

THE USE OF THREE STEPS INTERVIEW TO INCREASE STUDENTS' SELF-CONFIDENCE AT SPEAKING SKILL

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Abstract

This research aims to increase students' self-confidence at speaking skill by using Three Step Interview at The Second Grade of MA Hadil Islah Bilebante. 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 A class which consist 20 students. The method of this research was Three Step Interview which run into some steps; a) students made a group consists of 4 persons, b) 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 observation checklist and questionnaire. This action research was done in two cycles the standard students' successful 80% or 80 from 20 students exceed criteria of success. The result of the study showed that students' average score was 83.15 and 90% of students' percentage or 18 from 20 students agree with application of Three Step Interview Technique in increase students' self-confidence at speaking skill. Thus, the researcher concluded that this research was successful to increase students' self-confidence at speaking skill.

Key Words: *Three Step Interview Technique, Self Confidence, Speaking Skill.*

INTRODUCTION

Having a good speaking skill particularly in Senior High School level is very important because it has many advantages, especially in MA Hadil Islah Bilebante. It is one of the senior high schools in Central Lombok, NTB, in which English is a compulsory subject and speaking is very important aspect. Based on the observation and interview with the teachers and the student at the second grade of MA Hadil Islah Bilebante, the researcher found that most of students still had many weaknesses in speaking competence. Based on this problem, the researcher intends to help English teacher to increase the students' self-confidence in speaking by using Three Steps Interview that may become the most appropriate alternative solution to solve the problem.

LITERATURE REVIEW

A. Speaking Skill

According to Brown (2003: 140), speaking is a productive skill can be directly and empirically observed, those observation are invariably coloured by the accuracy and effectiveness test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Based on the definitions, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. Brown (2003: 141-

142) cites five stages of speaking performance. They are imitative, intensive, responsive, interactive, and extensive.

B. Teaching English Speaking

Teaching speaking gives a systematic information, instruction, or training to students about how to convey meaning to communicate with other by using correct sounds and words. In line with that statement, Nunan in Thomas (2011:18) describes what teaching involves. He stated to teach speaking means to teach language learners to: 1) Produce the English speech sounds and sound patterns. 2) Use word and sentence stress, intonation patterns and the rhythm of the second language. 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. 4) Organize their thoughts in a meaningful and logical sequence. 5) Use language as a means of expressing values and judgments. 6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

C. Three Step Interview

Three-Step-Interview is students interview their partner and then each share with teammates what they learned (Kagan, 2009: 6.25). Each team receives their own set of question of problem cards. There-Step- Interview is usually done with

open-ended thinking and discussion question, but There-Step-Interview is also great for content mastery and review too.

The Steps of implementing Three Step-Interview is though students interview their partner and then each share with teammates what they learned (Kagan, 2009: 6.25): they are: 1) Teacher makes a group of 4 students. 2) Teacher pairs the student A with student B, and student C with student D. 3) Teacher gives topic to the students. 4) Students are in pairs, one is interviewer and the other is interviewee, student A interview student B. Student C interview student D. 5) Students reverse roles, and each share with team member what was learned during the two interviews. 6) The teacher gives the reward to the best group. 7) The teacher closes the class by saying closing statement.

D. Self-Confidence

According to Brown (2001:62), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self-efficacy refers to the students' belief in their capacity to perform and handle specific tasks.

Here are the Indicators of Self-Confidence. Sarastika (2011:37) stated that there are several indicators to assess the confidence of individuals, the researcher takes some indicators from expert, including:

- 2) To believe in his own abilities.
- 2) Student can express their opinions.
- 3) Student can act to make decision without the involvement of any else.
- 4) Students can assess themselves with good views or action to be taken.
- 5) Students can control the attitude of doing something or talking.
- 6) Student can control get communication and gets socialization.

RESEARCH METHOD

A. Research Design

The design of this research is Classroom Action Research (CAR). According to Kemmis and Mc Taggart in Nunan's book explains that action research is a group activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation. The research uses classroom action research Kemmis and Mc Taggart model, which consists of four steps namely: *planning, acting, observing, and reflecting*.

B. Setting of the Research

This research took place in MA Hadil Islah Central Lombok, NTB. The teaching-learning activities generally were classified into intra and extra-curricular. Intra-curricular activity is the formal teaching and learning process starts from 07.30 to 13.20.

Extra-curricular activities are teaching learning activities outside the curriculum to increase students' skills.

C. Subject of the Study

The subject of this study was the at the second-grade student in XI class of MA Hadil Islah Central Lombok. The researcher used one class consisted of 20 students. The object this research is the application of Three Step Interview to increase self-confidence in speaking.

D. Procedure of Action Research

1. Preliminary of the Study

Before conducting the classroom action research, pre cycle was done. Pre cycle was held on three days (it is on November 28th 2019 and December 4th and 7th 2019).

2. Action Cycle

a. Planning

In this phase, the researcher made some planning based on the finding of preliminary study. The following activities: Preparing lesson plan, Arranging learning scenarios, and Designing the evaluation' instrument.

b. Acting

After the research did plan the researcher would act related to the planning has been made by the researcher.

c. Observing.

Observation of teaching and learning activities was carried out in every time the learning take place in the implementation of action.

d. Reflecting

In this phase, the researcher and observer analysed the result of observation result and result analysed was used to determine the next cycle.

E. Instrument of the Study

The instruments of this research were questionnaire and observation (observation checklist and observation list).

F. Techniques of Data Collection

The researcher collected the information about students' responses in the implementation of Three Steps Interview Technique by using questionnaire in last meeting after doing treatment. The students were giving 25 question or statement related to their response and their opinion about the treatment. After that, the researcher observed the students and teacher activities by using observation list and checklist. Based on the criteria in the observation checklist, the researcher gave check (√) when the students did the criteria. The results from the observation checklist were summarized into observation list and describe based on the criteria in the observation list.

G. Techniques of Data Analysis

In analysing the data, the researcher used some steps to analyse the questionnaire to find out student' self-confidence

responses in learning speaking toward Three Step Interview method, as well as the researcher made a description of the students' attitude and achievement in speaking after applying Three Steps Interview Technique.

RESEARCH FINDING

A. Research Finding

Based on findings, it was proven that teaching speaking using Three-Step-interview technique increased students' self confidence in speaking skill. It can be seen by the result of the students' mean score in students' responses were the students' average score 83.15 and the students' score percentage were 90%. It means that there were 18 from 20 students was passed the average that has been determined on criteria of success (80%) and there were 2 students still below the criteria of success. It shows as an improvement using Three-Step-interview technique. According to achievement, it showed that the students' self-confidence was *increasing*.

The questionnaire showed that the students' self confidence in learning speaking in the class was increased day by day. They feel interest and enthusiasm during the teaching-learning process and all the students active to ask and answer coming from the teacher and their friends. According to Kagan (2009: 14) hundreds of lab and field research studies demonstrate that cooperative learning has positive impact on classroom climate, students' self-confidence, empathy, internal

locus of control, role taking ability, attendance and acceptance of mainstreamed students.

Based on theory above which cooperative learning gave positive impact toward students' self-confidence was proved with implementation one of technique from cooperative learning with name Three Step Interview, it showed with good responses from students in teaching learning process that got from questionnaire. By Three Step Interview they have more opportunity to practice in front of the class and learn some components of speaking, they hoped that the activities of Three Step Interview need to be held continuously in their class because in Three Step Interview they felt happy, enjoyed during practicing the conversation in English and more focus in speaking English and got motivation and encouragement to speak English.

Dealing with those findings, the researcher was considered successful in increasing students' self confidence in speaking because the average score which was determined from criteria of success was passed and the researcher was stopped without revising and continuing to the next cycle.

CONCLUSION

After conducting the whole steps of this Classroom Action Research which focused in increased students' self confidence in speaking skill by using Three Step Interview Technique. The

researcher concluded; the implantation of Three Step Interview was able to increase students' self-confidence.

The implementation of Three-Step Interview technique can increase students' self-confidence in speaking skill, it was proved by students' responses in result of questionnaire which 90% students agree with implementation of Three Step Interview in increase students' self confidence in speaking skill. By Three Step Interview they have more opportunity to practice in front of the class and learn some components of speaking, they hoped that the activities of Three Step Interview need to be held continuously in their class because in Three Step Interview they felt happy, enjoyed during practicing the conversation in English and more focus in speaking English and got motivation and encouragement to speak English.

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