

CONVERSATIONAL INTERACTION IN TEACHING ENGLISH CLASS USING 'THREE-STEP INTERVIEW'

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ABSTRACT

Speaking is an essential part to be practiced in the context of academic field. The success of an interaction depends on how the methods or strategies used by teacher to the students in the classroom activity. Particularly, in teaching speaking for junior high school, teacher should create an interesting topic associated with the materials that going to be delivered. However, teachers still concern to their teacher-centred learning in which it does not have an efficient interaction between teacher and student. This study aims to present the implementation of conversational interaction in 'Three-Step Interview' modified group of four in teaching speaking of recount text. This study is conducted in one class of VIII-H that consists of 37 students. There is only an experimental class without control class. This study is pre-experimental study design by applying one group pretest-posttest design. The data are obtained from two students' speaking tests (before and after the treatment) and the questionnaire. The findings of the study show that: (1) the students' speaking skill improves after they are taught by using 'Three-Step Interview', (2) based on the questionnaires, it is revealed students' opinion that they mostly agree on the implementation of 'Three-Step Interview' for teaching speaking in carrying the positive effect. Student's improvement can be viewed in terms of understanding the topic, enriching new vocabularies, increasing on the pronunciation and using an appropriate conversational interaction between two speakers. Thus, this study can be contributed to the practice of teaching speaking by applying 'Three-Step Interview' as a communicative way to help the students in improving their speaking skill.

Keywords: *conversational interaction, 'Three-step Interview', speaking skill, students' view*

INTRODUCTION

Speaking is an activity to produce conversation in oral production (Johnson and Morrow, 1981). It means that speaking needs two or more people to communicate with each other. The teacher can identify if the students are able to speak well by fostering English speaking activities. Speaking skill is taught in the classroom because speaking is the first component encouraging learners to increase interaction and communication as the social creature and making learners more productive in their process of speaking. In teaching speaking for junior high school, the teacher needs an interesting topic to make the lesson become more interesting.

Based on the preliminary observation in SMP Negeri 46 Surabaya, the writer found that the learners dealt with speaking problems. The main problem is the teacher's technique which is teacher-centered learning. The technique did not work

to solve the students' problems in speaking because the technique did not have efficient interaction. Due to that condition, the teacher should create more interesting, effective, and active teaching-learning process. The cooperative learning is the example to solve the speaking problem. Cooperative learning uses student-centered learning which focuses on the learners as the producer in producing oral communication. Cooperative learning has many techniques that could be applied in the classroom. One of those techniques is 'Three-Step Interview'.

'Three-Step Interview' (Kagan, 1993) could be used as an opening for team members to get to know each other and the concepts by giving roles to learners. This technique is used to help learners to share their thinking, ask questions, and take notes (Bannett, et. al. 2001). In this technique as Kagan (1992) noted, the students work in pairs; one stands as the interviewer and the other is the interviewee. The interviewer listens to the interviewee's comments and thoughts and paraphrases the key points and details. Then, students turn their roles and repeat the interview process. Each pair joins to another pair to form four groups afterwards. Students introduce their partners and share what the partners had to say about the topic. The purpose of this technique is to engage the students in conversation, listening and paraphrasing for the purpose of analysing new information.

Called as an innovative technique, 'Three-Step Interview' had been studied in Taiwan and Indonesia for the eighth graders. 'Three-Step Interview' has been utilised by Liang (2002). She used this technique to enhance students' speaking ability in Sunny Junior High School. Liang conducted a quasi-experimental study in this school, but she was not the achiever of the study. The result of her study did not focus on using 'Three-Step Interview' because she implemented all cooperative techniques to her school. Fitriah (2010) also used the same technique in speaking skill using descriptive text in the first semester of eighth grade of SMPN 26 Surabaya. In her study, she applied the group of three in which the students have to play roles as reporter, interviewee, and interviewer. However, the first previous study also implemented the job description through The Commitments and The Commandments. The Commitments is the activity that students will do and The Commandments is the activity that students will not do. In contrast to the previous study, theoretically, there are no rules of The Commitments and The Commandments in 'Three-Step Interview'. As stated by Bannett, et. al. (2001) that 'Three-Step Interview' works best with three students in each group but it could be modified by having four students in each group. In this study, the writer analysed the benefits of using 'Three-Step Interview' in improving students' speaking ability by using a modified group of four because there is no previous study for the modified group of four. Therefore, the study investigated whether: (1) the students improve their speaking skill using modified group of four in 'Three-Step Interview' (2) the students' views on the advantage of using modified group of four in 'Three-Step Interview' in speaking.

Conversation needs time to negotiate and create between speakers but it is usually informal ("Yeah", "Wow") and unplanned (two-second pause, separate clauses, and spontaneous laughter) (Cutting, 2002: 28). Cook (1989: 51) cited in Cutting (2002, 28) that talk has classification as a conversation, if:

- It is not mainly took by a practical task
- Any un equal power of participants is partially postponed

- The number of participants is small
- Turns are quite short
- Talk is for the participants and not for an outside audience

Conversation has several terms to analyze what the speaker assumes in the discussion. According to Yule (1996: 72), there are five terms in conversation analysis, those are:

1. Floor: the right to speak
2. Turn: having control of the floor
3. Turn-taking: change of speaker during conversation
4. Local management system: set of conventions for getting turns, keeping turns, and giving turns away
5. Transition Relevance Place (TRP): possible change in who has the turn

Cutting says that conversation analysis has two terms to develop conversational interaction (2002: 29), those are:

1. Turn-taking: it manages the speaker's cooperation in conversation. It explains about how the speakers have finished speaking and another speaker can take the conversation which is known as TRP (Transition Relevance Place) where a change of turn is possible in conversation.
2. Adjacency pairs: pairs of utterance between action and conversation. It means that adjacency pairs are automatic sequences which consist of a first part and a second part produced by different speaker (Yule, 1996: 77).

Three-Steps Interview is a cooperative learning technique that the writer adapted from Kagan's Three-Steps Interview technique. Three-Step Interview is an effective way to develop students' thinking, sharing and asking questions, and students' taking notes ability (Kagan, 1992). In addition, this technique needs students' corporation in participation, listening, teambuilding, thinking, communicating, and sharing information related to particular topics (Kagan, 1992). Three-Step Interview could be used for other purposes, such as before students read an article on a particular topic, they can use this technique to find out what each other knows and feels about the topic (Kagan, 1992:2). Kagan (1992:2) stated that Three-Step Interview has three stages of learning procedures to find out what each other knows and feels about the topic.

The learning procedures are as follows:

- Step 1: Dividing students into several groups; each group consists of four students (A, B, C and D).
- Step 2: Asking students to interview each other based on the group. Student A interview student B; student C interview student D. When they are finished, they switch roles: student B interview student A; student D interview student C. When the interview is completed, each group member takes turns telling about the person they interviewed to the other members of their group; for example, student A tell student C and D about student B.
- Step 3: Each student tells the whole class about one member of their group. For example, Student A of one group can tell what they learned from student C and D about student B.

Besides providing learning procedures of Three-Step Interview, this technique has guidance ideas to make the technique understandable to be applied in the

teaching process. This technique has some benefits in teambuilding learning process as well (Bennet & Rolheiser, 2001).

Guidance Ideas

- *Questioning*. Before students start using this technique, the teachers should help them to explore the reporters' questions types and the points of the interview they should ask.
- *Reinforcing the need to 'take time'*. Taking time to think what topic they talk about and how to answer a question during an interview.
- *Using recording sheets*. These sheets are used by the students who stand as the 'Reporter'.
- *Determining the length of time for each interview*. The teacher may have to suit the length of time for the interviews by looking at their differences in the experience of using this cooperative learning strategy.

Benefits of Three Step Interview

- Students share and apply different questioning technique;
- The students are introduced to different thinking to explore their ability to use questioning and thinking;
- The students can enrich their vocabulary and improve their pronunciation because the teacher guides the students to use the words independently;
- This technique teaches the students to produce English sentences by using appropriate vocabulary and grammar.

METHODOLOGY

The design of this research was single group experimental design which was called as one-group pretest-posttest design (Ary, et al, 2010). It is chosen to investigate the significant result of Three-Step Interview in improving the students' speaking ability. This study also used quantitative research which involved two variables. They were variable X (Independent Variable) and variable Y (Dependent Variable). Variable X was the treatment of Three-Step Interview and variable Y is the speaking skill.

The population of this study was nine classes of eighth graders in SMPN 46 Surabaya. The researcher specified the population become a sample. A sample of this study was class VIII-H of SMPN 46 Surabaya consisting of 37 students. The class was chosen because of the purposive sampling. In this way, the researcher chose a sample that was reasonable to her specific needs. In other words, the sample was chosen for specific purposes (Cohen, et, al. 2000). Those were the students in the population have the same level of speaking proficiency. Moreover, 'Three-Step Interview' technique had been implemented in this class.

The researcher used two instruments in having this research done: pre-test and post-test, and questionnaire. The researcher used subjective test in speaking test. The data were in the form of interview transcript. The test was about whether the students had unforgettable moment in their life including the time, place, series of events, and feeling to the story. Speaking test was used to determine the significant improvement of the students' speaking skill. The researcher gave pre-test to measure the students' prior speaking skill. After pre-test was done, the researcher conducted treatments in three meetings. In the treatments, the students learned English specifically speaking through 'Three-Step Interview'. To measure the students' improvement in speaking, the researcher conducted post-test.

Moreover, the researcher also used questionnaire to support the data. The questionnaire was adopted from Cunningham (2000). Cunningham made 38 items in the questionnaire but it could be modified into 10 items which have four criteria, those are strongly agreed, agree, disagree, and strongly disagree. Each criterion is in the form of numbers and the students give the check (√) in each criterion. The questionnaire was given to the students to get the information related to the students' opinions toward the advantages of 'Three-Step Interview' technique in teaching speaking recount text. Fowler (1981) cited in Fabayo (n.d.) claims that questionnaire is a list of written questions on paper used to get needed information from the subjects about their own report or wants, experiences, knowledge, likes and dislikes, values and preferences, attitudes and beliefs.

The analysis process was used in processing the result of the data. The data were analyzed by using paired-samples t-test. Paired-samples t-test was used to compare the mean score from the same group and two different occasions, those are pre-test and post-test (Pallant, 2013). The researcher also used the analysis of the students' opinions to process the data obtained with the questionnaire by calculating the questionnaire scores in the form of percentages. By doing so, the researcher expected to gain the data about the students' opinions after 'Three-Step Interview' was applied during the teaching and learning process of speaking recount texts.

DISCUSSION

The first finding was gained to answer the first question that was about the students' improvement in speaking skill using a modified group of four in 'Three-Step Interview' and the second findings was obtained to identify the students' opinions toward the advantages of 'Three step Interview'.

The writer conducted pre-test and post-test in VIII-H. The pre-test was done before the treatment and post-test were done after the treatment. The procedure to know the student's improvement in speaking skill was from comparing pre-test and post-test result. There were two outputs in paired-sample t-test to find out the improvement of speaking skill, those were deciding the significance and comparing mean values (Pallant, 2013). The first was deciding the significance which was labeled *sig. 2-tailed*. The value of *sig. 2-tailed* showed less than .05 that could be concluded there was a significant difference between two scores (Pallant, 2013). It was found in SPSS that the value of *sig. 2-tailed* was .000 which was less than .005. Thus, the students were getting improvement in their speaking skill.

The second output is comparing mean values. In the *mean* box, it can be seen that the pretest score is 57.095 (prior to the treatments) and the posttest score is 72.838 (after the treatments) (Appendix 8). It can be concluded that there is significant increase from pretest to posttest. Most journals used eta squared as an effect size statistics to be reported (Pallant, 2013). The standards of eta squared by Cohen (1998) are .01=small effect, .06=medium effect, .14=large effect. To calculate the result of eta squared this following formula was employed:

$$Etasquared = \frac{t^2}{t^2 + (N - 1)}$$

$$Etasquared = \frac{(19.17)^2}{(19.17)^2 + (37 - 1)} = \frac{367.49}{367.49 + 36} = .911$$

To sum up, the result of the improvement of eighth graders' speaking skill using modified group of four in 'Three-Step Interview' was found in pre-test ($M = 57.09$, $SD = 8.04$) to post-test ($M = 72.83$, $SD = 7.52$), $t(36) = 19.17$, $\rho < .005$ (Appendix 8) and eta squared = .911 indicates a large effect size.

Where:

- M = Means Values
- SD = Standard Deviation
- t = t-value
- ρ = Significance Correlation (Sig. 2-tailed)

The English teacher supported the results of pretest and posttest value from the researcher. The English teacher also concluded that the students of VIII-H improve their speaking skill. It was proven by the *mean* box of SPSS in which the pretest score is 57.230 (prior to the treatments) and the posttest score is 73.919 (after the treatments) (Appendix 7). The result of eta squared was obtained by using this following formula:

$$Etasquared = \frac{t^2}{t^2 + (N - 1)}$$

$$Etasquared = \frac{(21.197)^2}{(21.197)^2 + (37 - 1)} = \frac{449.31}{449.31 + 36} = .926$$

To sum up, the result of the improvement of eighth graders' speaking skill using modified group of four in 'Three-Step Interview' was found in pre-test ($M = 57.23$, $SD = 6.34$) to post-test ($M = 73.92$, $SD = 3.09$), $t(36) = 21.197$, $\rho < .005$ (Appendix 7) and eta squared = .926 indicates a large effect size. The following table showed the result of the students' result:

Table 4.1 the Students' Result

Students VIII-H	Highest Score		Lowest Score		Mean		Std. Deviation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	70	85	43	65	57	73	7	7.7
			.75		.17	38	20	9

Moreover, 'Three-Step Interview' technique had advantages for the students. While the students interviewed each other, they can share and apply the different questioning technique, understand the topic used, enrich new vocabularies, improve pronunciation, explore their ability to use questioning and thinking, use appropriate vocabularies and grammar, and they can apply the conversational interaction where it took the cooperation between the speakers (Cutting, 2002). The advantages of 'Three-Step Interview' were used to gain the data through the questionnaire. The result of the questionnaire indicated that most of the students got benefits from 'Three-Step Interview' in improving their speaking skill specifically. It means that 'Three-Step Interview' were one of the effective techniques to make the students improve their speaking.

The distribution of the questionnaire for the students was used to investigate students' views toward 'Three-Step Interview'. The result was analyzed by the researcher; it shows that most of the students agree that 'Three-Step Interview' gives them advantages to their speaking. The students gave positive responses toward the advantages of 'Three-Step Interview' for speaking skill. The criterion of '*Sangat Setuju*' obtains high percentage on three statements; 62.16% for statement 7 related to the question of vocabulary increase, 54.05% for statement 10 related to group and role-play activity. The criterion of '*Setuju*' obtains high percentages on three statements; 56.76% for statement 6 that they could think critically. The criterion of '*Tidak Setuju*' obtains high percentages; 27.03% for statement 2 that the students did not get any advantages of 'Three-Step Interview. The criterion of '*Sangat Tidak Setuju*' obtains high percentage 16.22% for statement 1 that the students thought 'Three-Step Interview' is difficult to understand. Following is the representation of students' works and the researcher's experience in class that support the questionnaire:

- (1) *Menurut saya 'Three-Step Interview' sangat mudah untuk dipahami* is the statement 1 in questionnaire. It reaches 27.03% for '*Sangat Setuju*', 35.14% for '*Setuju*', 21.62% for '*Tidak Setuju*', and 16.22% for '*Sangat Tidak Setuju*'. Most students agree that they can easily understand how 'Three-Step Interview' works. It is clarified in excerpt 1.

Excerpt 1

Researcher : (During the treatment, the researcher walks around and asked the students who apply the technique) *How do you think boys and girls about this technique?*

Group 3 : *Hmm, I like it Miss. Saya tinggal menginterview teman-teman.*

- (2) *Three-Step Interview' sangat bermanfaat bagi saya* is the statement 2 in questionnaire. It has 43.24% which is the highest score (Appendix 10) that the students agreed they got the benefits. It is showed in excerpt 2.

Excerpt 2

Researcher : (During the last treatment) *What did you get from this technique?*

Group 5 : *I. I can speak English confidently Miss, I practice to speak English*

- (3) *'Three-Step Interview' sangat menarik bagi saya* is the statement 3 with 48.65% as the highest score in questionnaire. Most students agree that the technique is interesting. The researcher found that the students are enthusiastic during the treatments and the students who were sleepy reduced. It is explained in excerpt 3.

Excerpt 3

Researcher : *Do you like it? The technique that I ask to you.*

Group 1 : *We like it Miss because we never asked to do it.*

Researcher: *Is it interesting for you?*

Group 1 : *Yes Miss*

- (4) *Saya bias berkomunikasi dengan teknik tanya-jawab yang berbeda* is the statement 4 and it reaches the percentage of 40.54%; it means that the students agree that the technique provides an interesting communication. The students are

able to make interrogative sentences by using 5W+H and yes/no question. Followings are the students' works when they interviewed their friends.

• Student's work:

Student 34 : *Who are the person that join in your birthday?* (5W+H question)

Student 13 : *Did you still often remember it?* (Yes/No question)

Student 2 : *Was your mother angry?* (Yes/No question)

(5) *Saya bias menerapkan teknik tanya-jawab yang berbedais* the statement 5 and it reaches the percentage of 43.24% as the representation of the students' agreement. It could be seen from the students' work before and after the researcher implemented the technique. The students could not make interrogative sentences, they were still confused how to make interrogative sentence well before the researcher gave the treatment.

(6) *Saya bias mengeksplorasi kemampuan saya dalam berfikir dan menggunakan pertanyaanis* the statement 6 that has 56.76% of agreement. The students could think critically when they interviewed each other. In the first treatment, the researcher gave the examples of how to make simple interrogative sentences. Then, the students imitated the examples and they made other questions as their creation of making interrogative sentences.

(7) *Kosa kata saya semakin banyakis* the statement 7 with 62.16% of percentage. It indicates that the students strongly agree. This technique asked the students to communicate or interview each other. Thus, they can get information related to their vocabulary. It effects to their result or improvement in post-test. Student 21's posttest result is one of the proofs of the improvements. The researcher chose student 21 as the representation because he is in the lowest level of speaking skill during pre-test, but he tried harder to learn speaking.

(8) *Pelafalan kosa kata saya lebih baikis* the statement 8. It obtains the percentage of 37.84% indicating that the students agreed with the statement. During the treatments, the researcher taught and guided the students to pronounce well. It could be seen in student 21's posttest result.

(9) *Saya bias membuat kalimat dengan kosa kata dan tata Bahasa yang sesuaiis* the statement 9 obtaining the percentage of 40.54% of the students agreed with the statement. It also is illustrated in student 21's posttest result.

• Student 21's Post-test Result

Interviewer : Ok: What is your name?

Respondent : My name is Student 21

Interviewer : How are you today?

Respondent : I'm fine, thank you.

Interviewer : Are you ready for the test?

Respondent : Yes, I'm ready Miss.

Interviewer : Ok. Let's start the test!

Did you have: unforgettable moment in your life?

Respondent : Yes, I did.

- Interviewer : What was it about?
 Respondent : It was about: holiday. I went to Pandaan in Malang.
 Interviewer : When did you have that moment?
 Respondent : It happened two months ago.
 Interviewer : What did it happen? Could you tell me?
 Respondent : My family and I ate \‘at\ noodles together in the food court. First, I watched Dolphin Shows. Next, I looked around to know the kinds \‘kinds\of animals. Then, we took\‘tuk\ Dhuhur. After we finished pray \‘pra\, I played many playgrounds \‘pla-‘graund\ in 15:00. After that, we took Ashr. Next, we went home. When the Maghribcame \‘kam\, we stopped at Klenteng Mosque to pray. We arrived home in 19:00. The next day, I went to Plaza Marina for swimming with my family. Unfortunately, my brother cried because he did not want to swim. He scared to swim.
- Researcher : How was your feeling?
 Respondent : In the end, I felt \‘felt\ happy and sad.

On the post-test above, the result indicates that the student obtain some advantages of “Three-Step Interview”, i.e. the students gain more vocabularies than previous (statement 7), the student can pronounce the words well (statement 8), and the student can use the correct grammar (past tense and time connector) in simple sentences (statement 9). The vocabularies that the student knew after the implementation of “Three-Step Interview” are:

- Go → went
- Eat → ate
- Looked around →berkeliling
- The kinds →macam-macam/jenis-jenis
- Take → took
- Pray →shalat
- Come → came
- Arrived →sampai
- Unfortunately →sayangnya
- Cry → cried
- Scare → scared →takut
- Feel → felt

The time connectors that the student knew after the implementation of “Three-Step Interview” are:

- First
- Next
- After that
- In the end

The student used simple pattern in each sentence, the pattern is as follows: **Subject + V2 + Object**

(10) ‘*Three-Step Interview*’ mengajarkan saya bagaimana bekerja dalam berkelompokis the statement 10 that reaches 54.05% of students who strongly agree. It is because the students were given the play role how to cooperate with

their group. 'Three-Step Interview' has some rules to practice. The activity should be adjusted in order to maintain the time for practicing; not too long and not too short. It is related to the guidance ideas of 'Three-Step Interview' that the researcher should do.

The researcher tried to find out the answer of the first research question related to the students' speaking skill improvement after being taught by using 'Three-Step Interview'. In the finding of the answer, the researcher conducted treatment in three meetings by using cooperative learning through 'Three-Step Interview' as a technique to learn English.

Johnson and Johnson (1986) noted that there are some strengths of cooperative learning; those are a strong responsibility for individual's share of the group's work through role task and systematic turning of the given role, various ability of each member of the group, sharing of guidance roles, and arranging of the procedures and time for the processing. It was supported by Kagan (1992) who stated that Three Step Interview is an effective way to develop students' thinking, sharing and asking questions, and their taking notes skill. In addition, this technique requires students' corporation in participation, listening, team-building, thinking, communication, and information sharing about particular topic (Kagan, 1992). Based on those explanations, it can be concluded that cooperative learning is the communicative approach that needs action to identify the students' improvement (Brown, 1994; Kagan, 1993).

Liang (2002), from Taiwan, has implemented "Three-Step Interview". In her study, the students improved their speaking skill by using cooperative learning. However, she implemented all techniques of cooperative learning in her class. The result of her study was not focusing on "Three-Step Interview"; it means that the result could not be seen as a standard to identify the advantages of "Three- Step Interview". Fitriah (2010) also implemented "Three-Step Interview" on her study. In her study, the students also improved their speaking skill. Fitriah implemented "Three-Step Interview" by using three students in each group. Thus, in this study, the researcher intended to find out the benefits of "Tree-Step Interview" by using modified group of four as Bennett, et, al. (2001) exclaimed that 'Three-Step Interview' works best with three students in each group, but it could be modified four students in each group.

The data were obtained from the questionnaire that was administered in the last meeting. It shows that the students considered English as the difficult subject to learn before they got 'Three-Step Interview' and they felt unconfident with their speaking skill. It was due to the prior conventional technique used. After they got 'Three-Step Interview', most of the students considered that learning English is fun because they worked in a group. The questionnaire was used to know the students' views toward 'Three-Step Interview' as a technique in the teaching speaking ability. The questionnaire was adopted from Cunningham (2000) that contains the items related to how the students feel about 'Three-Step Interview' and how 'Three-Step Interview' can help students to deal with their speaking problem. Cunningham (2000) made 38 items in the questionnaire, but it could be modified into 10 items only. The questionnaire has four criteria; those are strongly agreed, agree, disagree, and strongly disagree. 'Three-Step Interview' is useful and helpful to improve students' speaking skill, i.e. the students can share thinking, ask questions and take notes (Bennett, et, al. 2001). Bennett, et, al. (2001) stated that 'Three-Step

Interview' has advantages for the students' speaking skill; for instances, the students can enrich their vocabulary, improve their pronunciation, and produce English sentences using appropriate vocabulary and grammar.

CONCLUSION

Based on the finding and data analysis, this study gains some conclusions that related to the questions. The conclusions are gained that the students' speaking skill shows improvement after they are taught by using "Three-Step Interview". It can be seen that the students can share and apply the different questioning technique, understand the topic used, enrich new vocabularies, improve pronunciation, explore their ability to use questioning and thinking, use appropriate vocabularies and grammar, and they can apply the conversational interaction where it took the cooperation between the speakers (Cutting, 2002) which is require floor, turn, turn-taking, local management system, and Transition Relevance Place (TRP) (Yule, 1996). From the questionnaire, it is revealed students' opinions that they mostly agree the implementation of "Three-Step Interview" for teaching speaking brings the positive effects.

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