



**THE IMPLEMENTATION OF THREE-STEPS INTERVIEW TO  
INCREASE THE STUDENTS' SPEAKING ABILITY AT SMP AL FARABI  
MEDAN**

**A SKRIPSI**

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of the  
Requirements for The Degree of Bachelor**

**By:**

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FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATRA MEDAN**

**2018**



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Assalamu'alaikum Wr.Wb.

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi:

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Judul : The Implementation Of Three Steps Interview To Increase  
The Student's Speaking Ability At SMP Al Farabi Medan

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapan terima kasih.

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## **SURAT PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, 4 Februari September 2019

Yang menyatakan,

**Azizah Izzaty**

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## **ABSTRACT**

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**Title : The Implementation Of Three Steps Interview To Increase  
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Students' Speaking Ability At SMP Al Farabi Medan**

**Skripsi, Medan : Department of English Education Faculty of Tarbiyah and  
Teachers' Training State Islamic University North  
Sumatera, Medan 2019**

**Keywords : Three Steps Interview Strategy, Students' Speaking Ability**

This research aimed to increase the students' speaking ability in English by implementing three steps interview strategy. This research was conducted by using Classroom Action Research (CAR). The objective of this research was to prove whether three steps interview strategy can increase the students' speaking ability at the eighth grade of SMP Al Farabi Medan. The subject of this research was VIII-3 SMP Al Farabi Medan in 2018/2019 academic year which consists of 36 students. This research was conducted in two cycles which each consists of planning, action, observation, and reflection. The strategy of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from interview and observation. The quantitative data were taken from the speaking test.

Based on quantitative data, the result of this research showed that there was increased of students in speaking ability. The mean of pre-test was 62.77 and the students who got point  $\geq 75$  were 10 students (28%). The mean of post-test I was 71.52 and the students who got point  $\geq 75$  were 15 students (40%). The mean of post-test II was 80.55 and the students who got point  $\geq 75$  were 30 students (85%).

Based on qualitative data, it was found that the students were active, enthusiastic, and interested in teaching learning process. It can be concluded there was significant increase of the students ability in speaking through three steps interview strategy at the eighth grade of SMP Al Farabi Medan.

## **ACKNOWLEDGEMENT**

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this skripsi can be finished. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

Finishing of writing this skripsi is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah Subhanahu Wa Ta'ala for the blessing given to me so that the writing of this skripsi had been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. A profound gratitude is directed to my beloved mother, Ridhawati Pohan, S.Pd, who always give me support, advice, motivation, help, goodness, care, and all of things that I need to finish my study.
2. Dr. Amiruddin Siahaan , as the Dean of Faculty of Tarbiyah Scince and Teachers Training State Islamic University of North Sumatera.
3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the head of English Department, who help me and give me support in requirements process for get the bachelor (S1) program.
4. Dr. H. Syaukani, M.Ed, as the first advisor who has guidance, dedication, and support during writing this skripsi.
5. Drs. Rustam, M.A, as the second advisor who has guidance, dedication, and support during writing this skripsi.

6. All the lectures in English Department for teaching Precious knowledge, sharing philosophy of life, and giving wonderful study experince.
7. The principal of SMP Al Farabi Medan, Maulana Malik Muttaqin, M.A, the English teacher Amelia Septya Rini, S.S and all of the students of VIII-3 who helped the writer during the research.
8. My beloved brothers and sisters, Kholis Azyzy, Arif Azyzy, Nisywa Izzaty and Hamimah Izzaty. Thanks for help, support and prayer.
9. My beloved friends Novela Hayati who always help, support, give suggestions in solving some of the trouble to finish this skripsi, Anita Rizki Bencin who always give me support and pray for me to get bachelor when I felt down, Nur Aryanti who always be my power to finish my study so that we can meet soon, Bunga Aprilliana and Ismayani Cikita Siregar who helped and give me many information that I did not know, Halimah who kept and care my daughter, my lovely other friend like Nita, Putri, My sister Nadia, and Yeyen thanks for be a part of my story.
10. The last, the most especially in my life and always be motivator to finish this skripsi and believe can graduate soon Naura Azzahra. You are my princess the most I loved. Thanks dear. I love you my lovely daughter.

Finally, it is obviously that this skripsi is not perfect yet, either in content or grammar, etc. So, the suggestion or critical from the reader is needed to make the skripsi be better. I hope this skripsi can be useful for everyone.

Medan, 4 Februari 2019  
The Writer

Azizah Izzaty  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is the international language that was used for long time ago by the human in the world. In many countries, English is adopted as second language, moreover as the main language. While in Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in Junior-Senior High School and complementary subject of the higher education institution. It's because of the situation we are facing now; globalization era, which is very competitive.

In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as respective skills while speaking and writing skills are considered to be productive skills. The four skills are important. However, of all the four skills, speaking seems intuitively the most important. Language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas through the language.

Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary).<sup>1</sup> The students should be having good pronunciation, fluency of pronunciation because this ability can make people understand easily when speaking. Besides it, when we do interaction or

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<sup>1</sup> Mary Underwood, *Teaching Listening* (New York: Longman Inc, 1997), P. 11

communication with others we must use good pattern sentence or good grammar. And we must have many vocabularies that can help us to communicate, share, and inform our idea with other easily.

To achieve the literacy, especially in speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices. In addition, they should also be aware of the social and cultural rules that apply in various contexts of communication as well as of the strategies employed during the process of communication.

Since speaking become complex ability, it is important for teachers to use appropriate strategy in teaching speaking. Three steps interview is one of the strategy that helps students to learn speaking actively because three steps interview can make student develop ideas, share their thinking and asking question for speaking. The content of the interview can anything such as telling personal experiences or describing something.

Based on the theory above, the researcher is interest in using three steps interview to teach speaking at the eight grade of SMP Al-Farabi Medan because there are many advantages that could help students to improve their speaking skill, for instance, helping students generate their ideas for speaking, and also make students experience fun learning in their speaking class.

According to school Based Curriculum (Kurikulum 2013), the purpose of learning English especially speaking, is “describing something, people, animal, or characteristics” that relevant with the students life.<sup>2</sup>

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<sup>2</sup> Silabus Bahasa Inggris K13 SMP/MTS.

Based on the explanation above, it is clear that speaking skill needs many aspects which should be mastered by the students. Based on my observation at SMP Al-Farabi Medan, it is clearly that most of the students still had difficulties and problems in learning English, especially in speaking skill. Their speaking ability was still so far from the expectation of the curriculum. This could be indicated as the following symptoms; most of the students are not brave and afraid to take a part in the conversation, most of the students are still clumsy in speaking, the students are not enthusiast and not courage to involve in the speaking learning process, and teacher seldom using the interest strategy in learning process especially in speaking learning teachers always conclude English language as the foreign language and seldom using English language in speaking learning.

Based on the problem exposed by the researcher above, it was obvious that most of the students at the school still have problems or difficulties which should be solved as soon as possible. Either the difficulties are on the students or caused by others factor (speaking difficulties itself). Therefore, the researcher interested in conducting a research on the title “Implementation of Three Steps Interview to Increase the Student’s Speaking Ability at the Eight Grade of SMP Al-Farabi Medan”.

## **B. Identification of The Study**

In fact, most of the students have difficulties in speaking. It caused by some factors. Those are:

1. Most of the students are too shy and afraid to take a part in the conversation.
2. Most of the students are still clumsy in speaking.

3. The students are not enthusiast and not courage to involve in the speaking learning process.
4. Teacher seldom shows the interest strategy in learning process, especially in speaking learning.
5. Teachers always conclude English language as the foreign language and seldom using English language in speaking learning.

### **C. Limitation of The Study**

Based on the identifications of the problem above it is very important for the researcher to limit the problem. The researcher would like to focus on the implementing three steps interview on student's speaking ability at eight grade of SMP Al-Farabi Medan.

### **D. Formulation of The Study**

Based on the limitation of study, the writer found that the formulation of study is:

1. How is student's speaking ability at SMP Al-Farabi Medan by implementing three steps interview strategy?
2. Does the students speaking ability increase by implementing three steps interview strategy?

### **E. The Objectives of the Study**

The objectives of the research are as follows:

1. To know the student's speaking ability at SMP Al-Farabi Medan by implementing three steps interview strategy.
2. To know whether the student's speaking ability increase by three steps interview strategy.

## F. Significance of The Study

By conducting this study, the researcher wishes the result being useful for:

1. For teachers

This study is supposed to be one of the references for teachers in Junior High School to use an interesting strategy in teaching speaking.

The researcher hopes that it will give teachers inspiration for improving their teaching strategy. So, the students will get better achievement.

2. The readers

The study of this research will be a good reference and knowledge for readers who want to teach speaking ability by implementing three steps interview strategy.

3. For the researcher

The result will be a useful reference. As a teacher candidate, we should know how to teach speaking ability by implementing interest strategy to make the students not get bored in learning English speaking.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories are needed to explain some concepts applies concerning to the research. The concepts made clear from the start to the end in order to avoid possible misunderstanding between the writer and the reader about the ideas conveyed.

##### **1. Speaking**

###### **a. The Nature of Speaking**

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand.

According to Nunan, speaking is the productive oral skill. It consist of producing systematic verbal utterances to convey meaning.<sup>3</sup> Then, Hall in Fulcher cited that, speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating.<sup>4</sup> Meanwhile, Brown asserted that, speaking is the product of creative construction of linguistic strings, the speaker make choice of lexicon, structure, and discourse.

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<sup>3</sup> David Nunan (ed), *Practical English Language Teaching* (Singapore: Mac Graw Hill, 2003), P.48

<sup>4</sup> Glenn Fulcher, *Testing Second Language speaking* (London: Longman, 2003), P.22

According to Gert and Hans, speaking is speech or utterances with the purpose of having intention to be recognized by speaking and receiver processes the statements in order to recognize their intentions.<sup>5</sup> Hedge defines speaking as “a skill by which they (people) are judged while first impressions are being formed. Another definition is proposed by Chaney as cited by Kayi, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.<sup>6</sup>

Actually, every human kind asked to say the right thing. This case mentioned in Q.S Al – Ahzab : 70 as Allah swt. said:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِنَّ اللَّهَ وَقُولُوا فَوْلَأً سَدِيدًا [٧٠]

Meaning: *Hi the faithful! Fear Allah and always say the right thing.*<sup>7</sup>

From this verse, the clause “say the right thing” relates to speak honestly, it means conveying words or sentences without reduce or increase the message of something. Besides, we need to realize that if we want to say something, we must deliver words by having some knowledge and think first before speaking in order to the listener understands what we say.

In addition, we must also speak well. As Rasulullah saw explain in the following one.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ :  
مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلَيَقُولَ خَيْرًا أَوْ لِيَصُمُّتُ ، وَ مَنْ كَانَ يُؤْمِنُ بِاللَّهِ

---

<sup>5</sup>Gert Rickheit and Hans Strohner, *Handbook of Communication Competence*, (Germany: De Gruyter Mouton, 2008), P.207.

<sup>6</sup>Hayriye Kayi, *Teaching speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, Vol.12, No. 11, November 2006, Retrieved from <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>.

<sup>7</sup> Department Agama RI, *Al – Qur'an and Translation*, (Semarang: CV. Asy Syifa', 2000), P.944

وَالْيَوْمِ الْآخِرِ فَلَيُكْرِمْ جَارَهُ ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلَيُكْرِمْ ضَيْفَهُ [

رواه البخاري و مسلم ]

Meaning: *From Abu Hurairah radiallyahu'anhu, actually Rasulullah saw said:*  
*"Whoever who believes in Allah and Judgement Day let him speak well or keep silent, whoever who believes in Allah and Judgement Day let him honour his neighbour, and whoever who believes in Allah and Judgement Day let him glorify his guest."* (Bukhari No. 6018, Muslim No. 47)

Speaking skill is the verbal language used to communicate with others.<sup>8</sup> In Holy Qur'an An Naml verse 16 below:

وَرَرِثَ سُلَيْمَانٌ دَاوِدَ وَقَالَ يَأَيُّهَا النَّاسُ عْلَمْنَا مَنْطَقَ الطَّيْرِ وَأُوتِينَا مِنْ كُلِّ شَيْءٍ  
 إِنَّ هَذَا لَهُوَ أَفْضَلُ الْمُبْتَدِئِينَ [١٦]

Meaning: *And Sulaiman inherited Daud. He said, "hi people, we have been taught the language of birds, and we have been given from all things. Indeed, this is evident bounty".*<sup>9</sup>

This verse shows that learning language is important things to do. How Sulaiman inherited Daud, bird language shows us that language is important to learn.

Learning obligation becomes imperative for students to learn the language in order to be useful for propagation of Islam internationally.

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<sup>8</sup> Gleen Fulcher, *Testing Second Language* (Person Longman: London, 2003), P.22

<sup>9</sup> Department Agama RI, *Al-Qur'an and Translation* (Semarang: CV. Asy Syifa', 2000), P.837

Speaking consists of producing systematic verbal utterances to convey meaning (utterances are simply things that people say). Speaking in foreign language involves a variety of operations, and learning to perform all of them quickly requires extensive practice.<sup>10</sup>

Speaking skill can be assessed by oral language on systematic and have procedures or reassessment activities that can readily be incorporated into plans by making assessment reflecting to instructions it will increase the validity and reliability of assessment approaches.<sup>11</sup>

The ability to speak fluently presupposes not only the knowledge of language features, but also the ability to process information and language on the spot. Speaking is a productive skill. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking can't be separated from pronunciation as it encourages learners to learn English sound.

### **b. Assessing Speaking**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously make an assessment student's performance. Written work – from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students.

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<sup>10</sup> Don Snow, *From Language Learner to Language Teacher* (Michigan: Tesol, 2007), P.105

<sup>11</sup> J. Michael O'Malley, *Authentic for False Language Learners* (USA: Longman, 1996), P.325

Brown states as with effective tests, designing appropriate assessment task in speaking begins with the specification of objective or criteria, those objective may classified in term of several types of speaking performance: 1) imitative, 2) intensive, 3) responsive.

Imitative: at one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

Intensive: a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, and lexical of phonological relationship (such as prosodic element – intonation, stress, rhythm, juncture). Example of extensive assessment task include directed response task including simple sequences and relationship up to the simple sentence level.

Responsive: included interaction and test comprehension but at somewhat limited level of very short conversations, standard greetings, and a small talk simple request, and the like.

The assessment of speaking is states as follow:

1. Pronunciation and intonation: a distinctive mode of pronunciation of a language, especially one associated with a particular nation, locality, or social class. In pronunciation there are sound, stress, pitch and intonation. Sounds (phonem) are representative by a phonetic symbols. By changing one sound, we can change the word and its meaning. Stress is where emphasis is placed

in words and sentence. Pitch describe the level at which you speak, and intonation is often described as the music of speech.<sup>12</sup>

2. Accuracy and Fluency: in learning English as foreign languages often errors when they are speaking. In teaching it is correct high gravity error immediately, low gravity errors can wait. The point of the following as helping to define what mean by “fluency”.<sup>13</sup> Hesitation consisting of pauses, which can be unfilled (silence) filled (with noises like “erm); repeating syllables or word; changing words; correcting the use of coherent save devise, particularly pronouns; beginning in such a way that grammar predict what comes; next, but the speaker changes the structure of the utterance part way through; grammar.
3. Grammar: grammatical correctness is a main point were speech connected. A core grammar for informal speaking would probably need to include the following items.<sup>14</sup> A command of present and; familiarity with use of continues past simple, and then to use the letter to sequence narratives and perfect forms of verbs, boot to frame and background information in narratives; a knowledge of the frequently occurring modal and semi modal verb (can, will, would, have to going to, used to); the ability to formulate questions, especially not only yes / no questions; some basic conjunction (and, so, but) in order to string together sequences of casual and non casual units; one or two all – purposes quoting expression of the said ... and then I said type.

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<sup>12</sup> Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), P. 50-51.

<sup>13</sup> Glenn Fulcher, *Testing Second Language Speaking* (London: Longman, 2003), P.27

<sup>14</sup> Scott Thombury, *How to Teach Speaking* (London: Longman, 2005), P.34

4. Comprehension: comprehension is an exercise aimed at improving or testing students understanding of language (written or spoken).

## 2. Ability

In global era speaking ability in English is useful in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is international language. That fact requires people to master English active in order to make verbal interaction with people around the world. Ability is skill, proficiency, capability, talent, facility, qualification, strength. Ability is capacity, suitability, the quality or state of being able.

According to John. M. Echols and Hasan Shadily in an English Indonesia Dictionary, ability is kecakapan, bakat dan kemampuan, it's mean that ability is talent, skill, power, interest, to do something.<sup>15</sup> In wikipedia ability is a component of a competency to do a certain kind of work at a certain level.<sup>16</sup>

The some factors that can improve original ability are talent, and human character. Commonly, this ability comes since they babies. In which the ability to have talent will show when we were interested in something.

Allah says in holy Qur'an (An-Nahl: 78)

وَاللَّهُ أَخْرَجَكُم مِّنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ  
وَالْأَفْنَدَةَ لَعَلَّكُمْ تَشْكُرُونَ

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<sup>15</sup> John M echols and hasan shadily, *Kamus Inggris Indonesia*. Jakarta: PT Gramedia, 2003, P. 2.

<sup>16</sup> <https://en.wikipedia.org/wiki/Ability>

Meaning: “*it is he who brought your forth the wombs of your mothers when you are nothing, and he gives you hearing, sight and intelligence and affections: that you may give thanks to Allah.*”<sup>17</sup>

From this verse, we will know that men borned purely. Their environment especially their parents, influence their need and characters in daily. The ability of students to understand the material is not same, although they are thought by same teacher because their power to understand the material is different.

### **3. Three-Steps Interview**

Three-Step Interview is defined as a cooperative learning strategy which enables and motivates members of the group to acquire certain concept deeply by student’s role. It is an adaptable process in the classroom. The aim this strategy is to gather students in a conversation for analysis purpose and new information synthesis.<sup>18</sup> Regarding to the explanation above, there should be an effective strategy to improve student’s mastery of English language, especially speaking ability. This study is expected to prove whether this strategy Three-Steps Interview is effective to improve students speaking ability. Three steps interview is another simple information sharing structure. It consist of three steps and works best in groups of four but can be adapted for larger or more smaller groups.

Three-Steps Interview is a cooperative structure that helps students personalizes their learning and listen to and appreciate the ideas and thinking of others.<sup>19</sup> Active listening and paraphrasing by the interviewer develops

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<sup>17</sup> <http://id.noblequran.org/quran/surah-an-nahl/ayat-78/>

<sup>18</sup> Kagan, Spencer, (1994), *Cooperative Learning*, San Clemente, CA : Kagan Publishing.

<sup>19</sup> Lipton, L, (1998), *Patterns and Practice in The Learning-Focused Classroom* Guilford, Vermont : Pathways Publishing.

understanding and empathy for the thinking of the interviewee. They can be used as an introduction to an activity or a way to explore ideas and concepts more deeply. Students also have an opportunity to develop active listening skills and understand others viewpoints.

Three-steps interview strategy is a good strategy that can be used in learning for the classroom. The strategy leads the students to speak actively. Three-steps interview strategy is an effective strategy to improve engagement and language development.<sup>20</sup>

#### **4. Procedure Three-Steps Interview**

The procedures three-steps interview strategy can be started by asking the students to speak about a particular topic. Then, make them interview their partner which relates with the topic. After that, another student has task to record the result from their interview. The steps can be repeated for making all of the member interviewed.<sup>21</sup> To apply three-steps interview as a strategy to attract students be confident when they are speaking, the teacher must be friendly in his role. Teacher should involve directly in it yet be easy going to be approached by students.

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<sup>20</sup> Hansen, Pia M, (2009), *Eye on Education Coaching Handbook, Working with Teachers to Improve Instruction*, New York : McGraw Hill Companies.

<sup>21</sup> Lundy, Kathlene Gould & Larry, Swartz, (2011), *Creating Caring Classroom How to Encourage Students to Communicate, Create and be Compassionate of Others*, Ontario : Stenhouse Publisher.

Three-step interview is an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with three students per group, but it can be modified for groups of four.<sup>22</sup>

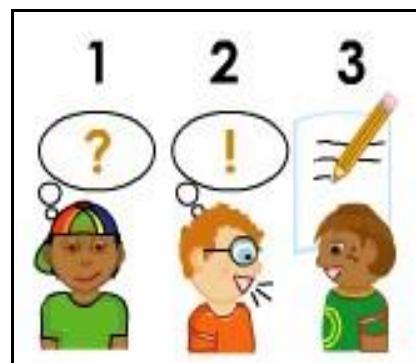


Figure 2.1

Active Learning – Cooperative Learning © Queen's Printer for Ontario, 2006)

#### **Steps :**

1. Place students into groups of three.
2. Assign each student a letter and a role.  
Example: A = Interviewer, B = Interviewee, C = Reporter/Take a note
3. Rotate roles after each interview.
4. Have students do a Round Robin and share the key information they recorded when they were person ‘C’.

#### **Advantages of Three-Step Interview :**

1. Three-Step Interview creates simultaneous accountability.
2. Students share and apply different questioning strategies.
3. Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

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<sup>22</sup> Adapted from Bennett, Barrie, & Carol Rolheiser, Beyond Monet, *The Artful Science of Instructional Integration*, Toronto, Ontario: Bookation, 2001, P.167

**Disadvantages of Three-Step Interview :**

Essentially a science that created by humans is not perfect, all the science there are advantages and disadvantages. If we see the three-steps strategy within the scope of the way in the process of teaching and learning in the scope of education of course in addition to the advantages and disadvantages. The disadvantages of the three-steps strategy such as; The Three-Steps Interview strategy requires a relatively large amount of time to practice the conversation of the students with their partner because it will be taught by the teacher when something is wrong, most students or groups feel embarrassed to practice the interview and then speaking in front of the class for fear of being wrong and in commenting, And not all subject matter can be presented through this strategy.

**B. Relevant Studies**

1. Ariyantini (2012), conducted a similar research with the title “Teaching Speaking Skill through Three-Steps Interview Technique to the Tenth Grade Students of SMKN 4 Denpasar in Academic Year 2012/2013.” The result of the study was concluded that the application of three-steps interview technique could improve the tenth grade student’s skill of SMKN 4 Denpasar in academic year 2012/2013. The objective of study was intended to figure out whether or not interview is effective to create an interesting atmosphere in the classroom such as that the students would enjoy the lesson because they could involve themselves in expressing their feeling through communication between the student. Interview are useful in promoting academic achievement. This is due to the fact that interview could improve the enthusiasm in learning language and also helps them

establish and maintain social relationship. The technique is remarkable quick for students to improve their speaking ability.

2. Muliati (2002), conducted a similar research with the title "Teaching Speaking Skill through Role Play to the Tenth Grade Students of SMKN 2 Sukawati in Academic Year 2012/2013." The objective of study was intended to figure out whether or not play role can improve speaking skill of the tenth grade students of SMKN 2 Sukawati. She concluded that role play is an appropriate activity in teaching speaking. So it could be applied to teach the tenth grade students of SMKN 2 Sukawati and the teaching learning process could be very active.

### **C. Conceptual Framework**

Based on the explanation above, we have known that speaking is one of four aspects of language skills that should be mastered by the students. Good speaker is who able speak succinctly, well organized, having idea clearly to started the conversation and knowledgeable about the kind of many expression in English language.

The lack of students' vocabularies and concept is one of aspects that most influence students in conversation. In addition, the implementation of strategy affects the achievement of students' speaking ability. Therefore teacher should consider the selection the strategy that in accordance with the goals.

There are many learning strategy that can be used to achieve the purpose of student's speaking ability. Three steps interview is one of many strategy that teacher can be use in learning process, and it can be suitable apply on the treatment class. The research using for the strategy because three steps interview

is the suitable way for conversation practice soon. In this situation, students will start by asking their partner or group to speak about a particular topic. Then, another student has task record or take a note the result from their interview. The steps can be repeated for all of the member interviewed. After that each of the student share their interview result in front of the class.

#### **D. Action Hypothesis**

Based on the theoretical framework above, the following hypothesis were formulated by the researcher:

1. Ha : there is significant difference of implementing three steps interview on student's speaking ability at the VIII grade of SMP Al-Farabi Medan.
2. Ho : there is no significant difference of of implementing three steps interview on student's speaking ability at the VIII grade of SMP Al-Farabi Medan.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location of The Study**

The research was conducted at SMP Al-Farabi Medan. The location of the research was on Jalan Perjuangan No. 177, Kelurahan Tanjung Selamat, Deli Serdang. The reason of the researcher choose this school because this school has some facilities to support the teaching and learning process such as the classroom, the principal office, library, bathroom, canteen, football field, parking area, and the administrative staff room. Then the students face the same problem proficiency as the factors on the student's ability in English speaking. And, this research holds at this school because:

1. The writer finds this problem that the students still have weakness about learning and practice in speaking or conversation.
2. The school is easy to do research for the purpose of collecting data.
3. Suitable for ability and limitation of time and finance.

#### **B. Subject and Participants of The Study**

##### **1. Subject**

The subject of this study was the eight grade at SMP Al-Farabi Medan in academic year 2018/2019. There were three classes of the eight class in that school, namely: VIII 1, VIII 2, and VIII 3. The total number of the eight class was 110 peoples. It can be seen in following table:

**Table 3.1****The Population of the Research**

No.	Class	Population
1.	VIII-1	37
2.	VIII-2	37
3.	VIII-3	36
TOTAL		110udents

**2. Participants**

There is no specific way to choose a starting class, it is an arbitrary decision. The researcher then selects the remaining 4 classes by going up, down, left and right on the table. Then, for the class that were chosen by the researcher would be select again, and the researcher were chosen for VIII-3 as the participants.

**Table 3.2****Sample of the Research**

No.	Class of Students	Number of Students
1.	VIII-3	35

**C. Setting of The Study**

The researcher conducted in SMP Al-Farabi Medan. The location of the research was on Jalan Perjuangan No. 177, Kelurahan Tanjung Selamat, Deli Serdang, North Sumatera in the academic year 2018 / 2019 at the first semester of the year. The researcher interest to applying three steps interview for English learning strategy in SMP Al-Farabi because this strategy has never been taught in this school in previous research.

The subject of this research is the students at the 8<sup>th</sup> grade SMP Al-Farabi Medan. The researcher just took a class as object of this research. The selected of this research was students of VIII-3. In determined the class, the researcher had discussion with the English teacher to considers the problems by the strategy that be used.

#### **D. Procedure of the Study**

In this research, researcher carry out some steps in the application of the cycle, those steps are described are follow:

##### **1. Planning**

I and collaborator plan action based on the objective of research. Both I and collaborator prepare lesson planning and research instrument including oral test and questionnaire.

##### **2. Acting**

The second stages of this research is action, this is the implementation of planning which is make by I and collaborator. This stage is hoped could solve the students' problem in speaking.

##### **3. Observation**

In order to get valid data, I and collaborator do the observation together. Observation is intended to observe and to record all activities or indicator during research process.

#### 4. Reflecting

In this stage, received data from observation is collected and analyzed by I and collaborator. If there is found problem, it will move to the next cycle with the same concept as the first one; re-planning, re-acting, and re-observing. The result will be used as reference for the next planning.<sup>23</sup>

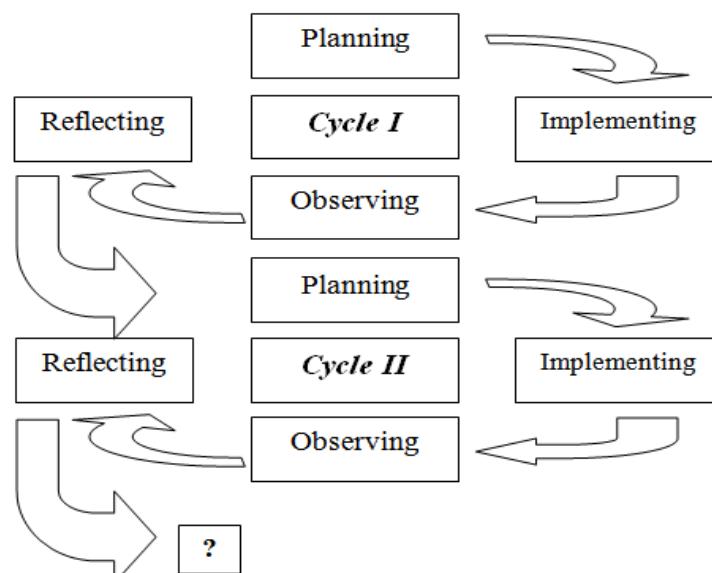


Figure 3.1 Class Action Research<sup>24</sup>

■	<b>I. Planning</b> a. Making lesson planning (RPP)
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<sup>23</sup>Ridwan Abdullah Sani, (2012), *Meningkatkan Profesionalisme Guru Melalui Penelitian Tindakan Kelas*, Bandung: Cita Pustaka Media Perintis, p. 126-129

<sup>24</sup><https://www.google.co.id/search?q=picture+cycle+class+action+research&client=firefox,b&site>, accessed on 20-04-2017.

	<ul style="list-style-type: none"> <li>b. Choosing a class for object study</li> <li>c. Preparing a test for 1<sup>st</sup> cycle</li> </ul>
	<p><b>II. Acting</b></p> <ul style="list-style-type: none"> <li>a. Giving the material</li> <li>b. Teaching the material for speaking</li> <li>c. Giving a test for 1<sup>st</sup> cycle</li> <li>d. Evaluation the test</li> <li>e. Giving the questionnaire to the students</li> </ul>
	<p><b>III. Observation</b></p> <ul style="list-style-type: none"> <li>a. I and collaborator observe students learning process</li> <li>b. I and collaborator observe students activities when learning process</li> <li>c. Document students activities</li> </ul>
	<p><b>IV. Reflecting</b></p> <p>Deciding strength and weakness from acting of first cycle and the result will be used as reference for the next cycle.</p>

SECOND CYCLE	<p><b>I. Planning</b></p> <ul style="list-style-type: none"> <li>a. Making lesson planning (RPP)</li> <li>b. Still in the same class where first cycle was conducted</li> <li>c. Preparing a test for 2<sup>nd</sup> cycle</li> </ul>
	<p><b>II. Acting</b></p>

	<ul style="list-style-type: none"> <li>a. Giving the material</li> <li>b. Teaching speaking with TSI strategy</li> <li>c. Giving a test for 2<sup>nd</sup> cycle</li> <li>d. Evaluation the test</li> <li>e. Giving the questionnaire to the students</li> </ul>
	<p><b>III. Observation</b></p> <ul style="list-style-type: none"> <li>a. I and collaborator observe students learning process</li> <li>b. I and collaborator observe students activities when learning process</li> <li>c. Document students activities</li> </ul>
	<p><b>IV. Reflecting</b></p> <p>Deciding strength and weakness from acting of second cycle.</p>

### Cycle 1 :

#### 1. Planning

Plan means program of action that will be done. Plan is to improve current practice. Plan is needed to arrange and prepared everything that will be needed in action stage. The arrangements and preparation include:

- a. Knowing the students problem in teaching and learning speaking in the classroom.
- b. Analyzing the text book in the school.

- c. Preparing the pre-test as instrument to collect the data about the students problem or speaking achievement.
- d. Making the lesson plan for the one meeting in cycle 1.
- e. Preparing research instrument, such as observation sheet, questionnaire, and diary notes.
- f. Preparing the test to measure the result of the study.

## 2. Action

Action is the process of doing something. It is the implementation of planning. In this step, all of the things which have been planning and it will be done in the class. The students will make a small group, each of member group have to do asking, sharing ideas and taking a notes for material speaking on front of class. They also will be taught the five aspect in speaking that they have to give a deep attention, they are: organization, vocabulary, language use, and mechanic, then they will be asked to speak one by one in the class.

## 3. Observation

Observation is done while the action is being done. Observation is purposed to out information of the action. Observation will be done to collect evidence which allows through evaluation. The observation must be planned which occurs during students share on front of class and then evaluation will be performed in order to increase the next action.

## 4. Reflection

The feedback of teaching and learning process would be taken based on the result of the observation. Reflection is used to help the

teacher make the decision what to do next. I need to involve a collaborator as in the observation in order to help reflect and evaluate what have been done, and discuss what should be increase for the next cycle.

### **Cycle 2 :**

The second cycle was done apply three-steps interview strategy perfectly, in which students and teacher conduct the study smoothly and get good achievement in learning result. similar to the fist cycle I conducted the second cycle with the same steps as follow:

1. Revising and increasingng the scenario of teaching and learning speaking through three-steps interview strategy.
2. Revising lesson plan.
3. Selecting suitable material.
4. Preparing the items students assignment and the post tes.
5. Designing the observation sheet.

### **E.Technique of The Collecting Data**

#### **1. Speaking Test**

Test can be stated as an important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the

other. Test may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.<sup>25</sup>

Pre test and post test are the test that I do to get the quantitative data. First, I will give the students the pre test. It means, before I am applying the three-steps interview strategy in teaching-learning process I test the students to know their ability speaking. Then I will give treatment by implementing three-steps interview strategy and next I give post test in the last meeting to know their ability in speaking after implementing three-steps interview strategy in teaching-learning process.

The form of the test is speaking directly test or oral test. The student will make a small of group and act the role three-steps interview such as share their thinking, ask questions, and take notes. The student have 45 minutes to finish the test. The test created by researcher and it was combining with some resources such as English book and internet. The test was conducted by researcher in order to see the students' speaking of the subject they had learnt.

From those forms, the researcher can get score directly to the specific learning. The scoring can be done quickly and easily. There are five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension. The components of the speaking above were evaluated to define the level of students' ability at oral communication. The researcher used analytic scale that categorized within four categories. Each category has five items and each item scores five, so the maximum score was multiplied with five.

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<sup>25</sup> Yalde Janice, (1987), Principle of Course Design for Language Teaching, USA: Cambridge University Press.

According to David P. Haris in Muhammad Dalimunte; Those are scoring system of speaking.<sup>26</sup>

<b>Aspects</b>	<b>Score</b>	<b>Description</b>
Pronunciation	5	Have few traces of foreign accent
	4	Always Intelligible, though one is conscious of a definite accent
	3	Pronunciation Problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes Few (if any) noticeable errors of grammar and word order
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase

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<sup>26</sup> Muhammad Dalimunte, (2015), English Language Teaching For Adult Learners' Speaking Proficiency Through Pair Work Technique At The First Year Students Of UIN SU In 2014/2015, Medan.

		sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silent by language limitations
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.

## 2. Observation

Obrservation is the process of gathering firsthand information by observing people and places at research site. Technique of the collecting observation data divided into two kinds, participant observation and non participant observation. In this case, for collecting data to get data how the condition class when the teaching learning process go on, how student's speaking ability and the problem that students have in learning English speaking, the researcher choose non participant observation to observ, take a notes, then make a conlclude about the class condition, problems and ability when learning speaking English process. Then, the researcher choose the participant observation to get the data about improving student's ability by implementing three-steps interview strategy directly. The researcher join directly to observ and see the student of thr class well. By using both of two kind observation, the researcher sure that will get the real data.

## 3. Interview

Interview is a technique to collect the data directly between the researcher and the participants, in interview the researcher and the participant are face to face.<sup>27</sup> There are some kinds of interview such as instructed interview where the researcher has prepared the list of question, semi instructed interview where the researcher has prepare some question but researcher give explanation first to the students and the last is not instructed interview where the researcher take some

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<sup>27</sup>Suryani dan Hendrayadi,(2015) Metode Riset Kuantitatif, Jakarta: Prenadamedia Grup, P. 183.

question from the student and asking the student to explain about the question has given by researcher.

Based on kinds of interview above, Semi-instructed interview is chosen. Because apart to know the conditions in the learning process, student's ability and the problem that students have in learning English, researcher need to know subject research opinion about English especially speaking and three-step interview strategy before researcher apply that strategy. Researcher want to know their ideas to make them enjoy when they learning English. When researcher taught them, researcher know what they want in learning process.

Researcher do the interview not only with student as subject research, but also with the English teacher. By interviewing the teacher, researcher know the students' ability because the teacher knows her student more. researcher want to know teachers' opinion, suggestion and ideas to help the research.

#### 4. Diary Note

Diary note was note for the researcher when the researcher was teaching in the class. It contains about researcher feeling, opinion, estimation, reflection, and explanation. All of it was written in diary note.

#### 5. Documentation

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

## **F. Technique Of The Data Analysis**

The quantitative data was used to analyze the score of students . In analysis the data, the researcher gets the data from the result of the students' test. The quantitative data was analyzed to see the students improvement in speaking. In processing the data, the researcher uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using three-steps interview strategy in increasing speaking skill.<sup>28</sup>

The data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' activeness when the three-steps interview strategy is introduced. The result of observation is analyzed such as below:

$$\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

**Picture 3.4 Score Measurement**

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<sup>28</sup> Muhammad Adnan Latief, (2013), Research Methodology on Language Learning, Malang: IKIP.

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in speaking. The formula is as follow :<sup>29</sup>

$$M = \frac{\sum x}{N}$$

**Picture 3.5 Score Measurement**

Explanation :

M : The average of students' score

$\sum x$  : Total score

N : The number of students

The researcher gets score from the two cycles conducted in the research. Mean of score from first cycle will be compared with mean of second cycle. It is to know how far the progress of students in this research.

## **G. Trustworthiness**

To establish the trustworthiness of data required the strategy. The implementation of examination strategy is based on a number of specific criteria. There are four criteria used are:

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<sup>29</sup> C.R. Kothari, (1990), *Research Methodology: Methods and Techniques (Second Revised Edition)*. India: New Age International Publisher.

Credibility, it basically replaces the concept of internal validity of noncommittative. This criterion functions: first, to execute inquiry in such a way that the degree of confidence of the invention can be achieved; secondly, demonstrating the degree of confidence in the findings by the researchers' evidentiary evidence of the double reality under investigation.

Transferability, as an empirical problem it depends on the similarity between the sender and the receiver context. In order to make the diversion a researcher should seek and collect empirical events about the same context.

Dependability, the concept of dependence is broader than realibility. it is due to a review that in terms that the concept is taken into account everything that is on the reliability it self plus other factors that are involved.

Confirmability, subjectivities depend on one person, according to scriven. In addition there are still elements of quality inherent in the concept of objectivity. It is unearthed from the notion that if something is an object, it means to be trustworthy, factual, and verifiable. Subjective means to be unreliable, or to be cheated. It is this latter understanding which is used as the foundation of the transfer of understanding of subjectivities into a certainty.

In this study researchers used the criteria of credibility with triangulation examination strategy. It assesses the sufficiency of data according to the convergence of multiple data collection procedure. Triangulation is a strategy of checking the data that uses something else outside the data for checking purposes or as a comparison against the data. The triangle in testing this credibility is

interpreted as data from various sources in various ways, and at various times. Thus there are triangual sources, strategy, and time.

Researcher limits the strategy on source triangulation. Triangulation by source mean comparing and checking the degree of confidence of information obtained trough different times and tools in qualitative methods, it can be achieve trough:

- 1) Compare the observed data with interview data.
- 2) Compare what people say in public whit what they say personally.
- 3) Compare what people say about the research situation with what it says all time.
- 4) Compare the person's situation and perspective with the various opinions people.
- 5) Compare the results of interviews with the contents of related document.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

This study applied qualitative and quantitative data. The qualitative data were taken from observation sheet and documentation. The quantitative data were taken from the mean of the students score in taking test. This research was conducted in one class with 36 samples. It was acccomplied in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test was conducted in two meeting, in second cycle was conducted in two meetings. In the last meeting of each cycle, the students took the test as the post test.

#### **1. The Quantitative Data**

##### **a. Pre-Test**

The quantitative data were taken from the result of speaking test. The test was still relevant with the topic which has been discussed of each cycle in the classroom. The speaking test was carried out in two cycles. In two cycles, I conducted four meetings. The speaking test was given to the students at the end of each cycle. Then in order to know about how far the students ability in speaking, I gave pre-test to the students. Pre-test was given to the students in the first meeting. It was conducted on Monday, 3 December 2018. In pre-test, the students asked to introduce themselves in front of the class. The result can be seen as follow:

**Table 4.1**  
**Students' Pre-Test Score**

No.	Initial of The Students	Score
1.	<b>AR</b>	<b>80*</b>
2.	AK	60
3.	<b>ALR</b>	<b>80*</b>
4.	AS	60
5.	<b>AW</b>	<b>80*</b>
6.	AA	50
7.	BA	50
8.	DP	50
9.	DH	50
10.	EK	50
11.	<b>EA</b>	<b>80*</b>
12.	FFD	60
13.	<b>HAD</b>	<b>80*</b>
14.	IA	60
15.	<b>INS</b>	<b>80*</b>
16.	LV	65
17.	LFS	65
18.	MAHA	65

19.	MAF	65
20.	MRI	65
<b>21.</b>	<b>MI</b>	<b>80*</b>
22.	NDA	60
<b>23.</b>	<b>NS</b>	<b>80*</b>
24.	NI	60
<b>25.</b>	<b>PA</b>	<b>80*</b>
26.	PAN	60
<b>27.</b>	<b>RD</b>	<b>80*</b>
28.	RA	50
29.	RAH	50
30.	SP	50
31.	SNH	55
32.	SC	55
33.	TIM	55
34.	TK	50
35.	WA	50
36.	RI	50
<b>Total</b>		<b>2260</b>

*Note: the students who passed the Criteria for Minimum Achievement - Kriteria*

*Ketuntasan Minimal KKM (75)*

To get the result of pre-test, firstly, I calculated the mean score such following:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2260}{36}$$

$$= 62.77$$

To know the class percentage that's passed the Criteria for Minimum Achievement–Kriteria Ketuntasan Minimal (KKM) using the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{10}{36} \times 100\%$$

$$P = 28\%$$

Based on the result of pre-test, the data showed that the mean score of pre test was 62.77 and there were only 10 or 28% students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). Unfortunately, there were 26 who still got the score under the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). The researcher concluded that the students' speaking ability are still low.

### b. Post-Test I

The researcher gave test in post-test I, the test was given after applied Three Steps Interview strategy. The researcher found increase of the students' score in post-test of the first cycle.

**Table 4.2**

### **Students' Post-Test I Score**

No.	Initial of The Students	Score
1.	AR	85*
2.	AK	70
3.	ALR	85*
4.	AS	70
5.	AW	85*
6.	AA	60
7.	BA	60
8.	DP	65
9.	DH	60
10.	EK	60
11.	EA	85*
12.	FFD	70
13.	HAD	85*
14.	IA	70
15.	INS	85*
16.	LV	75*
17.	LFS	75*
18.	MAHA	75*
19.	MAF	75*

<b>20.</b>	<b>MRI</b>	<b>75*</b>
<b>21.</b>	<b>MI</b>	<b>85*</b>
22.	NDA	70
<b>23.</b>	<b>NS</b>	<b>85*</b>
24.	NI	70
<b>25.</b>	<b>PA</b>	<b>85*</b>
26.	PAN	70
<b>27.</b>	<b>RD</b>	<b>85*</b>
28.	RA	60
29.	RAH	60
30.	SP	60
31.	SNH	65
32.	SC	65
33.	TIM	65
34.	TK	60
35.	WA	60
36.	RI	60
<b>Total</b>		<b>2575</b>

*Note: the students who passed the Criteria for Minimum Achievement - Kriteria*

*Ketuntasan Minimal KKM (75)*

In post-test, the total score of students was 2575 and the number of students who took the test was 36, the mean of the students' score was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2575}{36}$$

$$X = 71.52$$

From the table above, it can be seen that students' speaking skill already increased. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{15}{36} \times 100\%$$

$$P = 40\%$$

The data showed that the mean score of post-test I was 71.52. There were 15 students or 40% of the students who passed the Criteria for Minimum Achievement (KKM). There is students' increasing in speaking ability between pre-test and post-test I after being taught by three steps interview. Even though, it is still needed more to increase because it could not achieve yet 75% as the target of success Classroom Action Research.

### c. Post-Test II

The researcher choose to continue the research in cycle two because not achieve yet 75% as the target of success Classroom Action Research. The aim was to increase the students' score in speaking after doing post-test I in the first cycle.

After giving the treatment in the second cycle, the increasing of the students in English speaking ability was increased 30 students got the competency and

reached the indicator in English speaking. The students result can be seen as follow:

**Table 4.3**  
**Students' Post-Test II Score**

No.	Initial of The Students	Score
1.	AR	90*
2.	AK	80*
3.	ALR	90*
4.	AS	85*
5.	AW	90*
6.	AA	75*
7.	BA	75*
8.	DP	75*
9.	DH	70
10.	EK	70
11.	EA	90*
12.	FFD	80*
13.	HAD	90*
14.	IA	85*
15.	INS	90*
16.	LV	80*

<b>17.</b>	<b>LFS</b>	<b>80*</b>
<b>18.</b>	<b>MAHA</b>	<b>80*</b>
<b>19.</b>	<b>MAF</b>	<b>80*</b>
<b>20.</b>	<b>MRI</b>	<b>85*</b>
<b>21.</b>	<b>MI</b>	<b>90*</b>
<b>22.</b>	<b>NDA</b>	<b>85*</b>
<b>23.</b>	<b>NS</b>	<b>90*</b>
<b>24.</b>	<b>NI</b>	<b>80*</b>
<b>25.</b>	<b>PA</b>	<b>90*</b>
<b>26.</b>	<b>PAN</b>	<b>80*</b>
<b>27.</b>	<b>RD</b>	<b>90*</b>
<b>28.</b>	<b>RA</b>	<b>70</b>
<b>29.</b>	<b>RAH</b>	<b>70</b>
<b>30.</b>	<b>SP</b>	<b>75*</b>
<b>31.</b>	<b>SNH</b>	<b>75*</b>
<b>32.</b>	<b>SC</b>	<b>75*</b>
<b>33.</b>	<b>TIM</b>	<b>75*</b>
<b>34.</b>	<b>TK</b>	<b>75*</b>
<b>35.</b>	<b>WA</b>	<b>70</b>
<b>36.</b>	<b>RI</b>	<b>70</b>
	<b>Total</b>	<b>2900</b>

*Note: the students who passed the Criteria for Minimum Achievement–Kriteria*

*Ketuntasan Minimal KKM (75)*

In post-test II, the total score of students was 2900 and the number of students who took the test was 36, the mean of the students' score was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2900}{36}$$

$$X = 80.55$$

In the third speaking test (Post Test II) there was 85% or 30 students got points over 75. So, the way to found this percentage of the students' score who passed the KKM (75) was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{30}{36} \times 100\%$$

$$P = 85\%$$

It can be concluded that the students' speaking ability through three steps interview strategy had increased. The students who got score over 75 also showed the increase. It is seen from the students' score from the first meeting until the last meeting.

**Table 4.4**

**The Students' Score in the Three Speaking Test**

No	The Initial of the Students' Name	Pre-Test	Post Test Cycle I	Post Test Cycle II
1.	AR	80*	85*	90*

2.	AK	60	70	<b>80*</b>
<b>3.</b>	<b>ALR</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
4.	AS	60	70	<b>85*</b>
<b>5.</b>	<b>AW</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
6.	AA	50	60	<b>75*</b>
7.	BA	50	60	<b>75*</b>
8.	DP	50	65	<b>75*</b>
9. I	DH	50	60	70
10.	EK	50	60	70
<b>11.</b>	<b>EA</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
12.	FFD	60	70	<b>80*</b>
<b>13.</b>	<b>HAD</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
14.	IA	60	70	<b>85*</b>
<b>15.</b>	<b>INS</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
16.	LV	65	<b>75*</b>	<b>80*</b>
17.	LFS	65	<b>75*</b>	<b>80*</b>
18.	MAHA	65	<b>75*</b>	<b>80*</b>
19.	MAF	65	<b>75*</b>	<b>80*</b>
20.	MRI	65	<b>75*</b>	<b>85*</b>
<b>21.</b>	<b>MI</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
22.	NDA	60	70	<b>85*</b>

<b>23.</b>	<b>NS</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
24.	NI	60	70	<b>80*</b>
<b>25.</b>	<b>PA</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
26.	PAN	60	70	<b>80*</b>
<b>27.</b>	<b>RD</b>	<b>80*</b>	<b>85*</b>	<b>90*</b>
28.	RA	50	60	70
29.	RAH	50	60	70
30.	SP	50	60	<b>75*</b>
31.	SNH	55	65	<b>75*</b>
32.	SC	55	65	<b>75*</b>
33.	TIM	55	65	<b>75*</b>
34.	TK	50	60	<b>75*</b>
35.	WA	50	60	70
36.	RI	50	60	70
<b>Total <math>\Sigma(X)</math></b>		<b>2260</b>	<b>2575</b>	<b>2900</b>
<b>Mean X</b>		<b>62.77</b>	<b>71.52</b>	<b>80.55</b>

\*: The students who passed KKM (75)

The increasing of the students' score in speaking through three steps interview strategy can be also seen from the mean of the students' score in the first speaking test until the third speaking test. The mean in the third speaking test was the highest among the other tests.

The students' score in those three tests were varied. In the first test, the lowest score was 50 and the highest one was 80. In the second test, the lowest score was 60 and the highest one was 85. In the third test, the lowest score was 70 and the highest one was 90. The comparison of the students' score in the speaking tests can be seen in the Table 4.5

**Table 4.5**  
**The Comparison of the Students' Score in The Three Speaking Tests**

<b>Names of Test</b>	<b>Pre-Test</b>	<b>Post Test Cycle I</b>	<b>Post Test Cycle II</b>
Lowest Test	50	60	70
Highest Test	80	85	90
$\bar{x}$	62.77	71.52	80.55
N	36	36	36

In orientation test, there are 10 students who got score over 75 and success in doing pre-test. They are: **AR, ALR, AW, EA, HAD, INS, MI, NS, PA, RD.** And in Cycle I, there are 15 students who got the score over 75 and success in doing the test of Cycle I. And for the last Cycle, there are 30 students got the score over 75. It can be seen that there is increasing of the students' score from the orientation test until the Cycle II.

The percentage of students who got the point up to 75 also showed the increase of student's score from the first meeting to the last meeting. It can be seen in Table 4.6

**Table 4.6****The Percentage of Students Who Got Score Over 75**

Writing Test	Percentage
1 <sup>st</sup>	28%
2 <sup>nd</sup>	40%
3 <sup>rd</sup>	85%

**2. The Qualitative Data**

The qualitative data were taken from, observation sheet, interview and documentation.

**a. Observation Sheet**

From observation sheet, I noted the students' attitude during the teaching and learning process. I noted whether they were paying attention to the teacher when teacher explained the lesson and also noted the students who were active in the class.

The increase of students' in speaking ability also kept paying attention for teacher since the first meeting until the last meeting. In fact, the students serious in teaching and learning process, but they get low score in the pre-test. It causes they have problem in their self confidence to speak in front of the class. But in the cycle II, they are more serious and feel self confidence than before. They did the interview with their group and report the interview result in front of the class without feel shy and hesitate. However some of the students still get the score under KKM.

The students' speaking ability increased, and it can be seen in last test. The students' score can be seen from their last test is highest than second and first test.

**b. Interview**

The interview was done in the first meeting, between teacher and I am as the researcher. From the interview, it was found that the teacher had problem in teaching speaking English. It is some students are still clumsy in speaking and not enthusiast to involve in the speaking learning process. Teacher said that three steps interview is one the good strategy that can increase the speaking ability of the students.

I also interview the students of the class VIII-3 to know their problem in learning speaking English. They faced difficulties in comprehend the lesson and teacher explanation especially speaking learning because they are still clumsy to speak and sometimes lack of vocabulary. It could be useful to interview them in order to know the background of their difficulties. From the interview, I concluded that their problem is lazy, shy to speak in front the class and sometimes lack of vocabulary.

In the last meeting, I also interview the teacher and the students to know their opinion after learnt by using three steps interview strategy. The teacher said that she will try to apply this strategy for the next meeting to increase the students speaking ability. In other side, three steps interview makes them feel active, enjoy and fun because they can be interviewer, interviewee, and take a note as reporter. The transcription of interview could be seen in appendix.

### **c. Documentation**

The documentation taken while the teacher taught them in front of the class  
and when the students prepare to report in front of the class.

## **B. The Treatment in Cycle I (Analysis of Qualitative Data)**

### **1. Planning**

In this phase, the researcher and the teacher made a planning based on the problems faced by students in speaking skill. In this case, the researcher arranged a lesson plan based on the teaching material. Beside of making the lesson plan, the researcher also prepared observation sheet to observe the students and teacher's performances during the teaching learning process. The researcher also prepared the post-test I to collect the data in order to know the students' increase after the application of the strategy.

### **2. Action**

In action phase, the teacher implemented a lesson plan that had been made before. In this phase, the researcher implemented three steps interview the technique to teach. First, the researcher introduced the material. Second, the researcher explained to the students about the introducing our self and describing people . Third, the researcher divided the students into group of 12 and every group has 3 students. Next, the students report their interview result in front of the class. Then, researcher gave feedback to students after finishing their performance. The last step, researcher gave general conclusion which is about material in the end of class.

In the second meeting, the researcher gave the post-test I in the end of cycle I. The test was about describing people. The post-test I was held to measure the increase of students' speaking ability after the application of three steps interview strategy.

### 3. Observation

The observer tried to notice all activities in the physical classroom activity. It might be about the teachers' performance, students' response and students' participations during teaching and learning process by using three steps interview strategy.

In this phase, related to the observation sheet for the teacher, the teacher didn't deliver the material by combining the native and target language. Moreover, the teacher responded the students' participation in a form reaction.

Second, related to the students' response, the students did not participate in the learning process. The students didn't discuss to interview with their group. Moreover, they made some noise while the other students performed and the teacher explained the material in the front of the class. However, the teaching and learning activity happened enthusiastically.

Third, the students showed some progress in the learning process than before implementing three steps interview strategy. Their pronunciation, grammar, vocabulary, and fluency were better than before the implementation of three steps interview strategy

### 4. Reflection

The researcher and the teacher evaluated the conclusion of implementing the action based on the result of post-test I. Eventhough, there was increase of students speaking skill, the research success criteria had not reached yet. Then, the researcher and the teacher tried to modify the action in order 75 % of students in the class could pass the KKM. Moreover, the students seemed to accept the material easily by implementing three steps interview strategy. From the reflecting phase above, there were some increase that would be implement in the cycle II.

### **C. The Treatment in Cycle II (Analysis of Qualitative Data)**

#### **1. Planning**

After finding the fact that the students' could not reach the success criteria which was proven by students' post-test I scores. Then, the researcher and the teacher rearranged the lesson plan which was used in the previous cycle with some modifications. The teacher and the researcher made a lesson plan that can gave the chance for the teacher explain more about the material. Beside of that, the researcher also prepared the observation sheet to note the classroom activities and the post-test 2 to collect the data.

#### **2. Action**

In this meeting, the researcher made some modifications in teaching the students based on the lesson plan. The researcher devided the students into the same groups like the last meeting. The researcher gave the more explanations about describing people. The researcher also helped the students with the grammar and the vocabularies that they needed. Next, the students report their interview result in front of the class. Then, researcher gave feedback to students

after finishing their performance. The last step, researcher gave general conclusion which is about material in the end of class.

In the second meeting, the researcher gave the post-test 2. It was oral test and the test about describing people.

### 3. Observation

The observer tried to notice all activities in the physical classroom activity. It might be about the teachers' performance, students' response and students' participations during teaching and learning process by using three steps interview strategy.

In this phase, related to the observation sheet for the teacher, the teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction.

Second, related to the students' response during teaching and learning activity, most of students paid attention to the teacher explanation and practice with their pairs enthusiastically.

Third, related to the students' participation, it showed some progress than in the cycle I. Most students participated in class conversations, discussions, and performances. Their pronunciation, grammar, vocabulary, and fluency were better than before.

### 4. Reflection

The teacher and the researcher analyzed the result of cycle II. Most of the students respond the teacher actively. Furthermore, the teaching learning process was done very well. The research stopped in this cycle because the students had

significant increase from the score get from pre-test, post-test I and post-test II and the research target reached, which 75 % students passed the KKM.

#### **D. Discussion**

This research was conducted to find out the increasing of the students' speaking ability by applying three steps interview strategy. Three steps interview strategy is one of the strategy that could be used by the teacher in teaching speaking.

The research that had been done by the researcher indicated that three steps interview strategy was effective in teaching speaking. It could be seen from the tables that showed the increasing of students' score from pre-test, post test I, and post test II. The increase of the students ability was the teacher could control the class and created the active class. The strategy also helped the students be more active to practice their speaking and indirectly, increase the students ability in speaking.

**Table 4.7**  
**Percentage of Students' Speaking Ability**

Name of Test	Number of the Students who Got the Score $\geq 75$	Percentage
Pre test	10	28%
Post test I	15	40%
Post test II	30	85%

Based on the data above, the result showed the improvement of the students' scores from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were ten of thirty six students (28%). In the post-test I, students who got the score 75 or more were fifteen of thirty six students (40%). In the post-test II, students who got the score 75 or more were thirty of thirty six students (85%).

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done when the researcher implementing the strategy to the students. The students interested in the way of learning speaking. They felt more enthusiastic and enjoy because they can be interviewer, interviewee, and reporter in the learning process. On the other hand, they were also happy because they could practice their speaking skill.

So, it can be concluded that the result of the research showed that the implementation of three steps interview strategy increased the students' ability in speaking. It can be seen from the quantitative data proven by the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Based on qualitative data, it was found that the class ran effectively.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of data analysis, the researcher concluded that teaching speaking by implementing three steps interview strategy can increase students' speaking ability.

From the result of the analysis of the research, it is proven that the students' achievement in speaking was increased by implementing three steps interview strategy especially at the second students of SMP AL-FARABI. It was showed from the mean of pre-test was 62.77 where there were only 10 of 36 students who passed the Criteria for Minimum Achievement (KKM). After doing post-test I, there was an increasing of the result of the students mean was 71.52 where 15 of 36 students who passed the Criteria for Minimum Achievement (KKM). Then, doing repairing for post-test II after reflection in the post-test I, there was an increasing of the students mean was 80.55 where 30 of 36 students passed the Criteria for Minimum Achievement (KKM). In other words, the students' achievement in speaking was improved.

Therefore, Three Steps Interview can increase the students' speaking ability at SMP Al-Farabi Medan.

#### **B. Suggestion**

The result of this study shows that the uses of Three Steps Interview improve the students' speaking. The following suggestions are offered:

- 1) For the teacher, it is better to use Three Steps Interview in teaching Speaking because by using this technique, the students can be more enjoyable in English Speaking.
- 2) For the students, more practice in speaking to develop and improve their knowledge. In which we known that speaking is one of the most difficult skill in English, it is needed to practice how to write correctly by using variety technique.
- 3) Readers, this research can be read to enrich their knowledge about Three Steps Interview and Speaking.

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## **APPENDIX I**

### **LESSON PLAN**

<b>School Name</b>	<b>: SMP Al Farabi</b>
<b>Class / Semester</b>	<b>: VIII- 3 / 1</b>
<b>Subject / Skill</b>	<b>: English/ Speaking</b>
<b>Topic</b>	<b>: Introducing Self and Other</b>
<b>Time Duration</b>	<b>: 2 x 40 minutes</b>
<b>Meeting</b>	<b>: 2<sup>nd</sup> meeting</b>

**Standar Kompetensi** : 3. Understanding transactional meaning conversations and simple interpersonal of daily activity.

**Kompetensi Dasar** : 3.1 Expressing meaning in a conversation transactional (to get things done) and interpersonal (social) by using a variety of spoken language accurately, fluently and acceptable in the context of daily life and engage said: expressions of introducing self and other.

**Indicator** : Identify the expressions of introducing self and other.

**Learning Objectives** : By the end of the lesson, the students are able to express the meaning and to say the sentences for giving advice accurately, fluently and acceptably

Students are able to:

1. Identify the expressions of introducing self and other.
2. Expressing of introducing self and other.

3. Use the expressions of introducing self and other based on the situation.

4. Self Confidence

**Source :**

1. Internet

2. English book of VIII class

**Media :**

Blackboard, Dictionary, Voice Recorder, and etc.

**Material :**

Introducing is basically telling about your name and other important information.

It's quite simple. There some expressions that are usually used when someone wants to introducing self or other.

<b>Introducing yourself</b>		<b>Introducing someone</b>	
May I introduce myself?	My name is ....	Allow me to introduce my friend	His name is ....
Allow me to introduce myself.	My name's ....	I would like to introduce my friend	Her name is ....
Let me to introduce myself.	I am .... You can call me . . . .	Let me to introduce my friend	She / he is ....

I want to introduce my self.	I am . . . .	I want you to know my friend	Please meet . . . .
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Example :

Assalamu'alaikum warahmatullah. Good morning everybody. Let me introduce my self. My name is Azizah Izzaty. You can call me Azizah. I was born in Malaysia, Pulau Pinang, on 20 October 1995. I live on

**Method :** PPP (Presentation, Practice, Production)

**Learning Activities :**

No	Activities	
	Researcher	Students
<b>Pre-Teaching</b>		
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.
2	Warming up the students by giving some question about the topic that will be discussed in the class.	Answering the questions given by the researcher.
3	Motivating the students for learning seriously.	Feeling motivated and excited to learn seriously.
4	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.

<b>Whilst-Teaching</b>		
5	The researcher explaining about how to introducing self and other .	Listening on the teacher's description.
6	The researcher give example how to introducing self and other.	Listening on the teacher's description.
7	The researcher giving work sheets for students about themselves information.	The students fill themselves information on work sheet.
8	Assigning the students to introducing themselves in front of the class orally.	The students speaking in front class for introducing self orally.
9	Watching the student's presentation.	Presenting their presentation.
<b>Post-Teaching</b>		
10	Giving feedback.	Listen the feedback from the researcher.
11	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.  Understanding about the topic that they have learned.
12	Ending the lesson and saying a prayer.	Saying a prayer

**Assessment :**

1. Form : Oral production
2. Strategy : Three Steps Interview
3. Rubric :

<b>Aspects</b>	<b>Score</b>	<b>Description</b>
Pronunciation	5	Have few traces of foreign accent
	4	Always Intelligible, though one is conscious of a definite accent
	3	Pronunciation Problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes Few (if any) noticeable errors of grammar and word order
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.

	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtuslly impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silent by language limitations
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.

**Score Total :  $4 \times 5 = 25$**

**Score : Score Total  $\times 5 = 100$**

Medan, 3 December 2018

Head Master

English Teacher

**Maulana Malik Muttaqin, MA**

**Amelia Septya Rini, S.S**

Researcher

**Azizah Izzaty**

## **APPENDIX II**

### **LESSON PLAN**

<b>School Name</b>	<b>: SMP Al Farabi</b>
<b>Class / Semester</b>	<b>: VIII- 3 / 1</b>
<b>Subject / Skill</b>	<b>: English/ Speaking</b>
<b>Topic</b>	<b>: Describing Person (Best Friend)</b>
<b>Time Duration</b>	<b>: 2 x 40 minutes</b>
<b>Meeting</b>	<b>: 2<sup>nd</sup> meeting</b>
<b>Competency Standard</b>	: 4. Expressing meaning of functional oral text and short monolog in the descriptive context of daily life.
<b>Competency Basic</b>	: 4.1 Expressing meaning of functional oral short text by using a variety of spoken language accurately, fluently and acceptable in the context of daily life.
<b>Indicator</b>	:
	1. Identify the vocabulary that relate with describing person.
	2. Describe physical appearances of person.
<b>Learning Objectives</b>	: By the end of the lesson, the students are able to express the Describing person and to say the sentences accurately, fluently and acceptably.

Students are able to:

5. Identify the right vocabulary that relate with describing person.
6. Describing physical appearances of person.
7. Self Confidence

**Source :**

1. Internet
2. English book of VIII class

**Media :**

Whiteboard, Dictionary, Voice Recorder, and etc.

**Material :**

DESCRIBING PERSON	
Pattern	Example
S + to be + adjective	She is polite, He is nice, She is sensitive, They are kind-hearted, He is honest, He is friendly, They are cheerful, He is tall, He is handsome, She is beautiful, They are slim, She is short, They are tall
S + have/has + noun	He has big eyes, He has blue eyes, He has sharp nose, He has a mole, She has small eyes, She has She has thick hair, She has well body, They have slant eyes, They have chubby face.

S + noun + to be + adjective	His nose is flat, Her skin is fair, His face is handsome, Her face is pretty, Her smile is sweet, her body is slim, his check is chubby, her eyes is brown, her hair is long, their body are well, their eyes is slant.
---------------------------------	---

**Example :** Andina is my bestfriend. She is a cute girl. Her body is small but she is very attractive and energic. Her hair is short. She has a brown little eyes. Andina is smart girl but she is not arrogant. That is whv many people likes her. She

**Method :** PPP (Presentation, Practice, Production)

**Learning Activities :**

No	Activities	
	Researcher	Students
<b>Pre-Teaching</b>		
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.
2	Warming up the students by giving some question about the topic that will be learned in the class.	Answering the questions given by the researcher.
3	Motivating the students for learning seriously.	Feeling motivated and excited to learn seriously.

4	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.
---	--	---

### **Whilst-Teaching**

5	The researcher explaining about describing person (bestfriend).	Listening on the teacher's description.
6	The researcher give example how to describing person (bestfriend).	Listening on the teacher's description.
7	The researcher giving work sheets for students.	The students receive work sheets given by researcher.
8	Assigning the students to interview their group to get information. Then report the result of interview in front of the class.	The students speaking in front of the class for report interview result about describing person (bestfriend).
9	Watching the student's presentation.	Presenting their presentation.

### **Post-Teaching**

10	Giving feedback.	Listen the feedback from the researcher.
11	Taking a conclusion of what they are learning	Taking a conclusion of what they are learning today.

	today.	Understanding about the topic that they have learned.
12	Ending the lesson and saying a prayer.	Saying a prayer

**Assessment :**

4. Form : Oral production
5. Strategy : Three Steps Interview
6. Rubric :

Aspects	Score	Description
Pronunciation	5	Have few traces of foreign accent
	4	Always Intelligible, though one is conscious of a definite accent
	3	Pronunciation Problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes Few (if any) noticeable errors of grammar and word order
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.

Vocabulary	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
Fluency	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silent by

		language limitations
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.

**Score Total : 4x5 = 25**

**Score : Score Total x 5 = 100**

Medan, 10 December 2018

Head Master

English Teacher

**Maulana Malik Muttaqin, MA**

**Amelia Septya Rini, S.S**

Researcher

**Azizah Izzaty**

## **APPENDIX III**

### **Instrument of Pre-Test**

#### **Speaking Test**

Steps in speaking test for Pre-Test :

1. In this speaking test, researcher give pre-test work sheets to students.
2. The students writing about their information on work sheets.
3. The researcher asking students to collect their work sheets.
4. The students introducing themselves in front of the class orally.
5. The speaking test will be recorded by phone.

#### **PRE-TEST**

Please write your information that you have to share. Then, introduce yourself in front of the class.

1. Your full name
2. Your age
3. Where you was born
4. When you was born
5. Where you live

## **APPENDIX IV**

### **Instrument of Post Test I**

#### **Speaking Test**

Steps in speaking test for **Post Test I** :

1. In this speaking test, researcher give work sheets for all of the students.
2. The students making a notes on work sheet after do three steps interview to their group.
3. The researcher asking students to collect their work sheets.
4. The students reporting the result of interview in front of the class orally.
5. The test will be recorded by phone.

#### **POST TEST I**

Do the three steps interview strategy and use the list of question below as your guidance to interview your partner. Write your information partner on answer sheet. Then, come in front of the class and share your interview's result.

1. Do you have best friend ?
2. Who is her/his name ?
3. Is she/he beautiful/handsome ?
4. Is she/he nice girl/boy ?
5. Do you love her/him? Why ?

## **APPENDIX V**

### **Instrument of Post Test II**

#### **Speaking Test**

Steps in speaking test for **Post Test II** :

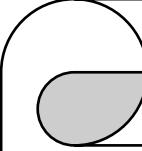
6. In this speaking test, researcher give work sheets for all of the students.
7. The students making a notes on work sheet after do three steps interview to their group.
8. The researcher asking students to collect their work sheets.
9. The students reporting the result of interview in front of the class orally.
10. The test will be recorded by phone.

#### **POST TEST II**

Use the list of question below as your guidance to interview your partner. Take a note on your answer sheet after you get the information. Then, report your interview's result in front of the class.

##### **Question I :**

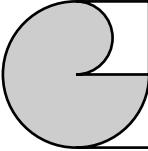
1. What is your name ?
2. When were you born ?
3. How old are you ?
4. Where is your hometown ?
5. Where do you live ?



### **Question II :**

1. How many brother and sister do you have ?
2. Who are their name ?
3. How old are they ?
4. Do you spend your time with them ?
5. Do you love them ?

### **Question III :**

1. What is your favorite color ?
  2. Who is your favorite singer ?
  3. What is your favorite food ?
  4. What is your dream ?
  5. Why do want to be a ..... ?
- 

## APPENDIX VI

### Students' Transcripts of Pre-Test

Students' Initial	Pre-Test Trancription
AR	I want to introduce myself. My name is AR. I am mmm... *Furteen years old. I was born aaaa... in Medan, 4 February mmm... 2005 (*Fur February Two Thousand and Five). I live on Jalan Dusun mmm... VI (*fur) Purwojoyo.
EA	I want to introduce myself. My name is EA. mmm...I am fourteen years old. aaaa I was born in Medan, mmm... 11 April 2004 ( Eleven April Two Thousand and Four). Eee.. I live on Jalan Tanjung Selamat.

\*uncorrect pronouncing

### Students' Transcripts of Post Test I

Students' Initial	Post Test I Transcription
AR	I want to tell you about Aji's bestfriend. His name is Bima. He is handsome and *naiz. Aji love his bestfriend *bikos he is always help Aji.
EA	I want to tell you about mmm...Abid's bestfriend. His name is Azhar. He is handsome. Aaa... He is nice. Abis love Azhar *bekos He is kind and *Frenly.
LV	mmm... I want to aaa... tell you *ebat eee... Dessy's bestfriend. Aaa... Her name is Dinda. Dindaa..eeh.. She is beautiful and aaa... nice. Dessy love Dinda because

	mmm... beautiful and hahaha funny.
--	------------------------------------

\*uncorrect pronouncing

### Students' Transcripts of Post Test II

Students' Initial	Post Test II Transcription
AR	<p>I want to tell you *ebat Ibnu Azrah. He was born 5 September 2004 (*fif September Two Thousand and *Fur). Ibnu *furteen years old. His hometown is Banda Aceh. He live on Jalan Besar Tanjung Anom. He has one brother and one sister. Ibnu's brother name is Edi, 17 years old and his sister name is Rinda, 16 years old. Mmmm.... Ibnu love his brother and sister. Ibnu *spand the time with them. Ibnu like black, red, white, blue and green color. Ibnu's favorite singer is Kangen Band. His favorite food is rice, noodle, and chicken. Ibnu want to be a singer *bikos music is his life.</p>
EA	<p>I want to tell you about Reza. He was born 17 December 2004 (Seventeen December Two Thousand !Four). Reza fourteen years old. He is Fourteen years old. His hometown is Tanjung Anom. He live !in Jalan Besar Tanjung Anom. He has one brother and one sister. Reza's brother name is Iqbal, 22 years old and his sister name is Amel, 25 years old. Reza love his brother and sister but Reza !not spend the time with them. Reza like red, and</p>

	orange color. Reza's favorite singer is Anji, Judika, and Via Vallen. His favorite food is martabak. Reza want to be a football player because he want be *famos football player.
PAN	I want to tell you about Haikal. He was born 15 July 2005 (Fifteen July December Two Thousand ! Five). Haikal thirteen years old. His hometown !on Tanjung Anom. Haikal live !in Jalan Besar Tanjung Anom. He !have one brother and two sister. Haikal's brother name is Bahri, 22 years old. His sister name is Neni, 25 years old and Fatimah 22 years old. Haikal love them and spend the time with them. Haikal like blue, and pink color. Haikal's favorite singer is Nissa Sabyan. !favorite food is fried chicken. Haikal want to be !doctor because doctor is noble job.

*\*uncorrect pronouncing*

**!uncorrect grammar**

## **APPENDIX VII**

### **TEACHERS' INTERVIEW TRANSCRIPT**

#### **PRE-TEST**

R : Saya ingin menanyakan sesuatu mi, bagaimana kemampuan bahasa inggris kelas yang akan saya teliti Ummi?

T : Sebenarnya untuk kemampuan anak-anak itu masih rendah sih. Ibaratnya mereka mau mengerjakan tugas saja sudah sangat bersyukur sekali tidak perlu benar salahnya diperhatikan.

R : Dalam mengajar bahasa Inggris sama mereka Ummi, apa aja kendala yang Ummi hadapi? Ataukah vocabnya, ataukah gatau grammar, atau gimana ya mi?

T : Terkadang itu kalau anak-anak itu disuruh bawa kamus, ada aja alasan mereka yang gak bawa. Soalnya yang sekolah disini semua biaya di gratiskan sih. Itu kesulitannya di ekonomi mereka membeli kamus menjadi hambatannya. Kalau pun ada yang punya kamus yaa paling 2-3 orang lah.

R : Menurut Ummi, ada nggak hubungan minat belajar orang itu dengan kreatifitas Ummi dalam mengajar mereka? Misalnya Ummi menggunakan game atau apalah gitu mi.

T : Hmm... semacam strategi mengajar gitu.. Ee ada, Kadang saya kasi pembelajaran dengan game, supaya mereka senang mengikuti pelajaran saya. Pokoknya kalau saya mengajar seringnya belajar sambil bermain. Karena ya itu kayak yang saya bilang tadi, mereka sudah mau ngerjakan

tugas saja sudah sangat Alhamdulillah tidak perlu menargetkan mereka harus nilai bagus sih.

R : Terus ummi, apa masalah utama mereka dalam belajar bahasa inggris?

T : Masalah utamanya, hmmm not confidence, malas berusaha untuk bisa, kaku dan malu jawab pertanyaan padahal ya pertanyaan yang diberikan itu sangat sangat mudah sekali. Itu aja sebenarnya. Yah intinya not confidence lah.

R : Kalau dalam speaking nya mi apa masalah utamanya kira-kira?

T : About pronunciation, padahal sudah cukup sering saya sampaikan kepada mereka.

R : Baiklah ummi kalau begitu atas informasinya, thanks a lot mi for your time.

T : Na'am. You are welcome zizah.

## **POST TEST I**

R : Menurut Ummi apakah ada peningkatan kemampuan bahasa inggris siswa setelah saya menerapkan strategi saya yaitu three steps interview mi?

T : Sampai disini, perkembangannya sudah ada sih tapi masih perlu ditingkatka lagi.

R : Ketika saya menerapkan strategi saya, apakah mereka tertarik dalam pembelajarannya mi?

T : Not the most of the student, sebagian siswanya interets lah. Itulah tadi, perlu

dilanjutkan lagi ke cycle berikutnya supaya mendapatkan hasil perfect lah.

## **POST TEST II**

R : Ummi... setelah saya menerapkan lagi strateginya saya dalam mengajar bahasa inggris ini mi, apakah speaking mereka lebih meningkat mi?

T: Untuk sekarang ini, untuk ketertarikannya sudah cukup. Minat dalam bahasa inggris meningkat kok.

R : Yes.. berarti ada peningkatan kan ya mi?

T : Iya..ya.. ada peningkatan kok dari cycle 1 ke cycle ini.

R : Jadi mi, apakah saya perlu melanjutkan lagi ke cycle berikutnya ?

T : Enough, sudah cukup kok.

## **APPENDIX VIII**

### **STUDENTS' INTERVIEW TRANSCRIPT**

#### **PRE TEST**

R: Apa permasalahan kamu dalam belajar bahasa Inggris ?

ALR : Ada mi. masalahnya cara ngucapinnya mi.

R : Kenapa? Ada apa dengan pengucapannya?

S : Sulit kali mi. Beda tulisan beda cara bacanya. Pusing lah mi.

R : Kalau kamu dalam speaking, apa masalah utamanya dalam berbicara?

EA : Ya sama mi kayak dia juga, cara ngucapinnya itu masalahnya.

R : Emang dikelas belajarnya gimana ?

EA : Bahasa inggris nya asik, selalu main game mi. Tapi cara ngucapinnya kurang mi.

R : Kalau kamu, apa masalah kamu ketika disuruh berbicara bahasa Inggris?

PAN : Nggak pede, malu mi karna ya itu tadi mi gak tau cara ngucapinnya gimana.

R : OK, terima kasih ya.

#### **POST TEST**

R : Setelah ummi menerapkan strategi three steps interview ini, apakah ada peningkatan dalam speaking nya yang kamu rasakan?

ALR : Meningkat sih mi walaupun dikit, lebih enak belajar bahasa inggrisnya. Bisa

kerjasama gitu sama kawan rame-rame. Apalagi belajar giving opinionnya lebih mudah paham

R : Menurut kamu EA sulit nggak memahami tekniknya ?

EA : Awalnya nggal paham pas ummi jelasin pakai bahasa inggris tapi pas dipraktikkan nggak kok mi. Seru bisa kek nanyak-nanyak gitu sama kawan.

R : Nah, kalau kamu LV, gimana? Merasa ada kemajuankah dalam speaking English?

LV : Lumayan mi. saya menjadi sedikit lebih berani ngomong di depan kelas.

## **APPENDIX IX**

### **OBSERVATION SHEET (CYCLE I)**

Date : Monday, 3<sup>rd</sup> December 2018

Students : VIII-3

School : SMP Al Farabi

Subject : English

<b>FOCUS</b>	<b>TOPIC</b>	<b>YES</b>	<b>NO</b>
<b>The Researcher as the Teacher</b>	1. The teacher uses target language and native language in the learning process.	✓	
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. Teacher tells to students the goal of the study.	✓	
	4. Teacher gives explanation about the topic of study.	✓	
	5. Teacher explains the material clearly.		✓
	6. Teacher uses media of teaching.	✓	
	7. Teacher divide the students into some groups.		✓
	8. Teacher ask students to make conversation.		✓
	9. Teacher ask students to introduce themselves one by one in front of the class orally.	✓	

	10.Teacher gives students chance to ask the teacher related to the topic of study.	✓	
	11.Teacher gives test to the student.	✓	
	12.Teacher concludes the material of teaching.	✓	

FOCUS	TOPIC	YES	NO
<b>Students</b>	1.Students are interested and enthusiastic in studying introducing self.		✓
	2. The students participate in learning process.	✓	
	3.Students ask the teacher about material that they do not understand.	✓	
	4.Students answer the question who is giving by the teacher.	✓	
	5.Students do the test seriously.		✓

English Teacher

**Amelia Septya Rini, SS**

## **APPENDIX X**

### **OBSERVATION SHEET (CYCLE II)**

Date : Thursday, 13<sup>th</sup> December 2018

Students : VIII-3

School : SMP Al Farabi

Subject : English

<b>FOCUS</b>	<b>TOPIC</b>	<b>YES</b>	<b>NO</b>
<b>The Researcher as the Teacher</b>	1.The teacher uses target language and native language in the learning process.		✓
	2.Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3.Teacher tells to students the goal of the study.	✓	
	4.Teacher gives explanation about the topic of study.	✓	
	5.Teacher explains the material clearly.		✓
	6.Teacher uses media of teaching.	✓	
	7. Teacher divide the students into some groups.	✓	
	8. Teacher ask students to interview their groups.	✓	

	9. Teacher ask students to report the result of interview in front of the class.	✓	
	10.Teacher gives students chance to ask the teacher related to the topic of study.	✓	
	11.Teacher gives test to the student.	✓	
	12.Teacher concludes the material of teaching.	✓	

FOCUS	TOPIC	YES	NO
<b>Students</b>	1.Students are interested and enthusiastic in studying giving opinion by implementing video dubbing.	✓	
	2.The students participate in learning process.	✓	
	3.Students ask the teacher about material that they do not understand.	✓	
	4.Students answer the question who is giving by the teacher.	✓	
	5.Students do the test seriously.	✓	

English Teacher

Amelia Septya Rini, SS

## **APPENDIX XI**

### **STUDENTS' ATTENDANCE LIST**

NO.	Name	Initial	Sex	Students' Attendance			
				I	II	III	IV
1.	Adelia Ruslaini	AR	F	✓	✓	✓	✓
2.	Aji Kurniawan	AK	M	✓	✓	✓	✓
3.	Alvito Rohim	ALR	M	✓	✓	✓	✓
4.	Anggri Sucyanti	AS	F	✓	✓	✓	✓
5.	Arya Wardani	AW	M	✓	✓	✓	✓
6.	Assyfa Alayda	AA	F	✓	✓	✓	✓
7.	Bima Abdillah	BA	M	✓	✓	✓	✓
8.	Dessy Prianti	DP	F	✓	✓	✓	✓
9.	Dinda Handarani	DH	F	✓	✓	✓	✓
10.	Efa Khairunnisyah	EK	F	✓	✓	✓	✓
11.	Erick Aditia	EA	M	✓	✓	✓	✓
12.	Ferdy Franstama Dhelio	FFD	M	✓	✓	✓	✓
13.	Haikal Arief Daulay	HAD	M	✓	✓	✓	✓
14.	Ibnu Azrah	IA	M	✓	✓	✓	✓
15.	Intan Nuraini Sukamto	INS	F	✓	✓	✓	✓
16.	Lavenia	LV	F	✓	✓	✓	✓

17.	Lidya Fii Sabilillah	LFS	F	✓	✓	✓	✓
18.	M. Abid Hasbillah Agil	MAHA	M	✓	✓	✓	✓
19.	M. Azhar Fahrikh	MAF	M	✓	✓	✓	✓
20.	M. Raffy Irsandy	MRI	M	✓	✓	✓	✓
21.	Muhammad Taufiq	MT	M	✓	✓	✓	✓
22.	Nabila Diva Ananda	NDA	F	✓	✓	✓	✓
23.	Nayla Sandra	NS	F	✓	✓	✓	✓
24.	Nurintan	NI	F	✓	✓	✓	✓
25.	Patin Amira	PA	F	✓	✓	✓	✓
26.	Pedi Andriyani Nst	PAN	M	✓	✓	✓	✓
27.	Reza Danuwindra	RD	M	✓	✓	✓	✓
28.	Rika Amelia	RA	F	✓	✓	✓	✓
29.	Riyan Ardiyansyah	RAH	M	✓	✓	✓	✓
30.	Sapitri	SP	F	✓	✓	✓	✓
31.	Siti Nur Haluah	SNH	F	✓	✓	✓	✓
32.	Suci Chairani	SC	F	✓	✓	✓	✓
33.	Taman Imtiyaz Pahlevy	TIP	M	✓	✓	✓	✓
34.	Trisandi Kurniawan	TK	M	✓	✓	✓	✓
35.	Wahyuni Hafizah	WH	F	✓	✓	✓	✓
36.	Rifazri Imtisyain	RI	M	✓	✓	✓	✓

## APPENDIX XII

## **Students' Pre-Test Score**

			Pron.	Gram.	Voc.	Fluen.		
1.	AR	F	5	4	4	4	17	85
2.	AK	M	3	4	4	3	14	70
3.	ALR	M	4	4	4	5	17	85
4.	AS	F	4	3	3	4	14	70
5.	AW	M	4	4	4	5	17	85
6.	AA	F	3	3	3	3	12	60
7.	BA	M	3	3	3	3	12	60
8.	DP	F	3	3	3	3	12	60
9.	DH	F	3	3	3	3	12	60
10.	EK	F	3	3	3	3	12	60
11.	EA	M	4	5	4	4	17	85
12.	FFD	M	3	4	4	3	14	70
13.	HAD	M	4	4	5	4	17	85
14.	IA	M	4	3	3	4	14	70
15.	INS	F	4	4	4	5	17	85
16.	LV	F	4	4	4	3	15	75
17.	LFS	F	3	4	4	4	15	75
18.	MAHA	M	3	4	4	4	15	75
19.	MAF	M	4	4	4	3	15	75
20.	MRI	M	4	4	4	3	15	75

21.	MT	M	4	4	4	5	17	85
22.	NDA	F	3	4	4	3	14	70
23.	NS	F	4	4	5	4	17	85
24.	NI	F	4	3	3	4	14	70
25.	PA	F	5	4	4	4	17	85
26.	PAN	M	4	3	3	4	14	70
27.	RD	M	4	4	5	4	17	85
28.	RA	F	3	3	3	3	12	60
29.	RAH	M	3	3	3	3	12	60
30.	SP	F	3	3	3	3	12	60
31.	SNH	F	3	4	3	3	13	65
32.	SC	F	4	3	3	3	13	65
33.	TIP	M	4	2	3	3	13	65
34.	TK	M	3	3	3	3	12	60
35.	WH	F	3	3	3	3	12	60
36.	RI	M	3	3	3	3	12	60
<b>Total</b>								2575
<b>Mean</b>								71,52
<b>Percentage</b>								40%

### APPENDIX XIII

#### Students' Post Test I Score

## APPENDIX XIV

## **Students' Post-Test II Score**

## **APPENDIX XV**

### **DIARY NOTES**

#### **First Meeting (Monday, 3 December 2018)**

In the first meeting, I entered the class, said salam and introduced myself to the students. In the class, the students were noisy and asked me about my name, my age, where I came from, and many more but I tried to answer their question to made a happy situation. After that, , I ask the students to introduced themselves one by one in front of the class orally as a pre-test. They speaking and I recorded it by my phone.

#### **Second Meeting (Thursday, 6 December 2018)**

In the second meeting I came to the class and said salam to them. After that I gave them brainstorming it was some question about the topic that will be discussed in the class. At that time I gave them the subject about the describe person (bestfriend).The students was very excited when I asked them about friendship. Then, I divided them into some groups and the situation is so noisy because they changed their sit. I asked them to interview their groups. But, they were still clumsy and ashamed in reporting their result of interview as post test I and then I asked them to record their voice. Unfortunately, the score of post test I was not satisfied.

#### **Thirth Meeting (Monday, 10 December 2018)**

It was the thirth meeting. My purpose was make the learning better than before. The researcher gave some modifications in the learning process. As usual,

I entered the class and said salam to them. I asked to the leader of students to lead do'a before doing an action. I gave them the subject about describing people or person again but with more explanation. It was so nice because they already knew about the strategy that is like question and asking with their friend then report the result of interview orally like a reporter in front of the class and record it by phone. They were so excited.

#### **Fourth Meeting (Thursday, 13 December 2018)**

It was the last meeting. I continued the test. It was so nice, because the students' score was better than before. In the end of the meeting I said my big thanks to them who always listened every instruction from me. They also said to me to always humble and finish my thesis soon. I motivated them to always speak English, especially in English lesson. I am so happy to got the students like them.

## APPENDIX XVI

### DOCUMENTATION

