# THE EFFECTIVENESS OF THREE-STEP INTERVIEW TECHNIQUE TO TEACH SPEAKING VIEWED FROM THE STUDENTS' LANGUAGE ANXIETY

## RIKA IRAWATI

Accounting Department of Pontianak State Polytechnics,
Ahmad Yani street Pontianak 78124
E-mail: rika_irawati04@yahoo.co.id

**Abstract:** The objectives of the research are to examine: (1) whether Three-Step Interview is more effective than Dialogue Memorization to teach speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012; (2) whether the students having low language anxiety have better speaking skill than those having high language anxiety; and (3) whether there is an interaction between teaching techniques and students' language anxiety. The method in this research is experimental study. It was conducted at the first semester students of Public Sector Accounting of Pontianak State Polytechnic in academic year of 2011-2012. The sample of the research was two classes; IA was as an experimental class and IB was as a control class. The sampling technique used was cluster random sampling. The techniques of collecting data were questionnaire and speaking test. The data were analyzed by using Multifactor Analysis of Variance (ANOVA) test of 2 x 2 and Tukey test. The result of data analysis shows that: (1) Three-Step Interview technique is more effective than Dialogue Memorization to teach speaking; (2) students having low language anxiety have better speaking skill than the students having high language anxiety; and (3) there is an interaction between teaching techniques and students' language anxiety, and the result of Tukey test shows that: (a) for the students having low language anxiety, Three-Step Interview technique is more effective than Dialogue Memorization to teach speaking; and (b) for the students having high language anxiety, Dialogue Memorization technique does not differ significantly from Three-Step Interview technique. Based on the result of the research, it can be concluded that Three-Step Interview technique is an effective technique to teach speaking and the effect of teaching techniques depends on the students' language anxiety.

**Keywords:** three-step interview technique, dialogue memorization technique, speaking skill, language anxiety

## BACKGROUND

An effective speaking activity involves active students to participate and create a life communication. The ideal condition of English speaking class involves the students' participation actively in speaking class. However, it seems a major problem in every English class is to encourage the students to speak in the classroom. The same problem also happens to the first semester students of Public Sector Accounting of Pontianak State Polytechnic where it seems a burden for the students to speak. They get difficulty to grow up their idea about the topic discussed. Besides, the students, especially those who are shy and anxious, feel depressed if they have to talk in front of the

whole class. They are not confident to share their idea.

In relation to the above situation, the teachers are hoped to be more creative in choosing and applying the teaching technique so that the learning goal will be achieved. Cooperative learning can be one of the alternatives to cope with the students' speaking difficulty. In cooperative learning, students are demanded to be active in the class, they should not be passive learners because they are the centre of teaching learning process. Kagan in Arends and Kilcher (2010: 314) develops what he labels the structural approach to cooperative learning that is used to provide an organizational framework for student interaction. Cooperative Learning structures consist of different numerous teaching ways of organizing student interaction, as described by Olsen and Kagan (1992: 88), such as Three-Step Interview, Roundtable, Think-Pair-Share, Solve-Pair-Share, Numbered Heads. However, in this research, the writer focuses on Three-Step Interview technique.

Three-Step Interview is a cooperative structure used to develop speaking skills. According to Barkley, et al. (2005: 121), in Three-Step Interview, student pairs take turns interviewing each other and then report what they learn to another pair. The three steps (Interview-Interview-Report) are: step one: student A interviews student B; step two: student B interviews student A; step three: student A and student B each summarizes their partner's responses for student C and D, and vice versa. The teaching steps of Three-Step Interview lead the students to communicate in target language. When the students interact each other, they convey the ideas which involve all indicators of speaking.

Three-Step Interview technique involves all the students to participate actively in the activities in the classroom. This is totally different from the teaching and learning through Dialogue Memorization. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other (Larsen, 2000: 47). Students are not encouraged to initiate interaction, because this may lead to mistakes. The fact is that in the early stages learners do not always understand the meaning of what they are repeating. On the other hand, Three-Step Interview technique provides an interactive teaching learning process. It makes the students work cooperatively which will develop both their social-human relation and their competence. In Three-step Interview technique, students not only learn and receive learning experience and knowledge from the teacher, but also learn from other students. In other words, they are more active and creative in joining the learning process.

Besides teaching techniques, language anxiety also has great influence in teaching learning process. Most students have experienced feelings of anxiousness when they learn a second language. Language anxiety is the worry and negative emotional reaction aroused when learning or using a second language (MacIntyre, 1999: 27). In a second language learning situation, anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language. In fact, low anxiety is key factor that relates to success in language learning. To reduce learner's anxiety, teachers should also consider about the affective atmosphere. In the environment

where students can freely learn, they display positive attitudes, self-confidence, and low language anxiety.

**Research Problem.** Is Three-Step Interview technique more effective than Dialogue Memorization technique to teach speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012?

Do the students having low language anxiety have better speaking skill than those having high language anxiety of the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012?

Is there any interaction between teaching techniques and students' language anxiety in teaching speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012?

**Teaching Speaking**. The learners' success in learning English is measured in terms of the ability to carry out the conversation. Hughes (2003:113) states that the objectives of teaching spoken language are the development of the ability to interact successfully in the target language, and that involves comprehension as well as production. In line with Hughes, Brown (2001: 267) states that language acquisition is considered successful if someone can demonstrate his/her ability to speak in that language.

The focus of teaching speaking, according to Haozhang (1997: 33) is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak. Pair work and group work, therefore are often implemented in the oral communication class.

According to Harmer (2007:123), there are three main reasons for teaching students. Firstly, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. Thirdly, the more students have opportunities to activate the various elements of language they have stored in their brain, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

**Three-Step Interview technique.** Cooperative Learning structures consists of different numerous teaching ways of organizing student interaction, as described by Olsen and Kagan (1992: 88) one of them is Three-Step Interview technique. They describe Three-Step Interview as follows: (1) Students are in pairs; one is interviewer and the other is interviewee; (2) Students reverse roles; (3) Each shares with team member what was learned during the two interviews. This is supported by Barkley, et al. (2005: 121), that in Three-Step Interview, student pairs take turns interviewing each other and then reports what they learn to another pair. The three steps (Interview-Interview-Report) are: step one: student A interviews student B; step two: student B interviews student A; step

three: student A and student B each summarize theirs partner's responses for student C and D, and vice versa. Kessler (1992: 17) adds that Three-Step Interview contrasts with a traditional group discussion procedure in which the teacher asks a question and then tells students to talk it over. Three-Step Interview ensures that each student will talk, listen, and summarize for the team.

The type of questions used depends upon the course goals and may probe for value, attitudes, prior experience, or comprehension of course content. Barkley, et al. (2005: 121) state that Three-Step Interview creates the opportunity for students to network and improve specific communication skills. Interviewers must listen carefully, concentrating, on the interviewee's responses and encouraging elaboration and refraining from imposing their own thoughts and opinions. Interviewees express their thoughts succinctly. Because the spotlight is solely on them and they are not exchanging comments as in a discussion situation, their responses require a high degree of personal commitment. Finally, the interviewers must understand and incorporate the information gathered from the interviewees' responses at a deep enough level to be able to summarize and synthesize the responses effectively for other students. Barkley, et al. (2005: 122) further state that the students are required to do some preparations before doing the interview. It is necessary for them to develop a list of interview questions prior to the class session. Interview questions that are particularly effective ask a person about opinions or experiences related to course content.

Three-Step Interview is an effective strategy for drawing out students' experience and knowledge from outside class. Used in this way, it can help motivate the students because it bridges the gap between the academic and the "real" world. The students try to create interview question that are likely to generate a wide array of interesting responses. If interview questions have predictable and similar answers, the interviews will lack energy and the reporting out within the squads will be boring. Barkley, et al. (2005: 125) advise that students should interview students whom they do not know well so that the interview is fresh and generates information that is new to the interviewer. It also helps to achieve the goals of exposing students to several views of ideas and of meeting other students in the class.

The primary role of the students is as a member of a group who must work collaboratively on tasks with other group members. According to Richards and Rodgers (2001: 199), students have to learn teamwork skills. They are taught to plan, monitor, and evaluate their own learning. An important role for teacher is that of facilitator of learning. In his or her role as facilitator, the teacher must move around the class helping students and groups as needs arise. Harel (1992: 169) adds that facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources.

**Dialogues Memorization.** Dialog Memorization is one of the techniques of Audio-lingual Method. Richards and Rodgers (1999: 53) explain that dialogue provides the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and

memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises.

Since Dialogue Memorization is primary an oral approach to language teaching, it is not surprising that the process of teaching involves extensive oral instruction. The focus of instruction is on immediate and accurate speech. Larsen (2000: 47) lists the following procedures that are used in Dialogue Memorization: (1) Students first hear a model dialogue (either read by the teacher or on tape) containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually, and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate; (2) the students memorize the dialogue through mimicry. The students take the role of one person in the dialogue, and the teacher takes the other role; and (3) the students switch the roles and memorize the other person's part.

Larsen further adds that another way of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialog for the rest of the class. In the Dialogue Memorization, certain sentence pattern and grammar points are included within the dialogue. These patterns and points are later practiced in drills based on the lines of the dialogue.

Richards and Rodgers (1999: 56) state that students play a reactive role by responding to stimuli, and thus have little control over the content, pace, or style of learning. They are not encouraged to initiate interaction, because this may lead to mistakes. The fact that in the early stages students do not always understand the meaning of what they are repeating is not perceived as a drawback, for by listening to the teacher, imitating accurately, and responding to and performing controlled tasks they are learning a new form of verbal behavior. While, the teacher's role is central and active; it is a teacher-dominated technique. According to Brooks (1964: 143), the teacher models the target language, controls the direction and pace of learning, and monitors and corrects the students' performance. The teacher must keep the students attentive by varying drills and tasks and choosing relevant situations to practice structures. Language leaning is seen to result from active verbal interaction between the teacher and the students.

**Language Anxiety**. Most students have experienced feelings of anxiousness when they learn a second language. Language anxiety is the worry and negative emotional reaction aroused when learning or using a second language (McIntyre, 1999: 27). Psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is relatively stable personality characteristic, 'a more permanent predisposition to be anxious' (Scovel in Ellis, 1994: 479). It is a motive or acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively no dangerous circumstances as threatening. While state anxiety is a transient anxiety which is apprehension experienced at a particular moment in time, a response to a particular anxiety-provoking stimulus such as an

important test (Spielberger in Horwitz, 2001: 113). The third category, situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (McIntyre and Gardner in 1991: 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation. Unlike trait and state anxiety, situation-specific anxiety requires the students to ascribe their anxiety to particular sources.

Horwitz, et al. (1986: 128) draw attention to three aspects or sources of language anxiety, those are: communication apprehension, fear of negative social evaluation, and test anxiety. Communication apprehension refers to an individual's discomfort in talking in front of others. The mismatch between foreign language students' mature thoughts and their immature foreign or second language proficiency results in self-consciousness and anxiety in some students. The inability to express oneself fully or to understand what another person says can easily lead to frustration and apprehension. Fear of negative social evaluation is defined as 'apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively. Negative evaluation derives mainly from both teachers and their peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluations of their peers. Students who experience this anxiety tend to sit passively in the classroom and withdraw from activities that could increase their language skills. The students tend to avoid others' evaluations and evaluative situations. Test anxiety causes performance anxiety which is triggered from the fear of being perfect in the test or failure in the

foreign language classroom and involves worry over the frequent testing and examinations in language classroom. Test anxiety occurs when students have poor performance in the previous tests. Students develop a negative stereotype about tests and have irrational perceptions in evaluative situations. Test-anxious students may feel that anything less than a perfect test performance is a failure.

Furthermore, McIntyre and Gardner (1991: 112) characterize an anxious language learner as "an individual who perceives the second language as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes, and who is less willing to try uncertain or novel linguistic forms". On the other hand, a non-anxious language learner is usually a person who feels relaxed and comfortable in the language learning class. In addition, some researchers classify anxiety into two types: harmful or debilitating anxiety and helpful or facilitating anxiety. Facilitating anxiety is thought to be kind of anxiety that improves learning and performance, whereas debilitating anxiety is associated with poor learning and performance. According to Horwitz, et al. (1986: 129), language anxiety has usually been thought as a "debilitating" phenomenon that must be overcome in order for learners to take full advantage of foreign language instruction.

**RESEARCH METHODOLOGY**

This research was carried out at the first semester the first semester students of Public Sector Accounting of Pontianak State Polytechnic in academic year of 2011-2012. The experimental study is used in this research. The writer took two classes from all of population as the sample of this study. One class was experimental group and the

other was control group. The writer used cluster random sampling in this study. To determine which class would be the experimental group (taught using Three-Step Interview technique) and the control group (taught using Dialogue Memorization technique), the writer took the class randomly by lottery.

The writer used speaking test and questionnaire to collect the research data. The writer used continuum score to analyze internal validity of the items of anxiety questionnaire and analyzed the reliability of the items of anxiety questionnaire.

The techniques which used to analyze the data of this study are descriptive and inferential statistics. The writer uses Analysis of Variances (ANOVA) to know the significant effects of two independent variables to dependent variable and to examine the significant interaction between the two independent variables to the dependent variable. Before applying ANOVA, the writer conducted the prerequisite test which consists of normality (Lilliefors test is used) and homogeneity tests (Bartlett test is used).

Next, the writer conducted Tukey test which is designed to perform comparison of the mean between cells to see where the significant difference is. The formula of the Tukey test is as follows: (1) Three-Step Interview compared with Dialogue Memorization in teaching speaking.

$$q = \frac{\overline{X}_{c_1} - \overline{X}_{c_2}}{\sqrt{ErrorVariance/n}}$$

(2) Students having low language anxiety are compared with students having high language anxiety.

$$q = \frac{\overline{X}_{r_1} - \overline{X}_{r_2}}{\sqrt{ErrorVariance/n}}$$

(3) Three-Step Interview compared with Dialogue Memorization in teaching speaking for students having low language anxiety.

$$q = \frac{\overline{X}_{c_1 r_1} - \overline{X}_{c_2 r_1}}{\sqrt{ErrorVariance/n}}$$

(4) Three-Step Interview compared with Dialogue Memorization in teaching speaking for students having high language anxiety.

$$q = \frac{\overline{X}_{c_1 r_2} - \overline{X}_{c_2 r_2}}{\sqrt{ErrorVariance/n}}$$

or

$$q = \frac{\overline{X}_{c_2 r_2} - \overline{X}_{c_1 r_2}}{\sqrt{ErrorVariance/n}}$$

In this research, the researcher proposes three hypotheses. These hypotheses are based on the formulation of the problems, as follows: (1) The difference between Three-Step Interview technique ($A_1$) and Dialogue Memorization technique ($A_2$) to teach speaking.

$H_o$: $\mu_{A_1} = \mu_{A_2}$

$H_a$: $\mu_{A_1} > \mu_{A_2}$

(2) The difference between the students having low language anxiety ($B_1$) have better speaking skill than those having high language anxiety ($B_2$).

$H_o$: $\mu_{B_1} = \mu_{B_2}$

$H_a$: $\mu_{B_1} > \mu_{B_2}$

(3) Interaction between teaching techniques used, Three-Step Interview technique and Dialogue Memorization technique (A), and students' language anxiety (B) in teaching speaking.

$H_o$: A x B = 0
$H_a$: A x B > 0

**RESEARCH FINDING**

The data are divided into 8 groups as follows: First, The data of students who are taught using Three-Step Interview technique ($A_1$). The students' scores are: 60, 60, 60, 63, 63, 63, 67, 67, 67, 70, 70, 70, 70, 70, 73, 73, 73, 73, 73, 77, 77, 77,

80, 80, 83, 83, 87, 90. The number of classes is 5 and the interval is 7. The mean is 72, the mode is 69.77, the median is 70.81, and the standard deviation is 7.34.

Second, The data of the students who are taught using Dialogue Memorization technique ($A_2$); (4) The students' scores are: 57, 60, 60, 60, 60, 60, 60, 63, 63, 63, 67, 67, 67, 67, 67, 67, 70, 70, 70, 70, 73, 73, 73, 73, 77, 77, 77, 80. The number of classes is 5 and the interval is 5. The mean is 67.11, the mode is 68.19, the median is 67.5, and the standard deviation is 6.81.

Third, The data of the students having low anxiety ($B_1$). The students' scores are: 60, 60, 60, 63, 63, 63, 63, 67, 67, 67, 70, 70, 70, 70, 73, 73, 73, 73, 73, 77, 77, 77, 77, 80, 83, 83, 87, 90. The number of classes is 5 and the interval is 7. The mean is 71.75, the mode is 69.42, the median is 70.58, and the standard deviation is 7.53.

Fourth, The data of the students having high anxiety ($B_2$). The students' scores are: 57, 60, 60, 60, 60, 60, 60, 63, 63, 67, 67, 67, 67, 67, 67, 70, 70, 70, 70, 70, 73, 73, 73, 73, 77, 77, 80, 80. The number of classes is 5 and the interval is 5. The mean is 67.29, the mode is 68.31, the median is 67.77, and the standard deviation is 6.77.

Fifth, The data of the students having low anxiety who are taught using Three-Step Interview technique ($A_1$ $B_1$). The students' scores are: 63, 70, 70, 73, 73, 73, 77, 77, 77, 80, 83, 83, 87, 90. The number of classes is 4 and the interval is 7. The mean is 77.5, the mode is 77.9, the median is 77.67, and the standard deviation is 5.89.

Sixth, The data of the students having high anxiety who are taught using Three-Step Interview technique ($A_1$ $B_2$). The students' scores are: 60, 60, 60, 63, 63, 67, 67, 67, 70, 70, 70, 73, 73, 80. The number of classes is 4 and the interval is 6. The

mean is 68.07, the mode is 66.7, the median is 67.5, and the standard deviation is 5.5.

Seventh, The data of the students having low anxiety who are taught using Dialogue Memorization technique ($A_2$ $B_1$). The students' scores are: 60, 60, 60, 63, 63, 63, 67, 67, 67, 70, 70, 73, 73, 77. The number of classes is 4 and the interval is 5. The mean is 66.79, the mode is 64.64, the median is 65.83, and the standard deviation is 5.41.

Eighth, The data of the students having high anxiety who are taught using Dialogue Memorization technique ($A_2$ $B_2$). The students' scores are: 57, 60, 60, 60, 67, 67, 67, 70, 70, 73, 73, 77, 77, 80. The number of classes is 4 and the interval is 6. The mean is 68.07, the mode is 71.5, the median is 74.5, and the standard deviation is 6.95.

Before testing the hypothesis, the researcher does the normality and homogeneity test. Both normality and homogeneity test can be seen as follows: (1) Normality Test. The sample is in normal distribution if $L_o$ (L obtained) is lower than $L_t$ (L table) at the level significance $\alpha = 0.05$; (2) Homogeneity Test. It can be stated that the data are homogeneous if $\chi_o^2$ is lower than $\chi_t^2$ at the level significance $\alpha = 0.05$. The result of the analysis is as follows.

**Table 1. Result of Normality Test**

| No | Data | No of Sample | $L_o$ | $L_t$ | α | Status |
|----|------|--------------|-------|-------|---|--------|
| 1 | The group treated with Three-Step Interview technique ($A_1$) | 28 | 0.135 | 0.161 | 0.05 | Normal |
| 2 | The group treated with Dialogue Memorization technique ($A_2$) | 28 | 0.133 | 0.161 | 0.05 | Normal |
| 3 | The group having low anxiety ($B_1$) | 28 | 0.119 | 0.161 | 0.05 | Normal |
| 4 | The group having high anxiety ($B_2$) | 28 | 0.139 | 0.161 | 0.05 | Normal |
| 5 | The group having low anxiety taught with Three-Step Interview technique ($A_1 B_1$) | 14 | 0.135 | 0.227 | 0.05 | Normal |
| 6 | The group having high anxiety taught with Three-Step Interview technique ($A_1 B_2$) | 14 | 0.128 | 0.227 | 0.05 | Normal |
| 7 | The group having low anxiety taught with Dialogue Memorization technique ($A_2 B_1$) | 14 | 0.177 | 0.227 | 0.05 | Normal |
| 8 | The group having high anxiety taught with Dialogue Memorization technique ($A_2 B_2$). | 14 | 0.165 | 0.227 | 0.05 | Normal |

**Table 2. The Result of Homogeneity Test**

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| $\sum X$ | 1076 | 933 | 943 | 958 |
| $\sum X^2$ | 83390 | 62561 | 63963 | 66232 |
| $S_i^2$ | 53.20879 | 29.47802 | 34.24725 | 52.10989 |
| $s^2$ | 42.26099 | | | |
| $\log s^2$ | 1.62594 | | | |
| B | 84.54886 | | | |
| LN10 | 2.302585 | | | |
| $\chi_o^2$ | 1.698167 | | | |
| $\chi_t^2$ | 7.81 | | | |

**Table 3.**

| Sample | df | 1/(df) | $s_i^2$ | $\log s_i^2$ | (df) $\log s_i^2$ |
|--------|----|--------|---------|--------------|-------------------|
| 1 | 13 | 0.076923 | 53.20879 | 1.725983 | 22.43778 |
| 2 | 13 | 0.076923 | 29.47802 | 1.469498 | 19.10348 |
| 3 | 13 | 0.076923 | 34.24725 | 1.534626 | 19.95013 |
| 4 | 13 | 0.076923 | 52.10989 | 1.71692 | 22.31996 |
| | 52 | 0.307692 | | | 83.81136 |

**Table 4. Summary of a 2x2 Multifactor Analysis of Variance**

| Source of variance | SS | df | MS | $F_o$ | $F_{t(.05)}$ |
|---|---|---|---|---|---|
| Between columns (techniques) | 292.5714 | 1 | 292.5714 | 6.922967 | 4.00 |
| Between rows (language anxiety) | 208.2857 | 1 | 208.2857 | 4.928557 | |
| Columns by rows (interaction) | 445.7857 | 1 | 445.7857 | 10.5484 | |
| Between groups | 946.6429 | 3 | 315.5476 | | |
| Within groups | 2,197.571 | 52 | 42.26099 | | |
| Total | 3,144.214 | 55 | | | |

**Table 5. Mean Scores**

| | $A_1$ | $A_2$ | |
|---|---|---|---|
| $B_1$ | 76.86 | 66.64 | 71.75 |
| $B_2$ | 67.36 | 68.43 | 67.89 |
| | 72.11 | 67.54 | |

**Table 6. The Result of Tukey Test**

| No | Data | Sample | $q_o$ | $q_t$ | $\alpha$ | Status |
|---|---|---|---|---|---|---|
| 1 | $A_1$ and $A_2$ | 28 | 3.72 | 2.89 | 0.05 | Significant |
| 2 | $B_1$ and $B_2$ | 28 | 3.14 | 2.89 | 0.05 | Significant |
| 3 | $A_1B_1$ and $A_2B_1$ | 14 | 5.88 | 3.03 | 0.05 | Significant |
| 4 | $A_1B_2$ and $A_2B_2$ | 14 | 0.62 | 3.03 | 0.05 | Not Significant |

Based on the above computation result, it can be seen that $\chi_o^2$ (1.70) is lower than $\chi_t^2$ at the level of significance $\alpha = 0.05$ (7.81) or $\chi_o^2 < \chi_t^2$ (1.70 < 7.81). Thus, it can be stated that the data are homogenous.

Then, the data analysis is conducted by using Multifactor Analysis of Variance (ANOVA) 2 x 2. $H_o$ is rejected if $F_o$ is higher than $F_t$ ($F_o > F_t$). The 2 x 2 ANOVA is listed as follows.

Because $F_o$ (6.92) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.00), $H_o$ is rejected and the difference between columns is significant. It can be concluded that Three-Step Interview technique to teach speaking at the first semester students of Public Sector Accounting of Pontianak State Polytechnic differs significantly from Dialogue Memorization technique. In addition, the mean score of students who are taught using Three-Step Interview Technique (72.11) is higher than that of those who are taught using Dialogue Memorization technique (67.54). It can be concluded that teaching speaking using Three-Step Interview technique is more effective than Dialogue Memorization technique.

Because $F_o$ (4.93) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.00), $H_o$ is rejected and the difference between rows is significant. It can be concluded that students having low language anxiety differ significantly from those having high language anxiety. In addition, the mean score of students who have low language anxiety (71.75) is higher than that of those who have high language anxiety (67.89). It

can be concluded that the students having low language anxiety have better speaking ability than those who have high language anxiety.

Because $F_o$ interaction (10.55) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.00), $H_o$ is rejected and there is interaction between the two variables, the teaching techniques and language anxiety to teach speaking at the first semester students of Public Sector Accounting of Pontianak State Polytechnic.

The researcher continued analyzing the data using Tukey test. The following is the result of analyzing of the data using Tukey test.

Because $q_o$ between columns (3.72) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.89), $H_o$ is rejected. It means that Three-Step Interview technique differs significantly from Dialogue Memorization technique in teaching speaking. In addition, the mean score of students who are taught using Three-Step Interview technique $A_1$ (72.11) is higher than that of those who are taught using Dialogue Memorization technique $A_2$ (67.54). It can be concluded that teaching speaking using Three-Step Interview technique is more effective than Dialogue Memorization technique in teaching speaking.

Because $q_o$ between rows (3.14) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.89), $H_o$ is rejected and it can be concluded that the students having low and high language anxiety are significantly different in their speaking ability. In addition, the mean score of students having low language anxiety (71.75) is higher than that of those having high language anxiety (67.89). It can be concluded that the students having low language anxiety have better speaking ability than those having high language anxiety.

Because $q_o$ between cells $A_1B_1$ and $A_2B_1$ (5.88) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (3.03), $H_o$ is rejected and Three-Step Interview technique differs significantly from Dialogue Memorization technique to teach speaking to the students having low language anxiety. In addition, the mean score of students having low language anxiety who are taught using Three-Step Interview technique $A_1B_1$ (76.86) is higher than that of those having low language anxiety who are taught using Dialogue Memorization technique $A_2B_1$ (66.64). It can be concluded that Three-Step Interview technique is more effective than Dialogue Memorization technique in teaching speaking to the students having low language anxiety.

Because $q_o$ between cells $A_1B_2$ and $A_2B_2$ (0.62) is lower than $q_t$ (3.03) at the level of significance $\alpha = 0.05$, $H_o$ is accepted. It means that Three-Step Interview technique does not differ significantly from Dialogue Memorization technique to teach speaking to the students having high language anxiety.

## DISCUSSION

Three-Step Interview technique is more effective than Dialogue Memorization technique in teaching speaking.

Three-Step Interview technique is one of techniques to teach speaking that creates the opportunity for students to improve communication skills. Three-Step Interview supports students to involve actively in learning. The lesson in Three-Step Interview typically begins with student pairs take turns interviewing each other and

then reports what they learn to another pair. As Olsen and Kagan (1992: 88) describes Three-Step Interview as follows: (1) Students are in pairs; one is interviewer and the other is interviewee; (2) Students reverse roles; (3) Each shares with team member what was learned during the two interviews. The type of questions used depends upon the course goals and may probe for value, attitudes, prior experience, or comprehension of course content. Three-Step Interview ensures that each student will talk, listen, and summarize for the team. This is supported by Kessler (1992: 17) that Three-Step Interview contrasts with a traditional group discussion procedure in which the teacher asks a question and then tells students to talk it over. Three-Step Interview is an effective strategy for drawing out students' experience and knowledge from outside class. Used in this way, it can help motivate the students because it bridges the gap between the academic and the "real" world. When the teacher uses Three-Step Interview technique in teaching speaking, the students are active and creative. They try to create interview questions that are likely to generate a wide array of interesting responses. The students interview students whom they do not know well so that the interview is fresh and generates information that is new to the interviewer. Barkley, et al. (2005: 125) states that students should interview students whom they do not know well to achieve the goals of exposing students to several views of ideas and of meeting other students in the class.

Dialogue Memorization is a technique of teaching speaking which focuses on accuracy through drills and dialogues that are formed to be grammatically correct. It uses dialogues as the main form of language presentation and drill as the main training technique. Dialogue serves three functions: (a) illustrates the target structure; (b) illustrates the situation the structure may be used; and (c) provides cultural information for language use wherever possible. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. In dialogue memorization technique, dialogs or short conversations between two people are often used to begin a new lesson. The students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other (Larsen, 2000: 47). Dialogue memorization shares a weakness of limiting creativity with the language, and is not contextual which results in the dialogues having limited usefulness. The students repeat the sentences in the dialogue mechanically without their own understanding or their own experiences in the real life. This repetition and imitation practice is boring. Besides, the students have to accept what the teacher gives passively. They have no chance to express their own idea on some topics and of course they have no way to create (Kimmons, n.d.) That is why Three-Step Interview technique is more effective for teaching speaking than Dialogue Memorization technique.

The students having low language anxiety have better speaking ability than those having high language anxiety.

In a second language learning situation, anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language. The students with low anxiety are usually people who feel relaxed and comfortable in the language learning class. McIntyre and Gardner (1991: 112) add that low anxiety students tend to be motivated to learn. Furthermore, they are willing to take risks and make mistake as they think"we are here to learn, and you cannot do that without making mistakes". Besides, low anxiety students are goal-oriented but relaxed enough to be able to concentrate on the task without worrying about whether or not they can meet performance expectation. They regard most classroom activities as learning experiences rather than tests.

On the contrary, students who experience high anxiety tend to sit passively in the classroom and withdraw from activities that could increase their language skills. The students tend to avoid others' evaluations and evaluative situations. Moreover, they perceive the second language as an uncomfortable experience. They withdraw from voluntary participation, feel social pressures not to make mistakes, and have less willing to try uncertain linguistic forms. Mostly, the students with high anxiety learn poorly in language learning (Horwitz, et al., 1986: 128). That is why the students having low language anxiety have better speaking skill than those having high language anxiety.

There is an interaction between techniques and students' language anxiety for teaching speaking. The success of learning includes not only the teaching methods but also the students' language anxiety. The students with low anxiety tend to be motivated to learn. They are willing to take risks and make mistakes. Besides, low anxiety students are goal-oriented but relaxed enough to be able to concentrate on the task. They regard most class activities as learning experiences rather than tests, so they feel relaxed and comfortable in the language learning class (McIntyre and Gardner, 1991: 112). Using Three-Step Interview technique in teaching speaking is really hoped by them. Three-Step Interview gives opportunity for students to be active in learning as stated by Barkley, et al. (2005: 121) that the students are active speaker and listener, and they appreciate each other. The characteristics of low anxiety students are suitable with Three-Step Interview technique which focuses on students-centered learning that the students involve actively in learning. That is Three-Step Interview technique is more effective than Dialogue Memorization technique to teach speaking for students having low language anxiety.

On the other hand, teaching speaking using Dialogue Memorization technique is more effective than Three-Step Interview technique for the students having high language anxiety. McIntyre and Gardner (1991: 112) characterize an anxious language learner as "an individual who perceives the second language as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes, and who is less willing to try uncertain or novel linguistic forms". A student does poorly in language learning and consequently feels

anxious about his/her language class. In the case of second language learning, a student is over concern with evaluations of his or her performance and competence in the target language (Horwitz, et al., 1986: 128). They further state that the students who experience high anxiety tend to sit passively in the classroom and withdraw from activities that could increase their language skills. The students tend to avoid others' evaluations and evaluative situations. Dialogue Memorization technique, which emphasizes on teaching and learning process on teacher-centered, is suitable for students who experience high language anxiety because they depend on drilling and learn passively in the classroom. According to Brooks (1964: 143), the teacher models the target language, controls the direction and pace of learning, and monitors and corrects the students' performance. The teacher must keep the students attentive by varying drills and tasks and choosing relevant situations to practice structures. That is why when the students are taught using Dialogue Memorization technique, they have to listen carefully to the teacher to know the correct pronunciation. They are involved in learning process, even they can communicate in limited way. That is why Dialogue Memorization technique is more effective than Three-Step Interview technique for the students having high language anxiety. The explanations above show that the implementation of two different techniques for teaching speaking gives the different result to the students having low and high anxiety. Therefore, there is an interaction between teaching techniques and students' language anxiety for teaching speaking. Three-Step Interview technique is suitable for students having low language anxiety and Dialogue Memorization is suitable for students having high language anxiety.

## CONCLUSION

Based on the result of the data analysis, the research findings are as follows: (1) Three-Step Interview technique is more effective than Dialogue Memorization technique to teach speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012; (2) The students having low language anxiety have better speaking skill than those having high language anxiety of the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012.

There is an interaction between teaching techniques and students' language anxiety in teaching speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012.

From the research findings, it can be concluded that Three-Step Interview technique is an effective technique in teaching speaking for the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012. The effectiveness of the technique is influenced by the students' language anxiety.

## IMPLICATION

The research findings imply that Three-Step Interview technique can affect the students' speaking ability. It is proved from the research finding that Three-Step Interview technique is more effective than Dialogue Memorization technique to teach speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012. Viewed from the students' language anxiety, the students having low language anxiety who are taught using Three-Step Interview technique have better speaking skill than those who have high language anxiety. It means that it suitably used for low language anxiety students. For high language anxiety students, Dialogue Memorization technique is more effective than Three-Step Interview technique. The Teachers should select the teaching techniques which are suitable for the students having low and high language anxiety in teaching speaking. Because each class has students having low and high language anxiety, Three-Step Interview technique can be used with Dialogue Memorization technique to complete each other.

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