

**IMPROVING STUDENTS' SPEAKING ABILITY USING THREE-STEP
INTERVIEW FOR BUSINESS ADMINISTRATION
TO THE STUDENTS AT BALITAR ISLAMIC UNIVERSITY**

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ABSTRACT :

This present research aims to enhance students' speaking skills three-step interview For Business Administration to The Students at Balitar Islamic University. The study used Classroom Action that is promoted by Latief (2012) and this methodology is used by the researcher in order to answer the student problems which are found in his preliminary study. The subject is the second semester of business administration study program or ESP class. After doing two cycles in his study, the findings show that implementing strategy could give a good contribution to the student speaking skills. It means that this strategy can help them performing a good speaking session by reducing tension in speaking in public, reduce afraid, and shy feeling based on speaking rubric which is used by the researcher in this study.

Keywords: improving, three-step Interview, speaking

ABSTRAK :

Penelitian yang disajikan kali ini adalah strategi peningkatan kemampuan berbicara berbahasa Inggris menggunakan “3 langkah dalam wawancara” untuk Mahasiswa ESP, lebih tepatnya jurusan Administrasi Bisnis di Universitas Islam Balitar. Dalam prosesnya, penelitian tindakan kelas yang bersumber dari Latief (2012) digunakan oleh penulis untuk menyelesaikan masalah yang ada di kelasnya. Subjek penelitian adalah mahasiswa Administrasi Bisnis di semester 2. Lebih lanjut, diperlukan 2 siklus dalam prosesnya untuk memenuhi kriteria keberhasilan strategi yang telah ditetapkan. Dari temuan itu juga dapat disimpulkan bahwa strategi ini efektif dalam meningkatkan kemampuan berbicara (dalam bahasa Inggris) dengan terbantunya mahasiswa dalam mengurangi ketegangan dalam berbicara di depan umum, mengurangi rasa ketakutan, dan rasa malu dalam berbicara. Tentunya hal tersebut dapat diukur dan dilihat berdasarkan berdasarkan rubrik penilaian yang ada.

Kata kunci : meningkatkan, tiga langkah dalam wawancara, berbicara

INTRODUCTION

Speaking

Most of the students (the students of Blitar Islamic University) think that speaking is a terrible day. They think a lot of bad things will happen throughout the day. They have found themselves trouble before the leaning is started. Some people think that thing is funny but for the writer that think is a common thing that faced by the students as learners; high education learners. Heaton (1974, p.12) says, speaking is important either in personal use or in academic use.

Kind of Speaking and its Functions

Brown (2004:141) argue that speaking is flexible, so the teacher can explore how to teach the students in a various way. Speaking performance include imitative, intensive, responsive, interactive, and monologue.

Richard (2008:22) says that there are three functions out of it. Those are interaction, transaction, and performance. Those functions are to define what the students doing in speaking. Normally, the students having a greeting one with each other, having a small talk, and telling about a recent experience in their classroom and those are the example of talk as interaction according to Richard (2008).

The Technique of Teaching Speaking

The technique is the implementation of the strategy by the lecturer and the students are the subject in teaching. It is widely known that lecturer must use a certain strategy in his classes so that it will make the students easy to understand the material. Underhill (1987:31) says that there are some

strategies in teaching speaking, such as an oral report, decision making, role-play, learner-learner description, and re-creation, using a picture or picture story, and reading aloud.

And of course, the implementation of each technique is different. Each technique in speaking has a specific purpose and specific requirement in learning. For example, in doing role-playing all students in the classroom are involved either the student who has English Course outside the class or not. It is not only motivating the student but also the quieter student has a chance to express himself. And in doing this technique, it needs the participants, the spectator, and the facilitators.

Interview

An interview is an action to ask someone in a scientific way. The writer uses scientific way because the result of the interview will be used in specific purpose by someone who interested in this technique and it will have an impact on the result of research. For the students, they should know that an interview is a formal or informal meeting between two people in order to obtain information. And there must be a question, if not it will be an observation, not an interview. Underhill (1987:54), the conversation is needed between two people in order to get the answers to certain questions.

There are many ways of interviewing. It can be a personal interview, evaluation, persuasive, structured interview, disciplinary interview, public and close one. But in this study, the writer will follow Arikunto(1998:231), there are just structured and unstructured one.

And the stages Underhill (1987:55), the interview has three steps; introduction, find level and check questions. These stages indicate that the lecturers or students or people who are interested in stages of interview need preparation in doing an interview because of the better the preparation, the better the result; the writer's belief.

Three-Step Interview

Barkley, Cross, and Major (2005:63), Three-Step interview is one of Collaborative strategy in teaching speaking, and some people might use and not in learning; it depends on the objective of learning. In addition, some researcher might call the Three-Step interview as collaborative or cooperative, it is quite similar in term of the meaning but the focus of this strategy is on developing note-taking skills and sharing information with others.

The Procedure of Three-Step Interview

Barkley, Cross, and Major (2005:122) inform people how to use straightly:

- a. There must be four groups. The lecturer can name the group so that the other group or participant in the class can identify the group easily. For example, the group naming is group 1 up to 4 or A up to D.
- b. Each student who is involved in this particular leaning, they have to play a role as interviewer, interviewee, and note-taker and inform the

lecturer if there any role is missed. And the lecturer also informs the class about the allocated time is given.

- c. The students must not forget to roles after each interview and its allocated time.
- d. The recorded information is shared by the student when they are the note-taker.

The suggestion in this strategy, there must be detailed rules to obey by the students. So, the lecturer has to guide the implementation of Three-Step Interview. If it is not, the students will get confused, uncontrolled role-playing and no advantages are taken by the students during the implementation. The suggestion in applying this technique includes providing a general topic for the students in higher education, the participants know how to conduct an interview, the lecturer gives a record sheet to write their shared information, using round-robin format and using a number in doing rolling changing.

Review of Literature

Speaking is important for their life (their daily activity in college). Through speaking, they can talk about the specification of the product, the use of public speaking, and the specific information about the distribution. Simply saying, they can talk about what they have learned in the class to other people.

And expressing ideas (what the students have learned in the class) through oral language (English speaking) is a must. They are required to be able to convey the information to the customers either locally or globally. Jones (1996, p.12) in Richards (2008, p.20) says that one of the activities in speaking is exploring ideas.

On the other hand, some problems are found by the writer in the preliminary study. Based on the investigation, the students of Blitar Islamic University are the lack of vocabulary and they are mostly using their native language. And based on an interview, most students are unconfident to speak in front of the class.

Nukhaq (2016) suggest usinga three-step interview strategy in teaching speaking. She uses that methodology in order to overcome the speaking problems in a vocational school. And the result, that technique can increase the speaking ability to motivate the students in learning.

Permanasari (2014) has the same argument with Nukhaq (2016), the use of a three-step interview strategy in teaching speaking in vocational school can make the student enjoy the leaning by having a discussion.

Nasiroh (2012), the implementation of the three-step interview strategy in teaching speaking will increases the student's score in speaking.

Based on the previous study, the writer believes that technique (three step interview strategy) is able to solve problem in ESP (English for Specific Purposes) class (administration public study program at Balitar Islamic University).

METHOD

This particular study uses class action research and Latief (2012) perspective about class action research is the grand design. Moreover, the writer in this study plays a role as teacher-researcher (Latief, 2012, p.87). In the process, all activities in class action research follow the rule of Latief (2012); planning, implementation, observation, and reflection.

The subject is none other than the second-semester students of business administration study program in academic year 2019/2020. And the class consist of 28 students.

And the speaking rubric, the writes utilizes Auda's Scoring (2013) and HamidahDaulay's perspective (2018) about the minimum standard of success in speaking. The speaking test is a 4p marketing strategy, it follows the suggestion of Kusumawati (2018).

Planning

The writer prepares the strategy which is suggested by Latief (2012). It includes the result of preliminary study and solution to solve the problem according to Latief (2012), lesson plan, observation checklist which is suggested by Herawati (2018), observation checklist for observer, questioner which is suggested by Herawati (2018), scoring rubric (Auda, 2013), and minimum standard of success in speaking (HamidahDaulay, 2018).

Implementation

Simply saying, the writer applies the planning that has been prepared before implementing using a three-step interview for business administration students of Balitar Islamic University is started. Here, the writes play a role as teacher-researcher in implementing this strategy for business administration student of Blitar Islamic University.

Observing

The writer in this study believes that this is where the writer collecting the data based on a set of criteria for business administration students of Balitar Islamic University in term of speaking skill.

Reflection

The target of success (Data) is analyzed by the writer. He decides (making a conclusion) about the strategy (is it successful or not).

HASIL

The research problem in this study is how can Three-Step Interview be used to improve the students' speaking ability For Business Administration to The Students At Balitar Islamic University?, and the answer is as follows:

Table 1. The student's score in Pre-test, post-test I and post-test II

No	Initial	Pre-test	Post-test I	Post-test II
1	EDWS	45	60	70
2	ZNM	45	60	80
3	ANW	45	60	70
4	MR	60	65	70
5	LSP	75	70	75
6	SDO	65	80	85
7	ON	70	75	85
8	RAA	70	70	85
9	FEPJ	50	60	80
10	DP	45	85	90
11	LIN	75	75	100
12	NWH	65	70	70
13	SPP	60	70	75
14	APC	40	65	90
15	AIF	70	85	100
16	EGA	75	85	75
17	MHT	65	70	85
18	LDW	75	70	80
19	NIA	75	70	100
20	NCKS	55	75	100
21	YK	65	65	75
22	FO	70	80	70
23	LR	55	60	80
24	AF	65	85	85
25	KZA	60	80	90
26	DZT	75	75	80
27	IW	70	80	85
28	LN	40	55	100
Number of students		28	28	28
Total score		1725	2000	2330
Mean		61.6	71.4	83.2

The table above shows people (the students or lecturers) about the speaking test result based on Three-Step Interview in improving the students' speaking ability. In cycle 1, the mean score is 71, and in cycle 2 is 83.

The minimum standard of success is 75 (Hamzah and Nurdin, 2011) in HamidahDaulay, Daulay, Sinta (2018), so the writer adds another cycle based on Latief's perspective (2012, p.93) until the result meets the minimum standard of success in speaking.

In cycle 1 which is stated as post-test I in the table, the writer will give more detail information about it. Having ability in speaking, giving us (lecturers or students) the freedom to be ourselves. We (lecturers or students) can express the thing that we think is matter. And the writer does hope it will happen to his students. In fact, only six students who have passed in pre-test session. And after implementing this strategy, the students' speaking skill is still considered very low with 71 scores (mean) and twelve students who have passed the test.

Following the procedure from Latief (2012) by adding more cycle, the speaking skill of the second-semester students significantly increased. The score (mean) in cycle 2 becomes 83 (mean) and there are 23 successful students. It indicates that second-semester students making high improvement by utilizing this strategy. Therefore, it can be concluded that this strategy making an impact in speaking skill or the writer prefer to say it as a good improvement.

In addition, the writer also provides a student's perspective on learning. ZNM believes that speaking is important, especially in English Speaking to face the digital era. By listening to the instruction from the lecturer (she just believes in the lecturer even she has to face a nervous by time to time), she finally achieved the good score in speaking. Next, DP is actually not really interested in English speaking. She believes that she will have a bad score in learning. But, making interaction with her classmates by interviewing, she is excited to do more and more. In the end, she ends up with a good score. The last comes from FO. He is a lack of confident if he has to speak in front of the class and vocabulary that he has sometimes become a blurry one. Having interaction with his classmates is just making him happy. He feels he does not have to bear all problems in his shoulder. Finally, he learns what to say and how to say even he has a big problem according to him; a nervousness.

KESIMPULAN

The students' nervousness, lacking vocabulary, and having a lack of confidence to speak in front of the class are most problems in this class; the second-semester students. But, by practicing, evaluating, and following the procedures from Latief (2012) are the solution in this research.

Having a good speaking skill is not a gift but it is a matter of process; the writer belief. This study of ESP investigated, how can Three-Step Interview be used to improve students speaking ability, the data gained from speaking test after the implementation of Three Step Interview through two cycles, their speaking ability is indicated to be improved of the second-semester students of business administration study program. The result is six successful students in the pre-test session, twelve successful students in cycle 1, and twenty-three successful students in cycle 2 with 83 score (mean).

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