



The Influence of The Three-Step Interview Technique on Students' Speaking Skill

Oktaviano Devo¹, Endang Susilawati², Eka Fajar Rahmani³

oktavianodevo@student.untan.ac.id¹

endang.susilawati@fkip.untan.ac.id²

ekasastria10@fkip.untan.ac.id³

^{1,2,3}Pendidikan Bahasa Inggris, FKIP Universitas Tanjungpura

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Abstract

The capability to speak English is the prime key to being able to master English. Based on an interview between the researchers and the English teacher at school, students could not speak English with their peers or with their English teachers in daily context. Therefore, the researchers offered an alternative technique to aid English instructors by offering a responsive teaching-learning technique, which is the three-step interview technique. The objective of this research was to examine the impact of implementing the three-step interview approach on the speaking proficiency of tenth-grade students at SMA Negeri 1 Seberuang. The present study used a pre-experimental research approach, specifically using a one-group pre-test and post-test design. The sample was obtained using a cluster random sampling technique, resulting in a sample of 30 students in the X Mia class. The data were gathered from the outcomes of a pre-test and post-test and analyzed using a t-test and effect size calculation. The outcome of the t-test yielded a value of 5.45. The t-table value at a significance level of 0.05 and a degree of freedom (df) of 29 was determined to be 2.04. The data presented indicates that the t-test value (5.45) exceeded the critical value from the t-table (2.04). The results indicate that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The findings also indicate that the impact size score is 0.92, which falls within the moderate effect category. Based on the results, it can be inferred that the three-step interview approach has positive outcomes in enhancing the speaking proficiency of tenth-grade students at SMA Negeri 1 Seberuang.

Keywords: *cooperative learning, three-step interview, speaking skill, Teaching technique*

Introduction

As a media of global communication, English plays a vital role across the world. According to Harmer (2007), English has evolved into a lingua franca that is regularly used to converse among speakers of different source languages. Furthermore, one or both speakers utilize it as a "second language." As a result, knowing English is essential. Students should learn English abilities such as listening, speaking, reading, and writing in order to use the language. Despite the fact that all four capabilities are necessary in learning English, the act of oral communication skill in the language has been regarded as the most formidable among the four language skills (Leong Lai Mei & Ahmadi Seyedeh Masoumeh, 2017).

As speaking is encompassed within the realm of language instruction and acquisition, it is deemed one of the fundamental proficiencies in grasping a language. The characterization of speaking has been proposed by several authorities in the field. Brown (2001) described speaking as a productive skill that can be immediately and objectively seen by a test taker's listening accuracy and effectiveness. It signifies that there is an interaction between the speaker and the listener when they communicate, meaning that the listener can comprehend and respond to what the speaker is saying. Similarly, Efrizal (2012) emphasized the crucial role of speaking in facilitating interpersonal communication, emphasizing its pervasive nature as people engage in conversations regularly and across various settings. The language used to communicate or the interaction between two or more people is referred to as speaking. Moreover, according to Richard (2008), speaking is an oral contact, which indicates that the speaker should communicate with his partner orally. It does not matter if you are in a small or huge group.

Based on preliminary research conducted by the researchers to the tenth-grade students of SMA Negeri 1 Seberuang, the researchers found that those students have a good score at English in their report card, but their speaking performance was still poor because they did not enough practice with the language. They were not confident to speak English with their peers or with their English teachers in daily context. If this issue is consistently ignored, students will never practice speaking in ordinary activities. The English teacher should apply another alternative teaching approach and the relevant teaching technique to enable students practice their speaking more consistently and more enjoy fully.

One of the approaches that might be suggested is a collaborative learning approach. It can be utilized within the classroom to help them enhance their speaking abilities. The aim is to engage students with their speaking practices with enthusiasm and pleasure. Collaborative learning is a strategy for maximizing the benefits of student collaboration (Jacobs (2008). Al-Ahdal & Alharbi (2021) also asserted that cooperative learning activities are in charge of developing a support system in information transfer in order to produce effective and meaningful speaking learning appropriately through group discussion. Moreover, cooperative learning has several teaching techniques that could be used, such as think-pair-share, reciprocal questioning, jigsaw, and group investigation according (Hosseini, 2008). In addition, Kagan (1989) indicated that the three-step interview also constitutes one of the methods integrated into cooperative learning. For this reason, the researchers proposed an alternative approach to assist English educators by presenting a dynamic instructional method – the three-step interview technique. This technique aims to encourage students to engage in speaking practices and also to assess the impact of the three-step interview technique on their speaking proficiency.

The technique known as the three-step interview is employed to collect and exchange information on a specific subject. Initially, it was introduced by Kagan (1989), this technique involves students collaborating in pairs to conduct interviews with each other and subsequently engage in discussions based on the Furthermore, Barkley, Cross, and Major (2005) highlighted that in the three-step interview, student pairs take turns questioning each other, making questions that force a participant to analyze the worth of opposing statements before making a decision about which is the best. This strategy necessitated the cooperation of all learners. Kagan (2009) highlighted that the three-step interview technique has the power in strengthening students' personal and social abilities, such as listening, comprehension, and engagement. The technique is also created to optimize oral communication growth and guarantee that every student gets a chance to speak.

A previous study conducted by Aristy, Hadiansyah, and Apsari (2019) showed the three-step interview is a good activity to develop students' speaking skill. Moreover, Zainuddin (2018) published about the three-step interview which reveals that employing the three-step interview as a teaching technique can significantly improve students' ability to speak recount text when compared to when they were taught using other speaking techniques. As a result, the three-step interview was seen to be a powerful technique for learning English.

The research stands out due to its investigation into the three-step interview technique as a distinctive instructional method for improving the speaking abilities of tenth-grade students at SMAN 1 Seberuang. Noteworthy aspects contributing to its uniqueness include its tailored application to Senior High School students, the adoption of a pre-experimental research design, the incorporation of narrative texts, and the formulation of specific research questions and purposes.

To summarize, the study's originality lies in its thorough examination and implementation of the three-step interview technique within the specific context of senior high school education, utilizing a pre-experimental research design and narrative texts as instructional materials. These components collectively contribute to advancing knowledge in the realm of language instruction and acquisition, particularly in fostering the development of students' speaking proficiency.

Realizing the effectiveness of the three-step interview technique in developing students' speaking skills. The current research was designed in almost the same way. However, the current research was taking different level of students as the research participants compared to those taken in the previous studies. The former ones were taking junior high school and college students as their participants, whereas the participants of this study are senior high school students. Instead of applying CAR, this study employed a pre-experimental research design to determine the effect of the three-step interview technique on students' speaking ability. Another disparity was pertaining the choice of the teaching materials. The previous studies worked with descriptive texts as the teaching materials but the current study worked with narrative texts, especially legend.

There are two research questions posed in this study: (1) Does the use of the three-step interview technique to the tenth-grade students of SMAN 1 Seberuang affect students' speaking skill? And (2) If it does, how strong is the effect of using the three-step interview technique on students' speaking skill? In line with these questions, the research purposes are (1) To analyze if the use of the three-step interview technique for tenth-grade students of SMAN 1 Seberuang affects the students' speaking skill or not; (2) to examine the level of the effect size of the three-step interview technique on the speaking skills of the tenth-grade students of SMAN 1 Seberuang.

Method

This study examined the treatment using an experimental approach. Experimental research examines how a treatment affects a result, according to Creswell (2014). This study examined if the three-step interview approach affected students' speaking abilities. Thus, experimental research was best selected for studying this treatment's effects. According to Ary et al. (2012), experimental designs include pre-experimental, actual, factorial, and quasi-experimental.

The population of this study consisted of 102 tenth grade students of four classes from SMA Negeri 1 Seberuang in Academic Year 2022/2023. Ary et al. (2012) suggest that when the population size is excessively large and it becomes challenging to compile a comprehensive list of all individual names, it is advisable to employ a random cluster sampling approach. In this method, the samples are obtained by studying and selecting naturally occurring clusters, wherein the unit of analysis is not an individual but a group of individuals who naturally congregate. Furthermore, the researchers identified the sample in this sample using the cluster random sampling approach. According to Mackey and Gass (2021), cluster random sampling is the use of groups rather than individuals as study subjects. In this occasion, the researchers used an online spinner to choose one class at random, and the outcome revealed that the tenth Mia class was the sample. As a result, the sample for this study comprised of all 30 students from X Mia class.

Since this study applied a pre-experimental design, one pre- and post-test design. was utilized to investigate whether the independent variable affected the dependent variable, excluding other external factors that might influence students' speaking skills beyond the classroom setting (See Table 1).

Table 1. One Group Pre-Test and Post-Test Design

Pre-test	Treatment	Post-test
O1	X	O2

For the data collection, the researchers used a measurement technique. In this case, a speaking test was administered to asses several aspects of speaking such as the story understanding, the tone, the body language, and the focus. The test was administered for both the pre- and the post-test (Leavy, 2017). The test results were evaluated using the following rubric.

Table 2. Speaking Rubric

Aspects	Indicator			
	4	3	2	1
Understand The Story	Has clearly practiced reciting the story, is knowledgeable about it, uses no notes, and talks confidently.	Familiar with the narrative; has a decent grasp; might refer to notes; reasonably self-assured.	Acquainted with parts of the narrative; lacks rehearsal; leans on notes; lacks significant confidence.	Unfamiliar with the narrative; reads off notes; anxious.
Tone	Consistently uses suitable volume while speaking; accurate enunciation.	Generally communicates using suitable volume; accurate pronunciation.	Speak too quietly or too quickly; occasionally mumbles; improper articulation of some words.	Speaks too quietly or too quickly; frequently mumbles; improper articulation.
Body Language	Always uses non-verbal communication expressively	Often uses non-verbal communication expressively	Sometimes uses non-verbal communication	Do not use non-verbal communication
Focus	Student concentrates retelling the story and engaging eye contact with all audiences	Student sometimes concentrates retelling the story and engaging eye contact with few audiences	Student rarely concentrates retelling the story and engaging eye contact only with 1-3 audiences	Student do not concentrate and do not engaging eye contact with audiences

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Adapted from TEA (2006)

For the data analysis, several stages were conducted. The initial phase involved assigning scores to the tests taken by the students. Followed by the calculation of the mean score of the tests was computed in the second step. The next stage involved calculating the average discrepancy between the pre-test and post-test outcomes. It was then continued with testing the t-test value and t-table value. The result of t-test value became the reference to either uphold or dismiss the null or alternative hypothesis. If the t-test surpasses the t-table value ($t\text{-test} > t\text{-table}$), the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is refuted. Similarly, when the t-test falls below the t-table value ($t\text{-test} < t\text{-table}$), the null hypothesis (H_o) is accepted, while the alternative hypothesis (H_a) is refuted. The researchers determined the t-table value by utilizing the formula $t\text{-table} = N - 1$, where the significance level was set at 0.05. Subsequently, the researchers computed the effect size as a measure of the strength of the impact of the three-step interview approach on the student’s speaking skill. The specific formula employed for this purpose in the study is provided below:

The students' mean score differences : $D = X_2 - X_1$

T-test formula :
$$T = \frac{\underline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Effect size formula :
$$ES = T \sqrt{\frac{1}{N}}$$

Result

Following the intervention, a notable contrast in students' performance was observed. This was evidenced by the scores of the students in both the initial pre-test and the subsequent post-test, as depicted in the table labelled as "Table 3" beneath.:

Table 3. Result between Pre-Test and Post-Test

No	Test	Number of Sample	Total Score	Mean Score
1.	Pre- test	30	1487,5	49,58
2.	Post-test	30	1625	54,16

Initially, a preliminary assessment known as the pre-test was conducted to gain the initial competencies of the students before engaging in the learning sessions. This phase spanned over two hours of instructional time. Subsequently, the researchers appraised the students' speaking skill performance according to a specified scoring rubric. Referring to the table provided earlier, the tenth-grade Mia class consisted of 30 students whose collective pre-test score amounted to 1487.5, yielding an average score of 49.58. Following the administration of the intervention, a noticeable transformation in students' speaking skill was observed during the post-test phase. The post-test, in contrast to the pre-test, involved evaluative activities undertaken by the researchers subsequent to the delivery of the material using a three-step interview technique. The cumulative score of the students in the post-test reached 1625, resulting in an average score of 54.16.

The calculated t-test value is 5.45, which surpasses the critical t-table value of 2.04. This disparity is evident at a 95% confidence level with a degree of freedom of 29 (df=29), corresponding to a significance level of 0.05. The result supports the acceptance of the alternative hypothesis, and rejects the null hypothesis. The acceptance of the alternative hypothesis implies that the use of the three-step interview technique in teaching speaking can significantly affect the student's speaking skill.

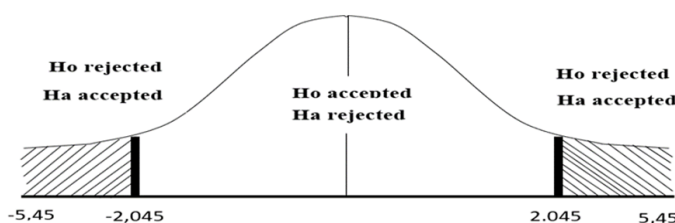


Figure 1. Hypothesis testing

After confirming t-test value, the data analysis continued with the calculation of the effect size to examine the extent to which the three-step interview technique can affect the students' speaking skill performance. As indicated in the calculation, the effect size amounted to 0.92. With regards to evaluating the effect size using Cohen's (2018) criteria, the outcome of 0.92 (ranging from 0.51 to 1.00) falls within the range denoting a moderate effect size. This leads to a conclusion that the application of the three-step interview technique in teaching speaking has a moderate effect on students' speaking skill, particularly in the context of narrative text

Discussion

Based on the findings, it had been proven that the use of three-step interview technique in teaching speaking has moderately affected the students' speaking skill performance. The findings reconfirm the result of the previous researches (Aristy, Hadiansyah and Apsari, 2019; Zainuddin, 2018) which also indicated that the three-step interview was a good activity to develop students' speaking skills.

This study was conducted to investigate whether or not the use of the three-step interview had an effect on students' speaking skill. Based on the findings, it had been proven that the three-step interview technique had a positive effect and the findings reconfirmed that this research was still in line with the previous researches. The mean score of students on the pre-test was 49,58, and the mean score for the post-test was 54,16. It was found that there were significant differences in the pre-test and post-test scores. Referring to the t-test and t-table data, it was found that t-test was bigger than t-table ($5,45 > 2,04$). This comparison showed there was an effect of the treatment toward the students' speaking skill. The size of the effect test revealed that the power of the effect was moderate. It could be concluded that the use of the three-step interview had a moderate effect on students' speaking skill.

The effectiveness of the intervention stemmed from the fact that the collaborative nature of techniques like the three-step interview method fostered active participation among students, encouraging them to practice speaking collectively within a group setting. This was evident during the students' interviews with one another, as they provided mutual assistance and guidance to uncover answers through their narratives. Consequently, every student, regardless of their skill level, could assist one another in learning how to collectively recount a story, promoting a collaborative learning environment. Engaging in collaborative

learning activities plays a crucial role in establishing a framework for sharing knowledge among individuals (Al-Ahdal & Alharbi (2021). This approach facilitates effective and substantial development of speaking skills through group discussions, leading to successful and meaningful learning outcomes. The three-step interview technique should be a good alternative way for strengthening students' speaking skills (Kamaliah et al. (2018). Moreover, the three-step interview can stimulate students to speak enjoy fully and encourage students to involve in the speaking practice enthusiastically (Utama, 2018). To summarize, the three-step interview technique is an effective technique to improve students speaking skills.

Nevertheless, the use of three-step interview technique in this research was only limited to teaching speaking for narrative text context. Moreover, the aspects of speaking being assessed were only focused more on paralinguistic aspects of speaking like the story comprehensibility, tone, body language, and the focus. These aspects are taken into consideration for the purpose of encouraging students to be brave and more confident to perform their speaking practice without having much worry about the mistakes of grammar and pronunciation. Therefore, the linguistics aspects like grammar, pronunciation, word choice and other aspects pertaining the speaking fluency, accuracy, and appropriacy are still ignored in the assessment. In other words, the students' speaking skill performance resulted from the treatment does not comprehensively represent their real communicative competence yet. Therefore, the future research should consider more linguistic aspects on the rubric of the speaking assessment.

Conclusion

Based on the findings and discussion, it can be concluded that the use of three-step interview technique in teaching speaking to students at SMA Negeri 1 Seberuang Kapuas Hulu Kalimantan Barat has moderately affected their speaking skill performance, especially in the context of speaking about narrative text. However, the speaking skill is only represented by their performance on the paralinguistic aspects such as story comprehensibility, tone, body language, and their focus while telling the selected story.

According to the findings of the previous chapter and the discussion that followed it in this study, there was a significant improvement in the students' performance following the treatment's administration. It is demonstrated by the fact that the students' scores on the post-test were higher than the scores they received on the pre-test. The sum of the student's scores for the pre-test was 1487,5 with a mean score 49,58. Students' score on post-test was 1625, with a mean score 54,16 which means that there was a significant difference in the use of the three-

step interview technique on students' speaking skill. It showed that the students' achievement after receiving treatment was higher than it was before they received treatment. The three-step interview technique help students to practice their speaking. Students were also really interested and showed great attention during the teaching and learning process. The implementation of the three-step interview technique highly supported students in finding an interesting way to practice. Thus, the prediction of the alternative hypothesis (H_a) in this research was accepted that the use of three-step interview technique for tenth-grade students of SMAN 1 Seberuang affects the students' speaking skill in narrative text. It was shown by the calculation of the effect size of the treatment.

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