

The Effect of Using Three Step Interview on Students Writing Achievement

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Abstract

Three Step Interview technique is kind of cooperative learning technique implemented for seventh grade students at MTs Baitul Hikmah to improve the student's writing skill because it is one of the most important skill in education success and one of the most complex skill to be mastered. Then, the research aimed to find the effect of using Three Step Interview on students' writing achievement. It investigated whether students taught by using Three Step Interview technique showed better result in writing descriptive text than students who were taught by lecturing method. This is a quasi-experimental research. The subjects of this research were 35 students of seventh grade at MTs Baitul Hikmah. The researcher used two groups that is Experimental and Control Groups were given a writing test to measure their writing achievement. The data was collected by giving pre-test and post-test focusing on writing descriptive text. After the data were tested and found to be homogeneous variance and distribution of the data is normal, the hypothesis was tested using Independent Sample T-test in SPSS Version 23 which showed that the significant values is 0,003. The value is lower than significances level of 5% which means that Null Hypothesis (H0) is rejected. So, Alternative Hypothesis (Ha) is accepted. Therefore, it can be concluded that there is a significant effect of using Three-Step Interview on Students Writing Achievement at MTs Baitul Hikmah in 2017/2018 academic year.

Keywords: Three Step Interview technique, writing achievement

“Writing is one of the most important skills for educational success, but also one of the most complex skills to be mastered” (Tillema, 2012). It is because good writers have to pay attention to the language components such as grammar, vocabulary, mechanics, and organization. Moreover Hedge, (1988) clarified that effective writing requires a number of things such as organization in the development of ideas and information, there is no ambiguity of meaning in each sentence, the use of correct grammatical, and a careful

choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the context. Therefore, the most important point in writing is organization in development of ideas and information so that the written product can be communicated to the reader.

Three Step Interview is one technique that can be used because it helps students to develop ideas from the sharing information session. Three step interview is one kind of cooperative learning. This technique is

different from Group Discussion, particularly in member participation, in group discussion, each member may participate little or not at all, whereas in Three Step Interview all members are encouraged to have equal participation. Therefore, they can improve their skills individually during learning process. "In Group Discussion, there is no individual accountability, in some groups some individuals may participate little or not at all." In contrast, in Three Step Interview, each person must produce and receive language, there is equal participation..." (Kagan,1990:13)

There are three steps in Three-Step-Interview. The first step is students form two pairs within their teams of four and conduct a one way interview in pairs. The second step, students reverse roles interviewers become the interviewees. The third step, each student takes a turn sharing information learned in the interview (Kagan,1990). Three step interview technique may help students to find and get ideas, because during the learning process, student ask some question related to the picture in the form of interview. From the questions, students can get information required for developing idea then the students are asked to write down the results of the interview partners in sentences. Then, the sentences are organized into a text.

The previous research conducted by Wardha (2015) revealed that Three Step Interview had a significant effect on the students' descriptive paragraph writing achievement. It showed a significant difference between post-test scores of control group and experimental group. The population of the research was students at SMP Ma'arif 08 Wuluhan Jember. The research respondents were class VII C and VII D. The results of the post-test were analyzed by using Independent Sample T-test (SPSS) with 5% significant level. Based on the theories above, the researcher chose a research entitled the effect of Three Step Interview on Students Writing achievement at MTs Baitul Hikmah in 2017/2018 academic year.

The research of the problem was "is there a significant effect of using Three Step Interview on Students Writing Achievement at MTs Baitul Hikmah in 2017/2018 academic year?". The objectives of the research is to investigate whether or not there is a significant effect of using Three-Step-Interview on writing achievement at MTs Baitul Hikmah in 2017/2018 academic year.

The result of the research is expected to be useful as for other researcher as a reference and source of information about the use of Three Step Interview Students' Descriptive Paragraph Writing Achievement and can be useful for the English teacher as information or a science. It also can given the positive effect on the students' interest and motivation in studying English as well as to increase their writing achievement.

Method

The The kind of this research is an experimental research. In implementing this research, the researcher use two groups which are called experimental and control group. Arikunto (2010:134) states that experimental research is a research which has the purpose of finding out whether or not consequence of something such as treatment to subject of the research. In this research, the researcher wants to know the effect of using Three Step Interview on students writing achievement at MTs Baitul Hikmah in 2017/2018 academic year. The researcher used quasi-experimental design non-randomized control Group, pre-test-post-test design. The illustration can be seen based on Table 1.

Table 1. Non-Randomized Control Group, Pre-Test-Post-Test Design

Group	Pre-test	Independent Variable	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

(Ary, 2010:316)

There are several way to collect data in this research, firstly is giving the pre-test about descriptive text to both of group the experiment and control group before giving the treatment that is Three Step Interview. After that, the researcher gives the treatment to the experimental group about the Three Step Interview, and customary treatment on the control group. Thirdly, the researcher gives the post-test of writing descriptive text to both experimental and control group. Finally, the researcher takes the data then scores and compares the result of post-test between control group and experimental group. The data is taken from the students' writing. After collecting data for the research, the next step that is done by the research is to analyze the data obtained. The researcher divides the data into two groups as the sample of the research. They are experimental and control group. the design of the research is Nonrandomized Control Group, Pretest-Posttest Design. The data analysis method is used to analyze statistically by employing t-test formula using SPSS program.

Results and Discussion

The research was conducted on May 15th 2018 until May 18th 2018. The researcher gave pre-test in the beginning to experimental and control group. As the result, from the data pre-test in experimental and control group it was found that the mean of experiment group was 61.78 and control was 56.94. The researcher used Shapiro-Wilk formula to calculate the Normality Test because the sample of the data is less than 50 respondents. Based on the test of normality, the significance of the experimental group is ,029 and significance of the Control group Pre-Test is 0,122. It can be concluded that H0 is rejected, so the Pre-Test score from experimental group is not normal. It means that the distribution of students' ability in solving the test questions from researchers is still far from the ideal conditions in which expected. Not all students are able to complete

the test instructions in the instrument. So, the researcher was interested to do the research to know the differences of both experiment and control group after treatment. Beside, based on the homogeneity test indicates that the significance value of Pre-Test is 0,381. It can be concluded that H0 is accepted, so the Pre-Test score from both experimental and control group has no different variance. It means that the Pre-Test score are homogenous. After that, the researcher gave treatment in experimental group only that was teaching descriptive text using Three Step Interview technique and lecturing method to control group. Then the researcher gave post-test to both groups to know the effect of using Three Step Interview on students writing achievement. Based on the normality test of post-test, significance of the Experiment group Post-Test is 0,282 and significance of the Control group Pre-Test is 0,095. It can be concluded that H0 is accepted, so the Post-Test score from both experimental and control are normal. It means that the distribution of students' ability in solving the test questions from researchers is closely from the ideal conditions in which expected. Almost of students are able to complete the test instructions in the instrument. The homogeneity of variances indicates that the significance value of Pre-Test is 0,381. It can be concluded that H0 is accepted, so the Pre-Test score from both experimental and control group has no different variance. It means that the Pre-Test score are homogenous. It because the data was normal and homogenous, so the researcher use Independent Sample T-test. Based on the data analysis result, It was found that the mean of experimental group was 76.22 and control group was 67.35. Before analyzing the data t-test formula in SPSS the researcher formulated the hypothesis' those were H0 = there no a significant different on students writing achievement who are taught by using three step interview technique and students who were taught by using lecturing method. Ha= there is a significant effect on students writing achievement who are taught by using

three step interview and those who are taught by using lecturing method. After the researcher analyzed the data using t-test formula the result in sig.(2-tailed) was 0.003 which was lower than 0.05 which means the H₀ was rejected means that there is a significant different on students writing achievement who were taught by using three step interview technique and those were taught by using lecturing method. The increasing of the score in experimental and control group could be seen in Figure 1.

From the result of writing the experimental group score was increase, that happened caused by some factors such as first, students get and find the ideas and information from interview session. During the interview session, students can ask everything related to the picture given by the teacher. Bennet et al (2006) state the advantages of Three Step Interview Technique is students share and apply different questioning strategies. Therefore, they will receive different responses based on the picture given by the teacher. Moreover, interview session help students to make a draft. According to Goctu (2017) the draft plan is made up, later, in the process of writing, it may be reviewed. It is referred metacognitive strategy as planning in writing. Therefore, students have no difficulties in composing words in the beginning of writing a paragraph. Second, students have a chance to share the information result from their interview. Sharing information session will help students to arrange the information result get from the interview. According to Kagan (1990:13), the last step of Three Step Interview is students round-robin: each student takes a turn sharing information learned in the interview. In consequence, through sharing the result of information with their group, they can discuss the grammar, vocabulary or organization of the paragraph. Students went back to their group to discuss about their errors in grammar, vocabulary or organization. Besides developing ideas, through sharing information, students got feedback or response from their partner, or it is known as proofreading. Third, In

Three Step Interview, students have equal participation. According to Spencer Kagan (1990:13), there are some characteristics of Three Step Interview, they are equal participation, all members can participate, and individual accountability. During learning process, students do the same roles as others. They had the same opportunity to get ideas and information from their partners, share information to develop ideas and information and got feedback from their friends in groups, and arrange sentences into paragraphs to get scores from the teacher. And the last was Three Step Interview technique encourages the student to be active to develop their critical thinking and writing. Three-step interview is an effective way to encourage students to share their thinking, ask questions, and take notes.” (Bennett, Barrie, and Carol Rolheiser :2001). During learning process using Three Step Interview, students do their roles in sequence based on the procedure described by the teacher. So, they can actively ask question, listen and take notes. It also proved by previous research, Wardha (2015) by using Three Step Interview technique may help students to get and find the ideas and information based on the interview session. Moreover, in Three Step Interview technique, students got feedback or response from their partner, or it is known as proofreading. According to Fatkurochman (2015:71) in proofreading, friends, peers, and classmates will proofread and give a critical evaluation. It helped the students to correct their writing text. On the other hand, the score of control group in the post-test is also getting increase. That happened because in the control group, the researcher also taught by using lecturing method. The researcher explained to the students about descriptive text in detail. In lecturing method, the teacher will not only give explanation to the students before giving the task but also provide feedback to their writing product. Moreover, different teacher in teaching will have different way for delivering the material.

Conclusion

In conclusion, there is significance effect of the students who were taught by using animation film and those who are taught by using lecturing method, it could be compared from the mean score of post test in control and experimental group from t-test calculation that the result was 0.003 which is lower than 0.05 and the null hypothesis was rejected. The score of experimental group is better than control group in post-test. On the other hand, the score of control group is also increase even not as high as score of experimental group because researcher taught them without using Three Step Interview technique it is caused by teacher make students remember about descriptive text which has been taught in first semester. On the other hand, this result of the research has already compared to some previous researches which have same better result in students' writing descriptive which support the result of this research.

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