ENHANCING STUDENTS' SPEAKING SKILL
THROUGH THREE-STEP INTERVIEW

THESIS

Submitted by

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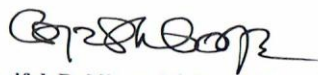
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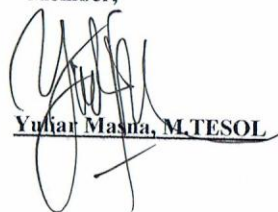Member,   Member,
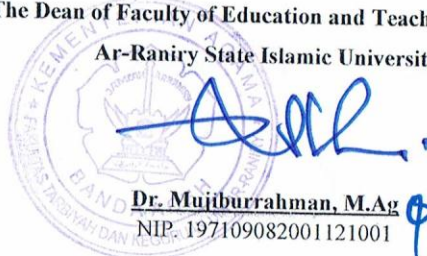
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Finally, this thesis is still far from being perfect. However I hope it is can useful for the development in teaching and learning speaking.

Banda Aceh, January 8th 2017

Sarah Maghfirah

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SURAT PERNYATAAN

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 18 Januari 2018,

Saya yang membuat surat pernyataan,

Sarah Maghfirah

Abstract

The aim of this study is to enhance students' speaking ability through Three Step Interview technique and also to find out students' responses toward the use of this technique in English speaking classroom. The design of this study is Pre-experimental design, the population of this study is students of MAN 2 Aceh Besar which consists of 195 students. The sample are 20 students of class X A1 in the first grade. They wre chosen by using purposive sampling. The data in this study were collected though test and questionnaire. The writer used statistical and percentage formula to analyze the data. The result of the study indicates that the mean score of students is 62 in pre-test and 67 in post-test. It means that the students' ability in English speaking skill is improved. Moreover, the data from questionnaire show almost all of students give positive responses toward the Three-step Interview technique. It is indicated on the percentage of the questionnaire answers in which the percentage of positive response is higher than the negative response. In brief, Three-step Interview can improve the English speaking skill of students.

Key words: Speaking Ability, Three-Step Interview Technique

CHAPTER I

INTRODUCTION

A.   Background of Study

In language learning especially English, we will never be separated with the word "speaking". Speaking skill means the ability in expressing the feeling in order to make a good communication orally with the others in the communities. Speaking becomes important in the world because everybody uses it to communicate each other.

In line with the statement above, Brown (2000, p. 255) also stated that, speaking is one of the important skills that must be learned by students in English language learning. Speaking English is not a simple thing because it is not only about organizing ideas to make the audience understand the information provided but also about creating correct English sentence structure. The students who are competent in speaking English are usually able to easily share their ideas and opinions to listeners.

Besides all of the importance, speaking skill also has some difficulties. According to Ur (1996, p. 117), there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low or uneven participation and mother tongue. In addition, Citraningsih (2014) also stated that there are some difficulties in students' speaking skill such as, students often faltered when saying things in foreign language in the classroom and also some student lack of motivation to practice English in daily conversation, and sometimes they have no idea to express

themselves in speaking. That is why the appropriate technique in delivering the lesson in the classroom should be considered in order to be able to cover all of the problems above.

Teacher should be able to use the appropriate method in teaching speaking to make the learning process being successful. The way which can be used by the teacher to develop students' speaking ability are by giving the students a lot of opportunities to practice the language and by preparing a good strategy to make speaking class enjoyable.

Indeed, in senior high school curriculum, speaking is one of the materials that should be mastered by students. The purpose of teaching English language in senior high school curriculum is to make students use the target language. On the contrary, most senior high school students especially in Aceh province faced some difficulties to speak English well. This case also happened toward students of MAN 2 Aceh Besar. Basically, most students of MAN 2 Aceh Besar get good score in English subject on their rapport. Unfortunately, those students are unable to practice their English with their classmates, even with their English teacher. If this problem is always neglected, students will never practice their speaking in their daily activity.

Three-Step Interview maybe an alternative way to enhance students' speaking skill. Three-Step Interview is a technique that has purpose to generate opportunities for the students to become more active in learning, in the class activities, or in their environment (Citraningsih, 2014). Saifuddin, in her thesis (2013) stated that, Three-Step Interview technique was the way to gather and share about a particular topic.

There are some related researches that attempt to improve students' ability in speaking, such as; Fahimah Saifuddin (2013) in her thesis, "*Improving Students' Speaking Ability through Three-Step Interview Technique"*, she found that Three Steps Interview improved students speaking ability. It can be seen through students' pronunciation, grammar, vocabulary, fluency and content.

Another research related to this study is the research entitled *"Three Step Interview to Improve Students' Speaking Ability in Islamic Higher Education of Bakti Negara Tegal"* in 2015 conducted by Pindha Kaptiningrum, M.Pd. The result of her study show that three step interview was helpful and effective to teach speaking materials. Besides, the students have been motivated to speak English fluently.

In short, referring to the previous research, the writer wants to apply the Three-Step Interview in this research. It is hoped this method will work and help students in learning English speaking skill.

B.   Research Questions

This research attempts to answer the following questions:

1. Does Three-Step Interview enhance students' speaking skill?

2. What are the students' responses of using Three-Step Interview in English speaking skill?

C.   Research Objectives

In line with research questions, the aims of this research are:

1. To find out whether Three-Step Interview enhance students' speaking skill.

2. To find out the students' responses of using Three-Step Interview in English speaking skill.

D.   Significant of Study

This study has a theoretical and practice significant.

1. Theoretical significant

    This research finding is expected to support the existing theories of the working knowledge and principles of English language teaching, particularly to the achievement of the students in learning speaking especially by using Three-Step Interview technique.

2. Practical significant

    This study explores "Three-Step Interview" as it is considered effective to improve the teaching and learning process in speaking class. Thus, the information in this study provide insight for the teacher about the implementation of Three-Step Interview and it influence on student's improvement in speaking English.

E.   Terminology

1. Speaking skill

Speaking is an activity that involving two or more people. In speaking there are also the speaker and listeners which is speaker should deliver his or her speech clearly to the listeners in order to make listeners understand what speaker have said. In addition, Brown (1994) and Burns & Joyce (1997) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking skill which the writer means in this research is the capability of students to practice their speaking by using English language when the writer applies the treatment.

2. Three-Step Interview

According to Kagan (1990), Three- Step Interview is one of the technique in teaching speaking to create the student's opportunity in improving communication skill. In this research, Three Steps Interview is expected to make students understand clearly about the learning process and they can give their responsibility for the learning process. Thus, in doing this research the writer makes a topic and then it will be discussed in the classroom by applying Three-Step Interview technique.

CHAPTER II

LITERATURE REVIEW

A.   **Speaking**

1.   **Definition of Speaking**

There are a lot of definitions of speaking itself. Experts give the difference definitions or arguments regarding to the definition of speaking. Ur (1991) defined speaking as the most important skill of all of four skills (speaking, reading, writing and listening) in English language learning. In addition,Littlewoods (1981, p. 3) stated that, "when we speak, we are constantly estimating the hearer's knowledge and assumption, in order to select language that will be interpreted in accordance with our intended meaning". Bailey and Nunan (2005, p. 52), stated that, "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information". Speaking is the language use to communicate or the interaction which include two or more people. In speaking, the speaker should think and plan what to say and how to say it. Planned what to say is important in speaking to make the listeners understand what the speaker says. That is why as a speaker we should speak with a good rule to have a good communication with others.

Furthermore, Thoburn (1987, p. 18), elaborates some rules to follow if someone wants to be a good speaker such as:

- Plan what you will say

- Practice giving your speech aloud. You may say it in front of a mirror or for a friend.

- Look at your listeners as you talk. Do not stare out the window or gaze at the floor.

- Speak in a loud, clear voice. Make sure people can hear everything you say.

- Talk slowly and say words carefully. Do not mumble your words.

- Speaks with feeling. Make your voice go up when asking a question. Talk extra loud when making a strong point. Do not sound bored or tired.

- Sometimes use your hand while talking. Point your finger or wave your hand when speaking about a special idea.

Regarding to the explanation of speaking above, the writer assumes that the definition given by Bailey and Nunan (2005) is quite appropriate with this research because speaking is defined as a tool to produce and share all of the information through interaction among people.

2. Types of Classroom Speaking Performance

When someone speaks with the others, it is no doubt that there will be different styles and ways between each people. Basically, Brown (2004, p. 141) clarified that, there are five basic types of speaking such as:

a. Imitative

   Imitative is the ability to simply imitate a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included criteria performance.

b. Intensive

   The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive

   Interaction and test comprehension but the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments.

d. Extensive

   Extensive oral production includes speeches, oral presentations, and storytelling. In this stage, the students should be able to produce their own language with their own idea.

Either every single person has their own style on speaking or students in leaning speaking. That sure they have those styles naturally. Each types of speaking have a big role in speaking, because it is very influence to the speaker to convey the information. So, the relationship between speaker and listener can be formed.

3.   The Component Skill In Speaking

Speaking English fluently and eloquently is the desire of everyone especially students. Nevertheless, there are many people still have difficulty when learning English to facilitate his speaking ability. So, before going too far and facing more difficulties, we must first know what components of the speaking itself so that the learning stages become easier. Wipf (1982, p. 27) stated that, there are five components of language that influence speaking ability such as:

a.   Pronunciation

Pronunciation is one of important part to be a successful spoken in communication, because if the pronunciation is not good enough, the listeners will be difficult to understand of what speaker says.

b.   Grammar

Grammar is the ordering of words which are arranged into sentences to give meaning.

c. Vocabulary

Vocabulary is one of the language aspects which is very crucial in any language learning including speaking. Therefore, to be able to communicate as clearly as possible in a target language, the students have to master a lot of vocabulary. In sum, vocabulary is a total number of words that make up the language.

d. Fluency

One of the main factors in speaking ability in order to make the ideas or message of speaking understood by listeners, someone must speak fluently.

e. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Moreover, comprehension can also mean the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

Every single person who wants to be a good speaker or mastering speaking well should notice to the components of speaking in order to speak English fluently and accurately. Besides, speaking will not be completed and run smoothly if one of those components does not exist.

4.   Problems with Speaking

Speaking is not a simple thing. It is because there are a lot of problems that appear when we speak. Ur (1991, p.121) in her book stated that there are four problems with speaking activities, such as:

- Inhibition.

    Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful or criticism or losing face, or simply shy of the attention that their speech attracts.

- Nothing to say.

    Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

- Low or uneven participation.

    Only one participant can talk at that time if he or she is to be heard; and in a large group this mean that each one will have only very talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- Mother-tongue use.

  In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones.

There are a lot of problems in English speaking especially for students. Those problems are always inside speaking itself and often happens when we communicate each other. So, to solve those problems a good learning technique is expected.

B.   Teaching speaking

Considering speaking is an important skill in English learning, deservedly teacher should be aware with the various appropriate ways in teaching. It is because teaching speaking is a very important part of second language learning.

Kayi (2006) stated that "speaking is a crucial part of second language learning and teaching" (n.d). Teaching is the process of transforming knowledge from teacher to students and also teacher should make students understand the materials. As stated by Brown (2000, p. 7) in Nurul Islami thesis, "teaching is showing or helping someone to earn how to do something, giving instructions, guiding in the study of

something, proving with the knowledge, causing to know or understand". So teaching speaking is the process of teaching students the foreign language to make the students can understand and they can speak in that language, in this situation the teacher should be actively make the students understand about the target language in order to make all of the learning process can running well.

Moreover,Kayi (2006, n.d) stated that, teaching speaking means to teach ESL learners to:

- Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper socoal setting, audience, situation and subject matter.

- Organize their thought in a meaningful and logical sequence.

- Use language as a means of expressing values and judgements.

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Besides, Kayi (2006) also stated that "Teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently" (n.d).

From the explanation above, the writer concluded that teaching speaking has a very important side in English language learning because in teaching speaking

teacher should make the learners or students active when the learning process. It is necessary in order to make the learning process running well. In addition, teaching speaking also provide experience for the learners how to speak the foreign language clearly so it can be understood by others.

C. Three-step interview

1. Definition of Three-Step Interview

As one of the technique in teaching English, definitely we should know the definition of Three-step Interview itself. According to Kagan (1990, p. 14) Three-step Interview is the technique in language teaching which the concept of this technique is students work in groups, interview the other (in pairs) then share the information from the interview. So, in this activity students learn from the interview.

In addition, Professional Learning Board (n. d) stated that, "The three-step interview learning strategy incorporates a blend of role-playing and discussion to facilitate student learning". The cooperative learning technique facilitates the development of skills such as active listening, note-taking and sharing information. The strategy comprises of Q&A sessions and interviews, enhancing student interest and engagement, and in turn making learning more fun and enjoyable in the classroom. Three step interview includes: (1) students are in pair; (2) students reverse.

2.   The procedures of Three-step Interview

There are some procedures in Three-step interview, such as students are grouped into small groups of three. Each member in the group assumes the role of *interviewer, interviewee and reporter/note-taker;* and each student should get an opportunity to play each role. To explain the process, each student will be named as A, B and C. It is in the line with Kagan (2001, p. 54), which stated that, "students work first in pairs to interview each other and then do a RoundRobin, each sharing what he or she learned in the interview".

The interviewing process is conducted in three steps:

Steps	Interviewer	Interviewee	Reporter
Step 1	Student A	Student B	Student C
Step 2	Student C	Student A	Student B
Step 3	Student B	Student C	Student A

After the three-step interview process is completed, the students are given extra time to share and consolidate the information. Some points that are to be considered for this process include:

- **Purpose of the activity**

  The three-step interview can be used as an entrance activity to introduce the topic and to activate past knowledge; an in-between activity to encourage students to analyze and understand the topic in depth; and an exit task to review the information taught in the class. (Professional learning board, n. d).

- **Questions**

  Teachers can provide a general topic statement or question around which the individual student's questions are to be formed. This general statement can be framed to reflect the purpose of the activity. (Professional learning board, n. d).

- **Interviewing**

  Students need to be familiarized with the method of interviewing. Using video clips, teachers can point out these various facets of an interview including the importance of "taking time" to think before answering a question. They can also be given the freedom to choose whether or not to answer a particular question as in real interviews. (Professional learning board, n. d).

- **Timing**

  Teachers need to plan for three key time durations. One, after presenting the general topic, students can be given around 2-3 minutes to prepare their thoughts and questions. Two, interviewing

time can be a fixed time of 3-4 minutes, after which an extra minute is given to prepare for the next role. Three, after the interviews are conducted 2 minutes can be provided for the students to share and consolidate the information. (Professional learning board, n. d).

▪ **Recording**

Teachers can create a template of a recording sheet and hand them out to the students. The same sheet can be used to record questions and answers from all three students. It can also include a space for noting down the consolidated and summarized information. (Professional learning board, n. d)

Furthermore, each parts of the Three Steps Interview procedures are making students more interested in learning English speaking because it makes them actively participate in classroom.

3. The Advantages and Disadvantages of Three Step Interview

There are several advantages and disadvantages of each learning models, including Three Steps Interview. Saifuddin (2013) stated there are several advantages of using Three Steps Interview in speaking classroom, such as the students could identify, understand and share the learning materials with their friends. It shows that three steps interview can bring positive effects for students. On the other hand, the Three-Steps Interview technique also has some

disadvantages, such as students face a little bit problem in understanding the meaning of their friends' statement when the interview process. It may make students difficult in writing the results of the interview.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses and presents research methodology used in this study, including research design, population and sample, technique of data collection, and data analysis.

A. Research Design

There were many kinds of research design used to conduct a research. In this research, the writer used experimental research. According to Best (2010, p. 68), experimental research divided into three forms such as true-experimental, quasi-experimental and pre-experimental design. In this research the writer selected pre-experimental design to gain the data. Pre-experimental design is the one group, pretest-posttest design without a control group (Best, 1981). Moreover, Salkind (2011) stated that, there is only control group in pre experimental research, pre and post-test designed into one group. The writer selected experimental research because it is most appropriate to measure the speaking ability from the object of research.

In this research, the writer conducted experimental teaching for 5 different times which include treatment and tests to gain the data. The tests are given by the writer in the first meeting (pre-test) and the last meeting (post-test), while the treatments are given in the second until fourth meeting. Moreover, the writer also

delivered questionnaire in the last meeting to know students' responses toward the technique used.

B.   Population and Sample

1.   Population

Arikunto (1993, p. 102-104) stated that, "population is the entire course who is going to be observed in research." Briefly, population means the whole subject of research. The population of this research is all the students of MAN 2 Aceh Besar, which consists of 195 students.

2.   Sample

Sample means a part of population. It is in the line with Best (1981, p. 8) who said, "Sample is a small proportion of a population selected for observation and analysis." So, the sample of this research is the first year student of MAN 2 Aceh Besar who are in class X-A1 which consists of 20 students. The sample was collected by using purposive sampling technique. Purposive sampling is the purposeful or intentional sampling; it means the researcher determined her own samples taken because of certain considerations. It is in the line with Teddlie and Yu (2007, p. 80) who said that, "Purposive sampling techniques have also been referred to as nonprobability sampling or purposeful sampling or qualitative sampling." The writer used purposive sampling in choosing the sample because the sample chosen is corresponding with the criteria in this study.

C.   Technique of data collection

1.   Test

The data collection technique in this research is test. As stated by Arifin (2012) test is a way to know the criteria answered by respondents. Test is used to find out whether three steps interview enhance students' speaking skill. The kinds of test applied by the writer in this research was pre-test and post-test. Pre-test is given to the students in the first meeting while post-test is delivered in the last meeting after the treatment. The writer applied the both test to measure the improvement made by students' speaking skill before and after applying the Three-Step Interview technique.

In assessing the students' speaking test, the students' speaking scores were assessed by using speaking rubric that adopted from Brown (2003)

Table 3.1:Speaking Rubric Proposed by Brown (2003)

Aspect	Students' Action	Score
Fluency	The speaking is natural, smooth as a native speaker.	80-100
	The speaking is occasionally hesitant.	60-79
	The speaking is very slow.	50-59
	The speaking is stuck and producing non-contextual words.	0-49
Pronunciation	Native pronunciation, with no trace of foreign accent.	80-100
	Not foreign accent and occasional mispronunciations but do not interfere the	60-79
		50-59

| | understanding. | |
| | Foreign accent required concentrated listening, and mispronunciation, lead to occasional misunderstanding. Frequent errors and very hard to understand. | 0-49 |

The rubric is used for measuring the capability of students' speaking skill, particularly their fluency and pronunciation in pre-test and post-test.

In addition, the writer made the rate of students' speaking ability that grouped into five categories, they are:

Score	Standard
86-100	Excellent
71-85	Very Good
61-70	Good
50-60	Fair
0-49	Poor

2. Questionnaire

Questionnaire is the way in collecting the data which is efficient if the researcher knows what was required and how to measure the enthused variable clearly (Silalahi, 2009). In this research, the writer distributed the questionnaire to the students in order to gain the data about their responses toward three-step interview technique after they were examined by the test.

D. **Data Analysis**

1. Test

After all of the data were collected from respondents, the data from pre-test and post-test were analyzed. In analyzing the data from pre-test and post-test, the writer used the statistical formula below:

$$MI = \frac{\sum fixi}{\sum fi}$$

Where:

fi : refers to frequency

xi : refers to the middle score interval class

fixi : the amount of multiplication between the frequencies and the middle
       scores of interval class

The use of this formula was intended to calculate the mean score of the test (pre-test and post-test). Besides, it is also to find out whether Three-Step Interview enhance students' speaking skill.

2. Questionnaire

The result of data from questionnaire is also analyzed statically by counting the percentage of students' answers in each item of the questionnaire.

So, to analyze the percentage of the answer chosen by participants, the writer used the statistical formula below:

$$P = \frac{f}{n} \; x \; 100\%$$

Explanation:

P   : percentage

F   : frequency

N   : number of respondents

100%   : constant of value (Sudjana, 2008)

The use of the formula was to know how students' responses in learning speaking by using Three-Step Interview technique.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discussed the explanation of each activity of the writer during the research, the analysis of test, including pre-test, post-test, and the analyzing of questionnaire.

A. Experimental Teaching

Before explaining about the analysis of test result, the writer has performed the research using experimental teaching to know students' ability in speaking. Experimental teaching was conducted in five meetings. The time allocation for each meeting was 40 minutes. In experimental teaching, Three Step Interview was applied as a teaching technique. The description of the experimental teaching will be explained below:

1. The first meeting (6th December 2017)

    At the first meeting, the writer introduced herself and explained about the research, and after that, checked the students' attendance list by calling the students' name. While calling the students' name, the writer asked students to introduce themselves and asked about their difficulties in speaking. Then, writer gave some motivation for students to be a better learner before giving the pre-test. In pre-test, the writer prepared some topics and then the students selected the topic randomly. After selecting the topic, the students described about it orally.   The topic is about descriptive text, included their friends,

family, favorite color and about the hobby. This was done to know the students' ability before having the treatment. After pre-test, the writer explained about the students' performance and told the students what should they do in describing something.

2. The Second Meeting (7th December 2017)

At the second meeting, the writer started the class like usual. In this meeting, the writer begun the learning process by asking the students about the previous meeting, whether they still remember or not about the teachers' explanation regarding to their performance. After that, the writer gave the material for students about descriptive text and the writer introduced the new technique to be learned by the students. And then, the writer divided students into some groups. Each group consist of 3 students namely A B C and the writer asked the students to interview their group, A interview B, and C as the note taker/reporter. After that, the writer asked the students to reverse the role as interviewer, interviewee and note taker/reporter with the same rule in interview process. At the end the writer asked the students to share what they have learned during the interview process. Because of the limited time, the activity was continued in the next meeting.

3. The third meeting (8th December 2017)

At the third meeting, the writer started the class like usual. So, firstly in this meeting, the writer asked to the students toward their learning in the second meeting, weather they still remember or not. So in this meeting, the writer

continued the learning process in previous meeting, each student need to describe the picture to their friends. This description was based on personal opinion and their friends answer in interview. At the end of learning, the writer opened the question and answer session or asked the students' difficulty during the learning process.

4.   The fourth meeting (9th December 2017)

In this meeting, the writer started the class like usual and checking the attendance list. After that the writer asked students to sit in their group and then each students interviewed their group member about the conclusion and their feeling of the previous learning also the technique used in learning. Besides, the writer also told the students about the post-test which will be tested next day.

5.   The fifth meeting (11th December 2017)

It is the last meeting. In this meeting, the writer gave post-test to the students. In administering the post-test, the writer asked students to choose one of the picture and then they explained about the picture orally. After that, the writer distributed questionnaire for students to find out their responses during teaching and learning process by using Three Step Interview technique.

B.   The analysis of Test (Pre-test and Post-test)

In this research, the writer used statistical formula in assessing the data in experimental class. The kind of the data are Pre-test and Post-test. As mentioned before, the writer used Three Step Interview technique to teach students in

experimental class. After giving students the treatment using this technique, the students was given the test.

The aim of the test is to measure the students' speaking ability before and after implementing Three Step Interview. The following result of the test are:

Table 4.1:Pre-test and Post-test Scores of Students in Class XI-A1

No	Initial Name	Pre-test	Post-test
1	S1	60	75
2	S2	70	80
3	S3	50	60
4	S4	60	70
5	S5	45	55
6	S6	50	65
7	S7	50	60
8	S8	55	70
9	S9	60	70
10	S10	70	75
11	S11	75	80
12	S12	60	70
13	S13	70	80
14	S14	55	60
15	S15	55	60
16	S16	70	70
17	S17	60	55
18	S18	55	50
19	S19	75	60
20	S20	50	55

Total scores	1195	1320

Firstly, the writer arranged the pre-test data starting from the lowest to the highest score as started below:

45	50	50	50	50
55	55	55	55	60
60	60	60	60	70
70	70	70	75	75

Next, the writer arranged the post-test data starting from the lowest to the highest score as started below:

50	55	55	55	60
60	60	60	60	65
70	70	70	70	70
75	75	80	80	80

a. Determining the range (R) in pre-test and post-test

The highest score in pre-test was 75 and the lowest score was 45. So:

$$R = H-L$$
$$= 75-45$$
$$= 30$$

The higher score in post-test was 80 and the lowest score was 50. So:

$$R = H-L$$
$$= 80-50 = 30$$

b. The interval class was identified by using the formula:

$$I = 1 + (3.3) \log n \qquad (n = \text{number of students})$$
$$= 1 + (3.3) \log 20$$
$$= 1 + (3.3)(1.30)$$
$$= 1 + 4.29$$
$$= 5.29 \rightarrow 5$$

c. The range of interval class $(P) = \frac{R}{I}$

The range of interval class (p) in Pre-test:

$P = \frac{R}{I}$ $P = \frac{30}{5} = 6$

The range of interval class (p) in Post-test:

$P = \frac{R}{I}$ $P = \frac{30}{5} = 6$

d. From those result, the table of Frequency Distribution can be seen below:

Table 4.2: the table of frequency distribution of Pre-test

Score	Frequency (fi)	Median(xi)	fi.xi
5-49	1	47	47
0-54	4	52	208
5-59	4	57	228
0-64	5	62	310
5-69	0	67	0
0-74	4	72	288
5-80	2	77	154
Σ	20	434	1235

Table 4.3: the table of frequency distribution of Post-test

Score	Frequency (fi)	Median(xi)	fi.xi
50-54	1	52	52
55-59	3	57	171
60-64	5	62	310
65-69	1	67	67
70-74	5	72	360
75-80	5	77	385
Σ	20	387	1345

Where:

fi : refers to frequency

xi : refers to the middle score interval class

fixi : the amount of multiplication between the frequencies and the middle scores of interval class

e. Based on the frequency distribution table above, the writer determines the mean score of Pre-test and Post-test by using the following formula:

Mean score of Pre-test:

$$MI = \frac{\sum fixi}{\sum fi}$$

$$MI = \frac{\sum 1235}{\sum 20}$$

$$MI = 61.75 \rightarrow 62$$

Post-test:

$$MI = \frac{\sum fixi}{\sum fi}$$

$$MI = \frac{\sum \mathbf{1345}}{\sum 20}$$

$$MI = 67.25 \rightarrow 67$$

After analyzing the data, the result showed that there is the different mean score between Pre-test and Post-test. The mean score of pre-test was 62 while the mean score of post-test was 67. It explained that students who were taught by using Three-step Interview technique have increased 5 points (67-62 = 5) for the mean score. Moreover, the writer categorized the score into standards of MAN 2 Aceh Besar has follows:

Table 4.4: Scores Standardization

Score	Standard
86-100	Excellent
71-85	Very Good
61-70	Good
50-60	Fair
0-49	Poor

Based on the standardization above, the writer categorized the score of students in class X-A1 as follows:

Table 4.5: frequency of Pre-test and Post-test

Standard	Number of Students	
	Pre-Test	**Post-Test**
Excellent	0	0
Very Good	2	5
Good	4	6
Fair	9	9
Poor	5	0

The differences between the score before and after giving the treatment were showed in the table 4.1. The result of pre-test showed that 5 students got poor, 9 students got fair, 4 students got good, 2 students got very good no one of students got excellent. On the other hand, the result of post-test showed that, there are 5 students

who got very good, 6 students got good, 9 students got fair and no students got excellent. Those test indicated that after getting treatment, students' speaking ability was improved. It can be seen from the mean score of students' pre-test and posttest. In pre-test the mean score of students was 62 while in posttest the score was 67. Although the improvement of those score was not too high but the students' improvement of speaking ability before and after applying Three Step interview was increased. So it can be concluded that Three Step Interview is an effective technique in teaching speaking.

C. The Analysis of Questionnaire

As described in the previous chapter, questionnaire was one of the techniques to collect the data in this research. The writer distributed the questionnaire to know the students' responses of using three step interview in speaking. The questionnaire consists of 10 questions with the types of answer consisting of strongly agree, agree, disagree and strongly disagree. The formula used was:

$$P = \frac{f}{n} \text{ x } 100\%$$

In which:

P   = percentage

f   = frequency

n   = number of students

100%   = constant value

Furthermore, the result of questionnaire was calculated in the tabulation which way processed by changing the questionnaire to the percentage. The questionnaire was given to 20 students in class X-A1 in order to gain the necessary data in this research. The following data of students' responses are explained below:

Table 4.7. Students' questionnaire toward their responses of using Three Step Interview in learning English speaking

Statements		Response Alternative				Total
		SA	A	D	SD	
1. I like learning speaking with *Three Step Interview*technique because I can play the role as the interviewer, interviewee and reporter/note taker.	f	15	4	1	0	20
	%	75	20	5	0	100
2. I enjoy learning speaking with *Three Step Interview* technique because the teacher was very creative in teaching.	f	3	15	0	2	20
	%	15	75	0	10	100
3. I like doing assignments in English speaking with *Three Step Interview*technique, because the teacher checked and helped me when I faced the difficulty while the learning process.	f	10	9	1	0	20
	%	50	45	5	0	100
4. I feel more confident in learning with *Three Step Interview*technique because the teacher gave enough time in group activities.	f	8	10	2	0	20
	%	40	50	10	0	100
5. I like to show my speaking with *Three Step Interview* technique because the teacher always give feedback about my performance.	f	7	10	1	2	20
	%	35	50	5	10	100
6. I can understand the material in English speaking easily by using *Three Step Interview*technique because the teacher always give the conclusion about the material that was taught at the end of meeting.	f	9	8	2	1	20
	%	45	40	10	5	100
7. I can develop my speaking ability easily by using *Three Step Interview* technique.	f	5	11	1	3	20
	%	25	55	5	15	100
8. *Three Step interview*technique improved my ability in speaking	F	7	8	4	1	20

In brief, the result of the table above explained that almost all of students give positive responses toward Three-Step interview technique. It can be seen from their answer of questionnaire. In the first statement, students' percentage of strongly agree is about 75%, agree 20%, disagree 5% and 0% for strongly disagree. It can be seen that almost all of students in the class are interested learning speaking by using three step interview technique. The second statement shows 15% students choose strongly agree, 25% agree, 0% disagree and 10% strongly disagree. The third statement shows 50% strongly agree, 45% agree, 5% disagree, 0% strongly disagree. The fourth statement shows 40% strongly agree, 50% agree, 10% disagree and 0% strongly disagree. The fifth statement shows 35% strongly agree, 50% agree, 5% disagree and 10% strongly disagree. The sixth statement shows 45% strongly agree, 40% agree, 10% disagree and 5% strongly disagree.

Meanwhile, in the seventh statement, there are 16 students who give positive response toward the technique, it is about 80%, while there are 4 students who gave negative response, it is about 20%. Next, the percentage of students' responses in the eighth statement was 75% of students who gave positive response and 25% of students gave negative response. In the ninth statement, 90% of students gave positive response and 10% students gave negative response. And the last statement shows that there are 80% students gave positive response and 20% students gave negative response.

D.   Discussion

This section discusses about the findings of the research in order to answer the research questions in this research. There are 2 research questions examined. The first research question is "does three-step interview enhance students' speaking skill". To answer the first research question, the writer conducted test including pre-test and post-test. The writer gave pre-test in the first meeting before the treatment and post-test was given in the last meeting after students done with the treatment.

The result of pre-test and post-test shows a difference as explained in the data findings. Based on the calculation above, the mean score of pre-test is 62 and the mean score of post-test is 67. It means that teaching speaking by using Three-Step Interview is effective in improving students' speaking ability. Although the improvement of students' score is not too significance but it is proved by the result that the mean score of post-test is higher than pre-test.

Then, to answer the second research question, which is "What are the students' responses of using three-step interview in English speaking skill?", the researcher distributed a set of questionnaire to the students in order to get the real data about their responses toward learning speaking in English by using Three-Step Interview. The writer found that students have a good response in Three-Step Interview. It was proved by the answers that students choose in the questionnaire, and the result of the questionnaire indicated that Three-Step Interview is a good technique in teaching speaking because Three-Step Interview can make students easier to learn speaking and also they can be more active. Because the students in that class was very interested in group learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides you the conclusions of this research, and the writer also gives the suggestions to the teacher, and the next researcher who want to conduct the same research.

A. Conclusion

After answering questions in the research question which include "Does Three-Step interview enhance students' speaking skill? And what are the students' responses of using Three-step Interview in English speaking skill?" based on the result and discussion in the previous chapter, the writer would like to draw some conclusions as follow:

1. Teaching speaking through Three-Step Interview can enhance students' speaking ability in pronounciation and fluency to the first grade students of MAN 2 Aceh Besar. It can be seen from the students' performance and the result of the post-test which is higher than the pre-test. The score of pre-test is 62 while the score of post-test is 67.

2. The use of Three-Step Interview technique could give the positive responses to students. It shows on students' percentage of the questionnaire, where the students who give positive response is higher

than students who give negative response. Therefore, Three-Step Interview is considered as an effective technique in learning English.

B.   Suggestion

Based on the finding of the research, there are some suggestions are proposed by the writer to the readers especially educators and researchers.

Firstly, Considering the positive result gained from this research, the use of Three-step Interview technique is recommended to be used in English speaking classrooms. Besides, this technique also can make students more active.

Secondly, during the research, the writer realize that the students still have weaknesses in speaking skill such as less of vocabulary, pronunciation and fluency. Thus, for the English teacher are suggested to use Three-Step Interview technique in teaching.

The last, the writer would like to suggest to the other researchers that the result of the study can be used as an additional reference for further researchers who want to study about Three-Step Interview by using different samples and applying different English skill classroom.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : UN.08/FTK/PP.00.9/72/2017

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelola Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Neg Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapk Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kep; Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Agama Islam Fakultas Tarbiyah dan Kegurt UIN Ar-Raniry Tanggal 23 Desember 2016

Menetapkan :

MEMUTUSKAN

PERTAMA :
Menunjuk Saudara:
1. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D   Sebagai Pembimbing Pertama
2. Zubaidah, M.Ed   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	Sarah Maghfirah
NIM	:	231324170
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Enhancing Students' Speaking Skill through Three Steps Interview

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di:	Banda Aceh
Pada Tanggal:	10 Januari 2017

An. Rektor
Dekan

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nor : B - 11371

Lamp : -

04 Desember 2017

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

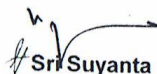|		
N a m a	:	Sarah Maghfirah
N I M	:	231 324 170
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Miruek Lamreudeup, Kec. Baitussalam Aceh Besar

Untuk mengumpulkan data pada:

MAN 2 Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Enhancing Student' Speaking Skill throgh Three Steps Interview

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,

Sri Suyanta

Kode: 7866

mor : B- 815/KK.01.04/1/PP.00.01/11/2017

Kota Jantho, 05 Desember 2017

at : -

piran : -

: Mohon Bantuan dan Izin Mengumpulkan Data Skripsi

ada:

Kepala MAN 2 Aceh Besar

Tempat

bungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor : B-
/Un.08/TU-FTK I/TL.00/11/2017 tanggal 04 Desember 2017. Perihal sebagaimana tersebut dipokok
, maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut
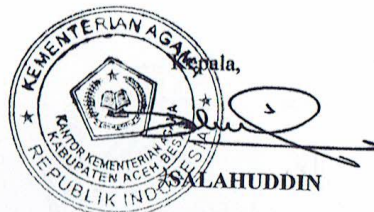nya dibawah ini:

a : **Sarah Maghfirah**

: 231 324 170

m Studi : Pendidikan Bahasa Inggris

k melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada
ltas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, di MAN 2 Aceh Besar adapun judul Skripsi:

HANCING STUDENTS' SPEAKING SKILL THROUGH THREE STEPS INTERVIEW ".

kian surat ini dibuat atas bantuannya kami ucapkan terima kasih.

Kepala,

SALAHUDDIN

an :

. Ketua Jurusan/Prodi

. Arsip

KEMENTERIAN AGAMA

MADRASAH ALIYAH NEGERI (MAN) 2

ACEH BESAR

Alamat Jln. Mesjid Jamik Montasik No. 3 Kode Pos 23362

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| NSM | 1 | 3 | 1 | 1 | 1 | 1 | 0 | 6 | 0 | 0 | 0 | 1 | | NPSN | 1 | 0 | 1 | 1 | 4 | 2 | 5 | 9 |

nor   : Ma.01.34/TL.00/041/2018

mpiran   : 1 (Satu)

ihal   : **Pengumpulan Data**

pada Yth :

ak Dekan Fakultas Tarbiyah dan Keguruan(FTK) UIN Ar-Raniry

nda Aceh

ngan Hormat,

hubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar - Raniry di Banda Aceh,

mor : B-11371/Un.08/TU-FTK 1/TL.00/11/2017 Tanggal, 05 Desember 2017.

pala Madrasah Aliyah Negeri Montasik Aceh Besar, Menerangkan bahwa :

Nama   : Sarah Maghfirah

NIM   : 231 324 170

Program Studi   : Pendidikan Bahasa Inggris

Telah melaksanakan pengumpulan data penelitian pada MAN Montasik kabupaten Aceh Besar

lam rangka menyelesaikan skripsi dengan judul *"ENHANCING STUDENTS SPEAKING SKILL*

IROUGH THREE STEP INTERVIEW".

mikian Surat ini dibuat agar dapat dipergunakan seperlunya.

Montasik, 12 Januari 2018

Kepala,

Dr.Fauzudin,S.Ag.M.Pd

Nip.196606201999051001

PRE- TEST AND POST-TEST

1. **Pre-Test**

   Choose one of the topic below, then tell us about it orally!

   - Daily activities
   - Favorite color
   - Hobby
   - Friend
   - Family
   - Do you like English? Why? And why not?

2. **POST TEST**

   Choose one of the topic below, then tell us about it orally!

(a)

(b)

Angket Ranah Afektif Siswa

Nama:

Petunjuk pengisian:

a. Pada angket ini terdapat 10 pertanyaan. Pertimbangkan dengan sebaiknya pertanyaan dalam kaitannya dengan pembelajaran Bahasa Inggris, kemudian jawablah dengan ujur sesuai dengan keadaan yang sebenarnya.

b. Berilah tanda checklist (√) untuk jawaban yang sesuain dengan pendapat anda sendiri.

c. Angket ini dibuat untuk kepentingan ilmiah dalam rangka penelitian.

Kriteria jawaban:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pertanyaan	SS	S	TS	STS
1	Saya senang belajar speaking dalam Bahasa inggris dengan teknik *Three-Step Interview* karena saya dapat memiliki peran yang menyenangkan seperti menjadi seorang pewawancara, reporter, dan orang yang diwawancara.				
2	Saya sangat menikmati belajar speaking dalam Bahasa inggris dengan teknik *Three-Step Interview* karena guru sangat kreatif dalam mengajar.				
3	Saya senang mengerjakan tugas speaking dalam Bahasa inggris dengan teknik *Three-*				

	Step Interview karena guru mengecek dan membantu kesulitan yang saya hadapi ketika proses pembelajaran berlangsung.				
4	Saya merasa lebih percaya diri belajar speaking dalam Bahasa inggris dengan teknik *Three-Step Interview* karena diberikan waktu yang cukup untuk melakukan kegiatan didalam kelompok.				
5	Saya senang menampilkan speaking dalam Bahasa inggris dengan teknik *Three-Step Interview* karena guru selalu memberikan feedback yang membuat saya tahu akan kekurangan saya dalam speaking.				
6	Saya dapat dengan mudah memahami materi speaking dalam Bahasa inggris menggunakan teknik *Three-Step Interview* karena guru selalu menyimpulkan materi yang diajarkan di akhir pertemun.				
7	Saya dapat lebih mudah mengembangkan kemampuan speaking saya dalam Bahasa inggris menggunakan teknik *Three-Step Interview.*				
8	Teknik *Three-Step interview* membuat kemampuan speaking saya dalam Bahasa inggris meningkat				
9	Teknik *Three-Step interview* memperkaya kosakata speaking saya dalam Bahasa inggris.				
10	Teknik *Three-Step Interview* perlu diterapkan dalam pengajaran speaking Bahasa inggris.				

RUBRIC FOR ASSESSING SPEAKING

Speaking Rubric Proposed by Brown (2003)

Aspect	Students' Action	Score
Fluency	The speaking is natural, smooth as a native speaker.	80-100
	The speaking is occasionally hesitant.	60-79
	The speaking is very slow.	50-59
	The speaking is stuck and producing non-contextual words.	0-49
Pronunciation	Native pronunciation, with no trace of foreign accent.	80-100
	Not foreign accent and occasional mispronunciations but do not interfere the understanding.	60-79
		50-59
	Foreign accent required concentrated listening, and mispronunciation, lead to occasional misunderstanding.	0-49
	Frequent errors and very hard to understand.	

LESSON PLAN

SCHOOL   **: MAN 2 ACEH BESAR**

SUBJECT   **: ENGLISH**

LEVEL   **: X**

SKILL   **: SPEAKING**

TIME ALLOTMENT   **: 5 X 45 MINUTE (5 MEETING)**

A. Standard Competence

1. Expressing meaning in transactional and interpersonal texts in the context of daily life

B. Basic Competence

1. Expressing meaning in transactional and interpersonal texts by using Three-Step Interview technique to enhance students' speaking skill.

C. Indicators

1. The students are able to enhance their speaking skill.

2. The students respond to the activity from discussion.

3. The students are able to speak clearly in front of the other student by Three-Step Interview technique.

D.   Goal

At the end of teaching learning process, the students are expected to be able to enhance their speaking skill by using Three-Step Interview technique.

E.   Method / Technique

- Three-Step Interview

F.   Class activities

❖ **Meeting I** (Pre-test)

➢ **Pre activities**

- Greeting
- Introducing self and starting the goal of the class
- Checking the students' attendance.

➢ **Main activities**

- Teachers give pre-test in order to measure their proficiency in mastery speaking skill and the writer explained the material from the pre-test
- Students perform the pre-test based on the topic which the teacher give.

➢ **Post activities**

- Complimenting students' performance
- Give comment and critic to the students
- Greeting

❖ **Meeting II** (Discussion)

➢ **Pre activities**

- Greeting

- Introducing self and starting the goal of the class

- Checking the students' attendance.

➢ **Main activities**

- Teacher give the material for students about descriptive text.

- Teacher introduced the new technique that to be learned by the students.

- Teacher provide students into several groups which consists of 3 students per group.

- Teacher gives one topic to each group.

- Teacher asked each student to interview about their friends' description about the topic.

- The students shared about their friends' description in front of the class orally based on interview.

➢ **Post activities**

- Complimenting students' performance

- Give comment and critic to the students

- Greeting

❖ **Meeting III** (Group discussion)

➢ **Pre activities**

- Greeting

- Introducing self and starting the goal of the class

- Checking the students' attendance.

➢ **Main activities**

- Teachers provide students to sit in their group.

- The students shared about their friends' description in front of the class orally based on interview.

- Teacher opening the question and answer session or asking the students" difficulty.

➢ **Post activities**

- Complimenting students' performance

- Give comment and critic to the students

- Greeting

❖ **Meeting IV** (presentation)

➢ **Pre activities**

- Greeting

- Introducing self and starting the goal of the class

- Checking the students' attendance.

> ➢ **Main activities**

- Teacher asked students to sit in their group.

- Teacher asked students to interview their group member about the conclusion and their feeling of the previous learning also the technique used in learning.

- Each students share what they have got from the interview.

> ➢ **Post activities**

- Complimenting students' performance

- Give comment and critic to the students

- Greeting

❖ **Meeting V** (post-test and distribution questionnaire)

> ➢ **Pre activities**

- Greeting

- Introducing self and starting the goal of the class

- Checking the students' attendance.

> ➢ **Main activities**

- Teacher give post-test to the students to masure their skill after treatmnet.

- In post-test, teacher asked students to choose one of the picture and then they explained about the picture orally.

- After post-test teacher distribution questionnaire for students to find out their challenges during teaching and learning process by using Three Step Interview technique.

➤ **Post activities**

- Complimenting students' performance

- Give comment and critic to the students

- Greeting

PHOTOS OF RESEARCH

AUTOBIOGRAPHY

1. Name : Sarah Maghfirah
2. Place/Date of Birth : Aceh Besar/20 November 1995
3. Sex : Female
4. Religion : Islam
5. Nationally/ethnic : Indonesian/Acehnese
6. Address : Ds, Miruek Lamreudeup, Baitussalam
7. Email : sarahmaghfirah8@gmail.com
8. Parents' Name
   a. Fathers' Name : Burhanuddin
   b. Mothers' Name : Nurlailawati
9. Educational Background
   a. SD/MIN : MIN Miruek Taman, Aceh Besar   Lulus Tahun 2007
   b. SMP/MTS : MTsN Tungkop, Aceh Besar   Lulus Tahun 2010
   c. SMA/MA : MAN MODEL Banda Aceh   Lulus Tahun 2013
   d. University : UIN Ar-Raniry   Lulus Tahun 2018

Banda Aceh, 10 Januari 2018

Sarah Maghfirah