measure whether the implementation of three step interview technique to increase students' speaking performance had met the criteria of success or not. Based on the researcher's calculation, there were 26 students reached passed and 2 students got failed. This means that there were 93% of all students reached passed and 7% of all students were failed.

If it was correlated with score of students in post test 1(cycle 1), there was significant increasing in students' speaking performance. Where score of students' post test 1 showed that there were 13 students reaches pass score and 15 students gets failed score. It mean that there are only 46 % of all students who reached passed and 54 % of all students failed. So, there was significant increasing of students' score in speaking performance after cycle 2. It stated that 54% of students passed in post test 1 increase to 93% of students passed in post test 2. Or, from 15 students were passed after cycle 1 increases to 26 students are

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passed after cycle 2. Related to the students' activities on cycle 2, students are involved in the instructional process. The data obtain from the observation checklist show that there were 87% of average percentages students follow class activities well. It means that students fulfill more than 3 indicators of class activity. So, it was higher than activity in cycle 1. The progress of students' activity in cycle I to cycle 2 was averages 11%.

After all stages of Three Step Interview procedures are implemented in the second cycle 2, the researcher and the observer collaboratively evaluated the instructional process that has been conducted in the classroom. Since the students' speaking performance, their activities and the problems are solved in every meeting show significant improvement and at the second cycle had met the criteria of success, then the study can be stated as a successful research project, and accordingly, the action research was stopped.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the research implementation discussed in chapter 4, it was stated that increasing students' speaking performance through Three Step Interview at ten grade of SMK Kartikatama 1 Metro academic year 2011-2012 was success. Some conclusions were drawn in the students' speaking performance increased and teaching instructional ran effectively. It could be described in explanation as follow.

The first, students' speaking performance increased. The result of test students' speaking performance showed that the students' performance in speaking had improved significantly from one meeting to the next meeting, from one cycle to the following cycle. This can be seen from the result of each cycle. The students' speaking performance improved. It was showed in the mean score in every test. There were 53,57 at the pre-test, 65,92 at the post test cycle 1 and 71,85 at the post test cycle 2. The average of students' score in each test were 53,57 (pre test), 65,93 (post test 1) and 71,86 (post test 2). The increasing score of students' speaking performance was 12,36 in pre test to post test 1, and 5,93 in post test 1 to post test 2. In addition, students state that by the Three Step Interview, their vocabulary increased, speaking skill improved. In short, the implementation of Three Step Interview in teaching process had increased students' speaking performance. The average increasing of each cycle was 9,14 score total of students.

The second, teaching instructional was effective. The teaching instructional through Three Step Interview ran effectively. Students were motivated in teaching learning and challenged to study by three step interview procedures. It was seen in student activities observation sheet which was took by observer in teaching instructional. The result of observation showed that it was 76% at the first cycle to 84% at the second cycle, total of students followed the class activity. In addition, the Students' also experienced to speak English in the process of learning. Although, some problems had found in learning process, students generally could handle these problems by asking or sharing with their partners cooperatively, asking the teacher, or opening the dictionary. In conclusion, teaching instructional process used three step interview was effective.

To conclude, the result of implementation increasing students' speaking performance through Three Step Interview at ten grade of SMK Kartikatama 1 Metro academic year 2011-2012 was success. It can be

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seen from the students' activities based on observation in teaching process every cycles and students' speaking score in each test. The average progress was 9,14. So, It state that Three Step Interview was effective. It is not only effective but also students' speaking performance increased.

Based on the findings of this research, the strengths, and the weaknesses of this technique, then the suggestions are made. The suggestions are directed to other Senior High School English teachers whose students have similar classroom problems, characteristics, and situations with this school, and to the future researchers. According to the conducted research result concern with the Three Step Interview, there are some recommended suggestions for the English teachers and the next related researcher. It is suggested to other Senior High school English teachers whose students have similar classroom problems, characteristics and situations with Vocational High School that the Three Step Interview could be used as an alternative approach to teach speaking skill at SMA/SMK level. Nevertheless, Three Step Interview is applicable and meaningful in speaking lesson. So, the English teachers should consider some aspects in implementing the technique.
- The English teachers should set the time as effective as possible by considering the length of time allotted in every activity.
- The English teachers should deliver the explanation using clear voice, not too slowly and not too quickly.
- The English teachers should use Indonesian language if the students find it hard to understand the explanation.
- The English teachers should approach and guide students when they work on their tasks.

- The English teachers should be patient since this technique employs a lot of time and activities at every stage.
- English teachers can consider it as the alternative technique in teaching speaking.
- Because of the difficulties experienced by the students, the proposed suggestions of the students such as making them free to get materials, increasing the frequency of this technique should be applied in other to help them solve the problems they face.

If there is any research relates to three-step interview it is recommended for the next researchers to do the following suggestion:
- Investigate three-step interview toward other language skill such as writing, listening and reading.
- Investigate other types of cooperative learning in other to achieve a more meaningful and applicable leaning process to improve students' skill.
- Find more theories related to the cooperative learning special about three-step interview technique.

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