THE USE OF THREE-STEP INTERVIEW TECHNIQUE TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT SMKN 1 TERBANGGI BESAR

(Undergraduate Thesis)

By

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2021

ABSTRACT

THE USE OF THREE-STEP INTERVIEW TECHNIQUE TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT SMKN 1 TERBANGGI BESAR

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Three–step Interview is one of techniques which is expected to reduce students' bored and improve students speaking performance. It consists of three components: (1) Student A interviews student B; (2) student B interviews student A; (3) Students make round robin format to share what has been done.

The objectives of this research are to find out the improvement of students' speaking after the implementation of three step-interview technique at SMKN 1 Terbanggi Besar. And to find out what aspect of speaking that improve the most after the implementation of three-step interview technique and the subject of the research were students of tenth grade (class X Accounting I) in the academic year 2020/2021. This research used a quantitative method and the instrument is speaking test.

Repeated Measures T-test used to analyze data and the hypothesis testing computed used SPSS version 20 at the level significant 0.05 analyzing the data, the result shows that:
1. Three–Step Interview is applicable to increase the students speaking achievement in descriptive text, especially in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. It can be seen from the finding of the research in pre-test and post-test. In pre-test, students mean score was 67.3 while in post-test it increases to 79.87; the gain obtained in pre-test to post-test is 12.5. The analysis of SPSS 20 shows that there is significant increase of students speaking achievement after implementation Three–step Interview;
2. The use of Three-step interview technique in teaching speaking find out the aspect of speaking that increased the most. Based on seeing the analysis of students' work in pretest and posttest on each aspect of speaking. It could be found that pronunciation was the aspect that increased the most than other.

Keyword: three-step interview, descriptive text, speaking.

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Undergraduate Thesis

Submitted in a Partial Fulfillment
of the Requirement for S-1 Degree

In

Department of Language and Arts Education
Faculty of Teacher Training and Education

ENGLISH EDUCATION DEPARTMENT
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UNIVERSITY OF LAMPUNG
2021

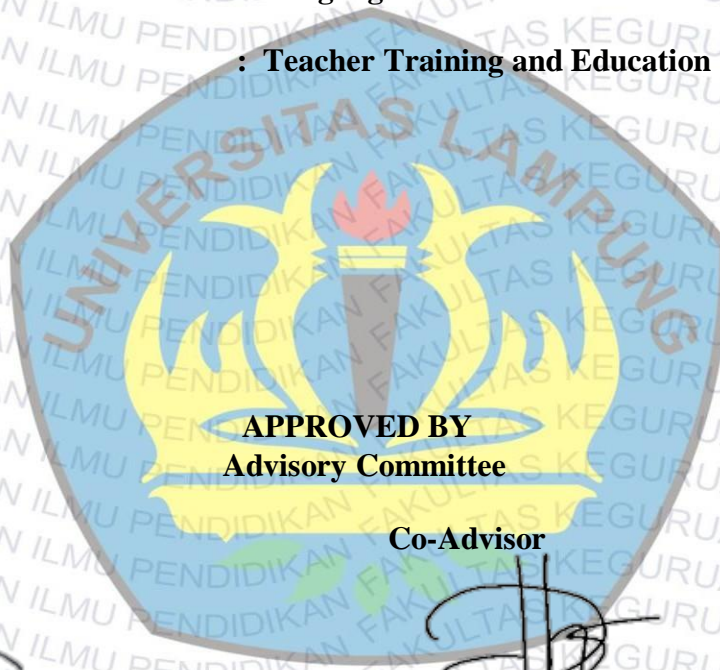| Research Title	: THE USE OF THREE-STEP INTERVIEW TECHNIQUE TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT SMK N 1 TERBANGGI BESAR
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 19 Juni 2021
Yang membuat pernyataan,

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CURRICULUM VITAE

The researcher's name is Mita Febrina. She was born on February 21, 1999 in Central Lampung. She is the second daughter of Ratino and Romida. She has two siblings namely Risa Mirani and Dinara Safina.

Her educational background started at SDN 2 Bandar Jaya, Central Lampung. Then, she graduated in 2012. After that, she registered in SMP N 3 Terbanggi Beaar and graduated in 2013. Then, in 2014, she studied in SMKN 1 Terbanggi Besar and graduated in 2017.

In 2017, she was registered as one of students in English Education Study Program at Faculty of Teacher Training and Education in University of Lampung. In August to September 2021, she precisely carried out a Field Experience Program (PLP) in SMP N 3 Terbanggi Besar, Central Lampung.

DEDICATION

With love and appreciation, this script is proudly dedicated to:

My beloved father, Ratino, who always love me, pray for me, and give me

encouragement.

My everything, who always support me, gives me love, and prays for me every

time, my beloved mother, Romida.

My beloved sister, Risa Mirani and Dinara Safina.

My beloved brother, Sulis Setiawan.

My friends in English Education Study Program batch 2017.

My alma mater, University of Lampung.

MOTTO

"Without Allah I am nothing"

- Mita Febrina-

ACKNOWLEDGEMENT

Praise is only for Allah, the Almighty God, for blessing the author with health, determination, and perseverance to finish this script. This script with respect to ''Teachers' perception on the use of Show and Tell Technique in teaching English Speaking'' is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree. Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

1. Her beloved parents, Ratino and Romida for their support and help.

2. Drs. Huzairin, M.Pd. as the first advisor, for his advice, carefulness, and cooperation in encouraging the writer to think more critically and simply.

3. Dian Shafwati, S.Pd., M.Pd., as the second advisor, who guided the writer patiently in writing the script, for her support and kindness.

4. Dr. Ujang Suparman, MA, Ph.D., as the examiner, for his advice, ideas, and carefulness in reviewing this script.

5. Dr. Ari Nurweni, M.A., as the Head of English Education Study Program.

6. All lectures who have educated and broadened the writer's knowledge especially about English during study in this university.

7. The lectures and administration staffs of Language and Arts Department.

8. Her sisters Risa Mirani and Dinara Safina; and her brother Sulis Setiawan for always support and pray for me.

9. Her lovely friends Zilah, Rindu, Tuti, Porti, Azava, and Osta for all the beautiful and amazing moments that had been spent together.

10. All friends of English Department 17 for the beautiful moments of which they had been through together, and anyone who cannot be mentioned directly who has contributed to finish this research.

Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 19 June 2021
The writer,

Mita Febrina

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I. INTRODUCTION

This chapter presents the introduction of the research, which is included of: general background of the study, research questions, objectivity of the research, significance of the study, scope of the research, and definition of terms.

1.1 Background of the Study

Speaking is one way to communicate ideas or a message orally. According to Tarigan (2008), speaking is the ability to utter the articulation sound or words to express, declare, and deliver thought, idea, and feeling. Because speaking is very important, it should become to be the attention of all people. In the modern world nowadays all people without exception should mastered speaking in English. Speaking English holds a vital role as a means of communication since became a common foreign language used for communication by many people around the world. Therefore, speaking is a crucial part of a foreign language that has to be mastered by people in the world in the order they can communicate well with others.

Speaking can help students to improve their knowledge, experience, and to get much information from the speaker says. By speaking, the students can spend their time in a good way to get information, knowledge, as well as enrich their vocabulary, and improve their ability in pronunciation.

According to Richards (2007), the mastery of speaking skills in English is a priority for many second-languages of foreign language learners. If students can speak English well, students could get good achievement in speaking. Burkart (2004) stated that the goal of teaching speaking skills is communicative efficiency. So, the goal of teaching English is the students mastered in speaking English well so that they could communicate with others.

In teaching speaking, it is essential to provide students with an opportunity to practice orally. It is important for the teacher needs to help students to produce in their language by interacting with others. In fact, English teacher in Indonesia more likely to focus teaching grammar, drilling, and memorizing the vocabulary but less practice in speaking. So, students may be able to make grammaticall sentences but they were not able to use them in social interaction with other people. Thus, the students speaking is low.

Speaking is an important skill for English language learners to communicate with each other. It is very important for teachers to be creative to facilitate the students with fun and effective learning activities. Nunan (2003) stated that success is measured in terms of the ability to carry out a conversation in the target language. From this statement it could concluded that teaching speaking should be given good attention from English teacher. Teaching speaking English to Indonesian especially in Vocational High School is not easy task. Although English has been taught since elementary school, English is still considered a difficult subject for the students because it is completely different from Indonesian language in the system of structure,

pronunciation, and vocabulary. There were many students nowadays who cannot speak well.

This phenomenon happened in SMKN 1 Terbanggi Besar where most of the students of the tenth grade cannot speak fluently, researcher know that speaking is low because the researcher was intership at SMK N 1 terbanggi Besar and teach tenth grade. And then, through the preliminary study conducted before did the research, the English teacher showed that the students' achievement in speaking was low. It could be seen through their score which cannot reach the standard criterion that is 75. This problem is because they have no confidence to show off their ability and they felt afraid of make mistakes in their speaking. Thus, they tend to be passive in the class so that their mastery in speaking is not good as expected. Harmer (2001:345) stated the problem of speaking occurs is the natural reluctance of some students to speak.

Able to present oral descriptive texts related to tourist attractions is one of the goals of learning English which is included in the 2013 curriculum. As part of the English language, speaking is taught in various types of texts, one of which is descriptive text. In this case, the descriptive text is selected and will be further elaborated on. Purslow (2008:40) states, "A descriptive paragraph is a group of sentences that describe a noun. A noun is a person, place, or a thing". Descriptive text is a text to describe a particular thing, person, or place. The purpose is to describe and reveal a particular thing, person, or place, so that descriptive text can enable students to describe orally what is on their mind.

Therefore, only used descriptive text is not enough for teaching speaking. The teacher must know the best technique in facilitates students in speaking. McCarron (2011) stated that teaching and learning activities have to be modified to facilitate both cognitive and social gains in both high-performing and low- performing students in an individualized or positive way. As the English teacher, it is important to get deep attention from the students in the class and students follow their lesson actively. In the communicative classroom, as Breen & Candlin (1980) stated that "The language teacher works as an organizer of resources, is a resource himself, and is a guide for classroom procedures and activities. In here, teachers are as a facilitator for the students. Furthermore, by facilitates the students to have active in speaking activities with their partner, it could gave them to have accustomed to speaking English well. So, teachers should be creative in creating and interesting activities to help their students to increase their speaking achievement.

Regarding those problems, the teacher used the technique to help students increase their speaking achievement. One of them is cooperative learning. Brown (2001) stated that in a cooperative classroom the students and the teachers work together to pursue goals and objectives. It means in cooperative classroom the interaction between students and teachers in the teaching and learning process created. So, a cooperative learning technique help the teacher to solve problems because the cooperative learning

technique employs students center activities rather than teacher center activities.

In describing something, students' thoughts and ideas are needed to form a context. However, as explained above, sometimes it is very difficult for students to find and express ideas. Therefore, the three-step interview would be a suitable technique to be applied in the oral presentation of the descriptive text. Kagan (1997) stated that by using three-step interview technique, each person much produces and receive language during the process of learning. The students have their roles and turn to practice speaking in English.

There are three reasons, why the researcher chooses three-step interview for teaching speaking in vocational high school. At first, by speaking, students were engaged in active learning, not passive learning, because students of vocational high schools could learn in some situations in their vocations and they need to communicate by using English. Therefore, if the students have a good ability to speak, they can communicate better. Second, the researcher wants to introduce a method in teaching English more interesting and fun. Finally, three-step interview gives students more opportunities to speak up more briefly and confidently, because they speak up with their partner as an interviewer and interviewee to share their idea. To prove that technique is effective to be used, we can take a look for the previous studies.

The first research was conducted by Mifta (2013). She conducted a quantitative research design as the research methodology. This research

investigated increasing students' speaking skill performance through three-step interview technique at ten grade students of senior high school. The source of data was taken from an oral test. It used observation to collect the data. The techniques of analyzing data were reducing the data, presenting the data and verifying the data, and the result showed that the students speaking performance improved. The other research conducted by Umami (2019) There was significant improvement of speaking skill by using Three-step interview technique for tenth grade students of SMK Muhammadiyah Salatiga. It could be seen from students' scores of pre-test and post-test.

In a previous study, there are some researchers was conducting research using three step-interview to increase speaking, and they said that using three step interview in Senior High School can increase students in speaking. But in this study, the researcher makes a different from the previous one. First, if the previous used Senior High School as subject, this research used the students of Vocational High School as the subject or the research. Second, this research is different from other studies using the three-step interview technique in that this research will examine the improvement of speaking aspects using this technique. Kayi (2006) stated that working in groups could create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote the oral language. Thus, this technique is chosen because it can be influenced the students to learn English speaking more actively as interviewer and interviewee. Therefore, the students will enjoy and have fun because they speak up with their friends. Based on the previous research, it

can be stated that the use of Three-step interview technique can improve the students' speaking achievement. This research will try to investigate the students' achievement to gain more information related to the implementation of Three-step interview technique in teaching descriptive text at SMK N 1 Terbanggi Besar.

1.2   Research Questions

1. Is there any significant improvement of students' speaking performance after implementing three-step interview technique?

2. Which aspect of speaking improves the most after the implementation of three step-interview technique?

1.3   The Objectives of the Research

The objectives of the research are formulated as follows:

1. To find out the improvement of students' speaking after the implementation of three step-interview technique at SMKN 1 Terbanggi Besar.

2. To find out what aspect of speaking that improve the most after the implementation of three-step interview technique.

1.4   Significances of the Study

The writer hopes this research has some benefits in the English teaching at learning process, especially in speaking achievement. There are two kinds of benefits in this research, theoretically and practically.

1. Practical benefit

a. For the students, the use of Three-Step Interview technique will not only give the students learning how to speak well but also guide the students through a set of processes and instructions in the right order. In addition, it will make the speaking process easier, especially finding the sources of materials.

b. For the teacher, Three-Step Interview technique can be an alternative tool in teaching English, especially to teach speaking. The teachers' creativity in creating fun and powerful teaching through Three-step Interview Technique will help students achievement.

2. Theoretical benefit

a. The finding of this study can be used to develop the application of the three -step interview technique in the teaching process of speaking.

b. The finding of the research may be used by the other researchers who want to conduct a research of students speaking mastery using three-step interview technique.

1.5 Scope of the Research

The scope of this research is about the use of three-step interview technique to improve student achievement in speaking skills using English actively, fun, and will not only give the students in learning how to speak well but also guide the students through a set of processes and instructions in the right order. In addition, it will make the speaking process easier, especially for finding the sources of materials since it is practiced in a group. Besides,

three-step interview can be an alternative tool in teaching English, especially to teach speaking. The teacher's creativity in creating fun and powerful teaching through this technique will help students to achieve better teaching performance. This study will analyze whether it can improve the speaking performance on tenth- grade students at SMKN 1 Terbanggi Besar. In this study, the researcher used descriptive text, because descriptive text is one of the materials in grade 10 which I think is very good to use to improve students' speaking by describing something.

1.6   Definition of Key Terms

1. Three-step Interview

    According to Kagan (1990), Three- Step Interview is one of the techniques in teaching speaking to create the student's opportunity in improving communication skill.

2. Speaking

    Speaking is an activity that involves 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 to make listeners understand what the speaker has 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.

3. Components of Speaking Skill

   According to Harris (1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

4. Descriptive Text

   Purslow (2008) stated, "A descriptive paragraph is a group of sentences that describe a noun. A noun is a person, place, or a thing". Descriptive text is a text to describe a particular thing, person, or place. The purpose is to describe and reveal a particular thing, person, or place.

II. LITERATURE REVIEW

The review of related literature has a purpose to give a brief on what is related to discuss in this study. This chapter discusses the concept of speaking, components of speaking, types of speaking, the problems of speaking, concept of teaching speaking, and concept of three-step interview as one of technique in teaching speaking and some review of the previous study.

2.1 Supporting Theories

2.1.1 Concept of Speaking

Speaking is the basic skill that should be mastered in the world to create good communication with society. According to Christopher (2003), speaking is the direct route from one mind to another and the way we usually choose when we want to ask a question or give an explanation. Thus, by speaking we can get new information and we can share our ideas with other people. In addition, speaking is necessary for people to communicate with other in term of sharing and getting information. Speaking as an act of communication should involve two or more people that have interaction with each other to share their opinion and to make conversation.

Lado (1961:240) points out that speaking is described as an ability to converse or to express a sequence of ideas fluently. It is the main skill in communication. So that, speaking can be an important aspect of our language skills that should be a priority in language learning. Richard (2008) stated that speaking is an oral interaction. It means that speakers communicates with their partner orally whether in a small or in a big groups to get information.

From the explanation above, the researcher concludes that speaking is a process to share an idea and feeling orally. Speaking involved some aspects such as vocabulary, grammar, pronunciation, fluency, and comprehension. Students need to master all of those components on the speaking performance. In foreign language especially in speaking performance, an important activity for all ages of learners because from this activity people can understand what the other said who use a foreign language too.

2.1.2 Components of Speaking

In teaching English as a foreign language, the goals are to make the students able to speak or they can communicate in English as a target language to transfer the idea fluently. According to Harris (1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1. Grammar

   The most important factor in influencing the student in speaking is grammar. According to Harmer (2001:12), grammar is the description of how words can change their forms and can be combined into sentences in the language. It is also defined by (Lado, 1977:141) as the study of rules that are claimed to tell the students what should and should not say in order to speak language of the socially educated class. In conclusion, grammar is the study of the classes of words, their inflections, functions, and relations in the sentence of language.

2. Vocabulary

   Vocabulary is one of the important aspects of speaking skill. Hornby (1995) stated that in a language, the total number of words is called vocabulary. Vocabulary word has a meaning, and the meaning can understand by the learner that can improve their speaking. The people will be impossible to study English without having much vocabulary. In speaking, without having many vocabularies, the students will difficult to express their feeling in communication. So, vocabulary is important in communication through language itself.

3. Comprehension

   According to Brown (2001:406-407) comprehension is a student competence to comprehend all of the speaker says to them. It also means the ability to learn about something to get knowledge. It is

derived from students who can understand the lesson. Comprehension here is also closely related to good pronunciation, mastering grammar well, has a great deal of vocabulary and fluency too. So, comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

4. Fluency

Fluency is one of aspect in speaking when people take the communication. According to Byrne (1989:124), the main goal the producing skill in teaching speaking will be oral fluency. This can define as the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation in communication.

5. Pronunciation

Pronunciation is the most important in speaking. The learners produced word and sound to pronounce. According to Harmer (2007:343), if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. Therefore, as an English teacher, it is important to help their students to learn well in pronunciation to make students acquire good pronunciation by imitating the teacher.

2.1.3 Types of Speaking

According to Brown (2004), there are six types of speaking:

1. Imitative

   The first type of speaking performance is the ability to imitate a word, a phrase, or a complete sentence. The focus of this type speaking is on the pronunciation. The speaker should retain the short stretch of language that must be imitated.

2. Intensive

   The second type of speaking is designed to demonstrated grammatical or phonological aspect. It can be self-initiated or it can form work activity.

3. Responsive

   This type of speaking includes interaction and comprehension at limited level of very short conversation, standard greetings, small talks, and short questions or comments.

4. Transactional

   This type of speaking is nearly similar to responsive. The purpose of transactional is for conveying or exchanging certain information. The conversation may have more discussion activity than responsive.

5. Interpersonal

   This type of speaking has the purpose for maintaining social relationship than for the transmission of facts and information.

6. Extensive (monologue)

Extensive includes speeches, monologues in the form of oral report or presentation, and storytelling. All these monologues can be planed or impromptu.

All types of speaking above are related to Three-step interview technique, except monologue because monologue does not involve more than one person whereas TSI technique involves more than one person.

2.1.4 The Problems of Speaking

Speaking activity sometimes is difficult for the students to practice in the classroom. It is not easy for them, because English is not their first language. According to Ur (1995:121), there are some problems of speaking:

1. Inhibition

In the process of learning English language, the students are often inhibited about trying to speak in a foreign language, because it is completely different from Indonesian language in the system of structure, pronunciation and their vocabulary. When they speak, they worried when they make mistakes and they shy of the attention that their speech attracts.

2. Nothing to say

Sometimes, the students have difficult to say something when they must speak English language, because they cannot think of

anything to say. Because they do not know to express themselves beyond the guilty feeling that they should be speak English.

3. Low Participation

Low participation of students when the teacher asks them to speak up in English, and it is caused by the teacher not interesting in providing the lesson for the students. So, they feel bored with this situation and they were just sitting, listening for the teacher explanation and do the task only.

4. Mother tongue use

In speaking class, when the teacher wants the students to speak with English language, they use their same mother tongue because it is easier than they must to speak in a foreign language. The students often used their mother tongue when they were asked to speak in front of class. Most of them were not disciplined in using their target language in the learning process.

2.2 Concept of 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". 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) 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) stated that, teaching speaking means to teach ESL learners to:

a) Produce the English speech sounds and sound patterns

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

c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

d) Organize their thought in a meaningful and logical sequence.

e) Use language as a means of expressing values and judgments.

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

Besides, Kayi (2006) stated teaching speaking is very important part of second language learning. 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 provides experience for the learners how to speak the foreign language clearly so it can be understood by others.

2.3   Concept 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) 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. Kagan (1994) defined the Three-Step Interview technique as an activity for building communicative inter-action through an interview process which consists of several specific steps. The role of the student is divided into three during the processes; those are: interviewer, interviewee, and reporter. Besides, Lipton and Wellman (1998) have stated that the Three-step Interview technique can play an important role to scaffold the learning of students in developing their speaking proficiency as well as their interactions in the teaching-learning processes. In addition, Kagan (1994) in Jacobs et al. (1997) has said that a variety of features involved in the Three-Step Interview technique are an effective way to develop techniques for teaching-learning speaking. These teaching-learning activities may motivate and activate the students to speak as well as to train them in the ways to ask, to answer and to share information.

Furthermore, Professional Learning Board 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. Three step interviews includes: (1) students are in pair; (2) students reverse; (3) Round Robin Format. Due to this support, the writer believes that this technique can be used as an effective technique to use in teaching-learning speaking.

2.3.1 Procedures of Using Three-step Interview

There are three steps considered important in the implementation of the three-step interview (Kagan, 1994):

1. Students work in pairs. Student A interviews students B.

2. Partners reverse roles, repeating the interview process.

3. Each pair then joins another pair to form groups of four. Then, in Round Robin Format, introduce the original partner and interview each pair what they have learned from their interviews.

2.3.2 The Advantages and Disadvantages of using three-step interview

Bennet (2001), mentioned that the advantages of Three-Step Interview technique such as:

1. Three-step interview create simultaneous accountability. So, in this situation, the students learn together in a group with their

partner actively and they have responsibility to bring their own group successful in achieving the goal of the lessons.

2. Students share and apply different questioning strategies. They can make a questions by their own ideas based on the topic in their groups.

3. Three-step interview can give an opportunity to express own opinion, develop active listening skills, and understand others point of view (Nolinske, 1997:35)

While the disadvantages of this method are:

1. Students might be using to much time for interviews

2. This technique can be very slow, so less material can be covered.

To overcome the weakness of three-step interview, it can be solved by covering the disadvantages, such as making a modified version of interview. Teacher can tackle the longer time used by providing questions which can be answered in one limited time. The questions given can be modified into a simplest version. Teacher should be able to predict the possible time used to answer it, that, the students will also able to think about the possible answers that can be answered shortly. The more teacher can modify the questions into a short-answered result, the more efficient time saved to bring the materials into an explanation.

2.3.3   Teaching Speaking by using Three-step Interview

Teaching speaking is prominently for the students' oral functions. In teaching speaking, teacher needs to assess some aspects, namely grammar, pronunciation, vocabulary, fluency, and also comprehension (Brown: 2004:172). So, the students must speak in the teaching and learning process.

This research uses Three-Step Interview technique to improve the students speaking ability. As Major (2005:121) said that, Three-Step Interview creates the opportunity for the students to network and to improve specific communication skills. It means that, Three-Step Interview provides the students to speak actively, in order to gain the information from the interviewee.

This research uses topic to be develop in the interview session. As Underhill (1987:54) said that, interviewers usually have a prepared list of written or memorized questions to ask, or topic to bring up. Choon (2005:59) also said that, when person speaks, he cannot just speak about nothing. He needs to speak about something. It means that Three-step Interview needs a topic which will be discussed in the interview session. There are some procedures in three steps interview, such as students are grouped into small groups of four. 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, C and D. It is in the line with Kagan (2009)

stated students work first in pairs to interview each other and then do a Round robin, each sharing what he or she learned in the interview.

2.3.4 **The Reason of Using Three-step Interview in Teaching Speaking**

Rolheiser (2001:167-168) explained that, first, Three-Step Interview creates simultaneous accountability, second, students share and apply different questioning strategies, and third, over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

Underhill (1987) also explained that, interview allows both people a degree of freedom to say what they genuine think. Kagan in Jacobs et all (1997) suggested Three-Steps Interview is used as a technique in teaching speaking because it includes interaction activities that appropriate in supporting teaching speaking. Byapplying Three-Steps Interview, students will have an interaction in pairs as an interviewer and an interviewee. They automatically learn what to say and how to speak in English. Based on the statement above, the researcher decides to apply this technique in teaching speaking.

2.3.5 **Teaching Descriptive Text Through Three-step Interview**

Teaching speaking is an essential case in foreign language learning. Flor (2006) stated that teaching speaking tends to focus on getting learners to gain their spoken competence through receiving language input, noticing and apply new vocabulary and structural patterns,

enhancing fluency, and improving pronunciation. The students were engaged in a series of activities in speaking, such as drills and substitution exercises, which focused on repeating grammatical structures, vocabulary, and pronunciation through intense aural-oral practice.

Descriptive text is a text that describes a particular person, thing, or place. Wardiman (2008) defines a Descriptive text as a text that describes the features of someone, something, or a certain place. The structure of this text comprises identification and description. Identification is a part of the paragraph that introduces the character. Then, Description is a part of the paragraph that describes the character. The teaching process using descriptive is by providing several topics such as describing a person, friend, or famous person and others. Then, Students make in pair after that students discuss with their partner about the posible focus question to interview practices. Student come in front of the class. Then, interview their partner and they reverse roles. Teacher asks the students to join another pair. Then, in Round Robin Format, introduce the original partner and interview each pair what they have learned from their interviews so, each student should have the opportunity to play each role.

2.4   **Review of the Previous Research**

There are some previous researches which are used in this research. The researcher takes some previous researches comparison mentioned as follows:

In a social life, speaking is an effective way to interact and communicate. Byrne (1984:9) defines speaking as a two way process between a speaker and listener and it involves productive and receptive skill of understanding. It can be inferred that in speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message.

The first research was conducted by Mifta (2013). She conducted a quantitative research design as the research methodology. This research investigated increasing students' speaking skill performance through three-step interview at second grade students of senior high school. . Three – Step Interview is applicable and meaningful in speaking lesson. It can be seen from the finding of the research. Total gain score of students' speaking achievement from post – test I, II, and III are ; the result of students' mean score in post - test I is 45.40, post – test II is 61.60 (gain of 16.20), and post - test III is 81.20 (gain of 19.60). The result of this research shows that there is improvement of students' speaking achievement in 3 different topics by comparing the mean scores of post-test. The significant improvement of students speaking ability is due to the Three – Step Interview is interesting for the students. It makes the students enjoy the learning speaking

comprehension activity. It can be seen from the students' enthusiasm in practicing interview in front of the class. Three – Step Interview technique also encourages students to express their idea by using their own sentences related to their topic they presented.

Further, a study conducted by Lipton & Wellman (1998), stated that three-step interview helped students to engage interaction in the activity of communicating with the aim to have better understanding of analyzing and synthesizing new information. The result of their study was proved by the result of students who were able to listen and paraphrase the question given adequately. It was believed that it led to a cooperative structure that helps students to learn, listen, and appreciate ideas given from others.

In addition, Gabriela (2019) stated that the study used a true experimental design, the randomized pre-test, post-test control group design. Two sections in grade 8 were used, with one group taught using Three-step Interview strategy and other group taught using lecture method. Random assignment was used to form the groupings. The performance in speaking of the students was measured through pre-test and post-test during the fourth quarter. For the students' pretest score when grouped to Three step interview as a strategy and lecture method, 100% of the students got the score ranging from 0 to17 which means that students did not meet the expectation, none of them got the score ranging from 18 to 30, which means that 30 out of 30 did not meet the expectation. For the students' posttest score when taught using Three step interview as a strategy, 53.3 % got the score ranging from 0 to 17 which means that students did not the

expectation, 46.7% students got the score ranging from 18 to 20, and none of them got the score ranging from 21 to 30. Based on the students' posttest score in science when taught using lecture method, 93.3% got the score ranging from 0 to 17, 6.7% got the score ranging from 18 to 20, and none of them got the score ranging from 21 to 30. There was no significant difference on the students' pretest scores when grouped to Three-step interview as a strategy and lecture Method. There was a significant difference on the students' posttest scores when taught using Three-step interview as a strategy and lecture method. Paired t-test results revealed significant difference on the students' pretest and posttest scores when taught using Three-step interview as a strategy and there was a significant difference on the students' pretest and posttest scores when taught using lecture method. This study concluded that Three-step interview as a strategy can improve the students' performance.

Moreover, Rani Candrakirana (2014) stated that through the activities of Three-Steps Interview Technique, the students' speaking skill can be improved. It is proved by the result of the improvement result from pre-test to post-test. The mean of the scores of the pretest is 47.87; cycle 1 test is 61.8; then for the cycle 2 test is 71.29; and the last is 78.42 for the post-test. Those scores were good enough; and it also increased from a test to another test. The collected data showed that Three Steps Interview Technique can be an alternative strategy to improve students' speaking skill. Three-step Interview Technique helped students personalize their understanding of the material and appreciation of the ideas of others. Active listening and

paraphrasing develop the students understanding and also empathy to the others thinking. Then, by using TSI technique, the students finally realized that speaking is not difficult. Therefore, it can be concluded that three-step interview can improve students' speaking ability.

And the last previous research by Umami (2019) There was significant improvement of speaking skill by using Three-step interview technique for tenth grade students of SMK Muhammadiyah Salatiga. It could be seen from students' scores of pre-test and post-test. Therefore, before the technique was implemented, there were 79.17% of the students who did not pass the passing grade, and only 20.83% of the students who could reach the passing grade. Meanwhile, in the post-test result, there was 58.33% of the students who could not reach the passing grade on the post-test, and there was 25 % of the students who could reach the passing grade. On the other hand, the result of the cycle II showed that there was 45.83 % of the students who could not reach the passing grade, and only 54.17 % of the students who could reach the passing grade on the pre-test of cycle II. Meanwhile, there was 91.67 % of the students who could reach the passing grade on the post-test of cycle II. Therefore, it was shown in the mean of students' score of pre-test cycle I is 71.96 and the mean of post-test in cycle I is 75.42. Meanwhile, the mean of pre-test in cycle II was 76.75 and the mean of post-test in cycle II was 80.67. It means that the implementation of Three-step interview in descriptive text was significantly to improve students' speaking skills.

Based on the previous research, most of them were focused on the effectiveness of Three-step interview technique to improve students' learning, especially in English speaking skill. In addition, the results were only covering the students" speaking improvement by comparing their score in pre-test and post-test. Some of the researchers also tried to investigate the influence of Three-Step Interview to the students" active involvement in classroom activities. However, besides analyzing the students" speaking improvement, this research will try to reveal the quality of the use of Three-Step Interview based on students' perspective by considering their perception towards the technique used.

2.5   Theoretical Assumption

Speaking is a productive skill, it means you use the language that you have acquired and produce a message through speech that you want others to understand. Speaking is the ability to perform the linguistics knowledge in actual communication, where the student use this skill in daily activity. It is not only a matter of transferring some messages to other persons but is also communication, which needs more than one person to communicate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. If the learners do not have speaking skill, do not understand the English words that are said by the speaker, do not acknowledge the language, they cannot grasp meaning of what the speaker mean. So,

speaking is the way of someone to express their minds, ideas and thought freely and spontaneously.

Thus, this research suggests Three-Step Interview technique to be used in class to improve the students' speaking achievement. The Three-Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee.

In addition, this technique is very good for working in groups and individually, this technique individually makes students think to answer and express their opinions while in groups they can exchange many information.

2.6 Hypothesis

Concerning the literature review above, the hypothesis could be formulated as follow:

H_1 : There is improvement of students speaking achievement after the implementation of three-step interview technique in teaching descriptive text.

H_0 : There is no improvement of students speaking achievement after the implementation of three-step interview technique in teaching descriptive text.

H_1 : There are speaking aspect which improved after the implementation of three-step interview technique.

H_0 : There are no speaking aspect which improved after the implementation of three-step interview technique.

These are the explanation of some theories related to the research.The theories are used as references to conduct the research.

III.   RESEARCH METHODOLOGY

This chapter discusses about methods of the study. They are research design, population and sample, research variables, research instrument, reliability and validity testing, data collecting method, and data analysis.

3.1   Research Design

According to Burgin (2005), research design is all process that be needed in conducting the research. This research will use quantitative approach and one-group pretest-posttest design, there was no control group. The researcher gave pre-test to students then gave them treatment. After giving treatment, researcher gave students post-test. The researcher wanted to see whether the treatment make a difference or not. The design of the research is illustrated as follows:

TI X T2

Where:

T1 belongs to pre-test

X belongs to the treatment

T2 belongs to post-test

(Setiyadi, 2018: 113)

3.2   Population and Sample

The population in this study is tenth grade students at SMKN 1 Terbanggi Besar in the 2020/2021 school year. The tenth grade students were divided into 11 classes, 3 classes are accounting classes, 3 classes are administration classes, 3 classes are marketing classes and 2 classes are computer classes. The number of all students at SMKN 1 is the largest from all majors and all classes is 917 students in 2021. Meanwhile, the researcher chose one sample class as a representative.

The sample is students of class X Accounting 1, amounting to 20 students. The sample was selected using random sampling so that all population classes had the same opportunity to be a research sample.

3.3   Research Variable

Setiyadi (2018) states that variable is a group of people, behavior, or the environment which have various characteristics. In this research, the variables was Three-step Interview technique and students' speaking achievement. It is assumed that students' speaking achievement is a dependent variable which will be influenced by the technique. Besides, the independent variable is Three-step Interview technique which is expected to increase the students' speaking achievement.

3.4   Research Instruments

The instrument used to obtain data is a speaking test by descriptive text and video documentation. It has a purpose to find know student learning

outcomes before and after treatment. In addition, there was two kinds of tests, namely pre-test and post-test. A pre-test was given at the beginning of the meeting to see students. Early achievements in speaking. Then, post-test was done afterwards students thought about a three-step interview to demonstrate increase in student writing achievement. Both tests had similar instructions that describe something. However, the given situation or context was different.

3.5   Validity and Reliability

In conducting the research, the researcher used some instruments to gain the data. However, the instruments was used should be proved and fulfilled the aspect of validity and reliability. According to Setiyadi (2018: 11), validity and reliability are two aspects that cannot be separated in the research regarding to the measuring instruments of the research.

Checking validity and reliability of the instruments is needed to know that the instruments are appropriate to used for collecting research data. Therefore, in this study, the researcher was consider the aspects of validity and reliability for fulfilling the criteria of good instruments.

1. Validity

Hatch and Farhady (1982) define validity as an extent to which instrument can measure the particular skills or the objectives which intended to be measured and suitable with the criteria. Simply, the tests should measure what supposed to be measured. Validity of Speaking Test, Hatch and Farhady add that there are two basic types of validity; content validity and

construct validity. Both types of validity was analyzed to measure whether the tests have a good validity.

First, content validity is the extent to which the tests must cover the domain that it purports to cover fairly and comprehensively. In addition, to fulfill this type of validity, the researcher was composed the speaking tests in the pre test and post test, the form of the test was descriptive text in the form of a monologue that was compiled based on the syllabus of tenth grade students in SMK Negeri 1 Terbanggi Besar. Besides, the researcher was discuss the tests with the English teacher of SMK Negeri 1 Terbanggi Besar to got a good content validity.

Second, construct validity deals with the degree to which the tests used measure the construct that is being examined. Simply, the tests should be in line with the theory of what is being measured. Since the tests will measure the students' speaking ability, the researcher was composed the test based on the speaking aspect; grammar, pronunciation, vocabulary, fluency, and comprehension.

2. Reliability

Reliability is the instruments consistency of the gained score (Setiyadi, 2018: 13). A reliable instrument is the instrument which gives the consistent results to measure the same subjects in a different time.

Reliability of Speaking Test, In this study the researcher wad analyzed the reliability of the speaking test and the scoring system of the research. A test was considered reliable if it shows consistent result. Besides, to avoid the

subjectivity of research, the researcher was used interrater reliability. Interrater is the different raters who independently estimate the scores of the test and they agree in their ratings of the students' speaking result. In this research, the first rater is the researcher and the second rater is the English techer of SMK Negeri 1 Terbanggi Besar. Both the raters was estimate the students' speaking ability based on the scoring criteria proposed by Jacobs (1981 in Weingle 2002: 116). In addition, to correlate the two raters, Rank Spearman Correlation was used the formula is as follows:

$$p = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

While:
P: coefficient of rank order
d: difference of rank correlation
N: number of the students

1-6: constant number

(Hatch and Farhady, 1982: 206)

Furthermore, this research was used the standard of reliability as follows:

0.00 to 0.19   a very low reliability

0.20 to 0.39   a low reliability
0.40 to 0.59   an average reliability
0.60 to 0.79   a high reliability
0.80 to 0.100   a very high reliability

(Arikunto, 1998:260)

3.6   Data Collecting Method

Data are result of investigation that gave all of facts and members as materials for constructing information (Arikunto, 2006). Data collecting

method is the method that is used by the researcher to collect data. The research cannot get information without the data. In this research, the data collected from students' score of the tenth grade at SMKN 1 Terbanggi Besar in the form of speaking test.

In collecting the data, this research will use several techniques as follows:

1. Pre-test

   Before giving the treatment to the students, the researcher was giving speaking test to know their prior knowledge before teaching through three steps interview strategy. The form of speaking test was oral performance test. The students was giving topics to choose one of them to be presented or describe the topic. It was aimed to know the students' basic speaking ability.

2. Post-test

   The researcher used speaking as tests. The researcher gave post- test after students was talk by using Three Steps Interview strategy. It was used to know whether that strategy achievement toward the students speaking ability. The result is compared with pre-test.

3.7   Procedures of the Research

In order to conduct the research, the researcher will do several steps which will be illustrated below:

1. Identifying the problem

In this first step, the researcher did the observation in SMK Negeri 1 Terbanggi Besar. Mostly, the observation was conducted during the PLP where the researcher is trained to teach in the school. Besides, the researcher was also find the theory, previous research, and the statements from experts to support the problem.

2. Determining population and sample of the research

The sample of this research was determining through simple random probability sampling. It means that the sample of this research is selected randomly by using a lottery. The subject in this research is first grade in SMKN 1 Terbanggi Besar. One class is used as an experimental class.

3. Determining research instrument

Selecting material and determining research instruments the researcher chose the material about descriptive text which is based on the syllabus. Besides, speaking test as research instrument was composed based on the material of speaking in curriculum 2013.

4. Administering pre-test

In order to know the students" initial speaking ability, the pre-test was administered before the implementation of Three Step Interview Technique In this test, the students were asked to make an descriptive text based on the situation/the topic that was be given.

5. Conducting treatments

This step was the implementation of Three Step Interview technique. The treatment will consist of three meetings.

6. Administering post-test

The posttest was given after all the treatments have conducted. The instruction was similar with the pretest but was had different situation/topic.

7. Analyzing the data

In order to answer the research question, the researcher was analyze the result of the tests before and after the implementation of Three Step Interview technique using quantitative data in scoring the result of students test.

3.8 Scoring System

The teacher gave the score of the students' speaking ability based on the oral rating sheet provide. In the test the researcher used the inter rater, that were the researcher and the English teacher. Rating sheet modified from Harris (1974). Based on the oral rating sheet, there are five aspects to be tested that is pronunciation, grammar, vocabulary, fluency, and comprehension. Here the rating scales:

Table 3.1 Table of speaking scoring

No	Aspects	Score	Criteria
1	Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
		2	Very hard to understand because of pronunciation problems.
			Must frequently be asked to repeat.

		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		4	Always intelligible though one is conscious of a definite accent
		5	Has few traces of foreign accent
2	Grammar	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
		2	Grammar and word orders make comprehension difficult. Must often rephrase sentences and / or restrict him basic pattern.
		3	Makes frequent errors of grammar and word order which obscure meaning.
		4	Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning.
		5	Makes few (if any) noticeable errors of grammar or word order.
3	Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
		2	Misuses of words and very limited vocabulary make comprehension quite difficult.
		3	Frequently use the wrong words: conversation somewhat limited because of inadequate vocabulary.
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		5	Uses of vocabulary and idioms are virtually that of a native speaker.
4	Fluency	1	Speech as so halting and fragmentary as to make conversation virtually impossible.
		2	Usually hesitant, often forced into silence by language problems.

		3	Speed and fluency are rather strongly affected by language problems.
		4	Speed of speech seems to be slightly affected by language problems.
		5	Speech as fluent and effortless as that of a native speaker.
5	Comprehensible	1	Cannot be says to understand even simple conversation of English.
		2	Has great difficulty following what is says. Can comprehend only "social conversation" spoken with frequent repetition.
		3	Understand most of what is says at lower than normal speed with repetitions.
		4	Understands nearly everything at normal speed although occasional repetition may be necessary.
		5	Appears to understand everything without difficulty.

The score of each point was multiplied by four, so the highest score is 100.

Here is identification of the scores.

If the students get 5, so 5 x 4 = 20

4, so 4 x 4 = 16

3, so 3 x 4 = 12

2, so 2 x 4 = 8

1, so 1 x 4 = 4

For example:

A student gets 4 in pronunciation, 3 in vocabulary, 3 in fluency, 4 in comprehension, and 3 in grammar. Therefore, the students' total score will be:

Pronunciation 4 x 4 = 16

Vocabulary 3 x 4 = 12

Fluency 3 x 4 = 12

Comprehension 4 x 4 = 16

Grammar 3 x 4 = 12

The total score is 68. It means that he / she gets 68 for speaking.

The scoring system has 0 to 100 ranges of score. Furthermore, since there are two raters who gave the score to the students' speaking test, the formula will be as follows:

$S = (S1 + S2) : 2$

S : Student's score

$S1$: the first rater (the researcher)

$S2$: the second rater (the English teacher)

Table 3.2 Table of Classification the students communicating score

No	Classification	Scores
1.	Excellent	86-100
2.	Good	85-71
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤ 40

(Suharsimi Arikunto,Dasar dasar evaluasi pendidikan)

The data were classified into the following ways of classification as the table above.

3.9   Data Analysis

In order to get the complete result, the researcher analyzed the data through some steps below:

1. Calculating the mean score of difference between pretest and posttest by using the following formula:

    $D = \dfrac{\sum D}{N}$

    Where:

    D = The mean score of difference

    $\sum D$ = the total scores of difference between pre-test and post-test (x1-x2)

    N = Total sample

    Gay in Amir (2012)

2. To see significant improvement of the students' speaking achievement, the researcher used the Paired Sample T-Test in SPSS version 20.

3. To find out which aspects of speaking improves the most, the researcher used the One Way ANOVA. Setiyadi (2006).

3.10   Normality of the Data

There are three basic assumptions which should be fulfilled in T-test comparison analysis (Setiyadi, 2018), they are:

a. The data is in form of interval or ratio.

b. The data is taken from random sampling.

c. The data is distributed normally.

According to Ghasemi and Zahediasl (2012), normality needs to be checked for many statistical procedures, including T Test, since it is based on the assumption that the data follows a normal distribution. It should be taken seriously to create a reliable and accurate conclusion. The test used to assess the normality is *Kologorov-Smirnov* in SPSS version 20. In this research, the researcher found out the answers of the hypothesis below:

H_1 : the distribution of the data is normal

H_0 : the distribution of the data is not normal

In this research, the level of significance is 0.05. Therefore, the hypothesis was accepted if the p values are more than 0.05 which indicates normal distribution and vice versa. After analyzing the data, the normality data were obtained as follows:

Table 3.3 Table of One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		20	20
Normal Parameters[a,b]	Mean	81.20	65.50
	Std .	12.706	12.033
Deviation		.143	.176
Most Extreme Differences	Absolute	.134	.176
	Positive	-.143	-.101
		.640	.788
Negative		.807	.564
Kolmogorov-Smirnov			
Asymp.Sig.(2-tailed)			

Test distribution is Normal
Calculating from data

From the results of the table above, it shows that the distribution is normal because the results are more than 0.05, there are 0.807 for pretest and 0.564 for posttest.

3.11   Hypothesis Testing

The hypothesis testing is use to prove whether the hypothesis proposed in this research is accepted or not. The hypotheses are analyzed by used repeated measures T-test of SPSS 20. The hypotheses that have been tested are:

1. H_1 : There is improvement of students speaking achievement after the implementation of three step interview technique in teaching descriptive text.

   H_0 : There is no improvement of students speaking achievement after the implementation of three step interview technique in teaching descriptive text.

After the implementation of three step interview technique in teaching descriptive text.

2. H_1 : There are speaking aspect which improve after the implementation of three step interview technique.

   H_0 : There is no aspect of speaking which improve after the implementation of three step interview technique.

In testing the hypothesis, this research will use the level of significance 0.05, in which hypotheses is proved if sig<p. it means that the probability of errors in hypotheses is only 5%.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with two major points namely conclusion and suggestion.

5.1 Conclusion

This research was concerned with the used of Three-step Interview technique to increase the students' speaking performance at the first grade of SMK N 1 Terbanggi Besar. With regard to the research finding and discussion, researcher would like to state some conclusions as follows:

1. There was a significant increase of students speaking performance after being taught Three-step interview technique. It could be seen from the mean score of pretest and posttest. The mean of pretest was 67,3 and the mean score of postrest was 79,8. Since the mean score of the posttest was higher than pretest, it can be concluded that the students' speaking performance increased. Moreover, it can be seen from the p-values is .000< 0.05. It means H1 is accepted and H0 is rejected. It happens because Three-step interview technique stimulated the students to express their idea. As a result, their speaking performance increased due to their activeness in expressing their idea.

2. The use of Three-step interview technique in teaching speaking could find out the aspect of speaking that increased the most. Based on seeing the analysis of students' work in pretest and posttest on each aspect of speaking. It could be found that pronunciation was the aspect that increased the most than other.

5.2 Suggestion

Considering the finding of the result, researcher would like to recommend some suggestion as follows:

5.2.1 Suggestion for English Teacher

1. Since this study was concerned on increase of speaking performance in descriptive text, English teachers are suggested to apply the three-step interview technique in teaching speaking. This technique has the disadvantage that it will use a long time. Since this study was concerned on increase of speaking performance in descriptive text, English teachers are suggested to apply the three-step interview technique in teaching speaking and TSI this technique has the disadvantage that it will use a long time. To overcome the weakness of three-step interview, it can be solved by covering the disadvantages, such as making a modified version of interview. Teacher can tackle the longer time used by providing questions which can be answered in one limited time. The questions given can be modified into a

simplest version. Teacher should be able to predict the possible time used to answer it, that the students will also able to think about the possible answers that can be answered shortly. The more teacher can modify the questions into a short-answered result, the more efficient time saved to bring the materials into an explanation.

2. This study was concerned on speaking performance. Therefore, the English teachers can try to apply the technique of Three-step interview in another performance.

5.2.2 Suggestion for Further Researcher

1. This study is restricted to the implementation of Three-step interview technique to increase students' speaking performance. Therefore, further researcher are suggested to implement three-step interview technique to increase another skill of students achievement.

2. This study is limited to discuss only the increases of students' speaking performance. Therefore, further researcher can add another instrument such as questionnaire to find out students' response towards three-step interview technique in order to support the result of the research.

3. This research was done in vocational high school level. Therefore, further researcher can conduct a research in junior high school or university level.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement three-step interview technique in teaching speaking and for further researchers who want to investigate the research about this technique.

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