

IMPROVING SPEAKING SKILL OF THE ELEVENTH-GRADE STUDENTS THROUGH THREE STEPS INTERVIEW

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ABSTRACT

This research aims to increase students' self-confidence in speaking skills by using the Three Step Interview at Eleventh Grade on SMA Negeri 8 Denpasar. This research used Classroom Action Research (CAR) which was taken from Kemmis and McTaggarat's design. This research was finished in one cycle that consisted of four phases, those were: planning, acting, observing, and reflection. The subject of this research was XI IPA 2 class which consist of 48 students. The method of this research was Three Step Interview which runs into some steps; a) students made a group consisting of 4 persons, b) the teacher gave the topic to the students, c) students were in pairs, one was the interviewer and the other was the interviewee, d) students A interviewed students B and student C interviewed student B, e) students reserved roles and each shared with team member what was learned during the two interviews, f) the teacher gave the reward to the best group. The instruments used in this study were an observation checklist and a questionnaire. This action research was done in two cycles. That got a positive response from the student. There are almost half students agreed to use three steps interview as a teaching method and do some tests on each cycle. The students have a significant improvement. The researchers concluded that this research was successful to increase students' self-confidence in speaking skills.

Keywords: Three Steps Interview, Self Confidence and speaking ability

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kepercayaan diri siswa dalam keterampilan berbicara dengan menggunakan Three Step Interview di kelas XI SMA Negeri 8 Denpasar. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang diambil dari desain Kemmis dan McTaggarat. Penelitian ini diselesaikan dalam satu siklus yang terdiri dari empat tahapan, yaitu: perencanaan, pelaksanaan, observasi, dan refleksi. Subyek penelitian ini adalah kelas XI IPA 2 yang berjumlah 48 siswa. Metode penelitian ini adalah Three Step Interview yang terdiri dari beberapa tahapan; a) siswa membentuk kelompok yang terdiri dari 4 orang, b) guru memberikan topik kepada siswa, c) siswa berpasangan, satu pewawancara dan yang lainnya adalah pewawancarai, d) siswa A mewawancarai siswa B dan siswa C mewawancarai siswa B, e) siswa mencadangkan peran dan masing-masing berbagi dengan anggota tim apa yang dipelajari selama dua wawancara, f) guru memberikan penghargaan kepada kelompok terbaik. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi dan kuesioner. Penelitian tindakan ini dilakukan dalam dua siklus. Hal itu mendapat respon positif dari siswa. Hampir setengah siswa setuju menggunakan Three Steps Interview sebagai metode pengajaran dan setelah melakukan beberapa tes pada setiap siklus. Para siswa mengalami peningkatan yang signifikan. Peneliti menyimpulkan bahwa penelitian ini berhasil meningkatkan kepercayaan diri siswa pada keterampilan berbicara.

Kata Kunci: Three Steps Interview, Percaya Diri, Keterampilan Berbicara.

INTRODUCTION

Speaking is one of the most important English skills that students must develop. Many language learners throughout the world are learning English to improve their speaking skills. According to Mantra & Maba (2018), the objective of language learners learning English is to fluently speak English. Speaking is necessary for communicating with people, especially in this age of globalization, when English has become a worldwide language. It becomes a required course at any Indonesian university that provides an English program as a major (Widiastuti et al., 2021).

English speaking skill has been taught since elementary school (Arsani et al., 2021). Even English is still considered a foreign language, not a second language. English speaking skills are important for student study and communication (Astawa et al., 2018). If the student does not have good speaking skills, they will very difficult to communicate with other people. Speaking is a goal for many language learners who are learning a second or foreign language because it is a productive skill (Handayani et al., 2019). In order to support the achievement of the three speaking components, there must be some effort to choose efficient speaking teaching methods and a willingness to construct engaging instructional materials (Mulyadi et al., 2021). For the students, effective speaking exercises should be very entertaining. As a result, the students can take pleasure in the learning process by participating in activities (Mantra et al., 2018).

If the class has a positive atmosphere, speaking in class might be enjoyable. When students get along well and have

adequate English skills, they frequently participate freely and passionately in class (Mantra, et al., 2022). The students will be more motivated to participate in speaking class if the teacher is successful in identifying effective teaching and learning strategies and procedures. It is an undeniable fact that students occasionally hesitate to speak out of shyness or worry about making a mistake (Handayani & Widiastuti, 2019).

Speaking has emerged as the most common issue students have when it comes to the four language skills, according to the observations and interviews with the English teacher and the students. In fact, speaking was still a challenge for the students (Widiastuti, 2019). They were unwilling to do so in English. There are numerous factors that can affect a student's ability to speak, including the fact that the materials, medium, and techniques employed in the teaching and learning process were largely standard (Motallebzadeh et al., 2018).

Speaking and social skills can be improved in pupils via the use of effective instructional strategies. Everyone gets an opportunity, and each student has more opportunities to talk as a result.

The technique that the researchers employed might have a positive impact on the student's ability to study as well as on their motivation. Furthermore, the most crucial factor that the teacher should consider when enhancing the students' speaking abilities was selecting the right strategy. Three-step interviews are one of the most suitable and efficient methods to enhance students' speaking abilities.

RESEARCH METHOD

The development and empowerment of his students is typically something that a teacher in today's English classes needs and wants to achieve. Classroom action research is one method for enhancing the standard of English instruction (Mantra, et al., 2022). English teachers, especially certified or professional teachers, are very familiar with the term "classroom action research." Because it involves teachers in the classroom rather than being carried out only by experts from outside the classroom, the teacher simultaneously performs the role of a researcher (Mantra, Handayani, & Pramawati, 2022). In this way, it is well-known among teacher researchers.

Classroom action research is within the umbrella of other types of action research, including participatory research, critical action research, and action learning (Ary et al., 2018). In light of this, the following explanation begins with a definition of action research before moving on to a detailed explanation of classroom action research, which is an inquiry conducted to comprehend, assess, and then modify educational programs in order to improve educational practice. Additionally, it has been said that action research's ability to provide chances for teamwork is a key trait.

They were two cycles of four interconnected tasks each used in the classroom action research procedures. Each cycle included planning, action, observing and reflecting. In order to evaluate the students' reading comprehension and ascertain their past reading comprehension, preparatory

reflection was done (Mantra & Kumara, 2018). Based on the outcomes, those procedures were repeated after gathering the data from the previous cycle. The following cycle was initiated if the results did not satisfy the success indication. Additionally, reflection came before gathering any previous data.

The researchers' study tools were designed to encourage the subject to share their thoughts, opinions, comments, and answers. In order to get the data of the students in the teaching and learning process of speaking through three steps interview, the researchers, and instruments are employed to gather valid and reliable data that are required for the classroom action study. For the current study, a variety of instruments, including tests and questionnaires, were employed to collect data.

There are two kinds of instruments those are tests (pre-test and post-test) and questionnaires. The process of collecting the data could be described as Test and Questionnaire.

The data obtained in this present classroom action study it was analyzed descriptively to reveal the extent of the subject in initial reflection compared with its corresponding mean score in reflections conducted in cycle I and cycle II. The research will be compared the means score of the pre-test and post-test.

RESULTS AND DISCUSSION

The results of each student at SMA Negeri 8 Denpasar for the academic year 2022/2023 were displayed in the table of data above. Three-step interviews are a very useful and acceptable teaching and learning tool for English, particularly for speaking.

The data showed that the subject improved their speaking skill starting at cycle I to cycle II. The explanation of tabulation of data above could be explained as follows:

Pre-Cycle

Pre-cycle was done on Tuesday, October 04th 2022. Start from 13.20 and done on Tuesday, October 04th 2022 at 14.40 pm. The aim of this activity was to identify the actual issues that the topic encountered during the teaching and learning process, particularly with regard to speaking ability. The first cycle had two sessions. Based on the findings of the pre-test, Cycle I was carried out. According to the pre-test results, the subject's speaking ability score was still low and needed to be raised using a three-step interview strategy. As a result, the researchers put the technique into practice using the steps of planning, acting, observing, and reflecting.

The researchers conducted the process with the English teacher at SMA Negeri 8 in Denpasar. Additionally, the researchers had the opportunity to observe while the teacher was in the classroom teaching. The interview result revealed that the student in XI IPA 2 had a significant speaking competence issue. Even when the teacher asked them to speak in Indonesian, the majority of them were hesitant to do so in English. Additionally, the subject was not engaged in the lesson and did not pay attention to the teacher's explanations, the researchers discovered after doing the observation.

A pre-test was given to the study subject in order to gauge their problem. Give the students the information on the three-step interview first, then explain it.

Second, have the student create a formal dialogue based on instruments. Third, students give presentations in front of the class. The pre-test was followed by 48 subjects. After scoring the subjects, the mean pre-test score and total score, which was 1766, could be calculated as follows:

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

$$\text{The mean score of the pre-test } M = \frac{\sum X}{N} = \frac{1776}{48} = 37$$

It was evident from the calculation that the pre-test score was merely 37. It demonstrated the requirement for subject-specific speaking skills to be enhanced during the teaching and learning processes. Due to the subject's still limited verbal ability. Only 1 subject out of the 48 that passed the pre-test was able to receive the required grade at SMA Negeri 8 Denpasar. The purpose of this pre-test was for the researchers to appraise speaking ability utilizing a three-step interview.

Cycle I

Cycle I consisted of two sessions. The first session was started at 13.20 and done on Tuesday, 11th October 2022 at 14.00 pm and the second session started at 14.00 and was done on Tuesday, 11th October 2022 at 14.40 pm. The researchers explained the material and gave the post-test at the end of the session. Based on the results of the pre-test, it was conducted. 15 minutes were given to the students to create a discourse based on the situation they were given in Session I. The learner will next practice the dialog for a further 2 to 5 minutes. Finally, students must present their dialogue to the class as a performance. Give the students 15

minutes in session II to have a discussion regarding formal and informal letters. The student will next practice the dialogue for a further two to five minutes. Finally, students must present their dialogue to the class as a performance. Pre-test results revealed that class XI IPA 2 students at SMA Negeri 8 Denpasar had weak speaking abilities and that they needed to improve.

In planning the researchers planned and prepared what was needed for teaching seasons 1 and 2. The researchers prepared some material from formal and informal letters. The researchers executed the previously planned planning. The term "activity" referred to the actual classroom strategies that the researchers used. In the second session, the researchers went over the information for creating formal and informal letters, instructed the students to form groups, and gave them a topic to discuss regarding informal letters.

In the action, the researchers gave the material, the material researchers gave was a formal and informal letter. The students learned how to make formal and informal letters. They searched some example on internet and book. Then teach them how to made the latter what inside that and when to use the latter. So, the students understood and could make formal and informal letters. After explaining about the material the researchers gave 15 minutes to the students to make a dialogue based on the situation that had been given after that the learner will next practice the dialogue for a further 2 to 5 minutes.

In observation, the researchers found out that all student use their smartphones to find any information they need. When the researchers gave them a task they used

their phones to do it. Sometimes researchers found they used google translate to translate the task given. Sometimes the class are very noisy because they discussed what the task needed. Based on the result of the observation which has been mentioned previously, the researchers need to find more interesting material and give extra attention during the teaching and learning process so students can do more better perform. It needed some well-prepared revisions on cycle II in order to be able to improve the subjects' speaking skills. At the end activity, the researchers administered the post-test I.

The main score of the post-test I was scored by using the formula below:

$$\text{The mean score of post-test I} = \frac{\sum x}{N} = \frac{2740}{48} = 57$$

Based on the aforementioned conclusion, the average post-test I score for students was 57, which was deemed satisfactory. The students' post-test I score were much higher than their pre-test scores. The greatest and lowest scores were 80 and 40 respectively. The results indicate that after conducting a three-step interview, the student's speaking abilities have improved.

Cycle II

Cycle II consisted of two sessions. The first session started on Tuesday, 18th October 2022 at 13.20 and was done on Tuesday, 18th October 2022 at 14.00 pm and the second session started at 14.00 and was done on Tuesday, 18th October 2022 at 14.40 Pm. It started with giving the students 15 minutes to create a

discourse based on the situation they were given in Session I. The students next practised the dialogue for a further 2 to 5 minutes. Finally, students presented their dialogue to the class as a performance. The students were given 15 minutes in session II to have a discussion regarding asking and giving an opinion. The student then practised the dialogue for a further two to five minutes. Finally, students presented their dialogue to the class as a performance.

The planning process was known as updated planning in Cycle II. Based on the participants' improvement from their speaking scores from the prior cycle, revised planning was created. The lesson plan, post-test, and other intriguing subjects for the subject were produced by the researcher.

In planning, the researchers organized and prepared the materials needed for sessions three and four of instruction. The preparation of the lesson plan, materials, worksheet, post-test, and teaching aids for carrying out the activity in the classroom was the main focus. The post-test was provided at the conclusion of the sessions to assess the students' development or improvement after the difficult three-step interview.

In action, the researchers gave the material. The material given to the students was about giving and asking for an opinion. So the student gave and asked their opinion on forum meetings and so on. The researchers give material based on the lesson plan. After the researcher gave the material the researchers give 15 minutes to the students to make a dialogue based on the situation that had been given after that the learner practiced the dialogue for a further 2 to 5 minutes. At

the end activity, the researchers administered the post-test.

In observation, the researchers found out that only some students use their smartphones. They use the smartphone only to translate some words they did not know. The student's more enthusiastic about following the teaching and learning process especially during performing their conversation in front of the class with their partner. It showed that the teaching and learning process becomes more interesting and it could increase the students speaking skill improvement in cycle II. At the end activity, the researchers administered the post-test.

The main score of the post-test II was scored by using the formula below:

$$\text{The mean score of post-test II} = \frac{\sum x}{N} \\ = \frac{3770}{48} = 78$$

Based on the finding above, the mean score of students' post-test II was 78 which was a good score. The score of the students' post-test II was much better than the pre-test. The highest score was 90 and the lowest score was 70. Based on the finding above, this study was considered successful in applying three steps interview technique to the eleventh-grade students of SMA Negeri 8 Denpasar.

Questionnaire

At the conclusion of cycle II, the researchers additionally distributed the questionnaire to gather the supporting data. The results of the questionnaire were used to determine how the subjects felt about the three-step interview procedure for teaching and learning to improve speaking ability in the classroom. It was written in the form of multiple-choice questions in *Bahasa Indonesia* and broken down into ten items. The answer of the

questionnaire had five options: SA/Strongly Agree (*Sangat Setuju/SS*), A/Agree (*Setuju/S*), U/Undecided (*Ragu-ragu/RR*), D/Disagree (*Tidak Setuju/TS*) and SD/Strongly Disagree (*Sangat Tidak Setuju/STS*). Those alternative options are scored by means of rating scales from 5 to 1.

The data obtained from the questionnaire had to be computed. The computation of the comparative percentage for the score of the questionnaire item showed the subjects' total answer from the item of SA, A, U, D, and SD were shown as follow:

The total percentage of items SA

$$\frac{1184}{2087} \times 100\% = 56\%$$

The total percentage of items A

$$\frac{696}{2087} \times 100\% = 33\%$$

The total percentage of items U

$$\frac{195}{2087} \times 100\% = 9\%$$

The total percentage of item D

$$\frac{12}{2087} \times 100\% = 2\%$$

The total percentage of item SD

$$\frac{0}{2087} \times 100\% = 0\%$$

A comparative proportion of 56% was found for SA, 33% for A, 9% for U, 2% for D, and 0% for SD after the questionnaire's analysis. Comparative percentages of the questionnaire item revealed the students' progressively improved attitudes and motivation for speaking skill.

In order to conveniently see the results, the percentage of the students' responses to the gathered questionnaire results was calculated. From the 48 students who took the course as a whole, analysis of the questionnaire's results revealed that 56% of students selected "Strongly Agree," 33% selected "Agree," 9% selected

"Undecided," 2% selected "Disagree," and the remaining 0% selected "None." The questionnaire's results revealed that the research's participants had overwhelmingly good opinions of the three-step interview technique's use in the teaching and learning process, particularly when it came to assisting the participants in this study in honing their speaking skill.

The results of the current study were presented in the form of a score that represented how well the class XI IPA 2 students of SMA Negeri 8 Denpasar had performed in terms of their speaking abilities throughout the academic year 2022/2023. A three-step interview was used to evaluate this. This study used classroom action research methods. Planning, taking action, observing what happened, and reflecting were the four interwoven components of the research. At the outset of the current classroom action research, a pre-cycle was conducted. The current study was carried out over the course of two cycles, with two sessions taking place throughout each cycle. The pre-cycle was completed at the very beginning of the cycle in order to get the basic data regarding students' speaking abilities.

To evaluate the students' past knowledge, the pre-test was already completed in the pre-cycle. 48 students from class XI, IPA 2, of SMA Negeri 8 Denpasar, who were selected as the research subject, participated in the pre-test. The average score on the pre-test was 37, which means that it fell below the required minimum passing grade of 75. Furthermore, none of the subjects in total was able to pass the pre-test with the required grade.

The average score for the cycle I was 57 and the researchers used a three-step interview to think about the topic. The researchers discovered that the pre-test indicated the subject had low speaking ability based on the data analysis following the administration of the post-test at the conclusion of the pre-test. Grammar, pronunciation, fluency, vocabulary, and comprehension were the three steps of the interview criteria that the researchers used to grade the subject's performance. The median score for cycle II was 78. The results of cycle II also demonstrated that a three-step interview could help a subject's speaking ability.

A questionnaire provided the supporting information required to demonstrate how well it assisted students in improving their speaking. It was given out to find out how the students' answers affected the teaching and learning process. The subject responded by placing a checkmark in the appropriate place on the table that contained a total of 10 questions that were created in Indonesia. A questionnaire was distributed during cycle II's last session. The responses obtained from the participant were then calculated to be expressed descriptively in a percentage form. The answer was satisfied, of 56% For Strongly Agree (SA), 33% for Agree (A), 9% for Undecided (U), 2% for Disagree (D) and 0% for Strongly Disagree (SD). It meant that students really enjoyed being taught using three steps interview technique in order to train their speaking skills.

In conclusion, the three-step interview technique was effective in enhancing the students' speaking abilities. The students' speaking abilities have improved as a result. In order to prepare for a job

interview or to apply to their favorite university, students can use the three-step interview process once they have graduated from high school.

Data showing an improvement from the students over the course of two cycles given to them were provided as evidence. The grade was raised until the students obtained the required passing mark. The results of the survey indicated that they were content with the three-step interview method of instruction. In the academic year 2022–2023, SMA Negeri 8 Denpasar students in the eleventh grade could develop their speaking abilities.

CONCLUSION

The main data needed for the current classroom action research were collected through the administration of pre-test and post-test under investigation. At the conclusion of all processes of the study, certain findings were described based on the results of the data analysis. The data were collected by means of pre-test and post-test where the mean scores are 37, 57, and 78 simultaneously. The data also revealed that the students had improved from each test. Furthermore, the result categorized his study as a successful study and was supported by the result of the questionnaire. The result of the questionnaire analysis showed a comparative percentage of 56% For Strongly Agree (SA), 33% for Agree (A), 9% for Undecided (U), 2% for Disagree (D) and 0% for Strongly Disagree (SD). The comparative percentage of the questionnaire's components demonstrated the students' good views and motivation regarding the use of a three-step interview to enhance speaking skill.

The three-step interview can be used to enhance the speaking skill of the students. The use of a three-step interview process could raise the students' speaking test scores and demonstrate their progress. They were more inspired to stand up in front of the class since they could express their ideas.

The other researchers ought to be engaged in gathering fresh data regarding the three-step interview. There could still be many flaws in this research. The researcher advises the other researchers to investigate various speaking instruction techniques. This study can serve as a reference for future studies.

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