
THE USE OF THREE STEPS INTERVIEW TO IMPROVE SPEAKING SKILL FOR TENTH GRADE OF HOSPITALITY STUDENTS AT SMKN 8 SURABAYA

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Abstract

The paper is aimed to find out whether the Three Steps Interview can improve the students' speaking skill in Tenth Grade of Hospitality SMKN 8 Surabaya. Participants in this study were tenth graders majoring in hospitality. There are 36 students in the class. From that, the number of female students dominates. The data used in this research were students' difficulty to the learning process and students' speaking score. From this information, the researchers could find that the treatment was successful or not. To collect the data, the researchers used instruments such as test and observation checklist. In the first cycle the students' speaking ability has not increased. This is caused by several things, such as (1) Unclear explanation of the material, (2) in group division, students choose groups independently so that students who are smart and those who are less intelligent cannot be divided equally. (3) The teacher explaining the material is less relaxed. (4) Instructions are not clear. (5) The teacher determining the topic by his-self. In the second cycle students' speaking ability increased from 85% of students got score 50 to 69 and 15% got scores in the range of 70 to 84 increase into 91% students succeeded in achieving the criteria for the value that must be achieved. In conclusion, the Three Steps Interview technique can be used to improve speaking skills.

Keyword: Three Steps Interview, Speaking Skill, Classroom Action Research

INTRODUCTION

Brown (2001) and Benner (2002), mentioned language skills consisting of reading, writing, listening and speaking. All those skills are important to be learnt because they are related to one another. While, in communicating, we need good speaking skills. Fulcher (2003), states that speaking is the verbal use of language and a medium through which human beings communicate with each other. It means speaking is one of ability to express someone feelings for the creation of good oral communication. The ability to speak English is without a doubt a very valuable thing (Lado in Flutcher 2003). Therefore, to start speaking English students need to have confidence and remove their doubts. The ability to speak English has an

important role for vocational students, especially those majoring in hospitality. This is because they will work in the hospitality sector which will meet many people from various regions, even countries. So, by being able to speak English fluently, they will not encounter obstacles in their work.

During the observation and teaching process held at May, 17th 2022, the researcher found that the students were not very confident in speaking English. Not only that, students also have difficulties in arranging sentence, finding the right vocabulary, pronounce words, and speak fluently. This can be seen when the teacher asks questions related to the material using English. In another side, the lack of attractiveness of the media and techniques used by the teacher has a major contribution to the students' lack of English language skills. Previously, the researcher taught in the classroom using techniques that were less appropriate to the student's condition such as teacher centered learning and monotonous explanation. Therefore, it is necessary to sort out the right techniques in teaching English.

Brown (2001) states “in cooperative classroom the students and the teachers work together to pursue goals and objectives.” It means in a cooperative classroom the interaction between students and teachers in teaching and learning process will be created. While, Johnson in Tran (2014) states that part of cooperative learning condition, students need to interact verbally with others in exchanging opinions, studying assignments, explaining things, teaching each other, and explaining what has been learned. One of the interesting things about this model is that cooperative learning has advantages such as solve inability of students to adapt to the team, deviate behavior, noisy class, time consuming to group practice, wide diversity in students ability, too many teacher assignments. One of the interesting techniques in Cooperative Learning is the Three Steps Interview. Three steps interview is a learning model signed by A, B, C, and D. Each member chooses another member to be a partner. During the first step, individuals interview their partners by asking clarifying questions. During the second step of the reverse roles partners. For the final step, the members share their partner's response with the team (Kagan, 2009)

Three Steps Interview will provide maximum benefit to students. It will be achieved if this technique is applied properly. The following are some of the benefits of the Three Steps Interview, including Students share and apply different questioning strategies, Three-Step Interview creates simultaneous accountability, Over time. Students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking (Bennet et. al, 2006)

There are several previous studies related to the current research. The first research came from Aristy et. al (2019). Their research entitled Using Three-Step Interviews to Improve Students' Speaking Ability. Participants in this study were students of SMP Putra JuangCianjur. The result of this research is that the Three Steps Interview is able to improve speaking skills and also students' interest in these skills. In addition, this technique is able to improve the speaking classroom into a better situation. Another one is from Pratama, et. al (2021). Their research entitled The Use of Three Steps Interview technique on Students' Speaking Ability. It is conducted online at Pakuan University. The result of this study the data shows there is an raising of using a three-step interview technique on students' speaking ability. The similarities of previous studies with the research that the researcher will conduct are that they both use the Three Steps Interview technique. Another similarity is the skill that want to improve, namely speaking. Meanwhile, the difference lies in the participants studied. The two previous studies focused on participants from junior high school and university students, while the research that will be conducted will focus on examining 10th grade of hospitality students at vocational high school. Based on the above problems, this research is aimed to investigate whether the use of three steps interview can improve speaking skill for tenth grade SMKN 8 Surabaya.

METHOD

This Classroom Action Research involved students of tenth grade hospitality 1 at SMKN 8 Surabaya. There were 33 students used as the research subjects. As suggested by Arikunto (2012), the procedures of this research are planning, action, observation, and reflection. Two types of data collected by using test and observation sheet. Those two types of data were quantitative which revealed the students' score in speaking and qualitative which gave

information about the students' responds towards the learning process. As in the first cycle the students failed to reached successful indicator, the researcher implemented cycle two in which the learning process has been revised. The procedures of data analysis was elaborated as follows

The design of this research was Classroom action research (CAR). The research procedure uses the steps suggested by Arikunto (2012). Procedures include planning, acting, observing, and reflecting. The participants in this study were grade 10 students majoring in hospitality at SMK Negeri 8 Surabaya. In this class, there are 33 students which are dominated by female students. The quantitative and qualitative data were collected using test and observation sheet. The qualitative data were collected to give information about the students' respond during the learning process and quantitative data were collected to inform the students; score. This gave information whether there was an improvement in every cycle or not. In this Classroom Action Research (CAR) has been completed in two cycles as the students could not reach KKM in the first cycle. The data were analysed in every cycle based on the following steps:

1. Pre-cycle

at the Pre-cycle stage is carried out before the treatment is carried out. This activity is intended to find out the current state of students, especially regarding speaking skills.

2. Cycle-one

At this stage, four steps will be carried out, namely planning, action, observation, and reflection. At the planning stage, researchers make preparations such as preparing lesson plans, materials to be taught and instruments needed in research such as observation sheets and test items. Meanwhile, observations were made to find out all learning activities using the Three Steps Interview. Then, reflection is done to determine the results of the speaking test that has been carried out in cycle 1

3. Cycle-2

At this stage, four steps namely planning, action, observation, and reflection will be carried out .The second cycle was carried out because the results were not as expected. This is

because the researcher found some deficiencies in the one-cycle. In this cycle planning, the researcher prepares a new strategy to get the expected results.

FINDINGS

1. Pre-cycle

The first data was obtained before the treatment was carried out. Based on these data, only 6 % students reach the minimum score criteria or KKM. The details served in the table below.

Table 1. The score summary of pre-cycle

No	Name	Score
1.	Abigael Natalia surya. K	75
2.	Adhinda Putri Aisyah. R	56
3.	Adinda Dwi. S	44
4.	Aghniya Rahmaniansyah	44
5.	Aisyah Vania Naswa. A	44
6.	Aisyah Putri Ayu. L	50
7.	Ajeng Maulida. S	44
8.	Amelia Safitri	44
9.	Anindia Savira Fittri. R	44
10.	Ari Mawardani Putri. S	50
11.	Arvio Reival Ferdinan	44
12.	Aryaputra Falihudin	44
13.	Ayla Ramadhani. S	50
14.	Bunga Nilna Rifa. S	44
15.	Calista Anindya. P	44
16.	Dyah Ayu Halimatul. J	44
17.	Firyal El Maghdani	56
18.	Jovanka Joline. C	75
19.	Kamilia Ja'far	50
20.	Moch. Rizky Pasha. M	44
21.	Nafisah Roudhatul. A	44
22.	Noviya Dwi Ariyanti	44
23.	Putri Nia Ramadhani	50
24.	Quincy Bilqis Gemmalova. R. P	44
25.	Rafa naura Yasmin	44

26.	Raffi Ramadhan Nusi	44
27.	Raina Diah lestari	56
28.	Suci Ramadhani	44
29.	Sukma Atni Arif	44
30.	Tiara Ismi Azelita	44
31.	Violina Wahyu Nawang. S	44
32.	Violita Wahyu nawang Wulan	44
33.	Zahwa Syawal Islamy	56
		6 % Achieved the minimum score criteria

Based on the data above, it can be concluded that as many as 22 students or 67% get the "poor" category, namely the value between 0-49. In addition, 9 students or as many as 27 % get the "fair" category, namely the score between 50-69 and as many as 6 % students achieved the minimum score criteria. Based on these data, only 6 % students have been able to achieve the minimum criteria score namely up to 70, but it has not achieved the success indicator namely 85%. Therefore, it is necessary to give a treatment using the Three Steps Interview.

2. Cycle I

After observing the failure in the pre-cycle, it was decided to do cycle-2 which in this activity the Three Steps Interview was applied. In the implementation of the first cycle, the students' speaking scores improved, with details in the table below.

Table 2. The score summary of cycle 1

No	Name	Score
1.	Abigael Natalia surya. K	81
2.	Adhinda Putri Aisyah. R	56
3.	Adinda Dwi. S	50
4.	Aghniya Rahmaniansyah	50
5.	Aisyah Vania Naswa. A	50
6.	Aisyah Putri Ayu. L	56
7.	Ajeng Maulida. S	75
8.	Amelia Safitri	50

9.	Anindia Savira Fittri. R	56
10.	Ari Mawardani Putri. S	56
11.	Arvio Reival Ferdinan	56
12.	Aryaputra Falihudin	56
13.	Ayla Ramadhani. S	50
14.	Bunga Nilna Rifa. S	56
15.	Calista Anindya. P	50
16.	Dyah Ayu Halimatul. J	56
17.	Firyal El Maghdani	75
18.	Jovanka Joline. C	81
19.	Kamilia Ja'far	50
20.	Moch. Rizky Pasha. M	56
21.	Nafisah Roudhatul. A	56
22.	Noviya Dwi Ariyanti	56
23.	Putri Nia Ramadhani	56
24.	Quincy Bilqis Gemmalova. R. P	50
25.	Rafa naura Yasmin	50
26.	Raffi Ramadhan Nusi	56
27.	Raina Diah lestari	75
28.	Suci Ramadhani	50
29.	Sukma Atni Arif	50
30.	Tiara Ismi Azelita	50
31.	Violina Wahyu Nawang. S	50
32.	Violita Wahyu nawang Wulan	56
33.	Zahwa Syawal Islamy	63
		15 % achieved the minimum score criteria

Based on the data above, it can be concluded that as many as 28 students or 85 % get the "fair" category, namely the value between 50-69. While, as many as 15 % students success achieved the minimum score criteria. It can be concluded that, in general, the overall

score of students has increased, but only 5 students or 15 % reach the standard minimum score criteria, which is up to 70 but it have not achieve the success indicator namely 85%.

Based on observations, there are several reasons why several students' scores do not reach the minimum score criteria standards and success indicators, such as (1) lack of clarity in the explanation of the material, especially in the explanation of the Three Steps Interview steps (2) in group division, students choose groups independently so that students who are smart and those who are less intelligent cannot be divided equally. (3) The nature of the teacher when explaining the material is less relaxed so that students feel tense. (4) Instructions are not clear, so students have difficulty understanding the material, especially regarding the Three Steps Interview. (5) The teacher does not involve students in determining the topic.

1. Cycle 2

Based on the findings and some failure in the first cycle, several strategies are needed to be applied in the second cycle. It aims to improve students' speaking skills better. Some strategies such as first, the explanation of the material is explained more slowly and stimulates students to ask again about the explanation that is not understood. Second, the division of groups is regulated by the teacher, this is intended so that smart students can be divided in each group, so that students' understanding is expected to be better. Third, the teacher brings the material in a relaxed manner and occasionally gives ice breaking when students feel that they are starting to lose focus. Fourth, the teacher gives students the freedom to determine the topic they will use when implementing the Three Steps Interview. With this, students are expected to be able to choose a topic that they are understand, so that their speaking ability is also expected to increase. After the implementation of cycle 2, there were significant improvement namely as many as 91 % students success reach the minimum score criteria. The details result are served below.

Table 3. The score summary of cycle 2

No	Name	Score
1.	Abigael Natalia surya. K	87
2.	Adhinda Putri Aisyah. R	75
3.	Adinda Dwi. S	75
4.	Aghniya Rahmaniansyah	75

5.	Aisya Vania Naswa. A	81
6.	Aisyah Putri Ayu. L	81
7.	Ajeng Maulida. S	88
8.	Amelia Safitri	75
9.	Anindia Savira Fittri. R	81
10.	Ari Mawardani Putri. S	75
11.	Arvio Reival Ferdinan	75
12.	Aryaputra Falihudin	75
13.	Ayla Ramadhani. S	75
14.	Bunga Nilna Rifa. S	81
15.	Calista Anindya. P	75
16.	Dyah Ayu Halimatul. J	81
17.	Firyal El Maghdani	81
18.	Jovanka Joline. C	87
19.	Kamilia Ja'far	75
20.	Moch. Rizky Pasha. M	81
21.	Nafisah Roudhatul. A	75
22.	Noviya Dwi Ariyanti	75
23.	Putri Nia Ramadhani	81
24.	Quincy Bilqis Gemmalova. R. P	67*
25.	Rafa naura Yasmin	81
26.	Raffi Ramadhan Nusi	75
27.	Raina Diah lestari	81
28.	Suci Ramadhani	67*
29.	Sukma Atni Arif	67*
30.	Tiara Ismi Azelita	75
31.	Violina Wahyu Nawang. S	75
32.	Violita Wahyu nawang Wulan	81
33.	Zahwa Syawal Islamy	75
		91 % achieved the minimum score criteria

After the implementing of second cycle, the data showed as many as 91% of students succeeded in achieving the criteria for the value that must be achieved or KKM. Meanwhile, the increase also occurred in 3 other students but had not yet reached the KKM. So, it can be concluded that the cycle 2 is the last cycle because the success indicator namely 85 % already achieved with the result as many as 91 % students success reach the minimum score criteria.

DISCUSSION

Based on the data, the Three Steps Interview can be used to improve speaking skills. This is in line with the previous research from Aristy et. al (2019) and Pratama et.al (2021) where the results of their research are that the Three Steps Interview is able to improve speaking skills.

From the strategies applied in cycle 2, it gave several positive impacts such as students can understand more quickly, this cannot be separated from the division of smart students in each group. With that, when students who are less intelligent do not understand the material, they will be assisted by smart students in these groups. Students better in mastering their topics that are applied in the three steps interview, this is because students have chosen topics independently so that they are faster and easier in understanding and practicing. While, students are more enthusiastic and rarely lose focus because students are given an ice breaker when they start to become unfocused. That way, students' attention will return to the material. The interaction between students and teachers is more intense than before.

In addition, students also got some benefits from implementing the Three Steps Interview, such as: (1) increasing students' speaking skills. Every student can play an active role in the class because The Three Steps Interview indirectly forces students to express their opinions. the result is the students' speaking ability is getting better; (2) Students' motivation to learn English increases, this cannot be separated from the learning process that is designed in a relaxed but still fun way. Students feel comfortable in these activities so that they will be easier to accept and understand. Besides that, students' self-confidence also increases, especially in speaking; (3) Three Steps Interview requires the concept of good cooperation from one student to another. By applying these technique students' will get some advantages such as they have real-life communication and authentic activities. Therefore, their social

skills such as cooperation, teamwork, and communication are increased. This is in line with the Kayi's statement that she agreed that working in groups could create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language (Kayi, 2006)

CONCLUSION

It can be concluded that the three steps interview can be used to improve speaking skills. It can be seen from the results of the students' scores in the second cycle. Student scores increased in the implementation of the first cycle but, only 15 % students reached the minimum score criteria or KKM. Then, after the second cycle was held, student scores increased with details of 91% of students getting scores above the minimum score criteria and the remaining 9% getting scores below the KKM even though in general their scores increased. In conclusion, Three steps interview can be used as a solution to improve students' speaking ability.

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