The Effect Of Three-Step Interviews The Students' Reading Motivation in Teaching Reading

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ABSTRACT

Background: This research is motivated by the low reading motivation of students in reading classes during English lessons. This is due to the lack of analysis by some teachers regarding students' needs, which is also caused by the repetitive use of the same learning activities in reading classes, thereby reducing students' interest in learning activities and their desire to read and understand texts. In this study, the researcher focuses on students' intrinsic motivation and uses a learning activity called the Three-Step Interview.

Purpose: This study aims to observe the impact of using the Three-Step Interview activity in English teaching, specifically in improving students' reading motivation in reading classes.

Methode: This study employs quantitative and qualitative research methods with an experimental approach. The research population consists of 11th-grade science students at SMA Negeri 4 Padang. The sample includes class XI IPA 2 as the experimental group, with 32 students. The Three-Step Interview treatment was given twice, and a comparison treatment was applied twice in the experimental class. The material taught is related to monologue text types based on the curriculum. The instruments provided were questionnaires and tests.

Result: The analysis showed an average questionnaire score of 73.97 and 74.43, with an average pre-test score of 79.2 and a post-test score of 81.55. Hypothesis testing was conducted using the t-test, and it was found that the t-table < t-calculated, with values of 1.67 < 1.73 and 1.67 < 1.72.

Conclusion: Thus, the hypothesis in this study was accepted, leading the researcher to conclude that the Three-Step Interview significantly improves students' reading motivation in reading classes during English lessons.

INTRODUCTION

Reading is the process of getting information from the written or printed words. The students could do reading to improve their knowledge and their aptitude for English (Afrina, 2019; Hoerudin, 2023; Rachman, 2018). Beyond the students can gain the message that the writer delivers, they can find new words to expand their vocabulary and also find the synonyms and antonyms of the words. To this fact, reading has to be taught by considering applying an activity where all of the reading benefits can be achieved by students (Bangsawan, 2023).

Reading motivation is an important factor that affects students' academic performance and lifelong learning habits (Bangsawan, 2018; Rhenaldy, 2024). Globally, reading motivation among students has become an urgent issue, especially in countries where English is not the mother tongue. Literacy skills are essential to face an increasingly information-driven world (Dasmo & Wati, 2023). Research shows that low motivation to read is often caused by monotonous teaching methods and a lack of culturally and contextually relevant material (OECD, 2020). These challenges hinder students from developing an intrinsic interest and reading comprehension skills essential for personal and professional growth.

Some factors that contribute to the problem of low reading motivation include classroom teaching practices that rely too much on an iterative, teacher-centered approach, which fails to actively engage students. Additionally, the teacher's lack of awareness of the individual needs of students exacerbates the situation, limiting opportunities for personalized and effective teaching. This situation is particularly evident in Indonesia, where traditional rote learning methods still dominate English classes, despite educational policy reforms that encourage student-centered pedagogy.

In teaching reading, the teacher needs to teach with an attractive and effectual activity where all of the reading benefits and objectives of the lesson plan can be gained by the students. Then, the teacher also needs to consider the students' enthusiasm because it will affect their success in teaching reading. Cambria & Guthrie, (2010) State that success in reading encourages students to see themselves as readers and learners, and increases their motivation. It crystallizes that the students who have great success in reading will affect the students' reading motivation. Conversely, the students' success in reading depends on students reading motivation.

Students' reading motivation is the students' enthusiasm to read text. If the students have good motivation to read, it will help the students to understand the text in learning. This statement is supported by Rayner et al., (2001) The deleterious effect of low reading (and its motivational consequences) on learning through reading creates readers who lack knowledge of all sorts. It expounds that the student's motivation will affect the students to read and understand the text and also determine the student's success in reading (Snowling et al., 2022).

In the researcher's experience in teaching training term at the eleventh grade of SMA Negeri 4 Padang, some of the students had the spirit to speak but there were some problems in reading class that were faced by the students which influenced the students' reading motivation. They were not interested in the classroom activity because some teachers were deficient in students' needs, they were bored because some teachers applied the same activity in teaching the reading process, and they were not eager to read

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and understand the text because some teachers did not exploit their spirit to speak in creating the students' passion to do reading.

This research focuses on the application of the Three-Step Interview (TSI) as an innovative teaching method designed to overcome these challenges. TSI encourages active student engagement by combining peer interaction and structured interview techniques to increase interest and collaboration in learning activities. The variables explored in this study include reading motivation, which is influenced by teaching methodology, and the effectiveness of TSI techniques in improving student learning outcomes.

According to Aristy et al., (2019) The three-step interview technique can increase students' interest in speaking. The improvement of students' speaking skills can be identified from the improvement of speaking skills. The three-step interview technique can elevate a speaking class into a better situation. They are motivated to join the speaking class. Their motivation is reflected in their performance in describing the people in front of the class. The strength of the application of three-step interviews in speaking classes is that it can make students more proficient and enthusiastic to participate in speaking activities and can improve students' speaking skills.

The novelty of this study lies in its emphasis on the application of TSI in the Indonesian context, especially targeting high school students who are learning English as a foreign language. While previous studies have explored various strategies to increase reading motivation, the integration of peer-based interactive methods such as TSI is still rarely researched, especially in culturally diverse environments. This research bridges the gap by providing new insights into the effectiveness of TSI as a tool to improve student's reading skills and motivation.

The urgency of this research is undeniable. With stagnant literacy rates and a growing global demand for proficient English speakers, education systems must adopt an evidence-based approach to equip students with the necessary skills. By investigating the impact of TSI, this research contributes to a broader discussion on improving reading teaching and is in line with Indonesia's educational goals to foster critical thinking and communication skills.

This study aims to evaluate the impact of TSI on students' reading motivation in English classes. Second, this research aims to provide practical recommendations for educators to integrate interactive and student-centered methodologies into their teaching practices.

The benefits of this research extend to a wide range of stakeholders. For educators, this research offers practical and replicable strategies to improve classroom engagement and learning outcomes. For policymakers, these findings provide data-driven insights to support curriculum development. Finally, for students, the application of TSI has the potential to transform their learning experience, not only by increasing reading motivation but also by critical and collaborative thinking skills that are essential for success in the modern world.

RESEARCH METHODS

This study uses a quantitative approach with an experimental method. (Byiers et al., 2021) . This approach was chosen to measure the effect of the application of the Three-Step Interview (TSI) on students' reading motivation in learning to read. This experimental research uses a pre-test post-test group design, where there is an experimental group that

receives TSI treatment, and a comparison of the results before and after the treatment is carried out.

The population in this study is eleventh-grade science students of SMA Negeri 4 Padang. There are six classes of eleventh-grade science students of SMA Negeri 4 Padang, namely XI.IA.1, XI.IA.2, XI.IA.3, XI.IA.4, XI.IA.5, and XI.A.6. The total population is 200 students. After calculating the L-test and the Barlett test and finding the average score of the motivation test of the classes, the researcher chose XI.IPA.2 as the experimental class. The research was conducted at SMA Negeri 4 Padang for one semester, starting from January to June 2023. This location was chosen because of the availability of facilities that support the implementation of the TSI method and the need to increase reading motivation in learning English.

Data Collection Techniques

Data is collected using several instruments, namely:

1. Reading Motivation Questionnaire: The questionnaire is designed to measure students' reading motivation levels before and after treatment. The instrument consists of 20 statements on a Likert scale (1-5).
2. Pre-Test and Post-Test Tests: Tests are used to measure students' reading ability related to monologue texts, by the applicable curriculum
3. Observation and Field Notes: Observations are carried out to record student activities during the learning process using the TSI method.

Data Analysis Techniques

The data obtained was analyzed using a quantitative approach. The stages of data analysis include:

1. Descriptive Statistics: To describe students' reading motivation levels based on pre-test and post-test results, as well as the average score from the questionnaire
2. Hypothesis Test (t-test): The paired sample t-test statistical test is used to determine whether there is a significant difference between the pre-test and post-test results. This test is carried out using statistical software such as SPSS to ensure the accuracy of data analysis.
3. Data Triangulation: Data from questionnaires, tests, and observations are compared to ensure the validity and reliability of the research results.

RESULTS AND DISCUSSION

Motivation test

The questionnaires were given to the students to measure the students' reading motivation. (Panglipur & Marsidi, 2021). This questionnaire used a Likert scale. The students' mean scores of questionnaires with different treatments can be seen in the following graphic:
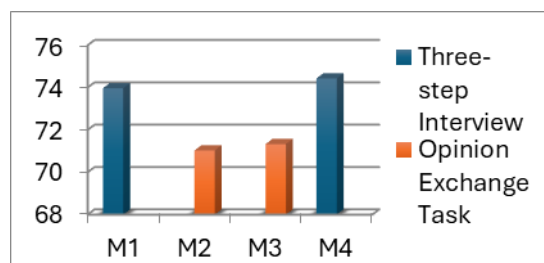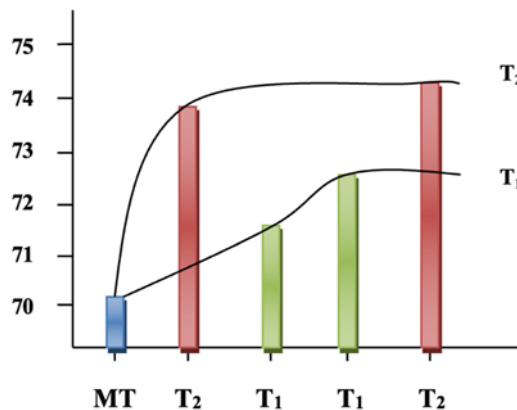

Graphic 1. The students' reading motivation in four meetings

This graphic showed that the students' reading motivation has different ascending movements by different treatments. Three-step Interview was shown in blue block and the Opinion Exchange Task in orange block. M1 and M4 were the application of the Three-

Step Interview and M2 and M3 were the application of Opinion Exchange Task. In the first meeting (M1), the students' mean score for the Three-step Interview was 73.97 meanwhile in the second meeting (M2) with the Opinion Exchange task applied, the students' mean score was 71.03. This expounds that the Three-step Interview gave better-ascending movement than the Opinion Exchange Task. Next, on the third meeting (M3) which was applying of Opinion Exchange Task, the students' reading motivation was 71.33. It was less than the mean score of the Three-step Interview on the fourth meeting which was 74.43. It bears out that the Three-step Interview had a more significant effect in increasing the students' reading motivation than the Opinion Exchange Task did.

The following graphic showed the increasing students' reading motivation in the Three-step Interview and Opinion Exchange Task:

Graphic 3. The increase in students' reading motivation

Reading Test

The reading test is an additional instrument that was given to the students on the first meeting (pre-test) and last meeting (post-test) to find out the students' reading achievement (Al Alawiyah, 2020). The students' mean scores on the pre-test and post-test can be shown as follows:
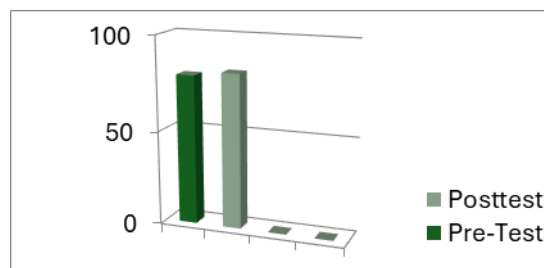
Graphic 2. The students' reading motivation in four meetings

Based on the researcher's finding in the graphic above, the student's reading achievement on the pre-test was increased on the post-test with a mean score from 79.2 to 81.55. This result bears out that the Three-step Interview also had a significant effect in increasing the student's reading achievement.

Hypothesis Testing

Hypothesis testing is used to prove whether Three- Step Interview had a significant effect in increasing the students' reading motivation or not (Putri, 2017). According to Wardani, (2020) Hypothesis testing is the process of making the result of a study. It expounds that hypothesis testing is useful to find out the effect of the Three-step Interview in increasing the students' reading motivation. The researcher hypothesized as follows:

http://sosains.greenvest.co.id

H_1: is accepted if t-table smaller than t-calculated. This means that the Three-step Interview had a significant effect in increasing the students' reading motivation in teaching reading.

H_0: is accepted if the t-table is greater than the t-calculated. This means that the Three-step Interview did not have a significant effect in increasing the students' reading motivation in teaching reading.

There were two times of hypothesis testing, they are:

a. Three-step Interview (M1) and Opinion Exchange Task (M2)

The researcher found the mean score and standard deviation of the Three-Step Interview (T2) on the first meeting as follows:

$$\bar{X} = \frac{\sum X_1}{n}$$

$$= \frac{2145}{29}$$

$$= 73.97$$

$$S_1^2 = \frac{n.\sum X_1^2 - (\sum X)^2}{n\,(n-1)}$$

$$= \frac{29.159771 - (2145)^2}{29\,(29-1)}$$

$$= \frac{4633359 - 4601025}{812}$$

$$= \frac{32334}{812}$$

$$= 39.82$$

$$S = \sqrt{39.82}$$

$$= 6.3$$

Meanwhile, the researcher gained the mean score and standard deviation of the Opinion Exchange Task (T1) on the second meeting as follows:

$$\bar{X} = \frac{\sum X_2}{n}$$

$$= \frac{2059}{29}$$

$$= 71.03$$

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$$S_2^2 = \frac{n. \sum X_2^2 - (\sum X)^2}{n\,(n-1)}$$

$$= \frac{29.147999 - (2059)^2}{29\,(29-1)}$$

$$= \frac{4291971 - 4239481}{812}$$

$$= \frac{52490}{812}$$

$$= 64.64$$

$$S = \sqrt{64.64}$$

$$= 8$$

Next, the researcher found out the standard deviation of both treatments.

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(28)39.82 + (28)64.64}{29 + 29 - 2}$$

$$= \frac{1114.96 + 1809.92}{56}$$

$$= \frac{2924.88}{56}$$

$$= 52.23$$

$$S = \sqrt{52.23}$$

$$= 7.2$$

After getting the result of the standard deviation of both treatments, the researcher used a t-test to find out the significant effect of using a Three-step Interview. It is calculated as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{73.97 - 71.03}{7.2\sqrt{\frac{1}{29} + \frac{1}{29}}}$$

$$= \frac{2.94}{7.2\sqrt{(0.03 + 0.03)}}$$

$$= \frac{2.94}{7.2\,(0.24)}$$

$$= \frac{2.94}{1.7}$$

$$= 1.73$$

$$df = n_1 + n_2 - 2$$

$$= 29 + 29 - 2$$

$$= 56$$

$$\alpha = 1 - 0.05$$

$$= 0.95$$

$$t\text{-table} = 1.67$$

t-table < t-calculated = 1.67 < 1.73

After the researcher calculated the data by using a t-test, the t-table was smaller than the t-calculated, so H_1 was accepted.

b. Three-step Interview (M_4) and Opinion Exchange Task (M_3)

The researcher found the mean score and standard deviation of the Three-step Interview (T2) on the fourth meeting as follows:

$$\bar{X} = \frac{\sum X_1}{n}$$

$$= \frac{2233}{30}$$

$$= 74.43$$

$$S_1^2 = \frac{n.\sum X_1^2 - (\sum X)^2}{n\,(n-1)}$$

$$= \frac{30.168333 - (2233)^2}{30\,(30-1)}$$

$$= \frac{5049990 - 4986289}{870}$$

$$= \frac{6370}{870}$$

$$= 73.21$$

$$S = \sqrt{73.21}$$

$$= 8.6$$

Then, the mean score and standard deviation of the Opinion Exchange Task (T1) on the third meeting were defined:

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$$\bar{X} = \frac{\sum X_2}{n}$$

$$= \frac{1712}{24}$$

$$= 71.33$$

$$S_2^2 = \frac{n. \sum X_2^2 - (\sum X)^2}{n(n-1)}$$

$$= \frac{30.122606 - (1712)^2}{24(24-1)}$$

$$= \frac{2942544 - 2930944}{552}$$

$$= \frac{11600}{552}$$

$$= 21.01$$

$$S = \sqrt{21.01}$$

$$= 4.6$$

Next, the researcher calculated the standard deviation of both treatments.

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(29)73.21 + (23)21.01}{30 + 24 - 2}$$

$$= \frac{2123.38 + 483.23}{52}$$

$$= \frac{2606.61}{52}$$

$$= 50.13$$

$$S = \sqrt{50.13}$$

$$= 7.1$$

Last, the researcher calculated the t-test as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{74.43 - 71.33}{7.1\sqrt{\frac{1}{30} + \frac{1}{24}}}$$

$$= \frac{3.1}{7.1\sqrt{(0.03 + 0.04)}}$$

$$= \frac{3.1}{7.1\,(0.26)}$$

$$= \frac{3.1}{1.8}$$

$$= 1.72$$

$$\text{df} = n_1 + n_2 - 2$$

$$= 30 + 24 - 2$$

$$= 52$$

$$\alpha = 1\text{-}0.05$$

$$\text{t-table} = 1.67$$

t-table < t-calculated = 1.67 < 1.72

After the researcher calculated the data by using a t-test, the t-table was smaller than the t-calculated, so H1 was accepted. Overall, it can be concluded that the Three-step Interview had a significant effect in increasing the students' reading motivation in teaching reading.

On the big lines, the researcher found some findings. They were mean scores of questionnaires by three-step interview treatment was higher than the opinion exchange task. It can be concluded that the Three-step interview increased the students' reading motivation significantly more than the Opinion Exchange Task in teaching reading. The researcher found that the student's mean score on the pretest was 79.2 with several students 25 (n=25) and the mean score on the posttest was 81.55 with the number of students 29 (n=29). This expounds that the student's reading achievement was increased from the pre-test before applying of Three-step Interview to the post-test after applying of Three-step Interview. So, the Three-step Interview also increased the students' reading achievement in teaching reading.

Finally, for hypothesis testing, on first testing, the researcher found that t-table < t-calculated = 1.67 < 1.73 means that H1 is accepted. Then, on the second test, the researcher found that t-table < t-calculated = 1.67 < 1.72. It means that H1 is accepted. It can be concluded that the Three-step interview had a significant effect in increasing the students' reading motivation.

Discussion

The researcher found some findings, first, the researcher found that the mean score of the daily activity questionnaire by three-step interview treatment was bigger than the opinion exchange task. The mean score of the three-step interview (T2) was 73.97 for participants of 29 (n=29) and 74.43 with several participants of 30 (n=30). The mean score of the opinion exchange task (T1) was 71.03 with participants 29 (n=29) and 71.33 with several participants 24 (n=24). It can be concluded that the Three-step interview increased the students' reading motivation significantly more than the Opinion Exchange Task in teaching reading.

Second, the researcher found that the student's mean score on the pre-test was 79.2 by several students 25 (n=25) and the mean score on the post-test was 81.55 by several students 29 (n=29). This expounds that the student's reading achievement was increased from the pre-test before applying of Three-step Interview to the post-test after applying of

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Three-step Interview. So, the Three-step Interview also increased the students' reading achievement in teaching reading.

Finally, for hypothesis testing, on first testing, the researcher found that t-table < t-calculated = 1.67 < 1.73 means that H1 is accepted. Then, on the second test, the researcher found that t-table < t-calculated = 1.67 < 1.72. It means that H1 is accepted. It can be concluded that the Three-step interview had a significant effect in increasing the students' reading motivation.

CONCLUSION

Based on the findings, the researchers found that students' reading motivation for the Three-Step Interview increased from 70.3 to 73.97 and 74.43. This means that the three-step interview increases students' reading motivation in teaching reading. Researchers also provide reading tests for pre-tests and post-tests to see the improvement in students' reading achievement. Researchers found that the average score of the pre-test was 79.2 and the post-test was 81.55. This means that the increase in students' reading motivation also increases students' reading achievement, but the three-step interview has a more significant effect on students' reading motivation. As a final assessment, it can be concluded that the Three-Step Interview can stimulate students' intrinsic motivation in teaching reading. As a result, students' reading motivation in teaching reading is increased with Three-Step Interviews. This study concludes that the Three-Step Interview method has a significant influence on increasing students' reading motivation in reading classes during English learning. With an experimental approach involving grade XI science students at SMA Negeri 4 Padang, it was found that the average increase in reading motivation scores through the use of this method was found. Based on the results of quantitative data analysis with the t-test, the research hypothesis was accepted, showing the effectiveness of this method compared to the conventional learning approach. This emphasizes the importance of innovation in teaching methods to increase students' intrinsic motivation. This research can be a reference for educators in implementing techniques that are more interactive and adaptive to student needs so that it can encourage an increase in learning outcomes and student participation in the learning process. As a follow-up, further research is recommended to apply this method to various levels of education or other subjects to test its consistency and effectiveness in various learning contexts.

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