IMPROVING THE SPEAKING SKILL OF THE STUDENTS OF STKIP-MB THROUGH THE USE OF THREE-STEP INTERVIEW TECHNIQUE

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Abstract
The article provides information about the implementation of cooperative learning: three-step interview among students STKIP Muhammadiyah Muara Bungo (STKIP-MB) and the improvement of their speaking skill on descriptive text through the use of this technnique. Participants were 15 students of the first year students at English Department. The method of this research was classroom action research (CAR) which consisted of planning, actioning, observing and reflecting. Data of the research were analyzed by using two methods of data analysis namely quantitative analysis and qualitative analysis. Quantitative data analyses were used to measure and interpret the data from the task and speaking test, while data which had taken from observation, field note and interview were analyzed by using qualitative data analysis. The research results showed that there was a significant increase of students' speaking skill on descriptive text over the cycles test. The student's score rose gradually, it was started at 46.48 in pre-cycle test and being increased 68.17 in the first cycle test. Then, it rocketed at around 75.88 in the second cycle. The improvement of students speaking skill influenced by two factors remained as internal factor and external factor. The internal factors proposed by students' motivation and their anxiety, whereas external factors concerned with the teaching material and the classroom management.

Keywords: *Speaking, Descriptive Text, Three-step Interview*

INTRODUCTION

Developing speaking skill is commonly considered as daunting mission for almost language learners. Although before they were becoming a university students, they had years of learning speaking. This fact, the researcher found at English Department STKIP-MB through the students' daily test average score in speaking. The students' achievement score just around 62.60 or it defined that the score test was under the expected minimum scoring of STKIP-MB (70). Another interesting point is that the result of speaking test showed that only 4 (26.7%) of 15 students who had reach the expected minimum score, then 11 (71.3%) of the students experienced not pass the speaking test. Based on the result of the students speaking test, it identified a serious problem of students STKIP-MB especially in their speaking of descriptive text.

The researcher's observation noticed some problems over the period of speaking class. Primary, students were quite hard to develop and transferred their ideas in English when the lecturer asked them to describe something. They did not recognize what they should utter about the identification and the description of an object that they might described. They had somewhat in their mind but they had lack of vocabularies and appropriate words to conveying their ideas, for example, when they were asked to illustrate an animal, "*It has big body, it has nice eyes, it is very cute".* The students frequently used the same words (repetition) during speaking

activities, and most of time they did not mention the subject that they refer to.

Next, the second problem is related to the language feature of descriptive text like tense and grammar. In using simple present tense, the researcher found that students had problem to differentiate the use of the present verb (V1) for the third person and singular. However, the lecturer has reminded them that the tense that usually use in speaking a descriptive text is simple present tense. For instance, students prefer to say: *she **talk** slowly, she **look an** monsters, she like modeling artist.* Those sentences were incorrect because of the third person singular present verb (V1) must attach by s/e's. The correct sentences are she talks slowly, he **looks an** alien, he **likes** playing football. From 15 students only 7 (46.7%) of them were able to use the simple present properly.

According to Fulwiler (2006:34), descriptive text is types of text that describes a person, place, and/or thing. The functions of this text is to create a verbal image so that listeners can see what you see, hear what you hear, and taste, smell and feel what you taste, smell and feel. In the line with it, Wardiman et al. (2008:26) mentions that by listening a descriptive text, the students will create their sense of immersion and get a clear picture of object which is described.

The third problem is very close to the technique that used by the lecturer during teaching and learning process in the classroom. Rigidity learning gives the impression to be deficient on students' involvement. For example, lecturer often presenting materials not interesting yet and set the group discussion without managing their task and setting. In teaching descriptive text, He just showed the picture of a place or thing and asked them to describe it unclearly. It also only focused on the materials from handbook and did not add new materials. This situation made the teaching and learning process was not done well.

Then, the most noticeable problem is that the students' motivation. Having low motivation had posed the students to do anything else inside the classroom such as keep silent, sleep, and sometime disturbing to their friend. The study showed that half of students were unwilling and embarrassed to speak English in speaking class because were afraid of making mistakes. It seem; when the lecturer asked the students to present in front of the class, most of the students motionlessly kept silent or even dropped their heads, and avoided the eye contact with the lecturer. They were hesitant to speak and they haven't confidence to speak because when they tried to speak with good pronunciations, stressing, and gestures their friends laughed at them. The researcher discovered that the students feel doubt performs their speaking in front of the class (Fussalam, 2014:3).

Therefore, the lecturer applied new technique "three-step interview" in teaching speaking on descriptive text. The technique had given deliberate students' active participation and the tasks have clear instruction. Then, the technique was also provided students wide opportunity independently in speaking descriptive text. By practicing actively, the students get influence effect like encouraging students to speak without being afraid of getting fault. In addition, the process of cooperative learning during the implementation of this technique has also known as the way to gained students enjoyable to follows some activities in the classroom.

The research questions in this research article focus on:

1. How can three-step interview improve students' speaking skill on descriptive texts at first year students of English Department STKIP-MB?
2. What factors influence the change of the students' speaking skill on descriptive text by using three-step interview technique at first year students of English Department STKIP-MB?

METHOD

The research was conducted through Classroom Action Research design. Kemmis and Taggart (2008:11) states that Classroom Action Research as the systematically way to be aware about what happens in the school or classroom, implementing critically informed action where improvements are thought to be possible, and control the effects on the action with a view to continuing the improvement.

This research was done at the English Department of STKIP-MB where the researcher as one of the English lecturers in this Department. It was held in even semester academic year 2017/2018 since for this period of time speaking subject substances had well inserted some types of monologue text such as descriptive text, recount text, narrative text and procedure text that were officially planned by the curriculum of the English Department of STKIP-MB. There were two kinds of data that the researcher had used in this research namely qualitative data and quantitative data. Hence, two types of instruments were designed in collecting data.

First and foremost, the researcher conducted the instruments for collecting the quantitative data through the uses of "tasks and speaking test". They were designed by the researcher in the form of rubric of speaking test of descriptive text. The task was given before the end of speaking class. All students have the same opportunity to present their skill in front the class. The researcher set a task because he tended to know his student' speaking passion in the classroom. From the result of the task, student's progress also can be measured.

In conducting rubric of speaking test, the researcher had arranged the indicators of descriptive text and mixed them up into the rubric of assessing speaking which adapted from O'Malley and Pierce (2006:60), Hughes (2003:131). The components such as content, grammar, vocabulary, comprehension, fluency, and pronunciation were involved in the rubric of assessing speaking of descriptive text. Each component also had scored or rating. In detail, the scoring consisted of four levels (1-4).

Moreover, the researcher had also set the instruments for collecting the qualitative data. It was created into two types of instrumentations which called observation sheet and interview guidelines.

Observation sheets become part of collecting the real information about teaching and learning process. The result of observation sheets were analyzed in order to know whether or not the lecturer and students had applying three-step interview technique in their activities in speaking class.

In addition, an interview guideline was also arranged by the researcher as research instrument for collecting qualitative data. Kajoorboon (2005:123) states that an interview guide is the list of questions, topics, and issues that the

researcher wants to cover during the interview. In this research, the students were invited by the lecturer to discuss about their views linked to the factors that influence the change of students speaking skill of descriptive text. Interview result was used by the researcher to answer the second research questions.

Overall, the techniques of collecting data involved four instrumentations as follows;

1. Speaking test and task were used to identify students' speaking skill. The test was given at the end of each cycle.
2. Observation checklists as lecturer's and collaborator guidance to monitor the students' activities.
3. Field note was used to highlight some information that had not grasp by the observation checklists.
4. An interview was also carried out the students to shares their perception about factors which influenced the improvement of students' speaking skill on descriptive text.

RESULT AND DISCUSSION

Result

The result of the data analysis answered both first research questions and the second research questions of the research. It discussed the research finding in the pre-cycle test, first cycle test, and second cycle test. For the first research question, the research focused on describing how three-step interview technique can improve students speaking skill of descriptive text in every circumstance in speaking class.

By looking at the tests given to the students in each cycle, the researcher identified how three-step interview technique can improve students speaking skill of descriptive text. He had finds out a dramatic increase of the improvement on the students' achievement over the whole implementation of this technique from first cycle test to second cycle test. The enhancement of students' speaking skill was concerned all indicators of speaking skill of descriptive text such as content, grammar, fluency, pronunciation, and vocabulary.

Table 1. The Indicator of Speaking Skill of Descriptive Text Average Score in All Cycle Test

Cycles	Cont	Gram	Flu	Pron	Voc
Pre-cycle	1.90	1.94	1.67	1.90	1.87
First Cycle	2.85	2.48	2.20	2.50	2.83
Second Cycle	3.07	2.98	2.70	3.03	3.43

The table 1 shows the information about the students' average score over a 3-cycle test. Overall, what stands out from the graph is that there were considerable increases of students' score over period of the research. Although each indicator of speaking of descriptive text in pre-cycle test was initially the lowest score (1), then it experienced a slight increase (2) in the first cycle test before reaching of peak of score (3) toward the end of second cycle test.

Another interesting point is that the indicator of vocabulary was defined as the highest speaking score by the time period (3.43). Despite vocabulary depicts as the lowest (1.67) in the beginning of cycle, it was jumped up to 2.83 in the second cycle. In contrast, the indicator of fluency remained as the lowest score through out the period. Looking at the details comparison of the students' average score can be seen in the graph below:

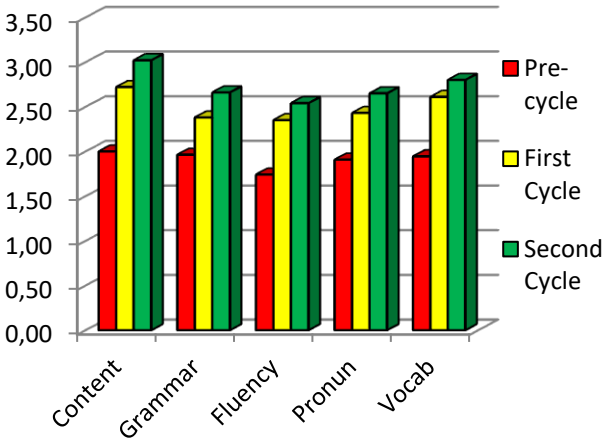

Figure 1. The comparison of the Speaking indicators of descriptive text

Based on the figure 1, there were 4 indicators of speaking skill rising gradually. Those were content, grammar, pronunciation and vocabulary. However, the other indicator like fluency remained relatively stable at approximately at around 2. In other word, the students initially had difficulty in fluency. For instance, some students often repeated frequently the words or sentences in the speaking test. In this case, the lecturer had forced an effort through offering the students with wide opportunity to perform their speaking in a variety of contexts in the classroom.

In general, the average score of students speaking skill improved by time to time, starting at the pre-cycle test, then in the first cycle, and last cycle test around 46.38, 68.17, 75.88 respectively. The improvement of students average score also followed by the significant increase of all indicators of speaking of descriptive text such as content, grammar, fluency, pronunciation, and vocabulary.

In more details, the researcher displayed the data about the mean percentage of students achievement score in speaking skill into the following figure visually. The researcher compared the mean of students' speaking skill achievement in all cycles test.

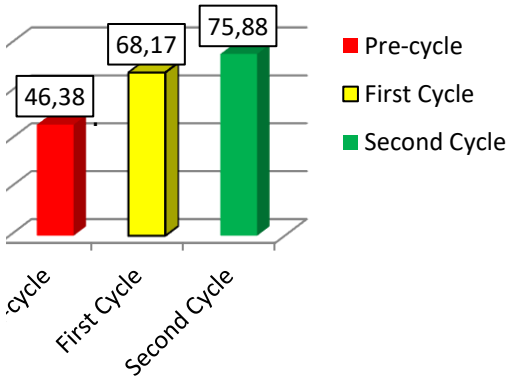

Figure 2. The Mean of Students' Speaking Skill

The figure 2 provides information about the improvements of speaking skill of descriptive text over the cycles test. In whole data, there were dramatic increases of students speaking skill especially in descriptive text over the period of test. There was slightly improvement of students speaking score approximately by 21.79 in first cycle. It went up from 46.38 in pre cycle to 68.17 in first cycle test. Likewise, the improvement of second cycle was rose almost doubled from 46.38 in pre-cycle test and 75.88 in the second cycle test. It means that overall students speaking skill were increase significantly through implementation of three-step interview technique.

Discussion

The table and two charts above show how the indicators of speaking skill of descriptive text achieved from the first cycle and the second cycle. The improvement of students speaking skill was identified through the improvement of the indicator of speaking descriptive text. Furthermore, several factors that affected their speaking skill are also discussed.

First of all, *content* of descriptive text. The lecturer has realized that practicing speaking skill is not easy for first semester students for some reason such as knowledge and experience. So, before going to the lesson, the lecturer needs to explain about the social function and the content of descriptive text as foundation of descriptive text. Here, the form of contents like generic structure of descriptive text itself (identification and description) should be understandable clearly by the students. By giving details explanation about the content, it helped them to construct a good descriptive text. Lecturer encouraged the students to produce identification of an object by using topic sentence correctly. Besides, the lecturer also explained how to use description correctly.

In the beginning of the class, the lecturer had described the generic structure of descriptive text; identification and description. Then, he also clarified his explanation through some examples of descriptive text on the whiteboard, and showed a picture, and enlightens how to develop the ideas by using picture. It forced the student to develop their ideas in their worksheets, by writing practice accurately sentences placed in their worksheet the students be able to remained position of identification and description in the pattern of descriptive text. Otherwise, to check the students' concept about it, he controlled the speaking class activities, checked the students' worksheet whether or not it involved as the content of descriptive text.

According to Hammond (1992:4), the identification as the generic structure of descriptive text gave the information about the object or phenomena that will be described. Then, description helps the students to tell parts, qualities and characteristics of the object in detail. By using three step-interview technique the students have been more betterment to create content of descriptive text appropriately. The process of asking questions, answering, and taking note is an effective way to persuade students to create a clearly identification and description of an object (Kagan, 2009:131).

Next, Good grammar also defines as one of the important indicators of speaking skill in producing good monologue descriptive text. However, some students' considered that grammar was very tricky and less important in speaking, but the lecturer proposed their students to know the function of grammar. He supposes that the students are used correctly produced sentences in pattern, thus their sentences were systematic, clear, easier and understandable by others. It was also declared by Hughes (2003:131-132) that the student's error in using the grammar or pattern caused misunderstanding.

The researcher' observation result was initially that the students tended to imitate or copying incorrect sentence structure from their friend. As the result, they had lacked knowledge to use a good sentence with correct grammar. To solve this problem, the lecturer asked the student taking notes into the worksheet (three-step interview form). This action was intended to assess students' grammar mastery. It was maintained by Kagan (2009:143), three-step interview also has advantages to advance the student's grammar through the process of writing sentences in worksheet of three-step interview activities.

Thirdly, fluency also mentioned as indicator to be good at speaking. Students were intended to increase their fluency because its one criteria, improvement of speaking skill. They practice to be natural and only a small number of pauses and

"Eee" or "um". These fillers indicate that the student have spend a lot of time searching for the language items needed to express the message (Brown, 2004: 4).

In other word, fluency in speaking labeled as the ability to utter words or sentence freely without too much impede or hesitating. As Kagan (1994:35) states that three-step interview technique promotes students' active speaking because they are independently responsible for sharing their group's information with the team.

Furthermore, the lecturer had accomplished enhancing students' consciousness in pronunciation during speaking. Even though it is almost impossible to force them to have smoothly pronunciation, at least they were relatively close to the real tone of voice and sound like a native speaker. The target of teaching speaking skill is that the students have consistently correct and clear pronunciation (O'Malley and Pierce, 1996:60, and Hughes, 2003:131).

Last but not least, vocabulary is also placed as a basic indicator of speaking skill. It has become a central position in speaking, since the students should be transferred into their own language into English form. Being easier for students told something if their vocabulary rich. The impact of role activities during the interview pushes them to enrich new English words. In addition, discussion unknown word and interesting feedback from the lecturer make them happy. Unconsciously, the process of asking questions and answering questions in the interview they also establish their vocabulary. Thus, it could raise their vocabularies. Then by taking notes on the worksheet they could engender many ideas.

The concept above has been held up by prior researcher (Kagan, 2009:143). He describes three-step interview has various advantages; one of them could enrich students' vocabulary. Kagan points out that the students not only be able to raise their vocabulary and the structure of the sentence. The activities of three-step interview was also led them to think about mere appropriate or particular vocabulary. Moreover, the lecturer's approaches in teaching learning process also had crucial input to improve the student's vocabulary mastery. Whereas the students did three step activities, the lecturer checks them; he pushes them to use proper and right vocabulary.

Turning into the second research question that it was associated with the factors that affect students' speaking skill on descriptive text, the researcher was used qualitative data analysis. The data from the result of observations, field notes and interviews were interpreted by him. He has found two general factors improvement of their skill.

The major factor defines as internal factor. This factor comes from the students themselves (Mai, 2011:10). This factors related to the things within the students include motivation and anxiety.

Begins with *motivation*, it is an essential condition of learning to enhance their speaking skill. This research had ague that motivation to speak is given by the students' in learning process over the period of implementation of three-step interview had increased their self confidence. They had eagerness, enthusiastic to study better, and become talk active in doing the activities. As declared by Brown (2002:234), "motivation is one of the most important factors for success in English." Nearly half of people are strongly arguing that motivation to learn a language, others are not, and others

are no comment. It means that everyone has different reasons and purposes in learning something.

Generally, the results of the interviews identify that the students eager to speak English through grouping students in a classroom. They were greatly motivated since three-step interview activities were introduced to them as a new technique in speaking class. The opportunity to speak in the group was made the students joyful to learn how to speak well. It can be seen from the fact that most of the students take involved in activities, joined the activities eagerly, and did the task seriously.

In this case, motivation did not only tend to the student personal pleasure, curiosity, satisfaction or pleasure they get from the activity itself but also the reward, benefit, or purpose for doing it, which make it useful. For example, the result of interview informed that almost of the students were attracted to speak English because they know English apply for anything and used everywhere in the future.

Besides, findings have generally shown that anxiety also influenced students' speaking skill in several ways. For instance, when being stand up in the classroom; the students were worried about "forgetting vocabulary and making mistakes" due to the fear of speaking in public, and not being able to express a clear message. Briefly, the students is frightened to be called stupid or to be underestimated by listeners, their lecturers, and their friends (Brown et. al, 1996:26).

In other cases, the students did not ask for clarification, even when certain aspects have been unknown yet. They preferred to ask a classmate. It seemed they preferred to avoid a conversation with the lecturer since it would involve a more complex interaction they were not willing to make. By working in groups, students had more opportunity to learn from their friend through the way how their partners constructed a sentence and developed new ideas.

In other word, three-step interview activities in the group also offering fun and relax atmosphere to the students. The communication process within the group had motivated and established the students' self confidence before they were challenged to perform their speaking skill in front of the class. The fact shows that when the students joined in three-step interview, anxiety was reduced and speech fluency was generated. As stated by (Kagan, 2009:143), "this technique can establish students' confidence in speaking."

Beside the internal factors above, the researcher also found the factors outside the students, which control the improvement of students' speaking skill. The factors are mentioned as external factors such as teaching materials and classroom management.

The materials that were given to students had been chosen based on the curriculum and the students' environment. The colorful pictures, drawing pictures, and showing posters attracted the students' attention. As stated by Harmer (2001:233), one factor of successful students speaking skill is materials, or topics given, when the topic related to students' real life, so they could easily to image the real portrait of the picture and produce or speak fluently.

For example, they can tell about a topic when they have prior knowledge of the topic. It means that having much more background knowledge about some topics was leading the students to be interested in speaking activities.

It was proved by the interview result, half of the students felt the materials were not too difficult and easy to understand. They believed that the materials could be explained. Based on the collaborator's observation and her notes, the topics were relevant to the students' want such as favorite artist, football player, and funny animals attracted them to speak by describing the pictures.

Classroom management by designing classroom activities was also one of the factors that influenced the students' speaking skill. In addition, the lecturer approach during implementation three-step interview brought the success of learning process could be achieved. The lecturer should be able to design activities, control, organize, and manage the group work, the use of time allocated for tasks, and monitor student activities by walking around and helping them if necessary. It was supported by Nunan (2003:233), the important role of the lecturer is monitoring what and how well the students are do an activity.

Based on the result of the interview, the learning through these techniques made the students happy and enjoyable because the lecture approach through classroom activities push the students worked in the group with different roles, helped each other, and they had each responsibility. Even thought some of the students in the group were still confused about their role, the lecturer was guided all students to do the activities in the classroom.

As stated by Richard (2001:52), the lecturer must be able to control the class by organizing the activities during teaching and learning process. It means that the lecturer's control the students' activities in order to improve students' willingness to speak. The lecturer had made the classroom atmosphere exciting and interesting during the activities happened.

CONCLUSION

Based on the research finding and discussion, three-step interview technique has known as an appropriate technique that it is worthwhile to enhance students speaking skill of descriptive text, especially in the first year students of English Department STKIP-MB. All in all, the improvement of students speaking skill can be seen from the mean score of students speaking skill in each cycle test. In the pre cycle, the average students' score that had achieved just under a half (46.38), after that it experienced a sudden rose sharply at over around one in the third (68.17) in first the cycle test before reaching of peak of more than a three-quarter (75.88) in the last cycle test. Therefore, it also noticeable that the first research questions about students' problems in speaking of descriptive text was covered through the implementation of three-step interview technique.

As regards to the second research question, the improvement of students speaking skill was influenced by two factors namely internal and external. The result of the interview was shown that an increasing student' ability proposed by their motivation and anxiety. In spite of the factors within the students, there are also some external factors that affect students seriously such as teaching materials and classroom management. By the end of this research, the data from research instruments display that the students felt enjoyable in three-step interview activities and they were also interested in learning much more materials which were presented by the teacher in the classroom.

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