

ENHANCING STUDENTS' LEARNING MOTIVATION IN SPEAKING USING THREE-STEP INTERVIEW

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Abstract: This study is an action research aimed to find out about: (1) the conditions needed for effective implementation of Three-Step Interview in improving students' learning motivation in speaking; (2) in what degree Three-Step Interview enhances students' learning motivation in speaking class. This study is a qualitative research and was carried out from January until June 2017. The result of the study shows that the implementation of three-step interview technique to improve Class 8A students' learning motivation will be effective when certain conditions are fulfilled: a positive classroom climate, a clear instruction of the technique using practiced example, a permission to use both *Bahasa Indonesia* and English in the discussion (bilingual), the use of interesting and familiar topic, a combination of the technique with task-based and classroom activity, a clear explanation of the material learned, and self-formed groupings by the students. The result of the study also shows that the degree of students' learning motivation in speaking is improved by 5.87%.

Keywords: learning motivation, three-step interview technique, discussion, collaborative learning.

INTRODUCTION

According to the pre-research conducted in class 8A of one of junior high school in Karanganyar, the fact found from the observation, interviews, and questionnaires is that the students' learning motivation in learning English was still low especially in learning speaking skill. The problems of the students that have a low learning motivation can be seen from some indicators: (1) Diligent: The students mostly do submit the task on time, but most are not enjoying doing the task or homework given to them. (2) Have a strong willpower to solve problems: the students are not enthusiast in following the teaching-learning process in

class all the way, the students are not having a lot of curiosity, the students' concentration is low and mostly being passive in the class; (3) Showing interest in learning by asking and answering question in the class: the students are reluctant to ask and answer questions in the class; (4) Work independently: the students' participation and initiative is still low, the students are still being dependent too much to their teacher to get the knowledge simply being feed for them, they still do not want to try to grab the knowledge by themselves; (5) Willing to give an opinion or ideas and have a strong belief in their opinion: students are reluctant to

express their ideas in the class and still afraid of making mistakes.

Based on the questionnaires handed to the students, most of the students are not interested in learning English independently at home especially in speaking skill. Most of them confessed that learning speaking is difficult, although speaking—communication skill—is one of the objectives of the learners when learning a language, to be able to communicate in the language orally. The students' low learning motivation can be caused by the environment that does not demand them to practice speaking in English, class situation where many of the students doing things outside the lessons such as making noises by chatting with their friends, and the students cannot maintain their concentration in following the lesson. These make the class difficult to be managed. The media material selected by the teacher is also not interesting enough for the students. The students have less background knowledge of the topic of the media material, so they did not look interested. This makes the students did not really enjoy the teaching-learning activity in the class. The teacher needs a teaching technique that can help to encourage the students more. Moreover, the students also think that English is a difficult subject, having this thinking in mind already make them not motivated to learn because they do not like facing difficult things and underestimate their ability to learn.

From the problem indicators and reasons above, the main problem that is causing students to have low learning motivation is the class situation, the selected media material, the teaching technique and the students' negative mindset.

The students need an interesting teaching technique that will make them get more interested or at least do not shy to be actively involved in the learning process.

They also need media material for learning which is friendlier with their background knowledge, so that their motivation to learn can increase and change their negative mindset of their competence. One of the teaching techniques that expected to be appropriate to be used in teaching speaking is Three-Step Interview.

Hence, a suitable teaching technique and its effective implementation are important in order to improve the students' learning motivation. The researcher has a strong belief that Three-Step Interview will be able to enhance students' learning motivation in speaking by considering the theories above. This article will focus on: (1) the conditions for effective implementation of Three-Step Interview in improving students' learning motivation in speaking; (2) in what degree Three-Step Interview enhances students' learning motivation in speaking class.

LITERATURE REVIEW

Motivation is a very important aspect of learning, because of motivation, as the key to learning in general, plays a great role in driving learners to do an effort to learn autonomously/independently to reach determined goals. As stated by Weiner (1986); Deci (1975); and Maslow (1970) in Brown (2007: 168), "Undoubtedly the most frequently used catch-all term for explaining the success or failure of virtually any complex task, motivation is a star player in the cast of characters assigned to second language learning scenarios around the world. Such assumptions are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is the key to learning in general". Furthermore, learning a language need a good learning motivation in order to master the language more naturally. By having a high motivation to learn the

language, usually, the students will understand the language easier than the students who are not motivated to learn.

Summarized from Sardiman (2004: 83), the characteristics of motivated students are: (1) Diligent; (2) Have a strong willpower to solve problems; (3) Showing interest in learning by asking and answering question in the class; (4) Work independently; (5) Willing to give an opinion or ideas and have a strong belief in their opinion.

Three-Step Interview is one of Collaborative Learning Techniques (CoLTS) in a form of discussion. In Three-Step Interview, student pairs take turns interviewing each other and then report what they learn to another pair (Barkley, Cross, & Major, 2005:121). Barkley, Cross, & Major also mentioned the characteristics of Three-Step Interview in her book *Collaborative Learning Techniques*: (1) Group size (4 students), time on task can be around 15-30 minutes, durations of groups can be done in a single session, and have moderate online transferability (means it can be implemented online like making a chat forum online). In other words, Three-Step Interview is done in groups of the students, task-based that does not require a long period of time, and also can be implemented online.

According to Barkley, Cross, & Major (2005:124), Three-Step Interview is an effective strategy for drawing out students' experience and knowledge from outside the class. Used in this way it can help motivate students because it bridges the gap between the academic and the "real" world. This CoLT also helps achieve the goals of exposing the students to several interviews and ideas and of meeting other students in the class. It is particularly useful for helping students network and improves communication skill.

RESEARCH METHOD

The study was in a form of action research and was conducted in one of junior high school in Karanganyar. The class consists of 32 students. The students are mostly still shy to actively participate in the learning activity in the English class. They are reluctant to answer questions or ask questions and they are still cannot maintain their concentration in the class which indicates that their learning motivation is pretty low.

The action research was carried out from January to August 2017. The research was divided into two cycles. Each cycle consisted of three meetings and was carried out through the following stages: planning, implementing, observing, and reflecting.

In the planning stage, everything needed was prepared. Here, the researcher and the teacher prepared the lesson plan and materials used in the classroom.

In the implementing stage, Three-Step Interview technique is being implemented in the classroom according to the lesson plan made in the planning stages.

In observing stage, the researcher observes the situation in the class during the implementation of the technique. The way students behaved was observed and analyzed. Here, the researcher observes the students' learning motivation improvement. The improvement of students' learning motivation was shown on their behaviour which was related to the characteristics of motivated students: diligent, have a strong will to solve problems, showing interest in learning by asking and answering question, can work independently without being asked, willing to give an opinion or ideas and have a strong belief in their opinion. The researcher also tried to figure out the conditions needed for the effective implementation of Three-step Interview technique.

In reflecting stage, the researcher reflected on the actions done during the

implementation, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue the researcher has explored more clearly.

RESEARCH FINDINGS AND DISCUSSION

The two main questions of this research are: (1) what are the conditions for effective implementation of Three-Step Interview in improving students' learning motivation in speaking?, and (2) in what degree is Three-Step Interview enhance students' learning motivation in speaking?

The first discussion will focus on the first question about the conditions needed for effective implementation of Three-Step Interview in improving students' learning motivation in speaking.

According to the observations and interview before the research, the conditions in the classroom have not met the criteria of an effective classroom. The characteristics of an effective classroom will be the indicators that a technique is well applied during a lesson.

There are characteristics of successful speaking activity in the classroom based on Cambridge University Press (1996) in Ur (2009: 120) which has been mentioned in chapter 2 of this research: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

There are also criteria for evaluating lesson effectiveness according to Cambridge (1996) in Ur (2009: 219) which also has been mentioned in chapter 2 of this research:

- a. The learners were active all the time
- b. The learners were attentive all the time
- c. The learners enjoyed the lesson, were motivated
- d. The class seemed to be learning the material well.
- e. The lesson went according to plan.

- f. The language was used communicatively throughout.
- g. The learners were engaging with the foreign language throughout.

From these criteria for evaluating lesson effectiveness, which is very relatable with the criteria of an effective classroom, it can be concluded that learners in an effective classroom are: active, attentive, enjoy the lesson (motivated), learn the material well, and engaging with the language throughout.

Before the research, most of the students were being passive or ignore the lesson by chatted or joked with their friends and most of them did not grab the material given by the teacher, while after the implementation of the technique, the students became more active, attentive and seemed to understand the material better. These positive responses from the students were met during the implementation of the technique.

According to the students' behavior during the classroom activity and interviews, the researcher found that the implementation of Three-step Interview is effective in the classroom when:

a. **The teacher creates a positive classroom climate.**

Before the research, the students refrained themselves from the teacher. They were reluctant to express their ideas or opinion in the open forum. Some who were brave enough to ask questions prefer to ask the teacher outside the classroom activity. But, when the students are not afraid anymore to express themselves, they will eventually be more open and not shy to express themselves during the discussion.

The researcher as a teacher in the research tried to make a positive

classroom climate in order to support the technique to be able to meet the criteria of an effective classroom. According to Brown (2000:202-204), the roles that the teacher play and styles that the teacher develop will merge to give some tools for creating a classroom climate that is positive, stimulating, and energizing: establish rapport, balance praise and criticism, and generate energy.

During the research, the teacher tried to establish rapport. According to Brown (2000: 202), rapport is the relationship or connection established by the teacher with the students, a relationship built on trust and respect that leads to students' feeling capable, competent, and creative. Brown stated that teacher can set up such connection by: showing interest in each student as a person, giving feedback on each person's progress, openly soliciting students' ideas and feelings, valuing and respecting what students think and say, laughing *with them* and not *at them*, working *with* them as a team and not *against* them, and developing a genuine sense of vicarious joy when they learn something or otherwise succeed. By implementing the technique, the teacher can establish it.

The teacher also tried to give praise and criticism in balance to manage the classroom, and the teacher also tried to keep the students' energy. The energy here is a term used by Brown (2000: 203) for a force that is unleashed in a classroom. According to Brown (2000: 203) energy is the electricity of many minds caught up in a circuit of thinking and talking and writing.

Energy is an aura of creativity sparked by the interaction of students. Energy drives students toward higher attainment. Students (and teachers) take energy with them when they leave the classroom and bring it back the next day.

Brown also stated that this energy can be created by the teacher make solid preparation for the class, confidence in teacher's ability to teach, a genuinely positive belief of the teacher in the students' ability to learn, and teacher's sense of joy in doing what he or she does. The teacher was tried to implement this when preparing and implementing the technique during the research. The teacher was always encouraged and convinced the students that it is okay to make mistakes and that we learn language by making mistakes.

Thus, by creating a positive classroom climate, the teacher can manage the class without putting too much pressure on the students, and the students will get more encouraged, motivated, and willing to try to be more active when the technique is implemented.

b. The teacher gives a clear instruction of the technique using an example practiced by the teacher.

In the beginning, the students were confused when they did not get a detailed instruction of the technique. They were still confused about what to do in the discussion. The teacher needs to explain and give a clear instruction of the technique. The teacher also needs to provide a clear example of the implementation of the technique by practicing the technique by acting as the students

herself. After the teacher gave an example by practicing the technique, the students were able to understand what to do and not getting confused anymore. Thus, a clear instruction of the technique helps the technique to be more effectively implemented.

c. Students are allowed to use both *Bahasa Indonesia* and English.

The students were still having low vocabulary mastery and it was impossible to instantly improve their vocabulary. They also are not used to practice speaking in English, so, at the time being, it is better to allow the students to talk in bilingual since it is easier for them to talk in two languages when they cannot find the right words in English right away. Students need to be kept encouraged to practice because a practice is very important in learning speaking. Hopefully, eventually, the students will be able to speak in English and not in bilingual anymore in the future.

d. An interesting and familiar topic for the discussion is used.

The topic used in the discussion must be a familiar yet interesting topic so that the students will be able to have more ideas about the topic and this will ease them to discuss the topic. They will have less problem in their vocabularies too when the topic is familiar. And they will be more enthusiasts in following the discussion when the topic is interesting for them.

e. The technique is combined with task-based activity and is done during the classroom activity because taken home assignments are not really effective.

In the first cycle, the students were given a taken home group assignment using the technique, but it was not effective because the students did not do their assignments and confessed that they have difficulties in meeting their friends outside of school. When this happened, the researcher has a thought that taken home assignments will not be effective for this class and thus she changed it to a classroom activity. In the end, the assignments were well done in the classroom. The students prefer to do the task as a classroom activity than bringing it home as an assignment.

The taken home assignment in the first cycle had a short due time which may be the cause of why it was not effective, for further implementation of the technique this taken home assignments could be tried out for a long-term assignment.

f. The teacher gives a clear explanation of the material learned.

The students were able to discuss the topic more enthusiastically and more confident in expressing their ideas and opinion when they grab and understand the material better. The students of 8A class still need a lot of attention from the teacher and they still need to be led by the teacher in understanding the material. It was still difficult for them to understand the material by learning by themselves. Hence, the teacher needs to give a clear explanation of the material, focus on explaining the important parts of the material and give an example of the material learned to the students (text example, expression example, etc).

g. The students' groups are formed by the students freely.

In this classroom, the students like to form the study group by themselves, and most of them feel uncomfortable and even acted the rebel to the teacher by making noises or disturbing their friends in the class when the group formed by the teacher was not to their liking. These happened in the cycle 1 and not happening in cycle 2 where the teacher asked the students to form the groups by themselves. Thus, the implementation became less effective when the students did not make into groups by themselves.

The second discussion will focus on the second question about the degree of students' learning motivation in speaking enhancement through Three-Step Interview.

Students' enhancement in their learning motivation in speaking is shown through their behavior during the research. In the first two meeting of cycle 1, the students' change in behavior was shown bit by bit in some students, while some others were still shy to express themselves or still liked to chat with their friends during the class. In the second cycle, the students' change of behavior became clearer to observe. They became more active and attentive in the classroom. They were not shy to ask or answer questions anymore and have more confidence to express their ideas. These happened due to the technique that allowed the students to discuss a topic freely in the class with their friends which made the students became more relaxed, do not feel under-pressured, and help them to keep and refresh their concentration.

Summarized from *Sardiman* (2004: 83) and other theories of motivated students, the characteristics of motivated students are: diligent, have a strong will to solve problem,

showing interest in learning by asking and answering question, can work independently without being asked, and willing to give opinions and ideas and have a strong belief in their opinion. During the research, students' change in behavior has shown the development of these characteristics indicating that their learning motivation is improved.

While according to the questionnaire result, the students' learning motivation in speaking is improved by 5.87% although it is not a high percentage. Therefore, the students' learning motivation in speaking is improved by 5.87% after the implementation of the technique.

IMPLICATION

The implication of this research is that the Three-step Interview technique can improve students' learning motivation in speaking if the technique is effectively implemented. The teacher needs to meet some conditions in the classroom in order to make the technique effectively implemented. The conditions that need to be met in class 8A of the research are as mentioned in the research result conclusion.

The conditions of other classes may differ with each other since students have different characteristics with each other in each class. Other classes which have similar characteristics of students with class 8A can also meet these conditions in order to implement the technique effectively. Other classes may have different conditions to be met for the effective implementation of the technique.

Therefore, teachers need to find the conditions needed if they want to implement the technique effectively in their classes in order to improve the students' motivation. And since each class may have different characteristics, teachers or other researchers can find different conditions needed for the

effective implementation of Three-step Interview technique in other classes.

CONCLUSION AND SUGGESTION

The conclusion of the study is Three-Step Interview technique is able to improve students' learning motivation in speaking. According to the questionnaire result, the improvement degree of learning motivation in speaking class is improved by 5.87% and their improvement also shown in their change in behavior during the research that they become more active and attentive in the class.

Three-Step interview technique is effectively implemented in improving students' learning motivation in speaking when:

- a. The teacher creates a positive classroom climate.

When the classroom climate is positive, the students became more relax and enjoy the classroom activity better. The teacher also can manage the class without putting too much pressure on the students, and the students will get more encouraged, motivated, and willing to try to be more active when the technique is implemented.

- b. The teacher gives a clear instruction of the technique using an example practiced by the teacher.

When the teacher gives a clear instruction of the technique, there will be less confusion in the students and the technique can be more effectively implemented. A practiced example will help the students to understand better about what they need to do in implementing the technique.

- c. Students are allowed to use both *Bahasa Indonesia* and English.

The students' discussion can flow better since it is easier for them to talk in two languages when they cannot find the right words in English right away. When they are forced to speak in full English,

most of them were too afraid to try and tend to keep silent. The students' ability of 8A in speaking English is still very low. So, speak in bilingual can help them to practice more comfortably.

- d. An interesting and familiar topic for the discussion is used.

An interesting and yet familiar topic will help the students to be more creative in elaborating the topic in their discussion. They will also have better vocabularies to use when the topic is familiar, so it will decrease their difficulties in practicing their English. They will also have more confidence to speak up their ideas in the discussion. Therefore, an interesting and familiar topic also helps the technique to be effectively implemented.

- e. The technique is combined with task-based activity and is done as classroom activity because the taken home assignment is not effective.

The task to which the technique is integrated is more effective when it is done during the classroom activity. Many students prefer to do it in the class and tend to avoid taken home assignments.

- f. The teacher gives a clear explanation of the material learned.

When the students are given a clear explanation of the material, they will have a better understanding of the material that will help them to be more confident to discuss the material.

- g. The students' groups are formed by the students freely.

The technique becomes more effective when the students form their groups by themselves.

Therefore, teachers are suggested to fulfill the conditions needed in order to implement Three-step Interview technique effectively.

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