Students' Engagement in Speaking Class through a Three-Step Interview Technique

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Abstract: The objective of this research was to explain the students' response towards the use of Three-Step Interview technique in their engagement in speaking class and to find out benefit of Three-Step Interview technique for students' in speaking class. The researcher employed qualitative technique and participants were selected by purposive sampling technique. The research was conducted to the fourth-semester students of English Study Program of IAIN Bone. the data were collected by observational field notes and interview to obtain the information about the response from students and to find the benefit of Three-Step Interview. the result of this interview could guide the study to see the response and benefit of Three-Step Interview while studying English. The result of the study about the students' responses, most of them gave the positive responses except that there was negative respond about the technique. The benefits of Three-Step Interview which are evidenced from the data interview and observational field notes based on the indications of engagement they are: behavioral engagement such as the students are active in studying speaking. While, the emotional engagement such as the students' interested, enjoyed, fun and can cooperating well with their peers. Whereas, cognitive engagement the students collected their assignment.

Keywords: Speaking, cooperative, Three-Step Interview, students' Engagement

1. INTRODUCTION

It cannot be denied that speaking is one of the important skills because speaking is one of the ways for human to express idea. With a good pronunciation it will help the listener to understand the idea. This emphasizes the importance of speaking in learning language. An effective speaking activity involves active students to participate and create a daily communication. Conversation is one way to improve the students' speaking ability. Communication is imperative it is the fundamental and universal among human beings to interact with other (Rasyd and Muhayyang 2016)Speaking is an essential tool for communicating, thinking and learning (Spratt, Pulverness, & Williams 2005).

Apparently, the English study program at IAIN Bone the students were leaked of engagement in speaking class so, they do not really active in classroom. IAIN Bone is one of the colleges in Bone regency, South Sulawesi province. In IAIN Bone, particularly at the English Study Program, there is Speaking subject taught from the fourth to seventh semester as prerequisite subjects. Speaking is one of the main subjects, thus the students have to pass this course in order to finish the study. Currently, the

lecturers teach Speaking subject by using technique which is expected to be effective to make the students engage in learning speaking.

In this research, the researcher used Three-Step Interview technique and it is one of a cooperative learning. Cooperative learning was a learning method that the students are the center of teaching and learning process. Automatically the students active ask question and thinking to answer the question and help the students engage in learning speaking. It consists of three steps: the first step, individual has interviewed their partners by asking the given theme. Then the second step partners have switched the roles. For the final step, members have shared their partner's response with the team. Three-Step Interview is a cooperative structure used to develop speaking skills. Three-Step Interview, student pairs take turns interviewing each other and then report what they learn to another pair (Barkley, Major, & Cross, 2014).

By using a suitable and an attractive technique in teaching and learning speaking in the classroom, it is expected that the learners will find it easier to learn. The technique to apply in teaching and learning process is very important in increasing students' ability, especially speaking skill. Therefore, the students will be engaged in learning and interested to learn speaking. Moreover, those problems mentioned before can be solved. A lecturer has a responsibility to help the students to explore their ideas. Besides teaching techniques, teacher should pay attention students' engagement in studying and, learning process by using them.

Liang (2002) proposed some benefits of Three-Step Interview technique such us: (1) Students share and apply different questioning technique; (2) The students are introduced to different thinking to explore their ability to use questioning and thinking; (3) The students can enrich their vocabulary and improve their pronunciation because the teacher guides the students to use the words independently; (4) This technique teaches the students to produce English sentences by using appropriate vocabulary and grammar.

Students' engagement is generally understood to be the primary mechanism that enables motivational processes to contribute the learning and development (Furrer, C. & Skinner, E, 2003)."Students who are emotionally engaged with what will be studied can learn more effective, because they will be amused, stimulated and challenged to learn" (Harmer 2001),. Students who are engaged show sustained behavioral involvement in learning activities accompanied by positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest. The researcher tried to see the students' engagement in doing the activity based on the indication of engagement they are: behavioral engagement, emotional engagement and cognitive engagement by (Trowler 2010).

Based on the illustration above, the purpose of this investigation were:

1. To find out the students' perceptions towards the use of Three-Step Interview technique in their engagement in speaking class.
2. To find out benefit of Three-Step Interview technique for students' in speaking class.

2. METHOD

In this research, the researcher used the qualitative technique. The research was held at English study program on fourth semester academic year 2017/2018 in IAIN Bone, which consists of 17 students in one class who were the participant in this research.

In collecting data firstly, the researcher visited the university and chose one class to be taught after that the researcher observed classroom activity by using the video recording and observational field notes

the last activity the researcher chose some students to interview to find out the students' response and the benefit of Three-Step Interview technique in applying in speaking for students' engagement.

3. FINDINGS

3.1. Students' response to the application of Three-Step Interview in their engagement in speaking class

Data the students' response to the application of Three-Step Interview in their engagement in speaking class. And the data were taken from the interview. In this interview, the researcher was initialed with (R) and the students were initialed with (S1-S8).

a. The students felt active in studying speaking

Teacher should create a fun strategy in teaching speaking to make the students active in studying. Three-Step Interview is one of the teaching aids that can fulfill the students need. During the activity and interview the students felt active in studying speaking. Some of the result of interview clearly showed how the students active in studying speaking through a Three-Step Interview.
The extract shows in every item

> S2 :Ya, sangat tertarik, karena cara ini, terbilang cukup menarik dan membuat siswa lebih aktif.
>
> [Yes, very interesting, because with this technique, we can say interesting enough and make the students more active.]

The extract above that the students 2 felt interested in learning speaking because she felt more active. Three-Step Interview could even trigger student to be active to follow the speaking class and help the students to increase their speaking.

b. Facilitate students to speak

When teaching speaking by using three steps interview, the students showed responses in which the technique could facilitate them to speak actively. Some of the result of interview clearly showed how the students Three-Step Interview can facilitate the student active to speak.

> R : Do you think by using three-step interview can improve activity in speaking class?
>
> S1 : Yes, of course, emm ya dari materi itu emm saya, saya pribadi, saya dapat meningkatkan emm mengenai keaktifan saya dalam belajar karena eee saya dapat emm berbicara di depan teman-teman saya secara langsung, directly and emm terbuka terhadap teman-teman kita mengenai suatu pembahasan.
>
> [Yes, of course, emm ya from that material emm with my individual, I can improve emm about my being active in study because eee I can emm speak in front of my friends directly and emm it's available with our friends about the topic.]

As evidenced in the students' remarks above, she felt that by implementing three-step interview she could speak to their friends directly. She also inserted the words *meningkatkan* [improved being

active] in her remarks which means it could help them to improve their speaking as they were get used to speak with their friends.

    c.   The students more creative

Teacher should create a fun strategy in teaching speaking to make the students more creative to express their idea. They said Three-Step Interview that can make the students more creative in teaching and learning. Some of the result of interview clearly showed how the students more creative studying speaking through a Three-Step Interview.

R   : How do you think about Three-Step Interview used in teaching and learning process?
S3   : Cukup efektif dalam meningkatkan kreatifitas mahasiswa.   [Effective enough to increase students' creativity].

The extract above indicated that the students 3 quantified that three-step interview can improve the students' creativity to speak. She said that by employing three-step interview, meningkatkan kreatifitas mahasiswa [can increase students' creativity]. If the technique can increase students' creativity absolutely the class will be crowded and the students will be engaged in learning speaking.

    d.   Increasing the students confident

Increasing the students confident in the classroom are the most challenging faced by the teacher. In fact, numerous studies have shown that most of the students felt unconfident when they want to speak in front of their friends in the class. With this technique the students can improve their confident to speak in front of their friends. Some of the result of interview clearly showed how the students felt confident studying speaking through a Three-Step Interview.

R   : How do you think about Three-Step Interview used in teaching and learning process?
S4   Sebagaimana saya katakan tadi, bahwa menggunakan Teknik itu apa lagi yang diterapkan oleh kakak bisa membanguan kepercayaan diri mahasiswa.   [as I said, if we utilize the technique moreover the technique used can increase students confident.]

The extract above indicated that the student 4 felt her confident can be increased by using this technique. She said that by employing three-step interview, membanguan kepercayaan diri mahasiswa [can increase students confident]. Automatically if the students have a good confident they could involve in their idea communicated and discussed each eventually enjoying the leaning particularly in speaking class.

    e.   Fun activity and interest

Many researchers have shown that teachers can influence students' interest. In general terms, student's interest refers student's willingness, desire enthusiastic, and compulsion to participate in their learning process. if the students interest they will feel enjoy and they will be fun with the activity. The

result of interview clearly showed how the students felt interest studying speaking with Three-Step Interview Technique.

R	: Is there the difference when learning to use this technique in speaking and without technique?
S4	: Eee ya kaka ada perbedaannya, kalau menggunakan <u>Teknik lebih seruh, sedangkan kalau tidak membosankan.</u>
	[Eee yes sir there is a different, if we utilize the technique cloudier whereas if not boring]

The extract above indicated that the student 4 felt fun with this technique can make the students' fun in doing their activity. As she said <u>Teknik lebih seruh, sedangkan kalau tidak membosankan</u> [the technique cloudier whereas if not boring]. Automatically if the students felt fun absolutely it makes the students felt comfort and relaxed in discussing with their partners and can show their ability to share idea.

f. Monotonous activities

Many researchers have shown that teachers can influence students' interest and engagement. But it cannot be denied several students said the technique was monotonous. Some of the result of interview clearly showed how the students said monotonous in applying in speaking by one technique.

R	: How do you think about Three-Step Interview used in teaching and learning process?
S7	:Eee cukup menarik, tetapi sebaiknya tidak di… <u>tidak digunakan secara menoton</u> menggunakn teknik tersebut terus menerus. Menurut saya cari metode yang lain.
	[Eee interesting enough but its better do not di… not use monotonically using the technique continuously. In my opinion look another method].

The extract above indicated that the students 1 felt the technique was interesting but should not monotonous. She said that three-step interview <u>tidak digunakan secara menoton</u> [not use monotonically] she suggested that the researcher should use another technique or method to combine with it.

3.2. The benefits of Three-Step Interview for students in studying speaking

Data the benefits of Three-Step Interview for students in studying speaking were taken from the interview and the data of field note. In this interview, the researcher tried to concluded by seeing the students' engagement in studying speaking based on the indication of engagement by using Three-Step interview technique. The researcher was initialed with (R) and the students were initialed with (S1-S8).

a. Behavioral Engagement

One of the benefit of Three-Step Interview for students' engagement in studying speaking is behavioral engagement such as the students felt active in doing the activity by using Three-Step Interview technique. One of the behavioral engagement is the students active to do the activity or the students participate with enthusiasm.

The extract below:

R	:Do you think by using Three-step Interview can improve activity in speaking class? Why?
S3	: Ya, sangat membantu dalam meningkatkan <u>keaktifan dalam speaking</u>,
	[Yes, very helpful in increasing activity in speaking].

The extract above exposed that the benefit of three step interview for students in speaking class. In this case some students said this technique can make the students active in speaking. Such student 3 said this technique can help the students keaktifan dalam speaking [increasing activity in speaking]. They could involve their idea in communicating and discussed each other.

a. Emotional engagement

Another benefit of Three-Step Interview for students' engagement in studying speaking is emotional engagement the researcher founded the students felt interested, enjoyed, fun with the activity and also the students can work together with their peers.

The extract below:

1). interest

S2	**:** Ya, sangat tertarik, Karena cara ini, terbilang cukup menarik dan membuat siswa lebih aktif.
	[Yes, very interesting, because this technique, we can say interesting enough and make students more active]
S3	: Dalam konteks speaking saya tertarik, Karena kreatif dan tidak membosankan.
	[In speaking context, I felt interesting, Because creative and not boring].
S5	: Ya, saya tertarik, karena disinilah kita membutuhkan siswa yang aktif, jadi tekhnik ini bisa mengaktifkan semua siswa.
	Yes, am interesting, because in here we need students to be active, so this technique can make all students active.

The extract above specified that the student 2 and 3 stated if they felt interested in doing the activity by using three-step interview technique and made the students more active and the students 3 added as she said the technique is not made the students felt bored. And student 5 emphasized if she felt interested with this technique because it can make all students to be active and that we need in speaking class. The students should be active in doing their activity because they have to share their thinking.

2). Enjoy

S7:	Yang saya rasakan, saya enjoy sangat enjoy terlebih lagi saya suka teknik tersebut tetapi saya melihat teman-teman saya yang sedikit nervous dengan kedatangan instructornya karena mungkin mereka apa… berfikir terlalu mendadak dan tiba-tiba, tetapi saya sendiri merasa lebih… lebih senang dan enjoy.
	[I felt enjoy, I enjoy very enjoy, I like the technique but I saw my friends a little bit nervous with the coming of the instructor because maybe they what… thinking too suddenly and suddenly, but myself felt more… happier and eenjoy]

The extract above indicated that the students 3 really felt enjoy with this technique in using speaking activity as she said <u>saya enjoy sangat enjoy</u> [I felt enjoy, I enjoy very enjoy] that's means the activity really helped the students to do the activity more enjoy and realized.

3). Fun

R	: Is there the difference when learning to use this technique in speaking and without technique?
S4	: Eee ya kaka ada perbedaannya, kalau menggunakan <u>Teknik lebih seruh, sedangkan kalau tidak membosankan.</u>
	[Eee yes sir there was a different, if we utilize the technique cloudier whereas if not boring]

The extract above indicated that the student 4 felt fun with this technique in doing their activity. As she said <u>Teknik lebih seruh, sedangkan kalau tidak membosankan</u> [the technique cloudier whereas if not boring]. Automatically if the students have felt fun absolutely it makes the students felt comfort and relaxed in discussing with their partners and can show their ability to share idea.

4). Relationship with peers

R	: Do you think by using Three-step Interview can improve your activity in speaking class? Why?
S1	:Yes, of course, emm ya dari materi itu emm saya, saya pribadi, saya dapat meningkatkan emm mengenai keaktifan saya dalam belajar karena eee saya dapat emm berbicara di depan teman-teman saya secara langsung, directly and emm <u>terbuka terhadap teman-teman kita mengenai suatu pembahasan.</u>
	[Yes, of course, emm ya from that material emm I my individual, I can improve emm about my activity in study because eee I can emm speak in front of my friends directly and emm it's available with our friends about the topic]

The extract above indicated that the students 1 felt with this technique she can more active and increase her study and also with this technique she can speak in front of her friends and finally she said she can share together about the technique as she said <u>terbuka terhadap teman-teman kita mengenai suatu pembahasan</u> [it's available with our friends about the topic].

a. Cognitive engagement

The last benefit of Three-Step Interview for students' engagement in studying speaking is cognitive engagement such the students collected all the assignment. All the students showed positive cognitive engagement as found in the observational field notes. In the videos the students seemed to show positive engagement regarding this technique implementation, all the students' assignments were collected where no one students redefine parameters for assignment, although the assignments contained of several mistakes (grammar).

Aspects of Engagement	
1 **Behavioral engagement** (+) students attend lectures or participate with enthusiasm (±) students skip lectures without excuse (-) students disrupt lectures	✓ Most of the students focus on discussion topic only ✓ Few of students skip lectures without excuse ✓ No one students playing their smart phone or other activities that can disrupt the lecture.
2 **Emotional engagement** (+) students interest with the technique and subject (±) students boredom while the activity (-) students reject the technique or subject	✓ Most of students' interest, enjoy and comfortable with the technique and subject ✓ Few of students looks boredom while the activity ✓ No students reject the technique
3 **Cognitive engagement** (+) students meets or exceeds assignment requirements (±) students assignment late, rushed or absent (-) students redefines parameters for assignment	✓ All the students meet or collected the assignment. ✓ One group of the students' assignment were late ✓ No one students did not collect the assignment

(Trowler, 2010)

Another finding the researcher found the differences between male and female engagement in studying speaking by using Three-Step Interview based on the observation by using the video.

Based on the video the researcher tried to sum up the students' engagement between male and female in doing the activity. In this research consist of 17 students, 3 students male and 14 students female the video showed in every meeting that the female more engage in learning activity by using Three-Step Interview by having discussion, sharing and cooperating well. Although some of the female showed they were playing handphone while the activity and some of her nervous when they should report their partners responses with the team, but the male only one student always attend in classroom and the two students sometimes skips lecture without excuse.

4. DISCUSION

This part precisely discusses about the findings mentioned previously. To specify, the researcher at this page discusses by interpretation and relates the theorist regarding the findings about the students' response and the benefits of applying Three-Step Interview in their engagement in speaking class.

Additionally, there were eight participants have chosen to find out the answer of both research questions that were formulated by the researcher. For more details, looking at the explanation below:

4.1. Students' response of applying Three-Step Interview in their engagement in speaking class

The key finding of this research lies out on many positive responses from students regarding the implementation of three-step interview evidenced by data in which their active participation to some extent also encouraged positive engagement. These perceptions of cooperative learning are in contrast with studies suggesting that students particularly in higher education (Vreven & McFadden, 2007) with a transmission conception of teaching and learning oppose cooperative learning (Featherstone, 2008; Herman, 2013; Johnson & Christensen, 2000).

Based the students' interviews, there are several responses of students toward the use of Three-Step Interview in their engagement in speaking namely: making the students active, facilitate students to speak, increased the students confident, fun and interested. Nonetheless the researcher also found negative response from the students about Three-Step Interview technique in which the activity was monotonously patterned. Despite the fact that there was still imperfection in this technique, The finding of this research confirmed the previous study (Irawati, 2016; Kaptiningrum, 2016; Larasati, 2013; Permanasari, 2014) that Three-Step Interview is applicable to improve the speaking ability and also it suitable for teaching speaking material. As the students engage actively in the Three-Step Interview, students have been motivated to speak English fluently where their speaking performances are also encouraged into better result.

4.2.Benefits of Three-Step Interview technique for students' engagement in speaking class

The benefits of Three-Step Interview which are evidenced from the data interview and observational field notes based on the indications of engagement they are: behavioral engagement such as the students are active in studying speaking. While, the emotional engagement such as the students' interested, enjoyed, fun and can cooperating well with their peers. Meanwhile, cognitive engagement the students collected their assignment. It is obvious that three-Step Interview technique involves all the students to participate actively in the activities in the classroom. Three-Step Interview technique provides an interactive teaching learning process. As found in the same context, this technique makes the students work cooperatively which will develop both their social-human (Irawati, 2016).

Despite the fact that three-step interview technique seemed to manifested students centered rather than teacher-centered, an important role is still in teacher since they are facilitator of learning. In his or her role as facilitator, the language educators must move around the class helping students and groups as needs arise.

5. CONCLUSION AND SUGGESTION

The key finding of this research lies out on many positive responses from students regarding the implementation of three-step interview evidenced by data in which their active participation to some extent also encouraged positive engagement. Many responses in facts showed positive responses regarding the implementation of this three-step interview. Based the students' interviews, there are several responses of students toward the use of Three-Step Interview in their engagement in speaking namely: making the students enjoyed in studying speaking and facilitate students to speak. Nonetheless the researcher also found negative response from the students about Three-Step Interview technique in which the activity was monotonously patterned.

The benefits of Three-Step Interview which are evidenced from the data that it can make the students enjoy, fun and can cooperating well with their peers in studying speaking.

The differences between male and female engagement in learning speaking. In this research consist of 17 students, 3 students male and 14 students female the video showed in every meeting that the female more engage in learning activity by using Three-Step Interview by having discussion, sharing and cooperating well. Although some of the female showed they were playing handphone while the activity and some of her nervous when they should report their partners responses with the team, but the male only one student always attend in classroom and the two students sometimes skips lecture without excuse.

All English teacher are expected to know and to use this media in teaching speaking where it has a lot of benefits in making the students engage in studying speaking. This study can become guidance for English teachers to make the speaking subject not become the boring subject in the eyes of the students anymore. This research only uses qualitative method to measure student's engagement, of applying Three-Step Interview through video recording and interview.

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