



UIN SUSKA

DEVELOPING CURRICULUM, TEACHER AND INSTRUCTION FOR QUALITY ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

The 3rd ELITE International Conference
Pekanbaru, January 10-11, 2016

Editors :

Muhammad Fauzan Ansyari

Abdul Hadi

M. Syaf'i S

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UIN SUSKA

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EDUCATION PROCEEDING

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Abdul Hadi
M. Syafi'i S

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Foreword by Conference Chair The 3rd ELITE International Conference

*Bismillahi wa bilLahi wa-l-hamduliLlahi,
Assalamu'alaikum,*


This book is containing the abstracts of papers which are presented at The 3rd Elite International Conference on UIN SUSKA Riau held on 09 – 10 January 2016 by the English Education Department, Faculty Education and Teacher Training, State Islamic University Riau in Pekanbaru. This is an international conference which is one of the most prominent, especially for English language educators. There are about 150 papers presented by more less 170 authors in the conference from various places including Indonesia, Libya, and U.S.A

I am sure that new ideas and findings will be debated, discussed, and shared among presenters and participants with the intention of enhancing the English language pedagogy, literature, and education for the purposes of professional English language educator's development. Besides, the conference is also aiming at creating a forum for further discussion on the scope of developing curriculum, teachers, and instruction for quality of language education.

The conference aims at creating a forum for further discussion on English Linguistics, Literature, and Education. The scope of the paper promoted on developing curriculum, teachers, and instruction for quality English linguistics, literature and education.

Finally, we are very grateful to the participants, presenters, and the 3rd ELITE international Conference committee members who made smooth and pleasant the organization of all events.

Wassalam,



Drs. H. M. Syafi'i S., M.Pd.

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ENHANCING ENGLISH SPEAKING ACHIEVEMENT THROUGH THREE STEP INTERVIEW TECHNIQUE

Muhammad Zuhri

STAIN Watampone (zuhrigbdije@gmail.com)

Miftah Nur Rahmat

STAIN Watampone (mifrahmat@gmail.com)

ABSTRACT

This research presents about Enhancing students' achievement to speak English through Three Step Interview Technique at English Study Club (ESC) SMKN 2 Watampone. This research employed pre-experimental method with pretest and posttest design. In collecting the data, the researchers got the students' data by using a test namely speaking test to find out the students' ability in English ability. After the data was collected and the result of the test was obtained to prove the hypothesis and to establish the validity, the researchers analyzed the value of t-observation. It was proved by the result of students' pretest and posttest. The mean score obtained by the students in the posttest (76,35) is greater than the mean score of the students in pretest (45,10). The result of this study proved that Three Step Interview Technique was significantly to enhance the students' achievement to speak English. It was hoped to the teacher to use Three Step Interview Technique in teaching English.

Keywords : Enhancing, English Speaking Achievement, Three Step Interview Technique

A. INTRODUCTION

Speaking is the main skill that has an important role in learning language because the main purpose of learning foreign language is the ability to communicate using the target language. There are three reasons why people communicate. First, they want to say something. Second, they have some communicative purposes. Third, because they select from their language store (Saifuddin, 2013).

Speaking is one of the English skills are much in demand by the people, because by speaking we can express feelings, thoughts, and our desires. Besides speaking can add insight, intellectual as well as enhanced our quality. Quality of speaking can be a means of sharing. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who knows a language are referred to as speakers' of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

Teaching English speaking is not an easy job to do. Therefore, the teacher as a guide in learning process is demanded to be more creative to build up students' motivation and enhance their achievement in speaking activities. Every teachers always try to make interesting and effective activity in teaching and learning process in the classroom. And also the teachers have to think what way or technique should be

applied to enhance speaking skill of the students. Actually, there are many way or technique that can be applied well to enhance students' speaking skill. One of the technique is using cooperative learning 'Three Step Interview Technique'. There are many teachers used cooperative learning to teach English because this technique is easy way and then the teachers are can see the students' achievement in speaking English because this technique the students will divide in small group. Cooperative means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as learning (Isjoni, 2012).

Three Step Interview Technique is one of the structural approach of cooperative learning that has found it by David and Roger Johnson after that developed by Spencer Kagan, Robert E. Slavin (2008). According to Kagan, 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 (2008).

From the explanation above the researchers interest to research this technique cooperative learning "Three Step Interview Technique" because cooperative learning means work together to achieve their purpose. The researchers hopes can give easy way to learn English especially speaking and help the learner to feel enjoy and fun in learning English. This technique can interview which other because to make a small group and different level so the students can share their knowledge and help which other.

The researchers choose English Study Club (ESC) at SMKN 2 Watampone because is applicable the students in this organization who has different abilities in English. Regarding the explanation above, there should be a technique which is effective to know the students' achievement in speaking English especially. Because there are many English teachers of senior 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. Therefore, this study is expected to prove whether a cooperative learning "Three Step Interview Technique". The main problem of this study is how to promote this technique to know the students' achievement in speaking ability after learning this technique.

B. LITERATURE REVIEW

1. Speaking Ability

Speaking ability is ability to communicate information, ideas and experiences in speaking form so that others can understand (with clarity of thought, organization, and good sentence structure and pronunciation). It is abroad ability that involves a number of other speaking sub skill (knowledge of grammar, structure, vocabulary and how to organize sentence or paragraph).

Speaking ability is the final goal of learning process in a second language. As a teacher, we have to evaluate students' ability in speaking by giving test to know the achievement. A speaking test is procedure to measure speaking ability that requires the learner to speak to produce utterances and they are assessed on the basis to compose the utterances. Learning a foreign language for communicative purposes requires the

learners to master the pronunciation, grammar accuracy, vocabulary and relevant skill. Therefore, a functional speaking test should be one which measures the learners' speaking ability covering all language components and their interactive skills (Harmer, 2007). Based on the explanation above every teachers must know the students' ability with giving the students assignment or test after giving the test the teachers will know their students' ability low, medium or high.

2. The Characteristic of Speaking

There are many reasons for getting students to speak in their classroom. Firstly, speaking activities provide rehearsal opportunities – chance to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which student try to use any or all of the language they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the several of elements of language (Harmer, 2007).

The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas work as their wishes. According to Penny Ur (1996), there are some characteristics of a successful speaking activity as follows :

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. The best way to learn English by speaking it and we can enhance our English by practicing a lot.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participations, all get a chance to speak and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy.

3. The Problem of Speaking

Penny Ur (1996), stated the problem with speaking activities, they are :

- a. Inhibition. Learners are often inhibited about trying to say things in a foreign language in the classroom: because they are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attract or they do not have self-confidence to speak in front of other people.
- b. Nothing to say. Even they are not inhibited, learners cannot think of anything to say: they Don't motivate their selves to express their ideas beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only one participant can talk at the time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d. Mother-tongue use. Some of the learners share the some mother tongue, they may tend to use it: because is it easier, they feel unnatural to speak to one another in a foreign language, and because they fell less 'exposed' if they are

speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

Based on the problem of speaking, the teacher can do to help students to solve of the problems (Penny Ur, 1996), they are :

- a. Use group work. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the class. This is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full class set-up.
- b. Base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class: it should be easily recalled and produce by the participant, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.
- c. Make a careful choice of topic and task to stimulate interest.
- d. Give some instruction or training in discussion skill. If the task based on group discussion then include instruction about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.
- e. Keep students speaking the target language. You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, the perhaps report later to the teacher how well the group manage to keep to it. Even is there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

4. Three Step Interview Technique

The previous part has given the information about Cooperative learning. The researchers choose one of the cooperative learning technique as a suggestion for all teachers to enhance students' speaking skill. It is Three Step Interview Technique, This is a simple technique because can make all the students active to share their ideas and problems this technique divide in to small group 3 or 4 students, with interviewing the listener can give the solution to fix the students' problem. In this part, the researchers present the information related to Three Step Interview Technique. There are Three Step Interview Technique as cooperative learning, the benefit of Three Step Interview Technique, and the procedure of Three Step Interview Technique.

a. Three Step Interview Technique as Cooperative Learning

Cooperative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive, it is the way that student and teacher work together that is important. With learning technique training, the teacher helps students learn how to learn more effectively. In cooperative learning, teachers teach students collaborative or social skills so that they

can work together more effectively. Indeed, cooperation is not only a way of learning, but also theme to be communicated about and studied (Freeman, 2000).

One of the important reason why the cooperative learning developed by many teachers and scientist believe about the worst influence of competitive that was used in the classroom. Actually, it does not mean that the competitive method is wrong, if we can set it well; the competitive method can be an effective way and also can motivate the other people. But, many researchers know that the competitive method is rarely be effective and healthy (Slavin, 2008).

Cooperative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to enhance the self confidence of students, including weaker ones, because every participant in a cooperative learning task has an important role to play. Knowing their team-mates are counting on them can enhance students' motivation (Thornburry, 2007). Cooperative learning is one of technique many people use this technique especially for finding the students problem to make the students active because this technique divide into small group so all of the students active to discuss.

b. Steps and Procedures of Three Step Interview Technique

The learning procedures in Three-Steps Interview technique were dividing students to be some groups each group consist of four students (A, B, C and D); Asking students to interview each other based on the group. Student A interview student B, student C interview student D. When finished, they switch roles, student B interview student A, student D interview student C. When the interview are completed, group members each take turns telling the other member of their four some about the person they interviewed; example student A tell student C and D about student B; Each student tells whole class about one student in their group. Example: student A in one group can tell what they learned from student C about student D (Saifuddin, 2013).

The steps of Three Step Interview Technique is very useful for the researchers because the research can share the students in the different level so the students can help with other and interviewer, the students will really active for speaking. The procedures of Three Step Interview Technique (Permanasari, 2013) are as follows :

- 1) Teacher makes a group of 4 students and gives them label. It can be A,B,C,D;
- 2) Teacher pairs the student A with student B, and student C with student D;
- 3) Teacher gives topic to the students;
- 4) Students are in pairs, one is interviewer and the other is interview;
- 5) Student A interview student B, student C interview student D;
- 6) Each share with team member what was learned during the two interviews.

Three Step Interview Technique is a technique which students work together in small group the students can share their ideas and also this technique can be easy way to make students easy to speak up. This technique is very important for teacher in teaching learning process.

c. Benefit of Three Step Interview Technique for Speaking

The benefit of Three Step Interview Technique is to creates simultaneous accountability; Students share and apply different questioning strategies; Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking (Permanasari, 2013).

Based on the explanation above the benefit of Three Step Interview Technique is very important for the teacher because the teacher can know the students ability and also the students will more creative to think.

C. METHODOLOGY

This research is pre-experimental design with pretest and posttest formula. The comparison between pretest and posttest score depend on the success of the treatment. This research consists of two variables, independent variable and dependent variable. The independent variable is using Three Step Interview Technique dependent variable is the students' achievement in speaking English. The population in this research was students of SMKN 2 Watampone especially for the English Study Club (ESC). The total numbers of populations are 23 students. In this research, the researchers used total sampling. The researchers took English Study Club (ESC) at SMKN2 Watampone that consists of 23 students.

The instrument is speaking test intended to measure the students' achievement of language skill particularly speaking skill. The test about interviewing the students, the researchers gave the students six questions and the students answer the questions. To measure students achievement, the researchers used test that consists of some aspects, they are Pronunciation, Grammatical, Vocabulary, and Fluency. In pronunciation is the students have to a good pronunciation that make listener shall give full focus and understand what the speaker express. Grammar, how the students apply the rules for forming words and make a good sentences, because when the students make grammar mistake can influence the meaning. Vocabulary, the students have to know many vocabularies and good pronunciation, because if the students lack the vocabulary, automatically what they want to say is not conjunction.

The procedure of collecting the data were given a pretest and treatment. Before doing the treatment, the students used pretest to know their basic ability. In this test, each students used a speaking text which consists of some questions. The students were asked to speak which related with the questions that be given by the researchers. The researchers gave the students treatment, it used teaching through Three Step Interview Technique. The treatment administrates after the pretest and it took place during eight meetings and spend 90 minutes in each meetings. After the treatment, the posttest was conducted to find out the students' achievement. It was used to check the result of treatments; and also be useful to know whether cooperative learning "Three Step Interview Technique" can enhance the students' achievement and overcame the students' problems in speaking skill. The test will be the same with pretest.

In analyzing the data, the researchers employed some steps as follows :

1. Calculating the percentage of the students' score (Sujana, 1982) by using the following formula :

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = percentage

F = frequency

N = the total number of students

2. Calculating the mean score of the students' answer (Arikunto, 2002) by using the formula :

$$\bar{X} = \frac{\sum X}{N}$$

Notation \bar{X} : the mean Score
 $\sum X$: the students total score
 N : the total number of students

3. Find out the students' significant difference between pretest and posttest (Gay, 2006) the researchers analyzed using t-test formula as follow :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance
 \bar{D} = the mean of different score
 $\sum D$ = the sum of the total scores difference
 $\sum D^2$ = the total number of the students
 N = the number of students

4. Calculating the Standard Deviation of the students' score in pretest and posttest (Gay, 2006) by using the following formula :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where: SD : Standard deviation
 $\sum X^2$: The sum of all the square
 $(\sum X)^2$: The square of the sum
 N : The total number of students

D. FINDINGS

The result of data analysis was presented in this part through speaking test. In this part the researchers analyzed the data consist of pretest and posttest. The researchers give a pretest to know the students' achievement to speak English by Three Step Interview Technique and after giving a treatment by interviewing which other, the researchers gave back to the students as namely posttest. Data analysis of learning speaking by using Three Step Interview Technique, to answer the question of problem statement is "What extend Three Step Interview Technique can enhance the students' achievement to speak English?". Pretest was given before the researchers gave a treatment or teaching process by using Three Step Interview Technique. In pretest there were 23 students, there were 12 (52,17%) for the students who classified very poor and students who classified poor 3 (13,4%). There were 5 (21,74%) for the students who classified fair and students who classified good 2 (8,70%). And only 1 (4,35%) student who classified excellent.

Posttest activity was given to students after the researchers gave a treatment. In posttest there were 23 students, there were 3 (13,04%) for the students who classified fair and students who classified good 10 (43,48%). There were 10 (43,48%) for the students who classified excellent. And none of them were classified "poor and very

poor". It means that the learning **speaking** by using Three Step Interview Technique of the students in posttest was getting better after giving them treatment by using Three Step Interview Technique to know the students' achievement. The data in previous section shows that the application of Three Step Interview Technique was effective to enhance the learners' achievement to speak English at English Study club (ESC) SMKN2 Watampone. It was supported by the fact that the mean score of posttest was higher than of pretest (76,35>45,10). T-test value was used to know whether there was or not significant difference between pretest and posttest in speaking achievement by using Three Step Interview Technique at the level of significance 0,05 or 5% where N= number of students (23), df: 23-1 = 22. The researchers concluded that t-test value was greater than t-table (20,92>2.074). It meant that, the students' speaking achievement enhanced.

E. DISCUSSION

This part presented the result of the effectiveness teaching speaking by using Three Step Interview Technique at English Study Club (ESC) SMKN2 Watampone. The description of the data collected as explained in the previous section showed that taught learning by using Three Step Interview Technique enhanced the learner speaking achievement to speak English of English Study Club (ESC) SMKN2 Watampone significantly. There are many researchers have taken cooperative learning and they were success for researching the technique one of them. Gibson in his research stated about the effectiveness of group working. He revealed that arranging the students in groups of four or five at the beginning of each class is the first step towards developing students' conversation abilities and effectively managing large class (Permanasari, 2013). So for researching in SMKN2 Watampone was success also by using cooperative learning "Three Step Interview Technique"

The mean score of the students enhanced after they were given treatment. The effectiveness of teaching speaking was marked by the result of the posttest. In posttest, after giving treatment the result was 10 students got excellent classification, 10 students got good classification and 3 students got fairly, no one student got poor and very poor classification. Whereas in pretest before giving treatment, 1 student was classified in excellent, 2 students got good classification, 5 students got fairly classification, 3 students got poor classification, and 12 students got very poor classification. It meant we can conclude that Three Step Interview Technique was effective in teaching speaking skill and can be used to overcome the students' problem in speaking, especially in composing proficiency, because it gave better effect in students' speaking achievement.

Three Step Interview Technique was effective technique which could be utilized to assist teacher in teaching speaking, especially in compose a good proficiency. Before students did learning speaking by using Three Step Interview Technique, they should know what was wrong before they can did it right by learning the steps of the speaking process, the elements necessary for good speaking , and the things were important to be put (or left).

Three Step Interview Technique provided an opportunity for students to speak more, did a conversation about speaking, and learnt from each other. The students participated in process of enhanced the learning speaking achievement, students took an active interest in speaking respectively. When they heard from other students, as if they were not doing a teacher, this one of their freedom in learning. Through Three Step

Interview Technique also the students heard from several view points that can enhance their communication about the process of speaking, their involvement with other students so that they were able to gather different perspectives of students varied ability levels and different backgrounds.

According to the data collected, learning speaking by using Three Step Interview Technique given in each meeting could attract the attention of students. Discussed with their friends and interviewed with other could enhance the students' achievement and also attractive to students. In fact, this type of testing allows the author to describe many things, whether that person, object, or place. One way to select appropriate teaching activities were matching students with materials. "If the students are not interested in a topic, they may reluctant to engage with the activity" (Harmer, 2001). If there are many students are not interested with the topic so the teacher have to look a good topic, technique, method and looked a interested place.

Three Step Interview Technique required learners not only how to speak a good, but they also gave advice to their speaking. Here, learners must take an active role in the process of speaking, once we knew the teacher learner centered, we turned it into a learner centered. With interviewer students in speaking, it saved the amount of work that must be done by a teacher. However, a teacher could not just sit back at the chair, to be effective expressed their idea, the teacher must be an active fasilitator. This meant that students should be monitored. The teacher will be actively involved in the process, and can ask students why they made that comment, or how they feel about this issue, or the teacher asked why they feel this speaking less.

To interview the students in teaching by using Three Step Interview Technique was effective enhanced the students' achievement. This achievement could be seen on the result of statistical analysis, the mean score of the students' posttest was higher than the mean score of the students' pretest. The most enhancement of ability was comprehension. Besides it also was supported by the t-test value was greater than t-table value for level of significance 0,05 or 5% degree of freedom. By using Three Step Interview Technique got support enhancements in this study because of Three Step Interview Technique help the students to clear their speaking. And also it was not only helpful in terms of speaking skills but they will begin to feel confident in their own abilities, and learnt to see more ways that they can enhance their own speaking achievement. After students can really learn, they did feedback and supported with each other.

F. CONCLUSION

Based on the findings and discussion above, the researchers conclude that Learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement. It is proved by the result of learners' test. The result shows that the mean score obtained by the students in the posttest (76,35) is greater than the mean score of the students in pretest (45,10). Learners' speaking achievement enhanced after the treatment. So, it can be concluded that learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement of English Study Club (ESC) SMKN2 Watampone.

For the enhancement of the teaching of English especially speaking. The researchers suggests that the teacher of English especially speaking should give the good technique in teaching English based on the learners' interest and their motivation

to learn English. Using Learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement. The students should be better to make use the Three Step Interview Technique to enhance their vocabulary by practicing it in speaking.

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