

IMPLEMENTING THREE STEP INTERVIEW IN TEACHING SPEAKING

Olyvia Revalita Candraloka

Islamic University of Nahdlatul Ulama' Jepara

Email : ocandraloka@gmail.com

ABSTRACT

Speaking plays a more and more important role in English learning. Since seldom students speak actively in classroom, it's high time for teachers to apply one of cooperative learning method in class. The main purpose of this article is to describe methods and the results of a work designed to analyze the implementation of Three Step Interview in teaching speaking. This article begins with the overview teaching speaking include problems in teaching speaking, and the activities of teaching speaking. It also explains the concept of Three Step Interview technique and the implementation of the technique.

Key words: *Three Step Interview, language teaching, speaking*

INTRODUCTION

Speaking seems to be the most difficult skill that the language users have to learn. According to Celce-Murcia (2001:103) the difficulty of speaking is almost accomplished via interaction with at least one other speaker. Speaking is concerned the chances of having any opportunity on the part of students are very low. The opportunity of speaking is concerned very few students get it. There are many factors for this situation, mainly large classes (Meng, J, 2010: 702).

Cooperative learning requires students to work together on a common task, sharing information and supporting one another (Barkley, Cross, and Major: 2005). They have opportunities to process externally and share responsibility for a task. Moreover in Three Step Interview, one of techniques of cooperative learning they can

improve communication skill especially in spoken language. In this technique, student pairs take turns interviewing each other and then report that they learn.

In fact, students assume that learning only comes from the teacher, not from the group; as a result, they are reluctant to accept group members as their collaborators let alone tutors. They sometimes fear the challenge of sustained, formal speaking before large groups (:12). Moreover just few students get the opportunity in participating in class. One of reasons is large class.

By using cooperative learning, the students can work together and share information. Especially in Three Step Interview, one of techniques of cooperative learning they will be divided into group of pair. It provides opportunities for students to practice alone or with one other student and

then before increasingly larger groups. Thus, students can practice speaking in front of their peers who face the same situation. So, they get more opportunities in sharing information and enhancing speaking skill (Barkley, Cross, and Major: 2005:121).

This article examines the implementing Three Step Interview technique in teaching speaking. The article begins with the concept of teaching speaking and continues with the concept of Three Step Interview technique. In addition, the implementation of this technique is also discussed.

TEACHING SPEAKING

For most people, speaking becomes difficult skill for students. There are some aspects that make speaking becomes difficult. According to Brown in Celce-Murcia (2001: 103) mentions a number of features that interact to make speaking as challenging a language skill as it is. The use of slang and idiom are also important. Without facility in using these ubiquitous features of spoken language, learners are apt to sound bookish. In addition, Celce-Murcia states that in speaking, students must acquire the stress, rhythm, and intonation of English. The other aspect is always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speakers, thinking about one's own contribution, producing that contribution, monitoring its effect, and soon.

Level of the students and their perceived need is basic consideration in teaching speaking class. Level may determined by a placement test administered by the institution or by a diagnostic test given by the teacher. Learner needs can be obtained by means of a student information sheet on which they report the amount of

time they spend speaking English, their future goals, their assessment, and etc. According to Celce-Murcia (2001: 105) speaking classes at all levels are often structured around functional uses of language. In nonacademic context, these involve basic greeting, talking on the telephone, interacting with school personal, shopping, and the like. Meanwhile in academic context, it is needed for students practice in activities such as leading and taking a part in discussions and giving oral reports. They can learn to plan and conduct business meetings, give speeches, and also participate in conferences.

Problems in Teaching Speaking

Many problems may arise in speaking class such as large class, limiting both students opportunity to talk, teacher opportunities to provide feedback, etc. (Celce-murcia: 2001: 110). Meanwhile according to Meng, J (2010: 702) the problems in teaching speaking are students are at different levels, the class is very big, and the big teacher's action zone.

One of the biggest problems teachers face is to teach a class with the students of different levels. Some are efficient learners of English, some are less efficient learners, and some are problem learner, which makes it difficult for the teachers in class. Some students, especially the less efficient ones, have no interest in English, so they don't like to participate in the activities. If the teachers pay more attention to those students, that is to say, teach at a slow speed, the efficient students will feel bored. If not, the less efficient students will feel they are neglected.

In big classes, it is difficult for the teacher to make contact with all the students in class and it is difficult for the students to ask for and receive individual

attention. It may seem impossible to organize dynamic and creative teaching and learning sessions. Most of the students don't have enough chances to practice English.

Students located within the teacher's action zone are likely to participate more actively in a lesson than students who fall outside that action zone. In many classrooms, this zone includes the middle front row seats. If a teacher is teaching from the front of the class, students seated there are more likely to have the opportunity to participate actively because of their proximity to the teacher.

Although a teacher may feel that all the students in the class have an equal opportunity to participate in the lesson, it is not always so. It also seems that the teacher overlooked the students sitting in the right and left rows, and had an action zone located in the center of the room. If active participation is important in learning, then those students not within the teacher's action zone are at a disadvantage.

Types of Speaking Activities

There are several types of speaking activities such as discussion, speeches, role plays, conversations, audiotaped oral dialogue journal, and other accuracy-based activities (Celce-murcia, 2001: 106-109).

Discussion

The most commonly used activity in speaking class is discussion. In this activity, the students are asked to get into pairs or groups to discuss about topic in order to come up with a solution, response, etc. They also can evaluate the teammates' explanations or performance. Students will be more involved with and motivated to participate in discussion if they are allowed to select discussion topics and evaluate their peers' performance.

Students need to be engaged with the topic. According to Harmer, J. (1998: 91) the students may do some study like facts or figures and move quickly to active stages which include the discussion itself. After discussion is over, there will be feedback.

Speeches

This activity can make the speaker frightening and listener feel bored, so it is a good idea to assign the listeners some responsibilities during the speeches. This is an excellent time to require peer evaluation of a classmate's speech.

Role plays

This activity is suitable for practicing the socio-cultural variations in speech acts, such as complimenting, complaining, etc. There are several steps for teaching speech act such as diagnostic assessment, model dialogue, and listens to and practice prototypical phrases.

Role play can be hold by having all the students act out a public meeting with many speakers (Harmer, J., 1998: 93). That might be enjoyable but would cut down on the amount of speaking time for each student. In conclusion, role play is more than just play-acting. It offers chances for rehearsal and engagement that some other activities fail to give.

Conversation

Many students practice with informal conversation, but few students have the opportunity and confidence to engage in unplanned conversation with native speaker. By conversation, the students can transcribe a portion of interaction.

Audiotaped oral dialogue journal

The activity have emphasized in fluency and meaning negotiation rather than accuracy. It has much to offer both the teacher and the students in speaking classroom.

THE CONCEPT OF THREE STEP INTERVIEW TECHNIQUE

There are some definitions of cooperative learning from Slavin, Davidson, Kagan based on Jacob, G.M (1997: 16-17). According to Slavin, cooperative learning is a method that shares the information by working together for students to learn and is responsible for their teammates' learning as well as their own. Meanwhile Davidson states that cooperative learning is a task for group completion, discussion, and resolution. Besides, Kagan defines that cooperative learning is activities that are created by fitting content into one or more structures.

Advantages of Cooperative Learning

There are several advantages of cooperative learning; enhancing learners' interaction, enhancing learners' motivation, and enhancing learners' achievement (Tuan, L. T: 2010). The first advantage is enhancing learners' interaction. Working in teams, consequently, provides learners with a variety of opportunities to learn from each other and to attain a higher cognition. The next advantage is enhancing learners' motivation. To motivate learners, it is vital to increase learners' self-confidence, satisfy their needs and interests and create a pleasant, relaxing atmosphere in the classroom. Another advantage is enhancing learners' achievement.

Elements of Cooperative Learning

According to Shih, Y. (2002) the elements of cooperative learning consist of positive interdependence, individual accountability, quality of group processing, teaching of cooperative skills, and teaching of social skills.

Positive Interdependence

Positive interdependence means that group members feel that they "sink or swim

together". It is a working together for a common goal and caring about each other's learning. Within cooperative learning situations, students have two responsibilities: 1) learn the assigned material, and 2) ensure that all members of the group learn the assigned material. Without positive interdependence, students sometimes fall into the trap of "hitchhiking," where they let one student did all the work for them, or of being "off task".

Individual Accountability

Individual accountability was the element, which provided for each student believing that it was important for him/her to learn the material. Each team member feels in charge of their own and their teammates' learning and makes an active contribution to the group.

Quality of Group Processing

The quality of interaction would depend on a number of factors such as: the grade and frequency in which the students cooperated among themselves in their academic tasks, giving feedback between each other in their learning activities, sharing learning experiences and life experiences, and supporting and engaging among themselves in their feelings and educational expectations.

Teaching Interpersonal and Small Group Skills

Interpersonal and small group skills could be taught through a number of means. First, setting a social skills goal along with the academic goal lets students know it's important to the teacher. Secondly, it could be established through role playing, modeling, and discussing the components of particular social skills.

Teaching of Social Skills

It was very important for students to have sufficient social skills, involving an explicit teaching of appropriate leadership,

communication, trust and conflict resolution skills so that they could cooperate effectively. Students must be taught these skills and be motivated to use them. If group members lack the interpersonal and small-group skills to cooperate effectively, cooperative learning would not be productive.

Cooperative Learning Techniques

There are many techniques of cooperative learning. Here, some techniques of cooperative learning will be explained:

Jigsaw

The Jigsaw models were developed for narrative materials in the core content areas like social studies, science, literature, and other school. Students leave their original group and form an “expert group”, in which all persons with the same piece of information get together to study it. After this is accomplished, students return to their original groups, and each teaches his/her portion of the lesson to the others in the group (Tuan, L. T., 2010: 67). Jigsaw can motivate students to accept responsibility for learning information or material well to teach it to their peers (Barkley, E. F., 2005: 156).

Numbered heads together

A team of four is established. Each member is given number 1, 2, 3 and 4. Questions are asked of the group. Groups work together to answer the questions so that all can verbally answer the questions. Teacher calls out a number (2 for example) and the number two in each group is asked to give the answer. This could be used for comprehension exercise. It is based on using content-free ways of managing classroom interaction called structures (Tuan, L. T., 2010: 67).

One stay, two stray

This technique consists of group of three do a task. One member strays, while the other

two stay to find out what other groups have (Jacobs, Lee, Ball, 1997: 67).

Round robin

In this technique, no questions are permitted. A team interview in which each student in turn is asked questions by teammates is a good structure for questions. It is a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas (Barkley, E. F., 2005: 108).

Think pair share

This technique is effective as a warm-up for whole class discussion. It is a simple and quick technique; the instructor develops questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. According to Mandal R. R (2009:98) “Pair” and “share” components encourage learners to compare and contrast their understanding with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class.

Three Step Interview

Three-step interviews could be used as an icebreaker for team members to get to know one another or can be used to get to know concepts in depth, by assigning roles to students (Shih, Y., 2002: 36).

In Three Step Interview technique, student pairs take turn interviewing each other and then report what they learn to one another pair. According to Barkley, Cross, and Major (2005: 121) this technique make students have opportunity to improve specific communication skill.

Procedure of Three Step Interview Technique

The procedures of Three Step Interview technique (Barkley, Cross, and Major, 2005: 121) are: Student A interviews student B, then Student B interviews student A. finally, Students A and B each summarize their partner's response for students C and D, and vice versa.

THE IMPLEMENTATION OF THREE STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING

In implementing Three Step Interview, there some stages that conducted in the teaching speaking. The first stage is building groups of students into working in team, followed by a second stage with group assignments on presentations of dialogues. The kind of dialogue is transactional conversation.

Teacher divides class into groups of four. After dividing the groups, the teacher gives a topic about asking and giving direction. Then foursome is divided into pairs. In pair, student A asks direction to student B. Meanwhile student B gives the direction. After that, students A and B each summarize their partner's response for students C and D, and vice versa.

All the activities mentioned above belong to the warm-up exploit before the more serious cooperative tasks in the second stage. After having dialogue with their partner, they could be endowed more teaching and learning responsibilities by sharing the information in front of the class. The time allowed for each group presentations could be between ten to fifteen minutes.

When the groups start to assume more teaching and learning responsibilities, the teacher is not left alone. Instead, the teacher begins to assume roles like feedback givers, encourager, and facilitator. Usually after each group presents their task, the students would expect immediate feedback,

comments, corrections, and most important of all, the scores of their presentation from the teacher. There should be at least five to ten minutes for teachers to discuss the group processing with the class. Besides giving immediate feedback after the group presentation, the teacher should randomly examine students orally by calling on one student to present his or her group's work to the teachers to the entire class.

In conclusion, the implementation of Three Step Interview technique in teaching speaking can motivate and enhance speaking skill. Student pairs take turns interviewing each other about the transactional conversation then report that they have learned.

CONCLUSION

Interaction in small group, Three Step Interview technique, provides a basis for language acquisition. With learners working in pairs they learn how to speak effectively. Because they have many chances to take a part in class. They also know how to work well in cooperation with others. They become skilled at cooperating with others, and express their own opinions, ideas and feelings, guided by the teacher. In a word, Three Step Interview helps students become a real language user in and out of English classroom. It makes students more active in the learning process and at the same time makes their learning more meaningful and fun for them.

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