

USING THE THREE-STEP INTERVIEW TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF THE NON-ENGLISH DEPARTMENT STUDENTS

Zainuddin
(zainuddintutik@gmail.com)

Pusat Pengembangan Bahasa Inggris
Universitas Negeri Maulana Malik Ibrahim Malang

ARTICLE

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ABSTRACT

This study was intended to apply three steps interview technique as a teaching technique to solve the problems in the teaching and learning of speaking recount text. The problems were the students had difficulties to understand and respond conversation in English, having grammar difficulties, fluency and content problem and they also had low motivation. The researcher therefore decided to use three steps interview as a teaching technique as an effective solution to solve this problem. The finding of this study showed that implementaation the three steps interview as a teaching technique could help students to speak recount text much better than before when they were taught by using other speaking instruction. 18 out of 19 students passed the 70 as the standard score. In addition, in terms of students' involvement in the speaking class activity, there was an increase from 81% in Cycle 1 to 87.5% in Cycle 2.

INTRODUCTION

Due to the importance of communication, especially in this globalization era, the teaching of English in the non-English department faculty in Indonesia is mostly directed to the ability in which students are required to maintain good communication. This supports the need of learning English for the non-English department students, that is to be able to communicate in English in order to build relationship with foreign institutions. Thus, developing a good speaking skill is the job of the teachers that is needed by students. This is in line with Widiati and Cahyono's (2006:269) opinion that "the teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes.

The problem found in class B of S1Psychology department, that they demonstrated low ability in Speaking. It can be seen from the score of pretest that was conducted on September, 2nd 2015. In pretest the students have to describe people or things. The students' performance on pretest is evaluated under analytical scoring rubric that consisted of 5 criteria, comprehensibility, fluency, voice and pronunciation, accuracy in grammar and vocabulary and content/politeness.

Based on the result of the preliminary study (pretest), 17 students (84%) did not pass the minimum passing grade. The average score of students in class B is 53 which is considered as low. The students' problems in speaking mostly are difficult to understand and respond to conversation in English (68.4%), fluency (speak without any hesitation), accuracy (speak with correct grammar and proper words) (57.8%), grammar (73.6%), and vocabulary (63.2%).

Moreover, the researcher also conducted interview to know the students' background in learning English. In Senior High School, most students were given limited time to practise speaking in class. The learning of English at Senior High School at that time was mostly about reading and grammar. Besides that, students also felt that the teaching and learning activities were monotonous and not meaningful.

Regarding to this problems, the researcher would like to implement three steps Interview teaching technique to improve the students speaking performance, especially in fluency aspect. Three steps Interview is a teaching technique developed by Kagan (1994 : 58). It consists of several steps; in step 1, the students are in pairs, one is the interviewer and the other the interviewee then the students change role. In step 2 each team members share in turn what they learned from their partner. After that in step 3 the students do team interview in which one member of the team sits in the center of the team. That person is interviewed by all three of the other team members at the same time. The students can in turns sit in the center of the team.

There are two considerations in choosing this technique, the first consideration is that this technique is based on the communicative language teaching approach in which the goal of teaching is communicative competence (Richards, 2006:2). Therefore students not only learn to master English but also learn how to maintain good communication with foreigners.

According to Celce-Murcia et al. (1995) communicative competence consists of five competence, linguistic competences, strategic competence, sociocultural competence, actional competence, and discourse competence. In three steps Interview students use their grammatical as well as lexical knowledge to the real language situation so that they master linguistic competence. Three Steps Interview students also learn the strategy to convey and understand communicative intent which sometimes causes misunderstanding, this point develop students' strategic competence and actional competence. Besides, by three steps Interview students learn to develop strategic competence when they interview each other with questions to negotiate meaning. Next, students will also learn the proper and the right expression when they are interviewing each other so that they have sociocultural competence. Finally since there are different genres of text (e.g., narrative, recount, and expository), through Team Interview students learn to communicate in certain genre of text, especially narrative and recount.

The second consideration to choose Three Steps Interview is that it is suitable for the topic of material being discussed. The topic is "Past Experiences and Stories" and the genre of text is recount text. In telling their past experiences students commonly difficult to begin and to organize the story in chronological order. The questions from the interviewers can help them arrange their story so that it fulfills the quality of a good recount text. Another reason to use Three Steps Interview is that it has been rarely used by teacher although this technique is popular and easy to implement. It shows by the limited number of literature about action research concerning the action to improve speaking skill by using interview teaching technique.

Related to the problem, through three Steps interview students learn to improve their speaking skill with group so that students do not feel afraid to make mistakes. When students make mistakes for instance in grammar or pronunciation, their friends will help them to correct it. Besides, if the topic and content of the speaking is not suitable with the task, their friends will also guide them to provide good content when speaking

The strengths of three Steps interview compared to other method is that it gives students room for developing their own speaking skill through sequential speaking practices, two steps of peer interview, group sharing, and team interview. All of these activities are

done in group so that the students are more comfortable in speaking since it decrease their worries and anxiety in speaking. Students will not afraid in making mistakes in learning because they are learning together with their friends. Besides, if students making mistakes their friends will also help them to correct it.

— The result of this study is expected to give beneficial contribution practically to the other English teachers. For the English for Specific Purposes lecturers especially in UIN Malang, the finding hopefully could enrich their teaching techniques to be applied in teaching English in the classroom, especially in improving the students' speaking problems in fluency aspect.

RESEARCH METHOD

The design of this research is classroom action research (CAR). This form of research is done to improve the teacher's teaching. This is in line with Elliot's (1991:32) definition of CAR, that is in CAR teachers work with the collaborator to try out the new strategy to solve particular problem occurs in classroom during teaching and learning process. Then the result of the try out will be recorded and shared to give valuable contribution for the teaching practice.

This action research is due to develop teaching theory and strategy done by the teacher. According to Latief (2011:17), the goal of a Classroom Action Research is to improve the quality of the practice of teaching and learning in a certain class by using a creative and innovative way. Therefore, this classroom action research is aimed at using the suitable technique to improve the speaking skills of the third semester students of Islamic Banking Department Faculty of Economics in UIN Maulana Malik Ibrahim Malang. By applying this design, it is expected that the teacher can overcome the speaking problems by implementing the technique in teaching-learning process of speaking in the classroom.

This research applied Collaborative Classroom Action Research which focusing only on a particular classroom. Collaboration was done with another instructor who was also teaching English Speaking course. The teacher himself performed as the practitioner and researcher who conducted the teaching and learning activities in a classroom by using Three Steps Interview, the collaborator functioned as the observer during the implementation of

the action. Before the implementation of team interview, teacher gave training to the collaborator of how to use instruments, especially the scoring rubric and observation checklist. The training is in the form of explanation and practices on how to use those instruments during the observation so that the researcher will get valid and reliable scores.

Classroom Action Research consists of cycle(s) in which contains of four stages, those are: planning, action, observation and reflection (Latief, 2011: 86-88). However, in order to know what should be considered in the stage of planning, a preliminary study was done to identify the students' problem. The preliminary study was in the form of interview, observing classroom activities, and speaking test. Furthermore, in this research, one cycle is going to be conducted for fulfilling criteria of success.

The Criteria of Success is needed to determine to know whether the cycle is successful or not. It emphasizes on the teaching and learning process and the products of the students' speaking performance. Those criteria are determined as follow:

Table 1. The Criteria of Success

The Criteria of Success	Data Source	Instrument for Data Collection
<i>The product:</i> At least 80% of the students pass the minimum passing score (70)	The result of student's recount text	Scoring Rubric
<i>The process:</i> At least 80% of the students are actively involved during the action	The students' attitude (enthusiasm) during the implementation of three steps Interview in Speaking class	Observation checklist
	The strength and weakness of the Three Steps Interview in improving students' speaking skill in oral communication about telling past experience.	Field Notes
	The situation of the class in terms of student-student interaction.	
	The students' activity in doing the process of speaking telling past experience	Observation checklist

<p><i>Students' responses:</i> At least 80% of the students give positive response toward the application of Three Steps Interview in teaching speaking.</p>	<p>The students' attitude (opinion) toward the implementation of Team Interview in speaking class.</p>	<p>Questionnaire</p>
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The targets of the three criteria were at least 80% students reach the Criteria of Success. First, if at least 80% of the students achieve 70 in speaking test is considered to be successful. It is based on the minimum predetermined passing grade considering the result of students' dialogue and monologue. The minimum predetermined passing grade is 70 out of 100. It means that the students have to achieve 70% of the maximum score which is determined by the analytic scoring rubric. In order to know whether the students participate or not observation sheet which contains students' activities during the speaking class is used.

Second, if at least 80% students involved actively during the action, it is considered to be successful. The consideration is based on the students' enthusiasm during the application of Three Steps Interview in the speaking class, the strength and weakness of the Three Steps Interview in improving students' speaking skill about telling past experiences, the students' interaction in the class, and the students' activity in teaching-learning process focusing on speaking about telling past experiences.

Third, if at least 80% students have positive responses toward the implementation of Three Steps Interview in speaking class. It means that the students choose the option strongly agree or agree for the answer of each item in the questionnaire. It indicates the students' satisfaction toward their learning process. Therefore, a questionnaire consisting 5 questions is used.

FINDING AND DISCUSSION

Findings in Cycle I

This section presents findings of the study which are in the form description of the teaching procedure, the result of students' speaking score, students' involvement during the teaching and learning process, and students' response towards the implementation of three Steps interview technique. The findings were obtained from the result of the observation

checklist, field notes and students' speaking performances. The implementation of three Steps interview as teaching technique in speaking recount text was combined with cooperative learning approach. The study on Cycle I consisted of two meetings that were done on April 14th and April 23rd, 2016.

The result of the data analysis in the Cycle 1 showed that the action conducted did not yet meet the criteria of success. Although the result of data from the observation checklist and field notes showed that students' participation in the process of teaching and learning was mostly increased and they also showed a positive response in the questionnaire, however, after the sets of data were analyzed and evaluated, it showed that there were still 5 students out of 19 students got below the average score below the criteria of success. Therefore, the first cycle was not considered successful, and the researcher and collaborator decided to continue the action to the Cycle 2. The detailed research findings and the process of the research were presented as the following.

Based on the result of students' speaking performance there was quite good improvement of the students' average score from the students' speaking performance on the preliminary study. The average score on the preliminary study was 55.52 and the average score of students' writing on Cycle 1 was 72.89. It means that there was a 17.37 points of average score improvement. In the preliminary study there were only 2 students or 10.5% students who achieved 92.5 and 97.5 or score higher than 70 as the minimum learning mastery. Meanwhile, in Cycle 1, there were 14 students or 73.6% of them who got score equal or higher than 70 as the minimum learning mastery. For detailed information about the improvement of the students' score in the Cycle 1 compared to the gain in the preliminary study can be seen in Table 2.

No	Aspect	Preliminary Study	Cycle 1	Percentage	
				Preliminary Study	Cycle 1
1	Average Score	55.52	72.89	-	-
2	Min Score	30	60	-	-
3	Max Score	95	97.5	-	-
4	KKM	70	70	-	-
5	Achieving KKM	2	14	10.5%	73.6%
6	Not Achieving KKM	17	5	89.5%	26.4%

This section presents the data throughout Cycle 2. It covers the result of students' speaking performance, students' participation during the teaching and learning process, and students' responses to the implementation of three steps interview technique. Slightly different to the previous cycle, the observation of teaching and learning process was obtained through observation checklist and field notes in 2 meetings; Tuesday, April 30th 2016 and Tuesday, Mei 7th 2016; with the time allotment 3×50 minutes for each meeting. In this cycle, The first, second, and third steps of three steps interview were covered in the third meeting which was comprised in 5 activities, while the last step of three steps interview was held in the fourth meeting which comprised in 7 activities.

Table 3. The Students' Improvement in Speaking Performance in Cycle 2

No	Aspect	Preliminary Study	Cycle 1	Cycle 2	Percentage		
					Pre-Study	Cycle 1	Cycle 2
1	Average Score	55.52	72.89	81.31	-	-	-
2	Min Score	30	60	65	-	-	-
3	Max Score	95	97.5	97.5	-	-	-
4	KKM	70	70	70	-	-	-
5	Achieving KKM	2	14	18	10.5%	73.6%	95%
6	Not Achieving KKM	17	5	1	89.5%	26.4%	5%

Based on the students' scores, it can be concluded that the three steps interview technique implemented in Cycle 2 met the criteria of success. The average score was 81.31. There was only 1 student (5%) who got score under ≤ 70 and the rest 18 students (95%) were able to achieve the criteria of success. In Cycle 2, the lowest score achieved by a student was 65 and the highest score was 97.5. The data above showed that the students' achievement in their speaking ability had finally achieved the criteria of success. Moreover, there was also an improvement in terms of aspect of speaking. For the detailed information about the students, improvement in every aspect of speaking can be seen in the Table 4.

Table 4. The Students' Improvement in Speaking Aspect in Cycle 2

Aspect of Speaking	Stage								
	Preliminary Study			Cycle 1			Cycle 2		
	Mean	Min Score	Max Score	Mean	Min Score	Max Score	Mean	Min Score	Max Score
Comprehensibility	2.36	2	4	3.15	3	4	3.36	3	4
Fluency	1.84	1	4	2.68	1.5	4	3.05	2	4
Voice and Pronunciation	2.36	1.5	4	2.94	2.5	4	3.15	2	4
Accuracy	2.13	1	3	2.71	2	4	3.28	3	4
Content/Politeness	2.52	1.5	4	3.07	2	4	3.39	2	4

From the data on Table 3.6, it can be inferred that there was improvement of students' ability in speaking recount text can also can be seen from their range scores of improvement for every speaking aspect from Preliminary Study, Cycle 1 and Cycle 2. After the calculation of the data gained from all cycles, it showed that students' achievement was significantly improved in three aspects of speaking; accuracy, fluency and content/politeness.

In Cycle 1, there was 17.37 points of improvement for their mean score compared to the gain in preliminary study and 8.4 points of improvement in Cycle 2. In terms of accuracy, the improvement of students' mean scores reached 0.58 points in Cycle 1, and 0.57 points in Cycle 2. As for the fluency aspect, students' mean scores improved 0.84 points in Cycle 1 and 0.37 points in Cycle 2. The details of students' improvement on their speaking aspects in every cycle are presented in Figure 1.

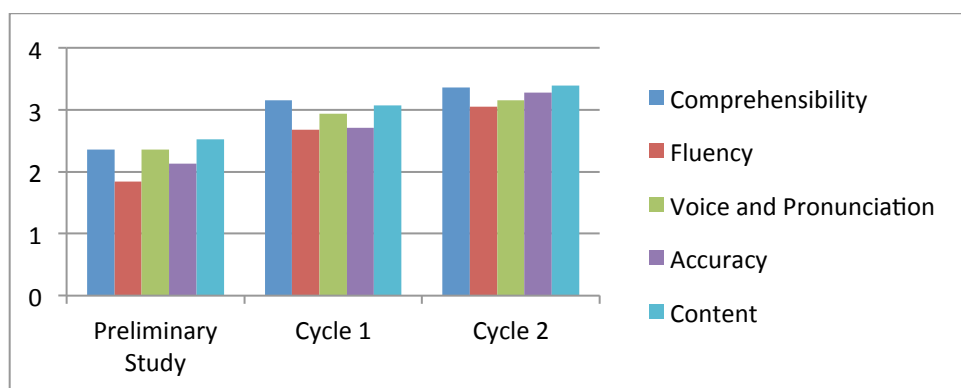


Figure 1. Students' Improvement on Their Mean Scores in Preliminary Study, Cycle 1, and Cycle 2

The Students' Involvement in the Teaching and Learning Activities

Based on the result of the data analysis, the effectiveness of three steps interview technique in this cycle could meet the criteria of success. Most of the students were participating actively compared to the previous cycle. In this cycle, students showed major improvement especially in their involvement in the classroom discussion, peer work, group work and also responded positively to the teaching technique used, and able to speak recount texts better through cooperative learning with both peers and groups. Students learned and developed from each other is strength and weakness when speaking. They also responded positively. The summary of students' involvement in the Cycle 2 was presented as the following table.

Table 5. Summary of the Students' Involvement in the Speaking Activities in Cycle 2

Meeting	Numbers of Activities	Percentage (%)	Interpretation
1	5	90%	Excellent 76-100% of the students involved in the activity
2	7	85%	Excellent 76-100% of the students involved in the activity
Total		87.5%	Above the criteria of Success Which is 80%

The total percentage of students' involvement during the two meetings in the Cycle 2 was 87.5%. It increased 6.5% from Cycle 1 which was only achieved 81%. This significant improvement of percentage of the students' participation was the sign that students' had achieved the stipulated criteria of success stipulated in this study namely 80%.

In accordance to the findings in the classroom, the additional activity in using video and game as the warming-up activities were really helpful. It helped students to release some tension and prepare them to do the task. In addition to this, the list of helpful vocabulary items (past verb) gave the impression positively. The students seemed more focus and concentrate in doing their task. In short, they did the task better and more organized.

The Students' Response to the Implementation of Three Steps Interview Technique in Teaching Speaking Recount texts

The data on students' attitude toward the implementation of team interview technique in speaking recount text of Islamic Banking students were taken from the questionnaire which was distributed on the fourth meeting after students finished their Cycle 2's three steps interview groups performance. Referring to the findings on the students' response of the implementation of three steps interview technique in the Cycle 2, there was slight difference to the result from the previous Cycle. In Cycle 2, most of the students showed positive response on the aspect of accuracy development. Most of them agreed that through scaffolding given in the prewriting and drafting stages were effective to help them develop their accuracy.

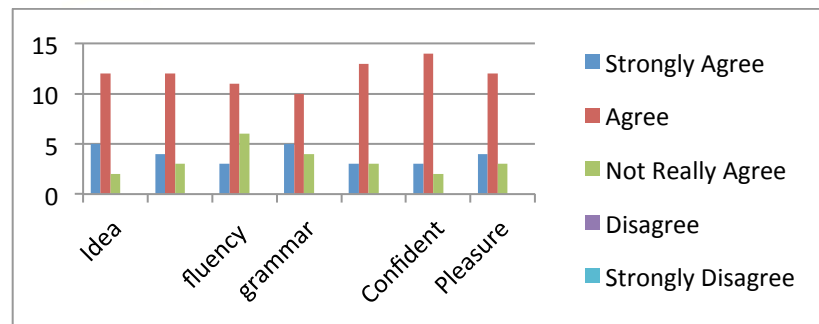


Figure 2. The Students' Response to the Questionnaire in Cycle 2

To be specific, there were 89.4% of the students agreed that the technique implemented by the researcher was helpful to help them finding and organizing the ideas to speak. 73.5% of them said that three steps interview helped them to speak more fluently, while 84.1% of students agreed that it also made them easier to comprehend and respond conversation. Those who agreed that three steps interview helped them to find and develop vocabulary were 78.8%. As for the 89.3% of the students said that they feel motivated and 84.1% showed of them showed pleasure in joining the classroom activities. In short, could help them to speak better and lessen their anxiety in speaking. To be specific, the details of each item in the questionnaire was presented in Table 6.

Table 6. Students' Response to the Questionnaire in Cycle 2

	Easily Finding and Developing Ideas	Easily to Understand Responding Conversation	Easily to Speak Fluently	Easily to Speak with Correct Grammar	Feeling to Speak with Correct Pronunciation and Intonation	Easily to Use Proper Vocabulary	Showing Confidence	Showing Pleasure
Strongly Agree	5	4	3	5	3	3	3	4
Agree	12	12	10	10	13	12	14	12
Not Really Agree	2	3	6	4	3	4	2	3
Disagree	0	0	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	0	0	0	0

Reflection of Cycle 2

Based on the previous descriptions of the teaching process and the evaluation of students' final speaking performance in Cycle 2. The researcher and the collaborator drew a conclusion that the implementation of teaching speaking by using three steps interview technique had reached the criteria of success. Even though there were still weaknesses found in the students' grammatical achievement in Cycle 2. However, it was worth saying that they had successfully improved their scores comprehensively. Therefore, this is meant that there is no more cycle to be implemented.

Three Steps interview is one of the cooperative teaching techniques developed by Kagan (1994:58). The researcher considered to design classroom structure to be co-operative since it can help learner to develop their oral communication skills. Developing students speaking skill is impossible without setting learning activities that required students' interaction with each other. This is in line with social constructivist model of teaching which views that learning happens because of interactions with others. Meaningful learning occurs when individuals are engaged in social activities (Orey, 2010:56)

Vygotsky (1978) in William and Burden (1997:40) emphasized the importance of language in interacting with people and it is by means of language that culture is transmitted, thinking develops and learning occurs. Within the implementation of three steps interview



students received intensive practice of speaking through the four sequential of tasks, peer interview, group sharing, and the last is team teaching. As it is stated by Williams and Burden (1997:192) “Within co-operative structures the learners become dependent upon each other to achieve success”. The procedure of three steps interview technique can be seen in Table 7.

Table 7. The Scenario of Three Steps Interview Technique

Steps	Teacher's Role	Students' Role
1. Peer interview	<ul style="list-style-type: none"> - Give instruction to the students about the task - Monitor peer interview activity Give guidance for the students who found difficulties 	<p>One student interviewed his/her peer about his/her past experiences.</p> <p>Reverse the role, another student interviewed his/her peer about his/her past experiences.</p>
2. Roundrobin	<ul style="list-style-type: none"> - Give instruction to the students about the task - Monitor roundrobin activity - Give assistance to the students who found difficulties - Give motivation to the students who were shy and passive 	<p>Student shared the result of peer interview with other peer in one group. It is done in turn.</p>
3. Team Interview	<ul style="list-style-type: none"> - Give instruction to the students about the task - Monitor team interview activity - Give feedback to the students performances - Give review and more explanation about material. 	<p>Student demonstrated team interview in front of class. One student was being interviewed by three members of group. This is done in turn.</p>

The co-operative learning through three steps interview technique applied the new paradigm of group work that is proposed by Johnson et al. (1991:7), it consists of five basics elements of cooperative teams, positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills and group processing. The type of cooperative learning applied in the three steps interview technique is formal

cooperative learning groups. In this case, students work together for one or several class sessions to achieve shared learning goals and complete jointly specific tasks and assignments. Formal cooperative learning groups provide the foundation for all other cooperative learning procedures. They are structured through pre-instructional decisions, setting the task and the cooperative structure, monitoring the groups while they work and intervening to improve taskwork and teamwork, and evaluating student learning and processing group functioning. The description of the application of the new paradigm of group work through three steps interview is being elaborated as follows.

The Steps of Three Steps Interview and Students Development of Speaking skill

The following is an illustration of how the three steps technique and the elements of cooperative teams were implemented and improved students' speaking achievement: peer interview, roundrobin, and three steps interview. The peer interview and group sharing activity are considered as the exercise activities and the last step of three steps interview is team teaching which is considered as the real performance that is going to be evaluated.

Activities before the Implementation of Three Steps Interview

Based on the reflection on the Cycle 1, the students speaking achievement is improving comparing to the preliminary study. There was 24% average score improvement from 55.52 to 72.89. However, since it have not yet met the criteria of success, the researcher decided to continue to the Cycle 2. In Cycle 2 the researcher and the collaborator played movie about the main character's past experiences to the students as a warming up activity and to give more practices to improve students accuracy and content in speaking. The practices were recorded on the students' worksheet 2. There were three activities, one of which was the students had to guess what had happened next to the main character. So, the students present their story version which was done in round. In short, it was rallyrobin game.

By doing this activity students know better the application of past tenses in recount texts. Students got more knowledge about the past verb of several verb that were commonly used in spoken language such as though, told, went, wanted, played, and etc. Moreover, the



students were also learn to add more detail in the story that they were going to tell. In short, it also helped students to be more detail in telling story so that the students accuracy and content would be improved.

CONCLUSION AND SUGGESTION

Results of the study indicate that three steps interview as a teaching technique can improve students' speaking ability and attitude. The major improvements in the aspects of speaking score are accuracy, fluency, and content/politeness; so, these results are in line with the essence of the three steps interview technique that is to give intensive practices to develop fluency and content and latter on accuracy.

Three Steps interview teaching technique work best to teach speaking since the tasks facilitated students speaking performance by positive atmosphere of cooperative learning. The peer interview help the students to organize the detail of the story. The leading questions given by the peer, in the peer interview section, direct the students to describe the story in a chronological order. In this stage, the face-to-face promotive positive interaction elemen of cooperative teams is applied. Team members promote each other's productivity by helping, sharing, and encouraging efforts to produce.

The next step of three steps interview is the application of Roundrobin technique in which the students shared what they have learned from the peer interview step. During this activity students feel enjoy to speak and less anxious, thus they can speak with confident and fluently. In short this step improve the students' fluency. Besides, the positive interdependence is applied well. In this case, Team members perceive that they need each other in order to complete the group's task.

The last step of three steps interview is team teaching which is required all groups to demonstrate team interview in front of class. Three steps interview technique helped students to find learning strategies that were able to improve the content aspect in telling their past experience. In this stage, the three basic elements of cooperative teams, positive interpedendence, individual accountability, and face to face promotive interaction help students to make progress in speaking.

Three steps interview gives two positive effects, namely instructional effect and nurtural effect to the process of teaching and learning. The instructional effect is three steps interview can improve the students' speaking achievement from the preliminary study, Cycle 1 and Cycle 2. While the nurtural effect is three steps interview can make students more active and motivated in learning. The students were not be shy, sleepy, and silent during teaching and learning process.

By applying the three steps interview technique through the principles of cooperative learning, is not only improve the quality of students' ability but also create dynamic atmosphere in which the students are able to confirm their understanding with the teacher. At the same time, they also learn to work in collaboration with their friend, help each other to produce the best speaking performances, and communicate ideas. However, to implement three steps interview, the teacher should gives good guidance and support for all students to make progress in learning by making instruction clear, giving more explanation on the difficult materials, controlling the students behavior, managing classroom, and motivating passive and shy students to be more active.

The findings of this study offer suggestion for English teachers and future researchers. Due to the facts shown in the implementation of three steps interview technique can improve students' ability in speaking report text, it is recommended for English teachers and others who have similar problems to apply this teaching technique as an alternative solution to solve their teaching of speaking problems. However, there some aspects need to be considered before implementing this technique. Firstly, to improve the quality of students' speaking ability, teachers should begin the lesson in an attractive way and give activity that make the students train the use of past tenses so that when speaking in peers or groups they are ready.

For the future researchers, they are recommended to use this study to carry out a study related to the use of three steps interview technique by employing the use of ICT and any other learning software as an attractive media to foster students' effective learning. This three steps interview technique, however, is a dynamic and flexible; teacher can always modified what topic that suit to particular classroom by considering their students' level and proficiency. It can also be conducted at the lower or higher level of education to verify the

advantages of this technique with the other text types as well as for the other research designs.

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