

THE IMPLEMENTATION OF USING THREE STEP INTERVIEW TECHNIQUE TOWARD STUDENTS LISTENING COMPREHENSION

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Abstract: Listening is one most basic things in communication. Student must be mastered this ability to be able to receive information properly and correctly. So, there is no misunderstanding, between the informer and the recipient of the information. With another words, listening is one of most important things in communication. Without have good unwritten text. Therefore, we need difficulty accepting the information in the form of voice listening skills. One of the technique which can be used is Three-step Interview Technique. This technique as technique interviewing provides students with opportunities ti develop their abilities communicating. Students can learn and practice to improve their abilities in listening to be good. Students can also play an active role in current class activities using this technique.

Keywords: Three Step Interview Technique, Teaching Listening, Listening Comprehension.

Abstrak: Keterampilan menyimak adalah salah satu hal paling mendasar dalam berkomunikasi. Siswa harus menguasai keterampilan ini untuk dapat menerima informasi dengan baik dan benar. Agar tidak terjadi kesalahpahaman antara pemberi informasi dengan penerima informasi. Dengan kata lain keterampilan menyimak menjadi salah satu hal yang sangat penting dalam berkomunikasi. Tanpa memiliki keterampilan menyimak yang baik, siswa akan kesulitan dalam menerima segala informasi dalam bentuk suara atau teks tidak tertulis. Ole karena itu, diperlukan suatu teknik yang dapat digunakan untuk meningkatkan keterampilan menyimak siswa. Salah satu teknik yang dapat digunakan adalah three-step interview technique. Teknik wawancara memberikan siswa kesempatan untuk mengembangkan kemampuannya dalam berkomunikasi. Siswa dapat belajar dan berlatih untuk meningkatkan keterampilan menyimak yang baik. Siswa juga dapat berperan aktif dala kegiatan di kelas saat menggunakan teknik ini.

Kata Kunci: Teknik Wawancara Tiga Langkah, Pengajaran menyimak, Pemahaman menyimak.

I. INTRODUCTION

When people learn English, there are four skills that should be mastered by

them. One of them is listening. By listening, people can receive the information well. In other words, listening as a key to receive's process of the information. If people can

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not understand what the information who given by speaker well, it can make discommunication to communicator and listener. So, it is important to have good listening in learning English.

In the school, students' activities almost in listening at every situations. One of them is when their teacher explains the material or give the instructions about their assignment. It needs high concentration in order to the information who they get is correct. So, they can transfer the informations to the spoken or written text.

People should often listen the English text or conversation on English to get the behavioural various types on our ears. In order to all of the words in English would not to strange in our listen. It should be repeatedly and continuously to do. It can help our self to easily speak English too when people have good listening in English. So, the students can understand what their teachers' explained easily. Therefore, teacher should find a technique to help students and change their behaviour in order to enjoy and understand in learning English, especially in listening activity.

Meanwhile, students also face any problem learning on listening comprehension. They still confused what the words who they listened. They also have poor concentration in teaching learning listening. Moreover if they should listen the long text with an unfamiliar topic,

so they get difficulties to understand the vocabulary. The problems might be caused by the lack of habit in listening English material. Students should habituate themselves to listening English in any forms. For example : listening something who they related with the topics and they can start it with their friend together. The researcher believes that if the students often listen English in daily, so they will enjoy and accustomed. It makes they easy to understand and comprehend what they listen. Additionally, in the teaching and learning process, the teacher should have an appropriate technique to help the students easier to develop their listening ability.

One of the techniques which is assumed to be effective is Three-Step Interview Technique. This technique can be a alternative technique to overcome this problem in listening comprehension. Three-Step Interview Technique is a technique learning who can make the students collaborate with their friends. According Kagan (2009:66) state that "focused on fostering participation and language development among students limited in english fluency". He saw that students were much more fluent talking and always listen clearly with a partner than we asked to share with a team or with the whole class. So he began having students do pair interviews. In technically procedure of this technique, the students in the class will divide into any

groups. In every teams, there is interviewer, interviewee, and notulen. In simply, students should have good team work to get succesfully and can build more enthusiasm from the students when listening activity. There are so many strenghts of using this technique, but this technique also have weaknesses. The teacher should prepare about that too.

There are some research that related from this research, the first research by Tiara entitled “The Implementation of Three-Step Interview in Teaching Speaking at The Second Semester of Eighth Grade of SMPN 1 Jati Agung South Lampung in 2016/2017 Academic Year”. Her research explained about how to implemantation Three-Step Interview technique to teaching speaking. The result of her research show that three-step interview can be used in teaching and learning speaking. It helped students more enthausiatic.

The second research that related of this research is done by Kiki Aprilia Ananda Putri with his titled “The Effect of Using Three Step Interview on Students Writing Achievement”. The research explained about impact of using three-step interview technique at students’ achievement on writing. The result of her research shows three-step interview can improve the student’s achievement on writing skill. So it means that there is a

significant effect of using ThreeStep Interview on Students Writing.

It was supported also by the result of Afiefah’s research (2020:2) her research found that students’ score on listening are increased. That happens because they felt that the teaching strategies was motivating and interesting. It showed that there was significance effect of applying combining metacognitive and three steps interview strategies to students listening ability. It was found that three-step interview technique can be used to improve the students’ score on listening comprehension.

The researchear get conclusion that in this research have similarites of those previous research. That is technique who researcher will be used in this research, Three-Step Interview Technique. Although, this research also have differences of those previous research. The differences are skill that be used in this research. The first previous research used speaking skill and the second previous research used writting skill. Then, the researcher will try to elaborate three-step interview technique to teaching learning students on listening comprehension theoritically. In the third previous research used methods from combining two methods indeed. They are metacognitive and three-step interview.

Based on the explanatin above, the researcher believes that Three-Step

Interview Technique will be a effective technique to improve students' listening comprehension. It needs to be questioned, it is due to the lack of creavities of teacher or teacher never explore their abilities when they teaches the students in listening activity. Based on the background above, the researcher concluded that Three-Step Interview Technique can improve students' comprehension on listening because students should do the activity together with their friends. It can changes students behaviour too in listening about English, so it makes they more enjoyable.

The topic of discussion based on the background of thr problem above, the topic will be discussed in this paper is about the implementation of three-step interview technique in teaching listening comprehension.

The objectives study of this scientific paper is to describe the implemenation of three-step interview technique in teaching listening comprehension.

II. DISCUSSION

a. Listening Comprehension

Learning English is important for students, especially learning listening. By learning listening, students can receive all of

the information and knowledge from the speaker that may be useful for them. It's appropriate with a study by Wilt in Sanjaya (2013:12-13) who reveals that people spend most their time on listening in which percentage of communication in 30% for speaking, 16% for reading, and 9% for writting. So, 45% of the precentage of communication that finished in listening. It means that listening is the basic activity and so important for us because people always do this in their daily activity unconsciously.

Howatt and Dakin (1994:36) state that listening is the ability to identify and understand what others are saying. Additionally, Steinberg in Bingol (2007, 202) defines that listening is an ability of individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it. In other words, listening is an ability of receiving and comprehending the message from the speaker. Students as a listener should understand what the speaker saying not only from their vocabularies but also by their pronunciation or accent also.

However, Helgesen and Brown (2007: 3) state that listening is an active process in which listeners select and interpret information which comes from audio visual, in order to define what is going on and what they already know. It

means that in the process of making sense of the input, they use only part of the incoming information while interpret means that in trying to make sense of the input, listeners use the background of knowledge as well as the new information to decipher what is going on and to figure out what speakers intend.

Based on the explanation above, the researcher concluded that listening is an ability of receiving information or message from the speaker. In other words, Listening also is a process receiving that acquired by the listener to get the information from spoken of language that speak by the speaker.

Listening is connected with the comprehension because listening without comprehension is not listening but it is hearing. Everyone can hear but only few people understand what they listened. Machado in Prayoga (2012:2) explains the differences of hearing and listening, "Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. Listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. It can be simply that listening as a skill that can be improved by practices. It can be described as passive and

receptive, but while listening it involves thinking and interpretation".

In short, comprehension in listening is important. Comprehension in listening same as the ability that can make students more easily to get and understand the information. The aim of listening comprehension is someone can get to know the information directly while the speaker deliver the informations. So, the speaker should not explain what's the meaning repeatedly and the listener should not take notes what they listen before.

b. Teaching Listening Comprehension

Anderson and Lynch in Gilakjani and Ahmadi (2011:9) argued that "in successful listening, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speakers mean." It means, the important thing to get successful of learning listening is listener change their habituate try to listen anything about English in daily.

But while this activity continued, the students should give all their attention. Because it needs the ability of students to

process the information what they get from the speaker. It same as the statement from Walker, he says that listening process is heavy cognited load on the listener because they have to listen, retian information in memory, integrate it and adjust their understanding with knowledge and all of the information what they heard. So, it means in learning teaching listening process needs students' consentration fully.

According Rost (1994:136) draws a particular list of components to master when dealing with this skill. There are:

- Discriminating between sounds .
- Recognizing words.
- Identifying stressed words and grouping of words.
- Identifying functions (such as apologizing) in conversations
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning.
- Recalling important words, topics and ideas.
- Giving appropriate feed back to the speaker.
- Reformulate what the speaker has said.

It can be concluded that, in learning listening comprehension there so many

sub-skill including into them. People should be mastered them also to be a good listener.

Teaching of listening divided into two different perspective, teaching listening as comprehension and teaching listening as acquisition.

a. Teaching listening as comprehension

Teaching listening as comprehension is a traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening, and listening comprehension are aynonymous. Its called as teaching listening as comprehension from the assumption of main function of listening in second language learning is to facilitate understanding of spoken discourse.

b. Teaching listening as acquisition

Its called teaching listening acquisition based on the task employed to enable listeners to recognize and act on the general, specific or implied meaning of utterances, and these include sequencing tasks, true-false comprehension tasks, picture identification tasks, summary tasks, dicto comp as well as activities designed to develop effective listening strategies.

The process of teaching listening occur in five stages (Tyagi, 2013:2). State there are five, they are :

a. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear. Brain screens stimuli and permits only a select few to come into focus these selective perception is known as attention, an important requirement for effective listening.

b. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

c. Remembering

Remembering is important listening process because its mean that individual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memory what is remembered

may be quite different from what was originally seen or heard.

d. Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process cases.

e. Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

In simply, when teaching learning in listening, there five process in this activity. There are hearing, understanding, remembering, evaluating and responding. So, someone should pass all of the process to get the result of good listening. In first process, people only should listen the

information, knowledge or something else. In the second process, people should get to understand what the meaning or purposes of the information. In the third process, after get to know the meaning or purpose the information, so people should remember all of them. In the next, people will be asked to evaluate all of the information what they get and remember from the speaker. In order to in the last process people can give the best respond or their opinion from the information.

c. Concept of Three-Step Interview Technique

According to Kagan (2009:625) in Three-Step Interview, students interview their partner and then each share with teammates what they learned. In addition, Kagan (2009:251) also defines Three-Step Interview as a cooperative learning technique which students interview each other in pairs within the team. It means that by using Three-Step Interview, students should work together with their friends to get the information. Three-Step Interview will give students opportunities to share their information and receive the information also.

Lipton and Wellman in Permanasari defined Three-Step Interview is a cooperative structure that helps students

personalize their learning (2012:22). Cooperative learning requires (Barkley, et.al, 2005:112) state that students to work together on a common task, sharing information and supporting one another. It also teach them to listen to and appreciate others' thinking and idea. Being active in listening and paraphrasing will develop the students' understanding and empathy to other person.

So, Three-Step Interview technique is one of the technique that can be used to improve students' listening skill and develop their ideas from the sharing information session. Moreover, in Three-Step Interview as a one of the cooperative learning that means it can improve communication skill especially in listening language. In this technique, student pairs take turns interviewing each other and then report that they.

d. The Implementation of Three-Step Interview on Listening Comprehension

According to Shih (2002:36) Three-step interviews could be used as an icebreaker for team members to get to know one another or can be used to get to know concepts in depth, by assigning roles to students. It means that this technique can be used to stimulate students in order to

help them easily in brainstorming. So, it hopes the students more enthusiastic when do the activity.

In addition, Kagan (1993:13) explains that in Three Step Interview, each person must produce and receive language, there is equal participation. It means that, in three-step interview not only needs team work but also ability in our selves too. Students can improve and show their skill in personality, although they are in team. Simply, every person have the same opportunities to develop their skill.

The Steps of implementing Three Step-Interview is though students interview their partner and then each share with teammates what they learned (Kagan, 2009 : 625), namely:

- 1) Teacher will divide any groups at the class in which each group consist on 4 students.
- 2) Teacher will ask the students in every groups to work in pairs, for example students A with students B while students C with students D.
- 3) Teacher will give one topic for today.
- 4) Then, students will work in pairs, one as a interviewer and another as a interviewee. For example student A interview student B and students C interview student D.

5) It will continued until the students reveal the rules. They also will share what they was learned to the another member during the interview

6) Teachers will give a reward to the best group

7) The teacher closes the class by saying closing statement.

All of the steps that mentioned above belong to the warm-up exploit before the more serious cooperative task. After having dialogue with their partner, they could be endowed more teaching and learning responsibilities by sharing the information in front of the class. The time allowed for each group presentations could be between ten to fifteen minutes. When the groups start to assume more teaching and learning responsibilities, the teacher is not left alone. Instead, the teacher begins to assume roles like feedback givers, encourager, and facilitator. Usually after each group presents their task, the students would expect immediate feedback, comments, corrections, and most important of all, the scores of their presentation from the teacher. There should be at least five to ten minutes for teachers to discuss the group processing with the class. Beside giving immediate feedback after the group presentation.

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

III. CONCLUSION

Three-Step Interview technique is one of the technique that including on cooperative learning. Cooperative learning is a model of teaching and learning process who make students learn and work in small groups and collaborative groups structure. It can be concluded that in applying three-step interview technique, students should collaborate with their partner to do the activity. They should get the information and share their ideas together.

According to Barkley, et. al (2005:112) “in cooperative learning, students do a task together with their friends, they always sharing all the informations and also supporting each other. It can help students to improve their skill on listening comprehension and how to appreciate people’ thinking and ideas. Then, Lipton and Wellman in Permanasari (2012:22) defined Three-Step Interview as one of a cooperative structure that helps students personalize their learning.

Three-Step Interview technique is a model to teaching and leaning by interview the informan in order to get the information. Students will be grouped and each group consist on four students. The teacher will provide the materials for the students. Although there are four students in group, but they should work in pairs. Then, they will give some questions for their partners same while as interview someone. The questions should related with the material or topic that had teacher given before.

In the implementation of the three-step interview technique goes well, it can gave possibilities of result on students’ achievement on listening comprehension. Although by using this technique, three-step interview have some advantages and disadvatages also. The reseracher believes that the teacher can overcome the problems may be appears on the activity.

As far as one of the advantages of using this techniques is this technique can be used to motivate the students to more excited when teaching learning process. This technique often use in the icebreaker activity to build the good atmosphere of students enthausiastic. It was related by statement of Barkley (2005:142), he said that benefits of using three-step interview technique in teaching learning process is to create simultaneous accountability. If the teaching learning process started by good atmosphere, the researcher hopes students

can interest and excited to study English,
especially on listening activity.

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