

## Cooperative learning “three-steps-interview” to enhance students’ speaking skill from the perspective of students’ creativity

Putri Novitasari

Universitas Wahidiyah

Email correspondence: [Princess.Putrinovita@Gmail.Com](mailto:Princess.Putrinovita@Gmail.Com)

### ABSTRACT

The aim of this research is to find out whether: (1) cooperative learning three-steps-interview is more effective than direct method for the 11<sup>th</sup> grade students; (2) students having low creativity have better speaking skill than those having low creativity; and (3) there is an interaction between teaching methods and students’ creativity in teaching speaking skill for the 11<sup>th</sup> grade of SMAN 8 Kediri. This research was an experimental research conducted in SMA N 8 Kediri. The population was all the 11<sup>th</sup> grade of SMA N 8 Kediri. The researcher took the sample of the research by using cluster random sampling and divided the group into two. One became the experimental group taught using cooperative learning three-steps-interview and one another became the control group taught using direct method. The number of sample was around of 60 students. The technique of the data collection was done by giving oral test for speaking skill and written test for verbal creativity test. After collecting the data of the research sample, further the data was analyzed using ANOVA 2x2 and Tukey formula to test the research hypothesis. The result of this research shows that: (1) cooperative learning three-steps-interview (TSI) is more effective than direct method (DM) to teach speaking skill for the 11<sup>th</sup> grade of SMA N 8 Kediri; (2) students having high creativity have better speaking skill than those having low creativity; and (3) there is an interaction between teaching methods and students’ creativity to teach speaking skill for the 11<sup>th</sup> grade of SMA N 8 Kediri. At last, it is recommended that: (1) teacher should apply cooperative learning three-steps-interview (TSI) to teach speaking skill; (2) the students should apply three-steps-interview to explore their speaking skill; and (3) other researchers should make such an improvement by trying to use this research topic with different subject of the research and different psychological point of view besides creativity which may have correlation with students’ speaking skill.

**Keywords:** : cooperative learning three-steps-interview, creativity, direct method, speaking.

### INTRODUCTION

Speaking is considered as one of the most important skill of learning language that should be mastered for the ability to communicate in foreign language. It helps the students to communicate with other people. Because of the importance of English, it is taught widely in formal school start from elementary schools up to the university. Speaking as one of productive skills is commonly defined as the use of language orally. It is the ability to express something into spoken language and concern ideas into words to make other people grasp

the meaning. Harmer (2001: 269) says that speaking is actually the ability to speak fluently presupposing not only knowledge of language features, but also the ability to process information and language 'on the spot'. Meanwhile, Fulcher (in Tamimi and Attamimi, 2014: 5) defines speaking as the verbal use of language and a medium through which human beings communicate with each other. According to Chastain (in Castillo, 2007: 78) speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct. To master speaking skill, students should focus on some of indicators such as; vocabulary, pronunciation, grammatical structure, fluency, and comprehension.

Actually, there are only several students who can produce speaking skill correctly. It is because of their lack of vocabulary, pronunciation, grammatical understanding, fluency, and comprehension. Creativity, self-confidence, participation, and class condition are the other factors that influence the students' speaking skill.

One of the method is cooperative learning three-steps-interview (TSI). Three-steps-intervie as a simple structure in which each pearson must produces and receives language. It is far better for developing language and listening skill as well as for promoting equal participation Kagan (in Holt, 1993: 22). Lipton and Welman (in Candrakirana, 2014: 22) states that three-steps-interview is a cooperative structure that helps students personalize their learning. It also teach them to listen to and appreciate others' thinking and idea. Further, cooperative learning three-steps-interview gives the opportunities for the students to learn through speaking and listening processes (oral language) as well as through reading and writing process Orlich, et al. (1998: 274). It can be concluded that, three-steps-interview is a method which use the spesific target of teaching language emphasizing on working in group cooperatively. By implementing TSI, the teaching learning process mostly delivers in form of discussion, gathering information, sharing information, and communicating idea or information. Kagan in Jacobs, et all (in Candrakirana, 2014: 22) states the major goal of TSI related to teaching speaking are *three steps interview technique* includes interaction activities that appropriate in supporting teaching speaking, by working as an interviewer and an interviewee students automatically learn what to say and how to speak in English, and three steps interview is an effective way to encourage students to share their thinking, ask questions, and take notes.

On the other hand, Direct Method (DM) is defined as a method in which the target language is emphasized to be the first intention. Mart (2013: 182) defines that direct method is a conversational method enables students to communicate in the foreign language. Focusing on everiday language, questions and answers, and associating meaning are the primary objective if direct method. In addition, Brown (2001: 45) says that the basic premise of Berlitz' Method was that second language learning should be more like first language learning: lots of active oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis on grammatical rules. Zainuddin, et al. (2011: 64) says that in the implementatin of DM students are expected to have communication in a formal condition by using oral or written target language. It emphasizes on the direct associations the student makes between objects and

concepts and the corresponding words in the target language. The use of the target language is emphasized at all times. According to Lersen (1985: 22-24) some procedures to teach speaking using direct method are the students read aloud the passage, the teacher points out to a part of the map or object after each sentence is read, the teacher uses the target language to ask the students, the teacher answers the students' questions, the teacher asks questions, students ask the question about the object, the teacher works with the students, the teacher corrects a grammar error, the teacher asks questions about the students and students ask each other questions, the students fill in the blanks with preposition practiced in the lesson, the teacher dictates a paragraph or a story, students then retell the story with their own word.

Another significant factor that supports students in mastering speaking skill is creativity. Creativity is a personal capability to bring or deliver something new in the form of ideas or real work by having creative and affective thought and actions. As the psychological aspect, creativity effects students' speaking skill when they need to bear and produce new idea and deliver them into good sentences or actions. It is in line with Dacey & Lennon, 2000; Seltzer & Bentley, 1999 (in Craft, 2001: 14) that creativity is the way of the the new generation of idea delivered into action, in this case is spoken language, it is the ability to born new knowledge. Rockler (1988: 36) states that creativity as a means by which a person obtains a new perspective and, as a result, brings something new to consciousness. Torrance (in Craft, 2001: 14) adds that creativity as the generation of imaginative new ideas, involving a radical newness innovation or solution to a problem, and a radical reformulation of problems creativity is personal capability to create novel and appropriate solutions. Creativity broadly as the process of sensing a problem, searching for possible solutions, drawing hypotheses, testing and evaluating, and communicating the results to others.

The aim of this research is to find out: (1) whether cooperative learning three-steps-interview is more effective than direct method for the 11<sup>th</sup> grade of SMA N 8 Kediri; (2) whether students having low creativity have better speaking skill than those having low creativity; and (3) whether there is an interaction between teaching methods and students' creativity in teaching speaking skill for the 11<sup>th</sup> grade of SMA N 8 Kediri. In this research, the writer proposes three hypothesis based on the formulation of the problems, they are the difference between cooperative learning three-steps-interview and direct method to teach speaking skill, the difference between students having high creativity and those having low creativity, and interaction between teaching methods and students' creativity in teaching speaking skill.

## **METHOD**

The method which is used in this research is quantitative research using experimental design. Quantitative approach is a kind of research that gives a pressure in systematic analysis, using statistic analysis toward quantitative data that include the correlation study and experiment. Besides, the goal of experimental research is to determine whether a causal relationship exists between two or more variables. Moreover, experimental research involves a study of the effect of the systematic manipulation of one

variable(s) on another variable. An Experimental research has three characteristics Ary (2010, 267-269), they are: (1) Control. It is used to arrange a situation in which the effect of a manipulated variable on a dependent variable can be investigated; (2) Manipulation. Treatment is another word for the experimental manipulation of the independent variable; and (3) Observation and measurement.

The population was all the 11<sup>th</sup> grade of SMA N 8 Kediri. The researcher took the sample of the research by using cluster random sampling and divided the group into two. One became the experimental group and one another became the control group. The number of population was around of 60 students for two groups of the research sample. Each group of the research sample consist of 30 students. Furthermore, each of the sample class is divided based on their creativity. It was classified into two groups. Those were high creativity students and low creativity students.

In collecting the data, the researcher used two kind of instruments. They are oral test to test speaking skill and written test for creativity. Before the test given to the students, there was a try out to check whether the readability of the test instruction of speaking and creativity test. In speaking test, the scoring criteria consists of five aspects, they are vocabulary, pronunciation, grammatical structure, fluency and comprehension. Meanwhile in creativity test, there were six sub-tests that measure four aspects of creativity. The written test consist of word initial, word creation, sentence production, similar characteristics, extraordinary use of word, and consequence or effect.

The techniques used to analyze the data in this research are: (1) descriptive statistics to determine the mean, median, mode, and standard deviation; (2) prerequisite test to test the normality and homogeneity of the data; (3) inferential statistics by using ANOVA to test the research hypothesis; and (4) Tukey test to identify which means are significantly different from the other. Normality and homogeneity are used before ANOVA analyzation. The researcher used ANOVA to know the different significance due to the different method of teaching learning process. Normality test is used to know whether the data have normal distribution or not. In order to test the normality, the writer uses Lilliefors formula. The sample is on normal distribution if  $L_o$  ( $L_{obtained} / L_{score}$ ) is lower than  $L_t$  ( $L_{table}$ ) or  $L_o > L_t$  at the level of significance ( $\alpha$ ) = 0,05. Meanwhile, The homogeneity test is used to find out whether the data are homogenous or not. It is used to check whether the research population has the same variance. Then the data are classified homogenous when The data are homogenous if  $\chi_o^2$  is lower than  $\chi_t^2$  or  $\chi_o^2 < \chi_t^2$ . After ANOVA, there was Tukey test. It is used to check the hypothesis. the data are analyzed using Tukey test to compare the means of every treatment with the other means.

## **FINDING AND DISCUSSION**

The data were analyzed and described into 8 points. The data in chapter four are obtained from the students' speaking score. The frequency of distribution includes mean, median, mode, and standard deviation. The summary of the computation is shown by the histogram and polygon. The data description is divided into 8 points. The result of the frequency distribution can be seen in table 1.

Table 1. Frequency Distribution

No.	Interaction	Highest Score	Lowest Score	Mean	Median	Mode	Standard Deviation
1	A <sub>1</sub>	92	56	73.30	93	83	12.47
2	A <sub>2</sub>	88	52	64.5	69.5	66.38	9.61
3	B <sub>1</sub>	92	52	73.20	72.25	84.17	13.26
4	B <sub>2</sub>	88	52	65.10	64.25	55.25	10.08
5	A <sub>1</sub> B <sub>1</sub>	92	66	82.87	85.3	88.3	9.04
6	A <sub>1</sub> B <sub>2</sub>	88	56	68.3	63	59	11.09
7	A <sub>2</sub> B <sub>1</sub>	88	52	64.93	62.58	60.83	10.79
8	A <sub>2</sub> B <sub>2</sub>	76	52	62	62.33	54.23	8.40

Then, based on the result of normality test the sample are in normal distribution. Because  $L_o < L_t$  at the level of significance ( $\alpha$ ) = 0.05 and the summary of normality test can be seen in this following table.

Table 2. The summary of Normality Test

No	Variables	Number of the Data	$\alpha$ (0,05)	$L_o$ ( $L_{obtained}$ )	$L_t$ ( $L_{table}$ )	Description
1	(A <sub>1</sub> ).	30	0.05	0.134	0.161	$L_o < L_t$ Normal
2	(A <sub>2</sub> ).	30	0.05	0.146	0.161	$L_o < L_t$ Normal
3	(B <sub>1</sub> ).	30	0.05	0.112	0.161	$L_o < L_t$ Normal
4	(B <sub>2</sub> ).	30	0.05	0.144	0.161	$L_o < L_t$ Normal
5	(A <sub>1</sub> B <sub>1</sub> ).	15	0.05	0.140	0.220	$L_o < L_t$ Normal
6	(A <sub>1</sub> B <sub>2</sub> ).	15	0.05	0.215	0.220	$L_o < L_t$ Normal
7	(A <sub>2</sub> B <sub>1</sub> ).	15	0.05	0.182	0.220	$L_o < L_t$ Normal
8	(A <sub>2</sub> B <sub>2</sub> ).	15	0.05	0.158	0.220	$L_o < L_t$ Normal

Homogeneity test is used to know whether the data are homogenous or not.

Table 3. Summary of Homogeneity Test

Sample	Df	1/df	S <sub>i</sub> <sup>2</sup>	Log S <sub>i</sub> <sup>2</sup>	(df) log S <sub>i</sub> <sup>2</sup>
1	14	0.071	81.64	1.91	26.77
2	14	0.071	123.12	2.09	29.26
3	14	0.071	116.38	2.07	28.92
4	14	0.071	70.55	1.85	25.88
Σ	56	0.284			110.83

$$\chi^2 = (\ln 10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\} = (2.3026)(111.496 - 110.83) = 1.534$$

Based on the result of computation above, it is found that  $\chi_o^2(1.534)$  is lower than  $\chi_{t^2_{95(3)}}(7.81)$ .

After conducting the normality and homogeneity testing, the researcher conducted the computation of hypothesis testing. The multifactor analysis of variance (ANOVA) 2x2 is used to know whether H<sub>o</sub> is rejected or accepted.

Table 4. The Summary of the Mean Score

Creativity	Teaching Methods		Total
	Three-steps-interview (A <sub>1</sub> )	Direct method (A <sub>2</sub> )	
High (B <sub>1</sub> )	82.27	64.67	73.47
Low (B <sub>2</sub> )	67.47	61.87	64.67
Total	74.87	63.27	69.07

Table 5. The Summary of Multifactor Analysis of Variance

Source of Variance	SS	Df	MS	F <sub>o</sub>	F <sub>t</sub> (0.05)
Between Columns (Teaching methods A <sub>1</sub> and A <sub>2</sub> )	2018,39	1	2018,39	20,61	4,00
Between rows (Students' creativity B <sub>1</sub> and B <sub>2</sub> )	1161,59	1	1161,59	11,86	4,00
Columns by Rows (Interaction between A and B)	540,03	1	540,03	5,52	4,00
Between Groups	3720,01	3	1240,01	12,66	
Within Groups	5483,72	56	<b>97,92</b>		
Total Variance (SS)	19219456	59	300304		

From the table above, the conclusion are: (1) Because the result of F<sub>o</sub> (between columns) is (20.61) and the F<sub>t</sub> at the level of significance ( $\alpha$ ) = 0.05 is (4.00) in which F<sub>o</sub> (20.61) is higher than F<sub>t</sub> (4.00), H<sub>0</sub> is rejected and three-steps-interview method differs significantly from direct method; (2) because the result of F<sub>o</sub> (between rows) is (11.86) and the F<sub>t</sub> at the level of significance ( $\alpha$ ) = 0.05 is (4.00) in which F<sub>o</sub> (11.86) is higher than F<sub>t</sub> (4.00), H<sub>0</sub> is rejected and the difference between rows is significant; (3) because the result of F<sub>o</sub> interaction (columns by rows) is (5.52) and the F<sub>t</sub> at the level of significance ( $\alpha$ ) = 0,05 is (4.00) in which F<sub>o</sub> (5.52) is higher than F<sub>t</sub> (4.00), H<sub>0</sub> is rejected and there is an interaction between two variables (teaching methods and students' creativity in teaching speaking). It means that, the result of students' speaking skill depends on their level of creativity.

Tukey test is used to find out the significant difference of means of every treatment with the other means. Tukey test compares the mean score of A<sub>1</sub> and A<sub>2</sub>, B<sub>1</sub> and B<sub>2</sub>, A<sub>1</sub>B<sub>1</sub> and A<sub>1</sub>B<sub>2</sub>, and A<sub>2</sub>B<sub>1</sub> and A<sub>2</sub>B<sub>2</sub>. The summary can be seen from this following table.

Table 5. The Summary of Tukey Test

Groups	N	q <sub>o</sub>	q <sub>t</sub>	Comparison	Status
A <sub>1</sub> and A <sub>2</sub>	30	6.44	2.89	q <sub>o</sub> >q <sub>t</sub>	Significant
B <sub>1</sub> and B <sub>2</sub>	30	4.89	2.89	q <sub>o</sub> >q <sub>t</sub>	Significant
A <sub>1</sub> B <sub>1</sub> and A <sub>1</sub> B <sub>2</sub>	15	6.77	3.01	q <sub>o</sub> >q <sub>t</sub>	Significant
A <sub>2</sub> B <sub>1</sub> and A <sub>2</sub> B <sub>2</sub>	15	2.15	3.01	q <sub>o</sub> <q <sub>t</sub>	not significant

From the result of Tukey Test above, it can be concluded that: (1) cooperative learning three-steps-interview (TSI) is more effective than direct method (DM) to teach speaking skill; (2) students having high creativity have better speaking skill than students having low creativity; (3) cooperative learning three-steps-interview (TSI) is more effective

than direct method (DM) to teach speaking skill for students having high creativity; and (4) cooperative learning three-steps-interview is as effective as direct method (DM) to teach speaking skill for students having low creativity.

## **DISCUSSION**

### **Cooperative learning three-steps interview is more effective than direct method to teach speaking skill.**

The finding of this research reveals that there is significant difference between teaching speaking using cooperative learning three-steps-interview and the direct method to teach speaking. The effectiveness of the cooperative learning three-steps-interview can be seen from the students' mean score (74.87) which is higher than the students' mean score of the control method or direct method (63.27).

One of the teaching method proposed by this research is cooperative learning three-steps-interview in which students learn through collaboration, discussion, and sharing the information in pairs and group with their classmates. The concept development of three-steps-interview is sharing personal information such as hypotheses, reactions to a poem, and conclusions from a unit, participation, and listening. Based on the concept of three-steps interview, each student in a group has their own role. Lipton and Welman (in Candrakirana, 2014: 22) state that three-steps-interview is a cooperative structure that helps students personalize their learning. 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. In addition, Kagan (in Andi Mallombasi, 2012: 2) adds that three-steps-interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. According to Orlich, et al. (1998: 274) cooperative learning three-steps-interview gives the opportunities for the students to learn through speaking and listening processes (oral language) as well as through reading and writing process.

Furthermore, the use of cooperative learning three-steps-interview leads the students to be active in speaking. As suggested by Kagan in Jacobs, et all (in Candrakirana, 2014: 22) the advantages of three-steps-interview to teach speaking are used as a technique in teaching speaking because it includes interaction activities that appropriate in supporting teaching speaking, students will have an interaction in pairs as an interviewer and an interviewee, students automatically learn what to say and how to speak in English, and it is an effective way to encourage students to share their thinking, ask questions, and take notes. In line with this, Davidson and Worsan (in Andi Mallombasi, 2012: 4) state that cooperative learning as concept and strategies for enhancing the value of students' interaction. Cooperative learning arises general education, by using students collaborations in learning. Jollife (in Ahmad and Mahmood, 2010: 2) also adds that the effectiveness of cooperative learning regarding its possitive effects on; (1) academic achievement and (2) development of social skill. In short, applying three-steps-interview is effective when the students need to solve the problem but use no specific right answer.

On the contrary, the direct method used by the teacher do not effectively impact the students' speaking skill. The activity in the classroom in which the direct method applied tends to be teacher-centered and fosters students' competition rather than cooperation. Eventhough the aim of direct method enables the students to use the target language in daily life as in speaking class, the teacher-centered mostly appears in teaching learning process. In applying this method, teacher acts as the only source of information and controls the activity of speaking. Teacher dicides what should be done and learnt by the students. As stated by Sanjaya (2010: 177), direct instruction as a pattern of teaching that is emphasized on verbal explanation from teacher to the students in order making them masters the learning material optimally. Students practice under teacher's direction (that is controlled practice) and encourage under teacher's guidance. In the class taught using direct method, the students receive the material from the teacher through the explanation of the whole material. As stated in general concept of direct method, communication between teacher and the students is delivered in the target language. The teaching of students in this method focuses on explaining the material. Instead of listening the teacher's explanation, students engage the discussion with teacher in response to the teacher's questions, complete the assignment independently then present their work in front of their classmates. By using direct method, in the post activity, students have to present their work using their own words. But in fact of the research condition, the students almost use the vocabulary which is stated in the text to do their work. They seem unwilling to find out broader vocabulary. As stated by one of the data source namely C18, he states *"Bu selesai, yang penting maju to Bu, cerita pakai Bahasa Inggris. Ya ini kerjaan ku Bu."* The student with the data source C23 also states almost similar statement when they have to present the work in front of the class. The statement he gave, *"senang Bu saya disuruh cerita, tapi kadang nggak mudeng lho Bu. Pokok inti ceritanya gini kan Bu terus saya ceritakan."* From those statement of both the data sources, they prove that direct method not effectively enhance students speaking skill. By doing the assignment they thought that they have fulfill the work.

Finally, based on the discussion above, it can be concluded that cooperative learning three-steps-interview is more effective than direct method to teach speaking skill. It differs by the difference of their aim in teaching learning process. Coopearative learning three-steps-interview provides students centered learning activity. It is not only effectively enhances students' speaking skill from the cognitive achievement but also their social behaviour competence.

### **Students with high creativity have better speaking skill than the students who have low creativity.**

The finding of this research reveals that students having high creativity have better speaking skill than students having low creativity. The difference can be seen from the students' mean score of the high creativity students (73.47) which is higher than low creativity students (64.67) in their speaking skill.

Students with high creativity are indicated by having great amount of motivation, intellectual curiosity, endurance, high risk taking, strong believe of self, confident, and high capacity of emotional control. Their motivation will encourage them to find and solve the problem. They like to explore new idea and imagine it freely. Students with high creativity do not like to be limited. Usually, they like to be given the freedom to think and to express themselves by many ways without thinking about the risk. They will see the difficulty as a challenge to relief. Creative people are not afraid to do something wrong and criticized by others. They never give up and have high commitment to achieve their learning goal. It is in line with Brolin (in Craft, 2001: 6-7) that the characteristics of creative person are strong motivation, endurance, intellectual curiosity, deep commitment, independence in thought and action, strong desire for self-realisation, strong sense of self, strong self-confidence, openness to impressions from within and without, attracted to complexity and obscurity, high sensitivity, and high capacity for emotional involvement in their investigations. It is in line with Al-Oweidi (2013: 1) that the characteristics of creative people are persistence, tendency for research and investigation, self-confidence, curiosity, openness on new experience, managing mistery and complication, achievement motivation, diversity of interest, lack of sophistication, the need for support, praise and care, independency, humor, fantasy, and ability to literature appreciation. Johnson (in Al-Oweidi, 2013: 1) adds some creative characteristics may be displayed by creative people. Those are acquiring deep and basic knowledge, preferring complication, having the ability to form concepts and methods in a new way, having fluency in thinking, taking care of details, using unique solutions for problems, asking frequent questions, displaying the ability for constructive criticism like risks, preferring reading mystery novels, having a sense of humor and joke and enjoying their time when they are alone. Meanwhile, the characteristics of high creativity person stated by Gomez (2007: 6-8) are: (1) originality, this is the ability to produce unusual ideas, to solve problems in unusual ways, and to use things or situations in an unusual manner; (2) persistence, creative students are usually persistent individuals who are willing, if necessary; (3) independence, creative students are independent thinkers, who look for the unusual, the unexplored to devote long hours to a given task and to work under adverse conditions; (4) involvement and detachment, creative students soon become detached enough to see the problem in its total perspective; (5) deferment and immediacy, creative students resist the tendency to judge too soon. They do not accept the first solution, but wait to see if a better one comes along; (6) incubation; (7) verification; (8) discovers problem, until recently, most studies of creativity focused on the problem solving aspect of creative behavior; and (9) generates alternatives, one of the basic characteristics of creative thinking is finding different ways of viewing problems. In addition, Piirto (2011: 1) mentions three operationalities as a person who thinks creatively, they are: (1) use a wide range of idea creation techniques (such as brainstorming); (2) create new and worthwhile ideas (both incremental and radical concepts); and (3) elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

On the other hand, students having low creativity have their different characteristics compared with those having high creativity. They feel reluctant to come up with the new idea or concept. It is in line with Huai (2000: 4) that lack of confidence can block the creative thinking. When they deliver their idea into oral language, they speak with monotonous and ordinary concept. The students do not think beyond their mind. In speaking class, students with low creativity tend to be passive. They have difficulties to get the ideas from their teammates. Besides they are lack of idea to share, they also get the difficulties to express their idea and deliver the concept or information. In speaking class they do the activity, only fulfill the work. When they have to work in discussion, they just do it like their friends' information and most of their vocabularies are taken from the material. Asma (2006: 37-38) mentions the characteristics of low creativity, they are: (1) low creativity group was slow to learn and grasp and was dull; (2) tended to be restrained, introspective, robber, and dependable; (3) sometimes pessimistic and unduly deliberate; (4) tended to be mistrusting and doubtful; (5) tended to be involved on their own ego and interested in internal and mental life; and (6) tended to be tense, excitably setless, and impatient. Based on those theories, it can be concluded that students with low creativity afraid to go beyond their comfort feeling. Pessimistic means they afraid to make mistakes or being criticized by others. They usually think that what ever they do that will be a failure. This type of the students will think that they cannot solve the problem and do the speaking activity. That is why low creativity students are dependable, slow to learn and grasp and dull meaning, it is not easy for them to grasp and accept the information from others.

### **There is an interaction between teaching methods and students' creativity to teach speaking skill.**

Three-steps-interview is effective to enhance students' speaking skill. The interaction and the ability to grasp the meaning and the information are the skills which are emphasized in speaking activity. As stated by Kagan (in Holt, 1993: 22) three-steps-interview is a simple structure in which each person must produce and receive language. It is far better for developing language and listening skill as well as for promoting equal participation. By three-steps-interview, students lead to maximize their role. Each of them has their responsibility to produce meaningful oral language. Besides, three-steps-interview can enhance students' social behavior. It is in line with Hak, et al. (2008: 147) that three-steps-interview is a method for developing the theory by questions and interaction. When they have to work in pair or group, it is better than they have to work individually. Working in group improves their responsibility, cooperativeness, and cognitive and social competence. But, when they work individually, competition acts more than cooperation.

Three-steps-interview also fosters the students' skill to enrich their knowledge and information. Their creativity will develop when they have to combine their own idea and others. Creativity can be maximized also by establishing a class environment that accepts and reinforces new ideas. Reid and Petocz (in Gomez, 4: 2007) say that creative teaching could be said to consist of setting up a learning environment that encourages students to see the essence as well as the detail of the subject, to formulate and solve problems, to see

the connectedness and interrelations between diverse areas, to take in and react to new ideas, and to include the elements of surprise in their work.

After seeing that theory, three-steps-interview is appropriate to teach speaking skill for high creativity students. Students with high creativity tend to be fast learners. High creativity students like to face problem as their challenge. They are easy to get or grasp the problem. They also have high competence to find the solution by drawing hypothesis from others idea. High creativity students are easy to communicate their idea to others. They usually talkative, easy to adapt with others, carefree, and they concerned about other people. High creativity students are full of curiosity. They want to enrich their knowledge by asking other people about new information. They do not think that they work in competition. They just want to be active and work together or cooperatively. In line with the characteristics of high creativity, Asma (2006: 37-38) mentions four characteristics of them, the characteristics are: (1) quick to grasp the idea, fast learners, and intelligent; (2) tend to be cheerfull, active, talkative, frank, expressive, effervescent, and carefree; (3) tend to be free of jealous tendencies, adaptable, cheerfull, uncompetitive, and concerned about other people; and (4) relaxed, composed, and satisfied.

On the other hand, low creativity students tend to be pessimist. They are not brave enough to take a risk. As stated by Chanda (1989: 10) the pshycological characteristics that can decrease or blockage the creativity are: (1) lack of self-dicipline; (2) attachment; and (3) absence of commitment. It can be seen that students having low creativity usually have lack of dicipline. They usually ignore the teacher's rule and never think that they have their responsibility that should be fulfilled. They like to join certain discussion or work but they do not have a strong commitment to be serious. People having low creativity tend to have limited ideas. Their creativity on thinking is limited since they cannot relate everything around them. They are able to think about certain problem but they cannot communicate it well to others. It is in line with the statement from Sternberg (2006: 2) that low creativity persons have poorer idea, have difficulties to solve the problem, and tend to spend relatively more time in local planning.

Students with low level of creativity, on their daily activity, do not take part in activities enthusiastically. They do not have a willingnes to do something that will inspire others. On the way of thinking, they only stuck on certain thought without creation. They also do not brave enough to challenge themselves for breaking up their coriosity by sharing with others. It make them have lack of background knowledge to face a problem. Moreover, people having low creativity tend to be lack of readiness. They do not know about what they should do when they face problems such as unpredictable information and response from their partner. It is because of uncreative people have lack of openness. They seem lose their idea while processing the information. It is in line with Taylor (2013: 565) that, thus, individuals with low capacity, related to creativity, who are less able to inhibit destructing information, might process information in way that is less efficient. Related to the personality of uncreative people, it is about the obstacles in taking care the mental and physical aspects such as strict, dependence, confidence, low risk-taking, and ordinary. Students with low creativity cannot accept ideas or ways of behaving are different.

## CONCLUSION

Based on the result of the descriptive analysis, the findings of the research are: (1) Cooperative learning three-steps-interview is more effective than the direct method to teach speaking skill for the eleventh grade of SMAN 8 Kediri; (2) the students with high creativity have better speaking skill than students with low creativity to teach speaking skill for the eleventh grade of SMAN 8 Kediri; (3) there is an interaction between teaching methods and students' creativity to teach speaking skill for the eleventh grade of SMAN 8 Kediri. From the findings of the research, it can be concluded that three-steps-interview is an effective teaching method to enhance students' speaking skill for the eleventh grade of SMAN 8. The result of the research shows that cooperative learning three steps interview is more effective than the direct method to teach speaking skill. Three-steps-interview gives better result than the direct method when it is applied to teach speaking skill. In three-steps-interview students learn to work in pair and group to achieve their goal. The teaching steps of three-steps-interview encourage students' creativity and develop their thought. The students' skill to speak English will be developed well by discussing or interviewing. Students firstly build their knowledge of three-steps-interview by giving attention to the teacher example. In three-steps-interview, when the students convey the role as the interviewer, they have to ask the information from pairs. Meanwhile, when the students play the role as the interviewee, they have to give the information which is needed by the interviewer. In short, three-steps-interview not only enhance students' speaking skill but also their social behavior competence. Further, The writer hopes that other researchers will make such an improvement by trying to use this research topic with different subject of the research and different psychological point of view besides creativity. The last, the researchers should work harder to find the previous researches related to the methods, skills, and the attributive variable. In fact, there were limited references in line with this research topic. Finding more related researches will make the researchers are easy to find the relevant theories and make the research result better.

## REFERENCES

- Ahmad, Zaheer and Mahmood, Nazir. 2010. "Effects of Cooperative Learning vs. Traditional Instruction on Prospective Teachers' Learning Experience and Achievement." *Ankara University, Journal of Faculty of Educational Sciences, year: 2010, vol: 43, no: 1, 151-164.*
- Al-Oweidi, Alia. 2013. "Creative Characteristics and Its Relation to Achievement and School Type among Jordanian Students." *Creative Education 2013. Vol.4, No.1, 29-34.*
- Al-Tamimi, Nasser Omer M. And Attamimi, Rais Ahmed. 2014. "Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English." *International Journal of Linguistics, Vol. 6, No. 4, page 27-45. Retrieved on 15<sup>th</sup> of May, 2015.*

- Andi Mallombasi. "The Application of Three-steps-interview to Increase the Students' Speaking Skill." *Exposure Journal*. Vol.1, No. 2, Mei 2012. English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar.
- Ary, Donald, et.al. 2010. *Introduction to Research In education 8<sup>th</sup> Edition*. U.S.A: Wadsworth, Cengage Learning.
- Brown, H. Douglas. 2003. *Language Assesment Principles and Classroom Practices*. San Fransisco: Longman.
- Chanda, N. K.. 1989. *Perspective in Psycho-Educational Research*. New Delhi: Atlantic Publishers & Distributors.
- Castillo, Claudia Yanive Prieto. 2007. "Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies - Mejora de la producción oral de estudiantes de grado undécimo en clase de inglés, a través de estrategias de aprendizaje cooperativo." *Profile 8, 2007, Page 75-90*.
- Craft, Anna. 2001. "An analysis of research and literature on CREATIVITY IN EDUCATION. *Report prepared for the Qualifications and Curriculum Authority.*"
- Gomez, Jose G. 2007. "What do we knowabout creativity. *"The Journal of Effective Teaching, Vol. 7, No. 1, 31-43*.
- Hak, Tony, et.al. 2008. "The Three-Step Test-Interview (TSTI): An observation-based method for pretesting self-completion questionnaires." *European Survey Research Association: Survey Research Methods (2008), Vol.2 , No.3 , page 143-150*.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching Third Edition*. Cambridge: Longman
- Holt, Daniel. D. 1993. *Cooperative Learning A Response to Linguistics and Cultural Diversity*. United States of America: Center for Applied Linguistics and Delta System, Inc.
- Irene Brainnita O. 2015. *The Effectiveness of Blended Learning to Teach Writing Viewed from Students' Creativity*. thesis. Universitas Sebelas Maret Surakarta.
- Kotelnikov, Vadim. 2012. *Personal Success Creativity Blog*.

- Lersen, Diane-Freeman. 1985. *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Mart, Cagri Tugrul. 2013. "The Direct Method: A Good Start to Teach Oral Language." *International Journal of academic Research in Business and Social science*. Vol. 3, No. 11.
- Orlich, Donald C, et.al. 1998. *Teaching strategies: A Guide to Better Instruction*. Boston: Houghton Mifflin Company.
- Piirto, Jane. 2011. *Creativity for 21<sup>st</sup> Century Skills-How to Embed Creativity into the Curriculum*. Rotterdam: Sense Publisher.
- Rani Candrakirana P. 2014. *Improving Students' Speaking Skill Through Three-steps-interview Technique*. thesis. Universitas Negeri Semarang.
- Rockler, Michael J. 1988. *Innovative Teaching Strategies*. United States America: Gorsuch Scarisbrick, Publisher.
- Taylor, Marjorie. 2013. *Oxford Library of Psychology: The Oxford Handbook of the Development of Imagination*. New York: Oxford University Press.