THE EFFECT OF THREE STEP INTERVIEW TECHNIQUE ON SPEAKING ABILITY OF SMAN 2 PALANGKA RAYA

THESIS

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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1441 H

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Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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MOTTO

طِا لِبُ ا لْعِلْمِ : طَالِبُ البَّ حْمَةِ ، طَا لِبُ اْ لمِلْمِ : رُ نْنُ اْ لإ سْلَ مِ وَيُعْطَى أَ جْرَهُ مَعَ ا لنَّبِيْنَ

"*Orang yang menuntut ilmu bearti menuntut rahmat; orang yang menuntut ilmu bearti menjalankan rukun Islam dan Pahala yang diberikan kepada sama dengan para Nabi*."

(HR. Dailani dari Anas r.a)

This Thesis is dedicated to:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If a later time is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Yours Faithfully,

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ABSTRACT

Sari, Wulan. 2020. *The Effect of Three Step Interview Technique on Speaking Ability of SMAN 2 Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti, M.Hum, (II) Hesty Widiastuty, M.Pd.

Keywords: effect, three-step interview technique, speaking ability.

The research was aimed to measure the effect of the three-step interview technique on speaking ability of the tenth graders of SMAN 2 Palangka Raya, and the significant difference between classes is taught using a three-step interview technique with those that are not of tenth graders of SMAN 2 Palangka Raya.

The research is included in quantitative research with Quasi-Experimental Design. The researcher designed the lesson plan, conducted the treatment, and counted the students' scores by pre-test and post-test. The population of this research was 164 students of the tenth graders of SMAN 2 Palangka Raya. Based on the design of the study, the researcher only took two classes as a sample. There were X MIPA - 2 as experiment class and X MIPA - 3 as a control class. The number of the sample chosen was 50 students that consist of 27 students of the experiment class and 23 students of the control class. The sample was determined using cluster random sampling technique.

After getting the data from the pre-test and post-test, the researcher analyzed the data using SPSS 20 with a t-test formula to test the predetermined hypothesis. Based on the result of the analysis, it was found that the value of t-test = 2.76 with t-table = 2.01 at 5% level of significance and t-table = 2.68 at 1% level of significance with degrees of freedom = 48. It showed that the t-test was higher than the t-table. Besides that, the mean score on the pre-test of the experiment class was 52.81, and the control class was 61.78. While in the post-test, the mean score of the experiment class was increased into 68.04, and the control class was not increased but descend into 55.43. Based on the score, it can be seen that the mean score on the post-test of the experiment class was higher than the control class. The result of the testing hypothesis on the first research problem determined that the Alternative Hypothesis (Ha) was accepted, and the Null Hypothesis (Ho) was rejected. Then, in the second research problem, the Alternative Hypothesis (Ha) was accepted, and the Null Hypothesis (Ho) was rejected. It meant that teaching speaking by using a three-step interview technique affects students speaking ability. In other words, the three-step interview technique was effective in teaching speaking.

ABSTRAK

Sari, Wulan. 2020. *Pengaruh Three Step Interview Technique terhadap Kemampuan Berbicara di SMAN 2 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M.Hum, (II) Hesty Widiastuty, M.Pd.

Kata Kunci: pengaruh, three-step interview technique, kemampuan berbicara.

Penelitian ini bertujuan untuk mengukur pengaruh three-step interview technique terhadap kemampuan berbicara siswa kelas X SMAN 2 Palangka Raya dan perbedaan signifikan antara kelas yang diajarkan dengan menggunakan three-step interview technique dengan siswa yang tidak pada siswa kelas X SMAN 2 Palangka Raya.

Penelitian ini termasuk dalam penelitian kuantitatif dengan Desain Kuasi Eksperimental. Peneliti merancang rencana pelajaran, melakukan perawatan dan menghitung skor siswa dengan pra-uji dan pasca-uji. Populasi penelitian ini adalah 164 siswa kelas X SMAN 2 Palangka Raya. Berdasarkan desain penelitian, peneliti hanya mengambil dua kelas sebagai sampel, yaitu X MIPA - 2 sebagai kelas eksperimen dan X MIPA - 3 sebagai kelas kontrol. Jumlah sampel yang dipilih adalah 50 siswa yang terdiri dari 27 siswa kelas eksperimen dan 23 siswa kelas kontrol. Sampel ditentukan dengan menggunakan teknik cluster random sampling.

Setelah mendapatkan data dari pra-tes dan pasca-tes, peneliti menganalisis data menggunakan SPSS 20 dengan rumus uji-t untuk menguji hipotesis yang telah ditentukan. Berdasarkan hasil analisis, ditemukan bahwa nilai uji-t = 2,76 dengan t-tabel = 2,01 pada tingkat signifikansi 5% dan t-tabel = 2,68 pada tingkat signifikansi 1% dengan derajat kebebasan = 48. Ini menunjukkan bahwa uji-t lebih tinggi dari t-tabel. Selain itu, nilai rata-rata pada pra-tes kelas eksperimen adalah 52,81 dan kelas kontrol adalah 61,78. Sementara dalam pasca-tes, skor rata-rata kelas eksperimen meningkat menjadi 68,04 dan kelas kontrol tidak meningkat tetapi turun menjadi 55,43. Berdasarkan skor tersebut, dapat dilihat bahwa skor rata-rata pada pasca-tes kelas eksperimen lebih tinggi daripada kelas kontrol. Hasil pengujian hipotesis pada masalah penelitian pertama menentukan bahwa Hipotesis Alternatif (Ha) diterima dan Hipotesis Null (Ho) ditolak. Kemudian, pada masalah penelitian kedua Hipotesis Alternatif (Ha) diterima dan Hipotesis Null (Ho) ditolak. Ini berarti bahwa mengajar berbicara dengan menggunakan three-step interview technique memiliki efek terhadap

kemampuan berbicara siswa. Dengan kata lain, three-step interview technique efektif dalam mengajar berbicara.

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The researcher realizes that this thesis is still far from perfect. Therefore some constructive criticism and suggestion are warmly welcome. Hopefully, may Allah keep us on the straight path and rewards us for what we have done, and this can be useful for all of us.

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The Researcher,

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LIST OF ABBREVIATIONS

Df : Degree of Freedom

SD : Standart Deviation

SE : Standart Error

Ha : Alternative Hypothesis

Ho : Null Hypothesis

SPSS : Statistical Package for the Social Science

SMAN : Sekolah Menengah Atas Negeri

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the research's introduction, which is divided into eight subchapters: background of the study, research problem, the objective of the study, the hypothesis of the study, assumption, scope, and limitation, significance of the study, and definition of critical terms.

A. Background of the Study

Speaking is one of the language skills that must be mastered by English learners. In academic settings, Speaking is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations (Marianne Celce Murcia, 2001, p. 187). Speaking is useful for any English (provided students to understand it more or less) is a good thing for the language of students (Jeremy Harmer, 1998, p. 68). So, Speaking is a good thing in life because it is a factor of great importance in individual development and the most critical activity in school. Then, to realize success in the language teaching and learning process, especially English, Speaking is one of the essential factors in all language teaching.

Speaking can help students improve their knowledge, experience, and get much information from the speakers. Speaking is also a skill that can make students develop their ways to learn thoroughly about something. Speaking, the students can correctly spend their time getting information, knowledge, and enriching their vocabulary and improving their ability. On the other hand, Speaking is one of the language skills that will give great value and

contribution because speaking someone can know the information from their partner.

In speaking ability, students have to pay attention to get meaning from what they hear, because Speaking and listening are integrated. In this case, the students are expected to be able to speak or interact orally one another, to get or convey the information and meaning. Hasibuan and Ansyari (2007, p. 102) state that the goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understand by using their current proficiency to the fullest. They should try to avoid confusion in a message in each communication situation.

English is taught twice a week, with a duration of 45 per period. SMAN 2 Palangka Raya is one of the schools that use the school-based curriculum to learn English. Standard competency to speak is that students can understand simple short functional texts and monologue texts descriptively and narratively in everyday life. Primary skill is that students can respond to meaning in simple monologue text by using spoken language accurately, smoothly, and can be accepted in the context of daily life in descriptive and narrative forms.

However, based on the results of English teachers' efforts, they have made efforts to improve students' abilities, especially in speaking. Some of the techniques teachers use in learning English are direct practice conversations (making dialogue), and storytelling using English (Descriptive Text). Meanwhile, Speaking is taught to students to obtain competency

standards in the school-based curriculum used in this school. This curriculum has also given priority to speaking skills applying competency standards, as described above.

Students are still having difficulty speaking. Tenth-grade students also face problems and obstacles in speaking at SMAN 2 Palangka Raya. Some students do not meet the minimum graduation criteria (KKM). Based on the School-Based Curriculum at SMAN 2 Palangka Raya, the minimum passing score is 70. Simultaneously, some students score less than 70 for their speaking activities or get low scores in their speaking assignments. Some students lack mastery of vocabulary. Some students cannot understand the meaning of what the speaker says in English. Some students cannot express their ideas in English. Some students cannot pronounce English words correctly.

Students' high school in the tenth grade can at least understand and answer questions in the target language in simple sayings (Sudira, 2006, p. 51). Even though English has been taught since elementary school, most high school students rarely use English when communicating with their teacher or partner in class. At least two main factors can cause this condition.

Speaking is the process of delivering a message expressed by voice. If the word were uttered without problems, it would be better, so the listener felt comfortable chatting with us. But in fact, speaking problems often occur when we communicate. There are several common problems faced in speaking, namely:

1. Pause, meaning stop giving messages. The speaker here paused while thinking about the conversation material. Usually, it takes 5-10 seconds in the middle of a conversation.
2. Filler; often, the speaker fills a pause in speaking with a confident voice. For example, with mmmm, hmmm, and others. On one side of the filler, it is very helpful to get an idea in the middle of a conversation, but if done continuously, it can certainly make speaking sound boring.
3. Mental problem; no matter how good your conversation is, of course, it will be very different when you are talking in front of a crowd, all eyes are on you. If not balanced with a strong mentality, Speaking can be disturbed.
4. Lack of Ideas; some say that no matter how smart someone is, he will surely be silent if they don't have the idea of talking material. Having a few ideas tends to speak briefly and repeatedly.
5. Mispronunciation; this happens when the speaker mistakenly says the vocabulary correctly. It is based on mastering vocab.
6. Grammatical Error; in speaking, you can experience errors in composing sentences correctly. It is not independent of the grammar material learned.
7. Lack of Vocabulary; no doubt, vocabulary is the main foundation of speaking, the more vocabulary you master, the more comfortable you speak.

Based on preliminary research by interviewing one English teacher at SMAN 2 Palangka Raya on Monday, March 25, 2019, the researcher learned that students have a low speaking ability. The researcher found several problems as follows:

1. Some of the students lack motivation.
2. Some students are less of a language exposure.
3. Some students lack the opportunity to speak and practice.

Based on preliminary research by interviewing an English teacher at SMAN 2 Palangka Raya on Monday, March 25, 2019, the researcher found information about the teacher's speaking teaching method so far. The researcher found several teaching methods uses by the teacher as follows:

1. Students are asked to make a dialogue, and then they practice the conversation in front of the class.
2. Students one by one are asked to talk about anything using English.

Because in this study, the researcher offered the three step interview technique as one of the speaking learning techniques. This learning method included cooperative learning methods. The researcher would explain the advantages and disadvantages of individual learning and the advantages and disadvantages of group learning.

The advantages of individual learning are:

1. Learning is not limited in time.
2. Students can learn thoroughly.
3. Many differences between participants are considered.

4. The students can work according to their stages with the time they can adjust.
5. Different learning styles can be accommodated.
6. The students can be more controlled about how and what they learn.

The shortcomings in individual learning are:

1. To prepare the ingredients, it needs a lot of time.
2. The motivation of participants may be difficult to maintain.
3. The success of the learning objectives is not achieved because there is no place for students to ask.

The advantages of this group learning are:

1. Make students actively search for materials to complete their assignments.
2. Promote cooperation and cohesiveness in groups
3. Develop student leadership and teaching group discussion and process skills.

The shortcomings in this group learning are:

1. Group work only provides an opportunity for active participants who can play a role while underdeveloped students are made nothing.
2. It requires several facilities for both physical facilities and rooms and learning resources that must be provided.

Reasons for using group learning methods are:

1. Make students able to work with their friends in one assignment.
2. Develop the power to find and find materials to carry out the task.

3. Make students active.

As one of the cooperative learning models, the researcher chose the Three-Step Interview as one of the learning methods used in this study. By applying the Three Steps Interview Technique, students will have interaction with an interviewer and interviewee. What do I say and how to speak in English? To encourage students to share their thinking, ask questions, and take notes, the Three-Step Interview Technique is an effective way. It works better with four students per group, but it can be modified based on class situations.

In this study, the researcher adapted from previous research conducted by "Vera Rahmadani UIN SULTAN SYARIF KASIM RIAU" entitled "The Effect of Using Three Steps Interview Strategy toward Students' Speaking Ability of the First Year Students at SMA Muhammadiyah 1 Pekanbaru." In this study, the researcher found several weaknesses in the study. The few shortcomings of this study are:

1. The previous researcher did not explain the general problems faced in speaking learning.
2. The previous researcher did not inform about the speaking learning patterns commonly used by teachers at the school.
3. Previous researchers lacked in finding related studies in CHAPTER II related to this study.
4. The previous researcher did not show or attach photos of the classroom atmosphere during the learning process.

Based on the several weaknesses found by the researcher from the results of previous research, in this research, the researcher has overcome the shortcomings by providing a supportive theory for this research and provide evidence from research results which were later be shown in the form of video documentation that was back up to CD or photographs when the learning process takes place was be attached by the researcher.

This research was conducted at SMAN 2 Palangka Raya. Based on the researcher's observations, students at SMAN 2 Palangka Raya had difficulty speaking English, and the researcher found several problems speaking.

Based on the explanation, the researcher was interested in conducting research entitled: **"The Effect of Three Step Interview Technique on Speaking Ability of SMAN 2 Palangka Raya"**.

B. Research Problem

Based on the topic and background of the study state above, the research problems were:

1. What is the effect of the three step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya?
2. Is there any significant difference between classes taught using a three step interview technique with those, not of tenth graders of SMAN 2 Palangka Raya?

C. The objective of the study

The objective of the study was:

1. To determine the effect of the three step interview technique on speaking ability of the tenth graders of SMAN 2 Palangka Raya.
2. To find out the significant difference between classes is taught using a three step interview technique with those that are not of tenth graders of SMAN 2 Palangka Raya.

D. The hypothesis of the study

1. Alternative Hypothesis (Ha)

a. There is a significant effect of the three step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya.

b. There is a significant difference between classes taught using a three step interview technique with those not tenth graders of SMAN 2 Palangka Raya.

2. Null Hypothesis (Ho)

a. There is no significant effect of the three step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya.

b. There is no significant difference between classes taught using a three-step interview technique with those, not of tenth graders of SMAN 2 Palangka Raya.

E. Assumption

In this research, the researcher assumes:

1. The students' speaking ability taught by using the three step interview technique is various.
2. The students' speaking ability taught by using the conventional method is various.
3. The effect of using the three step interview technique was better for students' speaking ability.

F. Scope and Limitation

To avoid misinterpretation of the problems, the researcher was limit the scope of the research. The research focused on used a three step interview technique and a learning process to help students solve their speaking problems. This study is conducted at the tenth grader's students of SMAN 2 Palangka Raya. In this study, the researcher focused on accent, grammar, vocabulary, fluency, and comprehension. This method will be carried out in class during the lesson.

G. Significance of the Study

Theoretically, the research was provided teachers with a new understanding of using the three step interview technique to improved students' speaking skills. Practically, for English learners, the three step interview technique was helped the English learners to practice speaking in English. They got a motivation to learn what to speak and how to speak in English through group work so that the learners can support each other.

This technique made the speaking process, especially for delivering an idea easier. For English teachers, they had an alternative method to help them improve their students' speaking skills. They can manage their students effectively in a class by doing the three step interview technique. Other researchers can have an alternative source when they intend to do additional research about the same method. Based on this research, they could develop other ideas. The result gave the readers fundamental knowledge pedagogically that can be implemented in the classroom to benefit the students' development in speaking English.

H. Definition of Key Terms

To avoid misunderstanding on this research, there were some terms which are defined operationally. Some keywords was explained as follows:

1. Effect

The effect is a change of something or somebody caused by something or somebody else, or result. It means that impact can be influenced by something toward something else. However, in this research, the term effect refers to the Three-Step Interview Technique's speaking ability of the tenth graders of SMAN 2 Palangka Raya.

2. Three-Step Interview Technique

The three step interview technique is a cooperative structure that helps students personalize their Speaking and appreciate the ideas and thinking of others, which involves two or three students in one group.

The researcher chooses the three steps interview technique, one of the cooperative learning techniques, that gives students to speak up in class more opportunities and along the way they can share their ideas and interact with their partners.

3. Speaking Ability

Bygate, as quoted by Nunan, states that Speaking is oral interaction where the participants need to negotiate the meaning that contains ideas, feelings, and manage in terms of who is to say what, to whom, and about what (Nunan, 1991, p. 40). In means that, in speaking, we have to consider expressing the ideas for who, what, who ad about what we speak up. According to the Thesaurus Dictionary, Speaking is a process to say something to the others (2010, p. 976), which means that Speaking is the ability of a person to tell what in his mind to others. Cameron has stated that Speaking is the productive aural or oral skill (2001, p. 40). It means that Speaking is an ability that consists of producing systematic verbal utterance to convey the meaning, and we have to share an idea directly without thinking likes writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the review of related literature, which is divided into three subchapters: related studies, speaking ability, and three steps interview technique.

A. Related Studies

There were five related studies found by the researcher about the three step interview technique on speaking ability: the first research (Rika Irawati, 2012). It is entitled "*The Effectiveness of Three Steps Interview Technique to Teach Speaking Viewed from the Students' Language Anxiety*." A cooperative structure used to increase speaking skills is the Three-Step Interview. This research was carried out in Pontianak State Polytechnic in the academic year of 2011/2012, especially the first semester students of Public Sector Accounting. This research is used as an experimental study. From all of the population, the researcher took two classes as the sample of this study. One type was the experimental group and the other as the control group. The writer used random cluster sampling in this study. To determine which category would be the experimental group (taught using the Three-Step Interview technique) and the control group (prepared using the Dialogue Memorization technique), the writer randomly took the class by lottery. The writer used a speaking test and questionnaire to collect the research data. The writer used a continuum score to analyze the internal validity of the items of anxiety questionnaire and examined the reliability of the elements of an

anxiety questionnaire. To analyze the data of this research, the researcher used descriptive and inferential statistics. The researcher uses the Analysis of Variances (ANOVA) to determine the significant effects of two independent variables on the dependent variable and examine the significant interaction between the two independent variables to the dependent variable. Based on the data analysis, the research findings of the research are: (1) To teach speaking, used Three-Step Interview technique is more effective than Dialogue Memorization technique in Pontianak State Polytechnic in the academic year of 2011/2012, especially in the first semester students of Public Sector Accounting; (2) The students speaking skill was better when the students having low language anxiety have than students that having the high worry of Pontianak State Polytechnic in the academic year of 2011/2012, in the first semester students of Public Sector Accounting.

The second research, Pindha Kaptiningrum, M.Pd (Vol, 1 Number 1, January 2016), entitled "*Three Steps Interview to Improve Students' Speaking Ability in Islamic Higher Education of Bakti Negara Tegal*." There were four essential components of cooperative learning: positive interdependence, collaborative ability, processing group interactive, individual accountability, and various cooperative techniques. In this research, the researcher has used cooperative learning. Cooperative learning was a learning method for the students as the center of the teaching and learning process. In this research, the researcher has used a three-step interview to help the students improving their speaking ability. The researcher has conducted action research. The

steps of action research were planning, action, observation/evaluation, and reflection. This research was action research aiming at applying a three-step interview to improve students' ability to speak. The techniques of collecting data were observation, questionnaire, and test. The researcher had used the observation sheet to observe the teaching and learning speaking class. The view had been done by the researcher when the teaching and learning were continuing. The researcher had done the questionnaire to get information from students knowing they're interesting, need an opinion about the learning, and learn of the speaking class using a three-step interview. The last technique was tested. The speaking test had been used by the researcher to measure the students' ability.

The third research, (Kagan, 1994) entitled "*The Implementation of Three Steps Interview Technique in Teaching Speaking*." Using the Three-Step Interview technique, students may enjoy speaking because they can express their opinion by asking their partner, and they can improve their speaking ability. Three-Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate others' ideas and thoughts. Active listening and paraphrasing by the interviewer develop understanding and empathy for the thinking of the Interview. And it is defined as a cooperative learning technique that enables and motivates members of the group to acquire a particular concept genuinely by students' role. In the classroom, it was an adaptable process. This research was a time-series design. The researcher used one class. The students have given

treatment three times and three times post-tests. The procedures were conducted three times. One treatment of each meeting was 2 x 45 minutes. The researcher showed the topics of hortatory exposition. The three topics were: First, school uniform, another good lesson. Second, homeschooling. Third, mobile phone in school. The issue was based on the second semester of second-year students. The post-test was administered to the students after the treatment of teaching speaking techniques through role-play technique was implemented by using the role-playing method. It was a subjective test and focused on the dialogue form of an oral examination. The result of this research is an improvement in students' speaking ability by comparing the mean scores of the post-test.

The fourth research (Mallombasi, 2012) entitled "*The Application of Three-Step to Increase the Students' Speaking Ability*." a cooperative learning technique that enables and motivates members of the group to acquire a specific concept genuinely by students' role is the definition of Three-Step Interview. In the classroom, it is an adaptable process. This research aimed to explain the students' speaking accuracy and fluency using the Three-Step Interview Method in SMA Negeri 2 Bantaeng of class XI-2 in the 2011/2012 academic year. The researcher used Classroom Action Research In this research. The researcher conducted two cycles; each cycle consisted of four meetings. The subjects of this research were students in class XI-2 consists of 40 students, were consist of 30 women and ten men. The researcher took real data from the class to know the students' speaking ability. The instruments of

this research were speaking test and observation sheet in cycle I and cycle II. The research findings indicated that the Three-Step Interview Method improved the students' speaking ability covered students' accuracy and fluency in class XI-2 of SMA Negeri 2 Bantaeng. The Three-Step Interview Method's application can increase the students' speaking accuracy in SMA Negeri 2 Bantaeng of class XI-2, where the students' progress from the diagnostic test to cycle II is (29.43%). It means that the application of the Three-Step Interview Method could significantly improve the students' speaking accuracy.

The fifth research, Supriyadi, Joko Mursitho, and Edi Santoso (Vol. 1 No. 2, October 2012), entitled "*Increasing Students' Speaking Performance Through Three-Step Interview At Ten Grade Of SMK Kartikatama 1 Metro Academic Year 2011- 2012*". This present study is classroom action research. This research employs a qualitative design. Some actions will be done in this research, namely: Executing this research is done in cycles form. It will work collaboratively. Every cycle is acted based on planning. The observation is a technique in collecting data. The inspection is used to get the data about student achievements, especially in speaking performance in teaching-learning. The research shows that the appropriate procedure of the three-step interview technique gives beneficial contributions to increasing the students' speaking performance and improving students' activities during the instructional process.

B. Speaking Ability

1. Definition of Speaking

Speaking is the key to communication. It plays a crucial part in peoples' daily lives; almost every aspect of our lives is covered by speaking. To most people, mastering speaking is one of the most critical elements of learning a second or foreign language, because the purpose of acquiring a style is not able to communicate by using a language but also able to interact in social activities (Sari Luoma, 2004, p. 24). It means that Speaking is integral for someone who makes communication in daily life. On the other hand, Bygate, as quoted by Nunan, "Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom, and about what (David Nunan, 1991, p. 40). Meaning that Speaking is used to make our listener understand our expression (Paulette Dale, Ph. D and James C. Wolf, MA 2006, p. 181).

Besides, speaking in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate (David Nunan, 1991, p. 51). And the purpose of Speaking is communication interaction. (Paulette Dale, Ph. D and James C. Wolf, MA, 2006, p. 181). It means that the speaker should be able to make their partner understand what his/her talking about. According to Longman, Speaking is an oral

language that we use for saying something, or we mention someone (Longman, 2008, p.986), which means that Speaking is the way to say something for someone. Thornbury has said that Speaking is an activity that relies on sharing knowledge (Scott Thornbury, 2009, p. 12), which means that Speaking is an opportunity to share and express their opinions and thoughts. In conclusion, speaking ability is the ability of a person to express his or her ideas, feelings, or something in his or her mind.

2. Importance of Speaking Ability

Speaking is a crucial skill in mastering English for students who learn English to communicate with each other. There were five components in speaking ability: Accent, Grammar, Vocabulary, Fluency, and Comprehension.

a. Accent

Derwing and Munro stated that having a good accent of the languages can help in regular communication, particularly intelligibility (ISP Nation and J. Newton, 2009, p. 75). The emphasis is an essential part of learning the spoken language. Therefore, as an English teacher, you not only teach well accents but also the students can acquire an emphasis by imitating you.

b. Grammar

Leaver says that knowledge of target language grammar, sometimes called structure (or forms), and syntax (word order) is an equally important aspect of second or foreign- language acquisition.

Words alone are not enough to communicate. The words must come in most languages. In specific order and take a particular shape, or they will not be understood, and your message will not be conveyed (Ibid. p. 21). It means that grammar is one of the language components in speaking, and grammar is the role by which we put together meaningful words and part of terms of the language to communicate comprehensible messages.

c. Vocabulary

One of the essential aspects that support a particular language is vocabulary. It deals with the appropriate right words. Vocabulary plays a vital role in speaking skills. It cannot be ignored in speaking learning as leaver says that vocabulary learning is one of the sets of enabling the knowledge and critical aspect of developing the ability to use a foreign language in useful ways (Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, 2005, p. 147).

d. Fluency

Schmidt has said that influent language use involves the processing of language in real-time. That is, learners demonstrate fluency when they participate in the meaning-focused activity and do it with speed and ease without holding up the flow of talk (Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, 2005, p. 151). It means that fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

e. Comprehension

Comprehension knows about something; ability to get the knowledge that has been learned. It derived from the students them self who can understand the lesson.

3. Assessment of Speaking Ability

According to Hughes, some components should be considered in giving students' speaking ability scores. They are accent, grammar, vocabulary, fluency, and comprehension (Arthur Hughes, 2003, p. 131). He described the rating as follow:

Table 2.1 Speaking Assessment

a. Accent

Score	Requirement
1	Pronunciation frequently unintelligible
2	Frequent gross error and a heavy accent, make understanding difficult, and require constant repetition.
3	Foreign accent requires concentrated listening, and mispronunciation leads to occasional misunderstanding and apparent errors in grammar vocabulary.
4	Marked "foreign accent" and occasional mispronunciation, which do not interfere with understanding.
5	Not conspicuous, mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of "foreign accent."

b. Grammar

Score	Requirement
1	Grammar is almost entirely inaccurate except in the

	stock phrase.
2	Constant errors are showing control of view dominant pattern and frequently preventing communication.
3	Frequent errors are showing some dominant pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors are showing imperfect control.
5	Few errors, with no patterns of failure.
6	No more than two errors during the Interview.

c. Vocabulary

Score	Requirement
1	Vocabulary is inadequate for even a simple conversation.
2	Vocabulary limited to primary personal and survival areas (time, food, transportation, family).
3	The choice of words sometimes inaccurate limitation of vocabulary prevents discussion of some familiar professional and social topics.
4	Professional vocabulary adequate to discuss particular interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary is as accurate and extensive as that of an educated native speaker.

d. Fluency

Score	Requirement
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is prolonged and uneven, except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentence may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	Speech is effortless and smooth, but perceptively

	non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

Score	Requirement
1	Understand too little for the simplest type of conversation.
2	Understand only slow, straightforward speech on everyday social and touristic topics; it requires constant repetition and rephrasing.
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understand everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

C. Three-Step Interview Technique

1. Definition of Three Step Interview Technique

The three step interview technique is one of Kagan's cooperative learning structures that can be used for making interaction in a teammate (Spencer Kagan and Miguel Kagan, 2009, p. 20). Kagan said cooperative learning is a mixture of instructional strategies to boot achievement (Ibid. p. 4.18). It means that collaborative learning is the way to make learners prefer to learn. This technique can also be used for team and class building, communication skills, social skills, and thinking skills (Ibid. p.

14). So, the three step interview technique can be included in the indirect strategy because it has the products that can manage the teaching and learning process. The indirect approach is made up of Metacognitive Strategy, Affective Strategy, Social Strategy, and three step interview technique can be included to these three parts of the indirect method, because three step interview technique can be used for coordinating learning process (Metacognitive Strategy), regulating students' emotion (Affective Strategy), and learning with others (Social Strategy).

Because of this research, the researcher offered the three step interview technique method as one of the speaking learning techniques. This learning method included cooperative learning methods. The researcher would explain the advantages and disadvantages of individual learning and the advantages and disadvantages of group learning. Of the collaborative learning models, researchers chose the three step interview technique as one of the learning methods used in this study. By applying the three step interview technique, the students was have interaction with an interviewer and interviewee. What do I say and how to speak in English? The three step interview technique was an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with four students per group, but it can be modified based on class situations.

By applying the three step interview technique, the students was interact in pairs as an interviewer and an interviewee. They automatically

learn what to say and how to speak in English. The three step interview technique was an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with four students per group, but it can be modified based on class situations.

2. The Aims of the Three Step Interview Technique

The three step interview technique aimed to engage students in the conversation to analyze and synthesize new information. When problems that have no specific right answers are solving by students, the three step interview technique was an effective strategy. Three problem-solving steps are involved in this process (Kagan, 1994).

3. The Benefits of Three Step Interview Technique

The three step interview technique gave benefits as follows:

a. The three step interview technique creates simultaneous accountability,
b. Students share and apply different questioning strategies, and
c. Over time, to extend their ability to use different levels of questioning and thinking, students can be introduced to different taxonomies of thinking.

4. Concept of Three Step Interview Technique

Spencer Kagan developed one of the cooperative learning strategies that are Three-Step Interview in 1989, which provides students with opportunities to give the responses in turn. It means that every member of a group could have his/her turn to give the answers based on the teacher's

material. In this case, the students are Interview about the article that they have read and shared what they learned in the discussion in the team. The response given by their teammates, students have to pay attention to it. Here, the students could listen to the reaction expressed by their teammates that could get multiple perspectives and may be more open to an alternative explanation. Kagan also states that structuring the discussion helps facilitate the construction of knowledge by every student. Liang also said that the Three-Step Interview could help students gain competence in listening, speaking, and summarizing.

Sukmawati stated that the Three-Step Interview strategy is rarely used in the English teaching process, and instead of a teaching model, it can be an alternative strategy (Sukmawati, June 28, 2013). Here, to create an atmosphere of achievement, each team member is learning and helping teammates learn. The students will work through the assignment until all group members successfully understand and complete it (Ibid).

According to Kagan, the Three-Step Interview Strategy can be used to minimize resistance among students when the teacher introduces the new strategy because it is straightforward and easy (Spancer Kagan, Lo. Cit., p. 39). Afterward, the Three-Step Interview Strategy makes the learners more fluent talking with a partner when asked to share with a team (Ibid., p. 144). The Three-Step Interview Strategy aims to analyze new information synthesis (Sukmawati, Op. Cit, p. 1).

Kagan states Three-Step Interview has some function: it can be used for team building, social skills, communication skills, thinking skills, and presenting info (Kagan., Loc. Cit., p. 146). Three-Step Interview Strategy can be used for team building in which this strategy results in teammates linking each other more and wanting to work together. The students will feel a sense of team to identify, mutual support, and belonging in this case. Social skills mean students become more polite and cooperative. Here, students can resolve conflicts of understanding and accepting points of view, which are different from their own, and the students are also more respectful and responsible, controlling their impulses. Communication skill means that the students can improve their ability to send and decode oral, written accurately, and non-verbal language. Therefore, in communication skills, learners can also develop personal skills, including understanding and responsibility.

Afterward, the Three-Step interview strategy function as knowledge building is an academic function that can build students' information base or recall important facts and information immediately. Then, procedure learning means that the students interact to acquire and practice skills and procedures so that they can develop all types of academic skills. Processing information indicates that the students remember what they say or do more dramatically than what they hear. Three-Steps Interview Strategy can develop students' thinking skills because thinking is a skill developed by practice; it means that students learn to think by thinking.

The last function of the Three-Step Interview strategy is presenting information, which means that it allows efficient sharing of ideas and solutions.

Mclucas and Wertheim said that there are two different types of Three-Step Interview; they are the groups of two and groups of three. They said the groups of three would be an effective way to encourage students to share their thinking, ask questions, and take notes.

The hints and management ideas of Three-Step Interview strategies as follow:

a. Questioning:

Here, before students try this strategy, they have explored the types of questions and ask what point in the Interview.

b. Reinforcing to take time:

In this case, the students talk about taking time to think or deciding whether or not to answer a question during an interview.

c. Using Recording sheet:

The students have to consider providing recording sheets when they are in the role of "reporter."

d. The Length of Time for each Interview:

In this case, it depends on the age of students and their experience. The teachers have to adjust the length of time for the Interview.

5. The procedure of Three Step Interview Technique

There were some procedures of three step interview technique as suggested by Barry, Bannet and Rolheiser (2001):

a. The teacher asks students to make a group that consists of three persons.
b. The teacher asks students to play a role. Here, student A as an interviewer, student B as an interviewee, and student C as a reporter.
c. The teacher asks students to switch roles after each Interview.
d. Each member of the group shares his/her ideas about what they had recorded when they were person C or as a reporter.

Besided that, Sanissaptiari suggested some procedures of using three step interview technique.

a. The teacher organizes the students to work in pairs. One is an interviewer, and the other is the interviewee.
b. The teacher gives a different topic for all pairs.
c. The students are repeating the process of the Interview.
d. The teacher organizes students to make a group that consists of four persons.
e. In the group, each member shares their ideas about the topic that has given by the teacher at hand.

Based on two theories above the researcher has modified the three step interview technique as the following steps:

a. The researcher organized the students to work in pairs. One is an interviewer, and the other is an interviewee.

b. The researcher gave a different topic/story for all pairs.

c. The researcher gave the topic (based on the generic structure of the narrative text).

d. The researcher gave 5 minutes for each students to comprehend the story that they have gotten.

e. The process of the interview was running for 10 minutes. Student A was an interviewer, student B, as an interviewee.

f. The students tried to write the result of the interview in their book for 5 minutes.

g. The students was repeating the process of the Interview.

h. The researcher asked the students to switch roles after each interview.

i. Each member of the group shares his/her ideas what they had recorded/gotten when they were as an interviewer.

6. Advantages of Three Step Interview Technique

The three step interview technique is a technique that gave students opportunities to use their knowledge of the English Language repeatedly. According to Utami (2014), there were some advantages of using this technique. Firstly, a three step interview technique is a physically active process to gives the learner opportunity to practice their Speaking and activate students' prior knowledge of a topic through conversation that uses language in the process of learning. Secondly, to speak without feeling anxious, the students will get the same chance to practice their

abilities. Thirdly, make the classroom situation more joyful and be expected to make the learner more cooperative during the speaking class with this technique.

D. Cooperative Learning

There are some definitions of cooperative learning, which are cited by some experts as follows: Kagan (1994, p. 8) states that collaborative learning is an excellent activity organized. Learning depends on the socially structured exchange of information between learners in a group. The leaner is held accountable for his or her knowledge, and it is motivated to increase the learning of others. Thus, he states that there is also evidence that cooperative learning has a positive impact on classroom climate, self-esteem among students, and internal focus on control, role-taking ability, time task, and attendance, acceptance of mainstream students, and liking for school and learning.

Further, Davidson & Worshan (1992, p. 23) definition of cooperative learning as a concept and strategies for enhancing the value of students' interaction. Collaborative learning arises in general education by using students' collaborations in learning. Johnson in Isjoni (2013, p. 15) states that cooperative means working together to accomplish shared goals. Within collaborative activities, individuals seek outcomes that are beneficial to all other groups' members.

Cooperative learning is the instructional use of small groups that allow students to work together to maximize their own and each other as learning. Johnson & Johnson in Isjoni (2013, p. 17) state that cooperative learning is grouping students in the class to a small group. Students can work together with the maximal ability they have and learn each other in their groups. Roger and Johnson in Suprijono (2009, p. 58) state that not all study groups can be considered cooperative learning. For achieving the maximum result, five elements in collaborative learning must be applied. They are:

1. **Positive Interdependence**

   This element shows that in cooperative learning, there are two responsibilities of the group. The first is to study the material which is assigned by the group. The second is making sure that all members' groups as individual studies the content.

2. **Personal Responsibility**

   This responsibility is appearing if the measurement is done toward the group successfully.

3. **Face to Face Interaction**

   This element is essential because it can result in positive interdependence. Students need to do real work together to promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve.

4. **Interpersonal Skill**

This element teaches the students social skills about leadership, decision making, trust-building, communication, and conflict management skill.

5. Group Processing

Group processing exists when group members discuss how well they are achieving their goals and maintaining a productive working relationship. Groups need to describe what member actions are helpful and unhelpful and decide what behaviors to continue or change. From all definitions above, the writer can conclude that cooperative learning is one of the learning models that organize students in a group study, to work together, help each other, and in the learning process make students more active for achieving learning goals.

E. Communicative Approach

The communicative approach is a language teaching that was born because linguists in the late 1960 realized that something was wrong in language teaching. Changes occur in teaching traditional British languages that use Situational Language Teaching. The word here is taught by practicing structures in activities based on meaningful situations. This method is considered not to make them face the situation verbally when faced with a position outside the classroom. Similarly, in America, the linguistic theory underlying the audio-lingual is rejected. It makes the applied English linguists

begin to question the theoretical basis underlying situational language teaching.

As mentioned above, learning languages does not guarantee that those language users (students) will be able to communicate in the target language. It is similar to what was identified by Stern, a teacher from junior high school who stated that before training in communicative approaches, he was more likely to "teach something about language than teaching language." In this regard, Stern (1992, p. 158) states that:

1. Language is speech, not writing.
2. A language is what is the native speaker says, not what someone thinks they to say.
3. Language is different
4. A word is an of habits
5. Teach the language, not about the language

Richards (1985: 17) and Rogers (1985: 18): both provide almost the same formulation, namely: Approach (approach) includes: the nature of language and language learning that serves as a reference and lay the foundations of the theory of what teachers should do in class. Each language teaching method operates explicitly from language theory and the theory of how language is learned. Design (design) is directly related to the approach that provides the basis for selecting techniques and teaching activities. Meanwhile, Richards added one more aspect, namely a procedure (procedure) that contains techniques and practices in the class compatible with a particular design.

According to Anthony's model, the approach is the level at which assumptions and beliefs about language and learning are determined: the method is the level at which theory is put into practice. Here also, choices are made regarding the specific skills to be taught; the content will be delivered. The technique is the level where the procedure in the class is explained.

The communicative approach is called the method because it is a theoretical basis in learning languages. This approach places the conceptual foundations on how to make students communicate through teaching procedures that lead to students' ability to communicate in the language they are learning. The purpose of learning a language is to communicate in the literature, both oral and written. Writing is one of the tools to communicate. Communication with the other person, writer, and reader.

A language as a communication system can, at a minimum, be connected to a (code) delivered by an individual to send a message. Based on this analogy, linguistics - if we adopt the Saussure code emphasis, the system of formal laws manifest in speech or word. Applying the same analogy to language teaching, the purpose of learning languages is to teach the code,' which is a second language, so students can code' encode '(speak/write) or decode (listen/read) a second language.

Key Characteristics of the Communicative Approach. Brumfit (1979, p. 91) provide Functional - National (F-N) approach characteristics, namely:

1. Meaning is the main thing.

2. Dialogue, when used, is centered on communicative functions and is not memorization.
3. Contextualization is the central premise.
4. Learning to discuss is learning to communicate.
5. Effective communication is expected.
6. Drilling is permitted but is carried out simply to achieve the primary goal.
7. The pronunciation that can be understood very expected.
8. Any means that will help students are allowed to vary depending on age, interests, and others.
9. Efforts to communicate are recommended even from the first.
10. The use of the native language is wisely permissible where necessary.
11. Translation can be used when students need to benefit from it.
12. Read and write when starting from the first day if desired.
13. The linguistic system of the target language will be well studied through striving / struggling to communicate.
14. Communicative competence is the expected goal (i.e., the ability to effectively use the linguistic system and precisely).
15. Linguistic variations are the main concepts in material and methodology.
16. Ordering is determined by any consideration of the content, function, or meaning that arouses interest.
17. Teachers motivate students to work in that language in any way.
18. Language is created by individuals often through trial and error.

19. Fluency and acceptability of language is the main goal: accuracy is assessed not in the abstract but context.
20. Students in pairs and workgroups are expected to interact with other people verbally or in writing.
21. The teacher does not know appropriate what language students will use.
22. Intrinsic motivation will arise from interest in what students will communicate through language.

Communicative ability is not automatically obtained. Ongoing practice is expected to master the ability to communicate. In communicating, someone must: the basis required to be able to communicate in that language. After understanding the minimum vocabulary and structure, students must be able to combine word by word to form sentences that are expressing the proposition. Produce examples of usage: where abstract knowledge is manipulated. Usage is one aspect of performance where this aspect provides evidence of how language users demonstrate their abilities regarding linguistic law. Use is another aspect of performance where language users demonstrate their ability to use their knowledge of language laws for effective communication, Richards 1986, p. 82 and Widdowson: 1990, p. 3, 22-26).

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described research design, the population of the sample, research instrument, data collection procedure, and data analysis.

A. Research Design

Experimental research is the type of research. According to Creswell (2008, p. 299), the experiment is you test an idea to determine whether it influences an outcome or dependent variable. The design of this research using quasi-experimental research with the nonequivalent control group, which intended to find out the effect of using the three step interview technique toward students' speaking ability. Furthermore, (Airasian and Gay, 2000, p. 367) stated that quasi-experimental design is used when the researcher keeps the students in the existing classroom intact. The entire class is assigned to treatments.

Furthermore, this research uses two classes as a sample. The first-class functional as the experimental class (X) is treated using the three step interview technique and the second as the control class (Y), which will be processed without using the three step interview technique. In the experimental category, the students was administered by giving pre-test at the beginning of the teaching-learning to know students' speaking ability. Then using a treatment in the middle. During treatment, the researcher corporate with the observer and post-test at the end of the teaching-learning process to know the effect of using the three step interview technique.

According to Creswell (Op. Cit., p. 314) on the Pre and Post-Test design, this type of research can be designed as in the following table:

Table 3.1 the Research Design of Pre-test and Post-test Design Time

Select Experiment Class	Pre-Test	Experiment Treatment	Post-Test
Select Control Class	Pre-Test	No Treatment	Post-Test

B. Population and Sample

1. Population

The population is defined as the area in which the researcher is trying to get information. According to Creswell (2012, p. 142), "population is a group of individuals who have the same characteristic." The population of this study was the tenth graders of SMAN 2 Palangka Raya, which numbered 164 students. The data were taken when the researcher doing the pre-observation on Monday, March 25, 2019, in SMAN 2 Palangka Raya.

Based on the result of the Pre-Observation on Monday, March 25, 2019, the researcher found information about the number of the tenth graders' students at SMAN 2 Palangka Raya, which the researcher explains in the following table:

Table 3.2 the Population of the Tenth Graders of SMAN 2 Palangka Raya

No.	Class	Total
1	X – 1	33
2	X – 2	33
3	X – 3	33
4	X – 4	33
5	X – 5	32
Total of Population		**164**

2. Sample

The technique used in taking the sample was cluster random sampling. The researcher took two classes as the sample of the research. There were X – 2 as an experiment class and X – 3 as a control class. The researcher has chosen that class because, based on the researcher's information from one of the school's English teachers, the ability and value of speaking in these two classes were almost the same, and most of them did not follow additional tutoring. So the researchers has chosen these two classes as samples in this research. The number of the sample selected is 50. Thus, the researcher takes the courses as the sample of the research without randomized.

Based on the result of the Pre-Observation on Monday, March 25, 2019, the researcher have found a population of the tenth-grade students, amounting to 164 students. Then, the researcher took two classes as samples from this study, namely students of class X – 2 as an experiment class and X – 3 as a control class. Each course was 27 and 23 students, and will be explained by the researcher in the following table:

Table 3.3 the Sample of the Tenth Graders of SMAN 2 Palangka Raya

No.	Group	Class of Students	Number of Students
1	Experiment Class	X – 2	27
2	Control Class	X – 3	23
Total of Sample			**50**

C. Research Instrument

1. Research Instrument Development

In this research, two kinds of instruments to collect the data were used by the researcher. There were Test and Documentation, which was explained as follows:

a. Test

To measure students' ability to speak before and after, they were taught using the Three Steps Interview Technique, the researcher used tests. The form of Oral Presentation analysis consists of Pre-test and Post-test. The pre-test was conducted to determine the students' initial speaking ability for the Experiment and Control Class. At the same time, the post-test was used to determine students' speaking ability after being taught using the Three Steps Interview Technique. It applied to know whether the students can quickly speak by using the Three-Step Interview Technique or not. The result was compared with Pre-test.

The following table was presented for the test item specification.

Table 3.4 Test Item Specification

Class of Students	Topic	Indicator	Instrument
Experiment Class	Narrative text	• Students are asked to speak about a story with an acquitted topic. • Students are asked to answer questions from the researcher. Question: 1) Why did you choose that story? 2) Can you tell me a little bit about your favorite story?	Pre-test
Control Class			Post-test

b. Documentation

The documentation used by the researcher in this research was the form of videos to record during the learning process using the Three-Step Interview Technique in class. The researcher used a hand phone to record the students' activities in class. Then it was back up into CD and collected to evaluate the appropriateness of accent, grammar vocabulary, fluency, and comprehension. The last, the result was assessed by two interrater (Ma'am Dellis Pratika, M.Pd as a lecturer at IAIN Palangka Raya and the researcher itself).

2. Research Instrument Validity

According to Hughes (2003, p. 26), a test is said to be valid if it accurately measures what it is intended to measure. According to L.R Gay and Peter Airasian (Loc. Cit., p.163), validity is the appropriate interpretation made from the test score. Furthermore, Gay says that there are three kinds of validity. They are content Validity, criterion-related Validity, and Construct validity. All of them have different usage and function. Content validity is used to compare the content of the test to the domain being measure. Airasian and Gay (2000, p.163) also states that there is no formula used in this kind of validity, and there is no way to express it is quantitative. Content validity just focuses on how well the items represent the intended area. To determine the validity was referring to the material given to the students.

Based on the explanation, the researcher used the content validity to measure whether the test was valid or not in this research. In other words, the students' analysis was based on the material they had learned about the narrative text.

There were several types of validity which will be briefly explained below:

a. Face Validity

Face validity is the test that appears to be valid or not, from external appearance to whether the items appear to measure the essential aspect. Face validity refers not only to the test measures but also what the test 'appears to measure.'

b. Content Validity

Content Validity is the process of the instructional objectives to matching the test items. Especially of an achievement test, content validity is the most crucial criterion for the usefulness of a test. Content validity mold to an extent to which a test consists of items representing the behaviors that the test maker wants to measure.

c. Predictive Validity

Predictive validity is predicted the future performance of students. The predictive capacity of an examination is concerned with predictive validity. It shows the effectiveness of a trial in predicting future outcomes in a specific area. Test scores can be used

to portend future performance or behavior and hence called predictive validity.

d. Concurrent Validity

Concurrent validity refers to correlating another set of criterion scores with test scores. Convergent validity refers to the extent to which the test scores correspond to already established or accepted performance, known as a criterion. Thus a test is validated against some concurrently available information. The scores obtained from a newly constructed test are correlated with pre-established test performance.

e. Construct Validity

Construct validity the extent to which the test may be said to measure a theoretical construct or psychological variable. Usually, it refers to a trait or mental process. Construct validation determines the extent to which a particular test measures the psychological constructs that the test maker intends to measure. It indicates the degree to which a test measures the abstract attributes or qualities which are not operationally defined.

f. Factorial Validity

Factorial validity the extent of correlation of the different factors with the whole test. Factorial validity is determined by a statistical technique known as factor analysis. It uses methods of explanation of inter-correlations to identify factors (which may be verbalized as

abilities) constituting the test. In other words, ways of inter-correlation and other statistical purposes are used to estimate factorial validity.

3. Research Instrument Reliability

According to Airasian and Gay (2000, p. 169), reliability is the degree to which a test consistently measures whatever it is measuring. It is reflected in obtaining how far the test or instrument test can measure the same subject on different occasions, indicating a similar result. In short, the characteristic of reliability is sometimes termed consistency. Reliability is used to measure the quality of the test scores and the flexibility of the test. In this research, to know the speaking test's authenticity, the researcher used interjudge (interrater) reliability. It means that more than one person evaluated the score of the test. In this research, the students' speaking scores were assessed by interrater. In this research, researchers used two interrater, one of the English lecturer at IAIN Palangka Raya, Ma'am Dellis Pratika, M.Pd and the researcher itself.

D. Data Collection Procedure

In this research, the researcher used oral presentation tests to collect the data to determine students' speaking ability. The test was done before and after getting the treatment intended to obtain students' speaking ability of the tenth graders students at SMAN 2 Palangka Raya.

The data of this research were taken from pre-test and post-test. The data were collected through the following procedures:

1. The researcher was chosen the population of the research.
2. The researcher was carried out pre-observation to find out the total of population that has been the subject of research.
3. The researcher was determined the class that has been the sample of the research.
4. The researcher determined two classes, the first was experiment class and the second was control class.
5. The researcher gave a pre-test to both classes in an oral presentation.
6. The students' pre-test was recorded by the researcher and back up into CD. Then, it was checked by the interrater.
7. The researcher gave treatment (teaching) to the experiment class used Three Step Interview Technique and taught control class without using Three Step Interview Technique.
8. After carried out the treatment, the researcher gave a post-test to both classes.
9. The students' post-test was recorded by the researcher and back up into CD.
10. The researcher use interrater to score students' speaking ability.
11. Then, the researcher was analyze the data.

According to Hughes (2003, p. 26), some components should be considered in giving students' speaking ability scores. They are accent, grammar, vocabulary, fluency, and comprehension.

Furthermore, here are the procedures for collecting data in the experiment and control class.

1. Experiment Class

In experiment class, there were three procedures used by the researcher to collect the data:

a. Pre-test

The pre-test was given to students before students taught using the three-step interview technique. The pre-test that provided in the experiment class, similar with the pre-test that was given in the control class. Namely, students was given an oral test of pre-test. It used to measure students' ability to speak before they was taught using the Three Step Interview Technique.

b. Treatment

In treatment, the students were taught by Three-Step Interview Technique. The teacher explained the topic of narrative text to the students and guided them by using the Three Step Interview Technique.

c. Post-test

The post-test was given after they were taught by using a three-step interview technique. It applied to know whether the students can

quickly speak by using a three-step interview technique or not. The result were compare with the pre-test.

2. Control Class

In the control class, there were two procedures used by the researcher to collecting data:

a. Pre-test

Pre-test used to have initial speaking skills for the experiment and control class. The form of the pre-test that was given for the control class, similar with the test that provided in the experiment class, and they were given the speaking test in the form of an oral examination. Teaching was given to control class students using specific learning techniques in which each of them will be asked to comment on some examples of narrative text provided by researcher.

b. Post-test

Post-test was given after they were taught by using specific learning techniques in which each of them will be asked to comment on some examples of narrative text. It was applied to know whether the students were able to speak English well.

E. Data Analysis Procedure

In analyzing the data, the researcher using a t-test to analyze the data. The T-test is used to know whether the result of the research is significantly or not. According to Hartono (2008, p. 171), a t-test is used to tell whether

there is a significant difference of mean between two variables or more. The researcher used the Paired Sample t-test to analyze the data to know whether there was a considerable effect on students' speaking ability taught by using the Three-Step Interview Strategy or not.

The t-table is then employed to see whether there was a significant effect between the mean score of both the experimental and control groups. The t-obtained value will consult with the amount of t-table at a degree of freedom. (df) = (N1+N2) – 2 statistically hypothesis:

H_a : $t_o >$ t-table

H_o : $t_o <$ t-table

The researcher did some procedures to analyze the data.

1. Giving an oral presentation which consists of Pre-test and Post-test to the students of the tenth graders' students of SMAN 2 Palangka Raya.
2. Using two interrater, one of the English lecturers at IAIN Palangka Raya, Ma'am. Dellis Pratika, M.Pd and the researcher itself for giving scores for students.
3. Adding the students' scores then calculates the average, highest rating, and lowest score.
4. Then, before analyzing the data into SPSS, the researcher conducted the category standard in speaking English by Arikunto (2009, p. 245).
    a. 80 – 100 = excellent
    b. 66 – 79 = very good
    c. 56 – 65 = good

d. 40 – 55 = enough

e. 0 – 39 = poor

5. Tabulating the data into the frequency distribution of the score table, determine the mean score, standard deviation, and standard error of variable Experiment Class and Control Class using a statistical test.
6. Using the statistical test to normality test and homogeneity test.
7. Calculating the data by using manual calculation and t-test to test the hypothesis of the study.
8. Interpreting the result of t-test.
9. After that, the value of the t-test is consulted on the t-table at the level of significance of 1% and 5%. In this research, the researcher uses the level of importance of 5%. If the result of the t-test is higher than the t-table, it means the Alternative Hypothesis (Ha) is accepted. But if the result of the t-test is lower than the t-table, it means the Null Hypothesis (Ho) is received.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher described the obtained data of the students' speaking ability before and after taught by using a three-step interview technique. The presented data consists of data presentation, research findings, and discussion.

A. Data Presentation

In this section, the researcher would describe the obtained data of students' speaking ability before and after taught by using a three-step interview technique. The presented data consisted of the result of pre-test and post-test scores and the frequency distribution, the mean of students' scores, the standard deviation, and the standard error of the experiment and control class.

1. The Result of Pre-test and Post-test Score of Experiment Class and Control Class

a. The Result of Pre-test and Post-test Score of Experiment Class

The pre-test and post-test of the experiment class had been conducted in class X - MIPA 2 with the number of 27 students. The pre-test had been held on Wednesday, August, 7th 2019. Meanwhile, the post-test had been conducted on Thursday, September, 19th 2019 (06.45 WIB – finish).

The students' pre-test scores of experiment class were distributed in the following table to measure the students' speaking ability before conducting the treatment.

Table 4.1 the Result of Pre-test Score of Experiment Class

No.	Students' Initial Name	Accent		Grammar		Vocabulary		Fluency		Comprehension		Score	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	A.M.A.A	3	2	3	3	3	4	3	3	4	4	**16**	**16**
2	A.K.A	2	2	1	2	2	3	2	2	1	1	**8**	**10**
3	A.S.P	1	2	1	1	1	2	2	2	1	1	**6**	**8**
4	A.P.M	2	2	1	1	2	2	3	3	2	1	**10**	**9**
5	B.K	3	3	2	2	2	2	3	2	4	4	**14**	**13**
6	B.A.C	4	4	3	3	3	3	4	3	4	4	**18**	**17**
7	E.P	1	2	1	1	2	2	1	2	2	3	**7**	**10**
8	E.A.M	4	3	4	4	4	4	4	5	4	4	**20**	**20**
9	E.E	4	4	4	5	4	4	4	5	5	5	**21**	**23**
10	F.A.D	4	4	3	3	3	3	4	4	3	3	**17**	**17**
11	I.K.D.W	4	3	3	3	2	2	5	5	3	4	**17**	**17**
12	I.R.F	3	3	3	4	3	3	4	5	4	4	**17**	**19**
13	J.R.H.S	5	4	4	4	5	4	5	5	5	5	**24**	**22**
14	J.A.L.S	5	5	5	5	5	5	5	5	5	5	**25**	**25**
15	J.A.L	3	3	3	3	3	3	4	4	3	3	**16**	**16**
16	M.L.Y	2	2	1	2	2	2	2	2	1	2	**8**	**10**
17	M.A.J	3	2	3	3	2	2	3	4	3	3	**14**	**14**
18	M.K.D	2	1	2	2	2	2	2	3	2	2	**10**	**10**
19	N.K	2	2	2	2	2	2	2	3	2	2	**10**	**11**
20	O.F.C	5	4	5	4	4	4	5	5	5	5	**24**	**22**
21	P.H.Z	2	2	2	2	3	3	4	4	2	2	**13**	**13**
22	Q.S.B	4	4	4	4	4	5	5	4	4	4	**21**	**21**
23	R.S.L	3	4	2	3	3	3	2	2	3	3	**13**	**15**
24	S.A.J	5	5	5	5	5	5	5	5	5	5	**25**	**25**
25	S.I.N	4	4	4	4	4	5	5	5	5	5	**22**	**23**
26	V.L.R	3	2	3	3	2	3	4	4	3	4	**15**	**16**
27	W.P.F.A	4	3	3	3	3	3	4	3	3	3	**17**	**15**

Furthermore, it was determined in the form of the total score with the following calculation:

Total Score = ((R1 + R2) / 2) / 30 x 100

= ((16 + 16) / 2) / 30 x 100

= (32 / 2) / 30 x 100

= 16 / 30 x 100

= 0.53 x 100

Total Score = 53

Where: 30 was the total number of speaking assessments (see table 2.1 in chapter II, page 21 – 23.

All of the students' scores would be calculated using the formula above. Then, the following table was the total of pre-test score of the experimental class.

Table 4.2 the Total of Pre-test Score of Experiment Class

No.	Students' Initial Name	Score	Category
1	A.M.A.A	53	Enough
2	A.K.A	30	Poor
3	A.S.P	23	Poor
4	A.P.M	32	Poor
5	B.K	45	Enough
6	B.A.C	58	Good
7	E.P	28	Poor
8	E.A.M	67	Very Good
9	E.E	73	Very Good
10	F.A.D	57	Good
11	I.K.D.W	57	Good
12	I.R.F	60	Good
13	J.R.H.S	77	Very Good
14	J.A.L.S	83	Excellent
15	J.A.L	53	Enough
16	M.L.Y	30	Poor
17	M.A.J	47	Enough
18	M.K.D	33	Poor
19	N.K	35	Poor
20	O.F.C	77	Very Good
21	P.H.Z	43	Enough
22	Q.S.B	70	Very Good
23	R.S.L	47	Enough
24	S.A.J	83	Excellent
25	S.I.N	75	Very Good
26	V.L.R	52	Enough
27	W.P.F.A	53	Enough
SUM		**1441**	
Mean		**53.37**	
Highest Score		**83**	
Lowest Score		**23**	

Based on the result of research in class X – MIPA 2 as experiment class, it can be seen in Table 4.2 above, the highest pre-test score was 83, and the lowest pre-test score was 23 with SUM of the pre-test score was 1441 and the mean was 53.37. These results indicate that there were still many students in the experiment class who got grades below the average. It proved that students in class X - MIPA 2 still have low speaking abilities.

Then, the following figure was the frequency distribution of students' pre-test scores of experiment class.

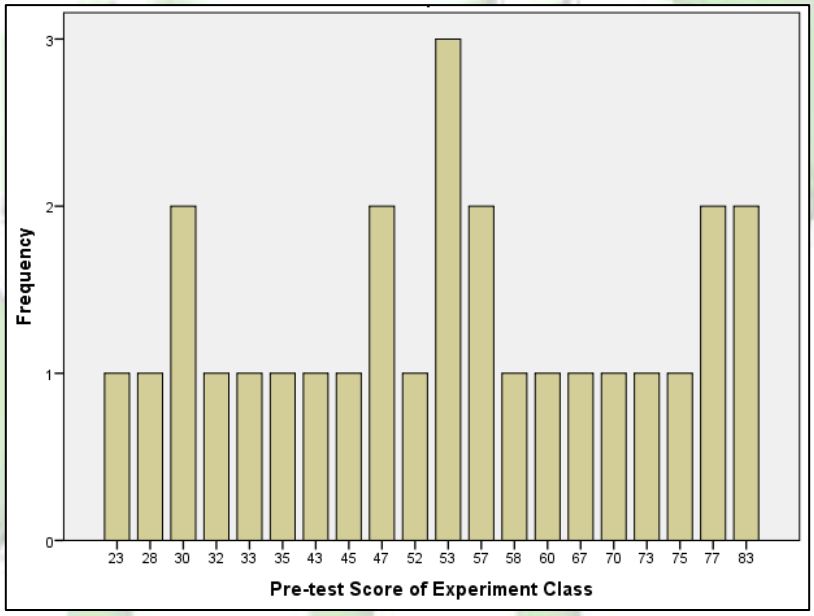

Figure 4.1 the Frequency Distribution of Students' Pre-test Score of Experiment Class

The bar chart depicts the students' pre-test scores of experiment class. A student got to score 23, a student who got a score 28, two students who got a score 30, a student who got a score 32, and a student who got a score 33. Then, there was a student who got a

score 35, a student who got a score 43, a student who got a score 45, two students who got a score 47, and a student who got a score 52. On the other hand, there were three students who got a score of 53, two students who got a score of 57, a student who got a score of 58, a student who got a score 60, and a student who got a score 67. Last, there was a student who got a score 70, a student who got a score 73, a student who got a score 75, two students who got a score 77, and two students who got a score 83.

The researcher also calculated the mean, median, standard error of mean and standard deviation that can also be seen in the following table.

Table 4.3 the Calculation of Mean, Standard Deviation and Standard Error of Mean

Statistics Pre-test Score of Experiment Class		
N	Valid	27
	Missing	0
Mean		53.37
Std. Error of Mean		3.461
Median		53.00
Std. Deviation		17.983
Minimum		23
Maximum		83
Sum		1441

Based on the data, the result of the calculation using the SPSS 20 program found that the mean of the pre-test score was 53.37, the standard deviation 17.983, and the standard error of the mean was 3.461.

Next, the students' post-test scores of experiment class were distributed in the following table to measure the students' speaking ability after conducting the treatment.

Table 4.4 the Result of Post-test Score of Experiment Class

No.	Students' Initial Name	Accent		Grammar		Vocabulary		Fluency		Comprehension		Score	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	A.M.A.A	4	4	3	4	4	4	5	5	5	5	**21**	**22**
2	A.K.A	4	4	4	4	4	5	4	4	4	5	**20**	**22**
3	A.S.P	3	4	3	4	3	4	3	4	3	4	**15**	**20**
4	A.P.M	4	5	3	4	4	5	4	5	4	5	**19**	**24**
5	B.K	4	5	3	4	4	5	4	4	4	5	**19**	**23**
6	B.A.C	5	5	4	4	4	4	5	5	5	5	**23**	**23**
7	E.P	3	4	2	4	4	5	4	5	4	5	**17**	**23**
8	E.A.M	5	5	4	5	5	5	5	5	5	5	**24**	**25**
9	E.E	5	5	4	5	4	5	5	5	5	5	**23**	**25**
10	F.A.D	5	5	4	4	4	5	4	5	4	5	**21**	**24**
11	I.K.D.W	4	4	4	4	4	5	5	5	5	5	**22**	**23**
12	I.R.F	5	5	3	4	4	5	5	5	5	5	**22**	**24**
13	J.R.H.S	5	5	5	5	5	5	5	5	5	5	**25**	**25**
14	J.A.L.S	5	5	5	5	5	5	5	5	5	5	**25**	**25**
15	J.A.L	4	5	4	4	4	4	4	4	5	5	**21**	**22**
16	M.L.Y	3	5	2	4	3	5	3	5	3	5	**14**	**24**
17	M.A.J	4	5	4	5	4	5	5	4	5	5	**22**	**24**
18	M.K.D	3	4	3	4	3	4	4	5	4	5	**17**	**22**
19	N.K	3	4	3	4	3	4	3	4	3	4	**15**	**20**
20	O.F.C	5	5	5	5	5	5	5	5	5	5	**25**	**25**
21	P.H.Z	3	4	3	4	3	4	4	4	2	4	**15**	**20**
22	Q.S.B	4	4	4	5	5	5	5	5	5	5	**23**	**24**
23	R.S.L	3	4	3	4	3	4	3	4	3	4	**15**	**20**
24	S.A.J	5	5	5	5	5	5	5	5	5	5	**25**	**25**
25	S.I.N	5	5	4	5	4	4	5	5	5	5	**23**	**24**
26	V.L.R	4	5	4	4	3	4	5	5	4	5	**20**	**23**
27	W.P.F.A	4	5	4	5	4	4	4	5	4	5	**20**	**24**

Furthermore, it was determined in the form of the total score with the following calculation:

Total Score = ((R1 + R2) / 2) / 30 x 100

= ((21 + 22) / 2) / 30 x 100

= (43 / 2) / 30 x 100

= 21.5 / 30 x 100

= 0.72 x 100

Total Score = 72

Where: 30 was the total number of speaking assessments (see table 2.1 in chapter II, page 21 – 23.

All of the students' scores would be calculated using the formula above. Then, the following table was the total of the post-test score of the experimental class.

Table 4.5 the Total of Post-test Score of Experiment Class

No.	Students' Initial Name	Score	Category
1	A.M.A.A	72	Very Good
2	A.K.A	70	Very Good
3	A.S.P	58	Good
4	A.P.M	72	Very Good
5	B.K	70	Very Good
6	B.A.C	77	Very Good
7	E.P	67	Very Good
8	E.A.M	82	Excellent
9	E.E	80	Excellent
10	F.A.D	75	Very Good
11	I.K.D.W	75	Very Good
12	I.R.F	77	Very Good
13	J.R.H.S	83	Excellent
14	J.A.L.S	83	Excellent
15	J.A.L	72	Very Good
16	M.L.Y	63	Good
17	M.A.J	77	Very Good
18	M.K.D	65	Good
19	N.K	58	Good
20	O.F.C	83	Excellent
21	P.H.Z	58	Good
22	Q.S.B	78	Very Good
23	R.S.L	58	Good
24	S.A.J	83	Excellent
25	S.I.N	78	Very Good
26	V.L.R	72	Very Good
27	W.P.F.A	73	Very Good
SUM		**1959**	
Mean		**72.56**	
Highest Score		**83**	
Lowest Score		**58**	

Based on the result of research in class X – MIPA 2 as experiment class, it can be seen in Table 4.5 above, the highest pre-test score was 83, and the lowest pre-test score was 58 with SUM of the pre-test score was 1959 and mean was 72.56. These results indicate that students' speaking skills improved or post-test scores was better than the pre-test score. It proved that students in class X - MIPA 2 had improved their speaking ability after treatment using a three step interview technique.

Then, the following figure was the frequency distribution of students' post-test scores of experiment class.

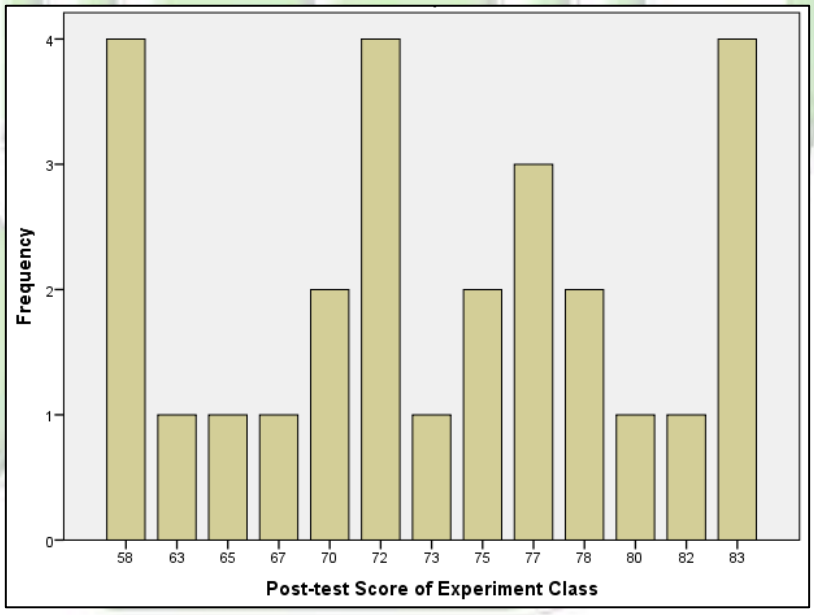

Figure 4.2 the Frequency Distribution of Students' Post-test Score of Experiment Class

The bar chart depicts the students' post-test scores of experiment class. There were four students who got score 58, a student who got score 63, a student who got score 65, and a student who got score 67.

Then, there were two students who got score 70, four students who got score 72, a student who got score 73, and two students who got score 75. On the other hand, there were three students got to score 77, two students who got score 78, a student who got score 80, a student who got score 82, and four students who got score 83.

Besides that, the researcher also calculated the score of the mean, median, standard error of mean and standard deviation that can also be seen in the following table.

Table 4.6 the Calculation of Mean, Standard Deviation and Standard Error of Mean

Statistics Post-test Score of Experiment Class		
N	Valid	27
	Missing	0
Mean		72.56
Std. Error of Mean		1.580
Median		73.00
Std. Deviation		8.210
Minimum		58
Maximum		83
Sum		1959

Based on the data above, the result of the calculation using the SPSS 20 program found that the mean of the post-test score was 72.56, the standard deviation 8.210, and the standard error of the mean was 1.580.

b. The Result of Pre-test and Post-test Score of Control Class

The pre-test and post-test of the control class had been conducted in class X - MIPA 3 with the number of 23 students. The pre-test had been conducted on Thursday, August, 8th 2019.

Meanwhile, the post-test had been conducted on Thursday, September, 19th 2019 (12.45 WIB – finish).

The students' pre-test scores of the control class were distributed in the following table to measure the students' speaking ability before the post-test.

Table 4.7 the Result of Pre-test Score of Control Class

No.	Students' Initial Name	Accent		Grammar		Vocabulary		Fluency		Comprehension		Score	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	A.S	2	2	2	2	2	2	2	2	2	2	**10**	**10**
2	A.V.C	4	4	3	3	4	4	5	4	5	4	**21**	**19**
3	A.R.H	5	4	4	3	5	5	5	4	5	4	**24**	**20**
4	D.N	4	4	4	4	3	4	4	4	4	3	**19**	**19**
5	D.N.A	5	4	4	3	4	4	5	4	5	4	**23**	**19**
6	E.G.T	4	4	4	3	4	4	4	3	5	4	**21**	**18**
7	G.O.S	3	3	3	3	2	3	2	2	2	2	**12**	**13**
8	H.A	5	4	5	4	5	5	5	4	5	4	**25**	**21**
9	H.B.M	3	2	3	2	3	3	2	2	3	3	**14**	**12**
10	I.O.S	3	2	2	2	3	4	3	4	4	4	**15**	**16**
11	J.C.A	1	3	1	2	1	1	2	1	2	1	**7**	**8**
12	J.R	5	4	5	5	5	5	5	4	5	4	**25**	**22**
13	K.J	5	4	5	4	5	4	5	4	5	4	**25**	**20**
14	M.D	5	4	5	4	5	5	5	4	5	4	**25**	**21**
15	M.A	5	4	4	4	4	4	5	4	4	3	**22**	**19**
16	M.B	1	2	1	1	1	2	2	2	2	2	**7**	**9**
17	M.P	5	4	5	5	5	5	5	4	5	4	**25**	**22**
18	N.I.P	2	2	2	2	2	2	2	2	3	2	**11**	**10**
19	O.D.B	5	4	4	4	4	4	5	4	5	4	**23**	**20**
20	P.S.L	3	3	3	4	3	3	4	3	3	3	**16**	**16**
21	P.E.I	3	2	3	4	2	2	3	2	3	2	**14**	**12**
22	R.A.A	5	4	5	4	5	4	5	4	5	4	**25**	**20**
23	Y.P	4	4	3	3	3	3	4	3	4	4	**18**	**17**

Furthermore, it was determined in the form of the total score with the following calculation:

Total Score = ((R1 + R2) / 2) / 30 x 100

= ((10 + 10) / 2) / 30 x 100

= (20 / 2) / 30 x 100

= 10 / 30 x 100

Total Score = 0.33 x 100 = 33

Where: 30 was the total number of speaking assessments (see table 2.1 in chapter II, page 21 – 23.

All of the students' scores would be calculated using the formula above. Then, the following table was the total of pre-test score of the control class.

Table 4.8 the Total of Pre-test Score of Control Class

No.	Students' Initial Name	Score	Category
1	A.S	33	Poor
2	A.V.C	67	Very Good
3	A.R.H	73	Very Good
4	D.N	63	Good
5	D.N.A	70	Very Good
6	E.G.T	65	Good
7	G.O.S	42	Enough
8	H.A	77	Very Good
9	H.B.M	43	Enough
10	I.O.S	52	Enough
11	J.C.A	25	Poor
12	J.R	78	Very Good
13	K.J	75	Very Good
14	M.D	77	Very Good
15	M.A	68	Very Good
16	M.B	27	Poor
17	M.P	78	Very Good
18	N.I.P	35	Poor
19	O.D.B	72	Very Good
20	P.S.L	53	Enough
21	P.E.I	43	Enough
22	R.A.A	75	Very Good
23	Y.P	58	Good
SUM		**1349**	
Mean		**58.65**	
Highest Score		**78**	
Lowest Score		**25**	

Based on the result of research in class X – MIPA 3 as a control class, it can be seen in Table 4.8 above, the highest pre-test score was 78, and the lowest pre-test score was 25 with SUM of the pre-test score was 1349 and mean was 58.65. These results indicate that there were still many students in the control class who got grades below the average. It proved that students in class X - MIPA 3 still have low speaking abilities.

Then, the following figure was the frequency distribution of students' pre-test scores of the control class.

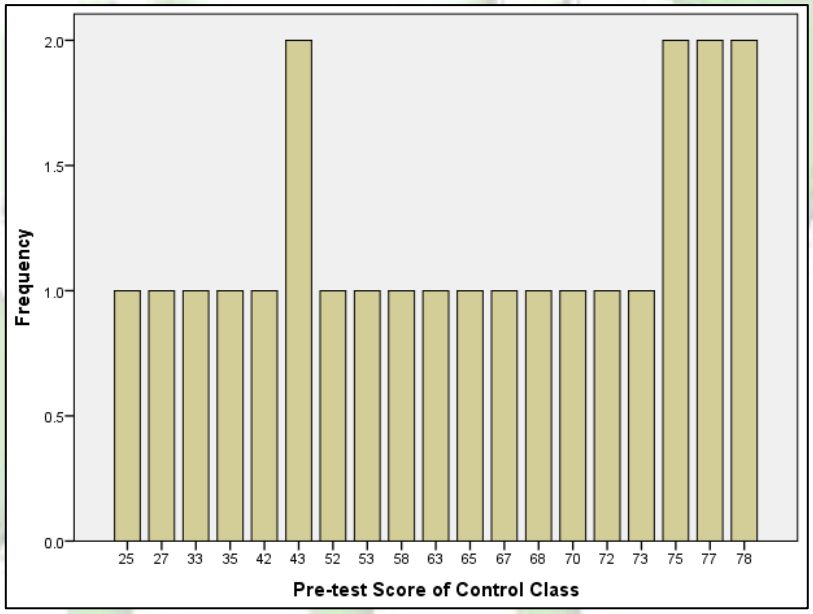

Figure 4.3 the Frequency Distribution of Students' Pre-test Score of Control Class

The bar chart depicts the students' pre-test scores of the control class. There were a student who got to score 25, a student who got score 27, a student who got score 33, a student who got score 35, and a student who got score 42. Then, there were two students got to

score 43, a student who got score 52, a student who got score 53, a student who got score 58, and a student who got score 63. On the other hand, there were a student who got score 65, a student who got score 67, a student who got a score 68, a student who got score 70, and a student who score 72. Last, there were a student who got score 73, two students who got score 75, two students who got score 77, and two students who got score 78.

Besides that, the researcher also calculated the score of the mean, median, standard error of mean and standard deviation that can also be seen in the following table.

Table 4.9 the Calculation of Mean, Standard Deviation and Standard Error of Mean

Statistics Pre-test Score of Control Class		
N	Valid	23
	Missing	0
Mean		58.65
Std. Error of Mean		3.688
Median		65.00
Std. Deviation		17.686
Minimum		25
Maximum		78
Sum		1349

Based on the data above, the result of the calculation using the SPSS 20 program, it was found that the mean of the pre-test score was 58.65, the standard deviation 17.686, and the standard error of the mean was 17.686.

Next, the students' post-test scores of the control class were distributed in the following table to measure the students' speaking ability after taught without using a three step interview technique.

Table 4.10 the Result of Post-test Score of Control Class

No.	Students' Initial Name	Accent		Grammar		Vocabulary		Fluency		Comprehension		Score	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	A.S	2	2	2	3	2	3	2	2	2	2	**10**	**12**
2	A.V.C	4	3	3	3	4	5	4	4	4	3	**19**	**18**
3	A.R.H	5	4	5	4	5	5	4	4	5	4	**24**	**21**
4	D.N	2	2	1	1	1	2	1	1	2	1	**7**	**7**
5	D.N.A	4	4	5	4	4	4	4	4	5	4	**22**	**20**
6	E.G.T	4	4	3	4	3	4	5	4	5	4	**20**	**20**
7	G.O.S	3	2	3	3	2	4	3	3	2	2	**13**	**14**
8	H.A	4	4	5	4	5	5	5	4	5	4	**24**	**21**
9	H.B.M	3	3	3	3	4	4	3	3	4	3	**17**	**16**
10	I.O.S	2	3	2	3	2	3	3	3	3	3	**12**	**15**
11	J.C.A	2	1	2	2	2	3	3	2	3	3	**12**	**11**
12	J.R	5	4	4	4	5	5	4	3	5	4	**23**	**20**
13	K.J	4	3	4	4	4	4	5	4	5	4	**22**	**19**
14	M.D	4	4	4	4	4	4	4	3	5	4	**21**	**19**
15	M.A	4	4	4	4	3	4	5	4	5	4	**21**	**20**
16	M.B	2	2	2	2	2	3	2	2	2	2	**10**	**11**
17	M.P	3	3	2	3	2	3	2	3	3	3	**12**	**15**
18	N.I.P	2	2	2	2	2	2	2	1	2	2	**10**	**9**
19	O.D.B	5	4	4	4	4	5	4	4	5	4	**22**	**21**
20	P.S.L	2	2	3	3	2	2	3	2	2	1	**12**	**10**
21	P.E.I	3	3	2	2	2	3	2	2	2	2	**11**	**12**
22	R.A.A	5	5	5	4	5	5	5	4	5	4	**25**	**22**
23	Y.P	3	3	2	3	3	3	3	3	3	3	**14**	**15**

Furthermore, it was determined in the form of the total score with the following calculation:

Total Score = ((R1 + R2) / 2) / 30 x 100

= ((10 + 12) / 2) / 30 x 100

= (22 / 2) / 30 x 100

= 11 / 30 x 100

= 0.37 x 100

Total Score = 37

Where: 30 was the total number of speaking assessments (see table 2.1 in chapter II, page 21 – 23.

All of the students' scores would be calculated using the formula above. Then, the following table was the total of the post-test score of the control class.

Table 4.11 the Total of Post-test Score of Control Class

No.	Students' Initial Name	Score	Category
1	A.S	37	Poor
2	A.V.C	62	Good
3	A.R.H	75	Very Good
4	D.N	23	Poor
5	D.N.A	70	Very Good
6	E.G.T	67	Very Good
7	G.O.S	45	Enough
8	H.A	75	Very Good
9	H.B.M	55	Enough
10	I.O.S	45	Enough
11	J.C.A	38	Poor
12	J.R	72	Very Good
13	K.J	68	Very Good
14	M.D	67	Very Good
15	M.A	68	Very Good
16	M.B	35	Poor
17	M.P	45	Enough
18	N.I.P	32	Poor
19	O.D.B	72	Very Good
20	P.S.L	37	Poor
21	P.E.I	38	Poor
22	R.A.A	78	Very Good
23	Y.P	48	Enough
SUM		**1252**	
Mean		**54.43**	
Highest Score		**78**	
Lowest Score		**23**	

Based on the result of research in class X – MIPA 3 as control class, it can be seen in Table 4.11 above, the highest post-test score

was 78, and the lowest post-test score was 23 with SUM of the pre-test score was 1252 and mean was 54.43. These results indicate that students' speaking skills did not improve or post-test scores lower than the pre-test score. It proved that students in class X - MIPA 3 had not improved their speaking ability after taught without using a three step interview technique.

Then, the following figure was the frequency distribution of students' post-test scores of the control class.

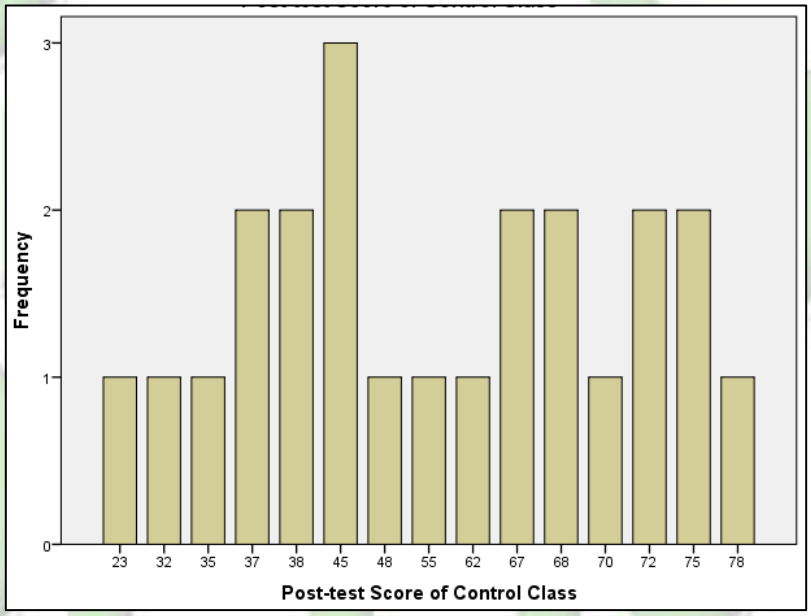

Figure 4.4 the Frequency Distribution of Students' Post-test Score of Control Class

The bar chart depicts the students' post-test scores of the control class. There was a student who got score 23, a student who got score 32, a student who got score 35, two students who got score 37, and two students who got score 38. Then, there were three students who got score of 45, a student who got a score of 48, a student who got

score 55, a student who got score 62, and two students who got score 67. On the other hand, there were two students who got score 68, a student who got score 70, two students who got score 72, two students got to score 75, and a student who got score 78.

Besides that, the researcher also calculated the score of the mean, median, standard error of mean and standard deviation that can also be seen in the following table.

Table 4.12 the Calculation of Mean, Standard Deviation and Standard Error of Mean

Statistics Post-test Score of Control Class		
N	Valid	23
	Missing	0
Mean		54.43
Std. Error of Mean		3.536
Median		55.00
Std. Deviation		16.959
Minimum		23
Maximum		78
Sum		1252

Based on the data above, the result of the calculation using the SPSS 20 program, it was found that the mean of the post-test score was 54.43, the standard deviation 16.959, and the standard error of the mean was 3.536.

2. The Difference between Experiment Class and Control Class

The result of the research found that there were significant differences between the experiment class and the control class. These differences were summarized in the following table.

Table 4.13 the Difference Score of Pre-test and Post-test of Experiment Class and Control Class

Experiment Class					Control Class				
No.	Students' Initial Name	Score		Improvement	No.	Students' Initial Name	Score		Improvement
		Pre-test	Post-test				Pre-test	Post-test	
1	A.M.A.A	53	72	19	1	A.S	33	37	4
2	A.K.A	30	70	40	2	A.V.C	67	62	-5
3	A.S.P	23	58	35	3	A.R.H	73	75	2
4	A.P.M	32	72	40	4	D.N	63	23	-40
5	B.K	45	70	25	5	D.N.A	70	70	0
6	B.A.C	58	77	19	6	E.G.T	65	67	2
7	E.P	28	67	39	7	G.O.S	42	45	3
8	E.A.M	67	82	15	8	H.A	77	75	-2
9	E.E	73	80	7	9	H.B.M	43	55	12
10	F.A.D	57	75	18	10	I.O.S	52	45	-7
11	I.K.D.W	57	75	18	11	J.C.A	25	38	13
12	I.R.F	60	77	17	12	J.R	78	72	-6
13	J.R.H.S	77	83	6	13	K.J	75	68	-7
14	J.A.L.S	83	83	0	14	M.D	77	67	-10
15	J.A.L	53	72	19	15	M.A	68	68	0
16	M.L.Y	30	63	33	16	M.B	27	35	8
17	M.A.J	47	77	30	17	M.P	78	45	-33
18	M.K.D	33	65	32	18	N.I.P	35	32	-3
19	N.K	35	58	23	19	O.D.B	72	72	0
20	O.F.C	77	83	6	20	P.S.L	53	37	-16
21	P.H.Z	43	58	15	21	P.E.I	43	38	-5
22	Q.S.B	70	78	8	22	R.A.A	75	78	3
23	R.S.L	47	58	11	23	Y.P	58	48	-10
24	S.A.J	83	83	0	**Total**		**1349**	**1252**	
25	S.I.N	75	78	3	**Mean**		**58.65**	**54.43**	
26	V.L.R	52	72	20	**Highest Score**		**78**	**78**	
27	W.P.F.A	53	73	20	**Lowest Score**		**25**	**23**	
SUM		**1441**	**1959**						
Mean		**53.37**	**72.56**						
Highest Score		**83**	**83**						
Lowest Score		**23**	**58**						

Based on table 4.13 above, it can be seen that there was a significant difference between the experiment class and the control class. The score of the experiment class was improved after treatment using a three step interview technique. Students' experiment class score on the post-test was better than the pre-test. Meanwhile, the control class score was not improved after being taught without using a three step interview technique. The post-test result of the control class was lower than the pre-test.

So, it can conclude that teaching speaking using a three step interview technique was sufficient to improve students speaking ability.

B. Research Findings

1. Testing Normality and Homogeneity

a. Testing of Data Normality

The normality test was used to know the data that was going to analyze whether both groups have a normal distribution or not. The researcher used SPSS 20 to measure the normality of the data.

Hidayat (2014) in his article stated that: "if the sample used is 50 or less, it is better to use Shapiro-Wilk, and if the sample used is less than 100, then you should use Kolmogorov-Smirnov". Furthermore, to know the normality of data, the formula was:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro-Wilk

The researcher's number of the data was 50, so to analyze normality data, the researcher used Shapiro-Wilk. The next step, the researcher analyzed the normality of data by using a formula as follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal significance

Table 4.14 Test of Normality Distribution on the Pre-test Score of the Experiment and Control Class Using SPSS 20

Tests of Normality							
B Class a		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Score	Experiment Class	.106	27	.200*	.953	27	.248
	Control Class	.162	23	.119	.887	23	.014

*. This is a lower bound of real significance.
a. Lilliefors Significance Correction

on the normality output test, the significance value for the experiment class was 0.248, while the significance value for the control class was 0.014. It can be concluded the data for experiment class were normally distributed because the significance value was greater than 0.05. While the control class was not normally distributed because the significance value was lower than 0.05.

Besides, the researcher also calculated the normality test on students' post-test scores of experiment class and control class.

Table 4.15 Test of Normality Distribution on the Post-test Score of the Experiment and Control Class Using SPSS 20

Tests of Normality							
Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Score	Experiment Class	.140	27	.189	.910	27	.022

	Control Class	.205	23	.013	.907	23	.035

a. Lilliefors Significance Correction

sed on the test of normality output, the significance value for the experiment class was 0.022, while the significance value for the control class was 0.035. It can conclude the data for experiment class was not normally distributed because the significance value was lower than 0.05. While control class also not normally distributed because the significance value was lower than 0.05.

b. Testing of Data Homogeneity

The criteria of homogeneity if the value of (probability value/critical value) was higher than or equal to the level significance alpha defined (r > a), meaning the distribution was homogeneity.

To know the homogeneity of data, the formula can be seen as follows:

If significance > 0.05 = data is homogeneous

If significance < 0.05 = data is not homogeneous

The following table was the homogeneity data on the pre-test score of the experiment class and control class.

Table 4.16 Test of Homogeneity on the Pre-test Score of the Experiment and Control Class Using SPSS 20

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.070	1	48	.792
	Based on Median	.001	1	48	.977

Score	Based on Median and with adjusted df	.001	1	47.368	.977
	Based on trimmed mean	.051	1	48	.823

Based on the SPSS 20 program output above, the significant value on the pre-test of the experiment class and control class was 0.792. This means that the experiment class and control class have the same variant or homogeneous because the value was higher or 0.792 > 0.05.

Besides, the researcher also calculated the homogeneity test on students' post-test scores of experiment class and control class.

Table 4.17 Test of Homogeneity on the Post-test Score of the Experiment and Control Class Using SPSS 20

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post-test Score	Based on Mean	29.386	1	48	.000
	Based on Median	28.671	1	48	.000
	Based on Median and with adjusted df	28.671	1	43.647	.000
	Based on trimmed mean	28.955	1	48	.000

Based on the SPSS 20 program output, the significant value on the post-test of the experiment class and control class was 0.000. It means that the experiment class and control class did not have the same variant, or the data was not homogeneous because the value was lower or 0.000 < 0.05.

2. Testing Hypothesis

a. Testing Hypothesis using t-test Manual Calculation

The level of significance used was 5%. It meant that the level of significance of the refusal null hypothesis in 5%. The level of significance decided at 5% due to the hypothesis type stated on non-directional (two-tailed test). It meant that the hypothesis could not directly predict the alternative hypothesis. To test the hypothesis of the research, the researcher used a t-test statistical calculation. It calculated the standard deviation and the standard error of the experiment class and control class. The standard deviation and the standard error were found on the post-test of the experiment class and control class at the previous data presentation. It could be seen in this following table:

Table 4.18 Standard Deviation and Standard Error on Post-test of Experiment Class and Control Class

Class of Students	Standard Deviation	Standard Error of Mean
Experiment Class	8.210	1.580
Control Class	16.959	3.536

The table showed the result of the standard deviation calculation of the experiment class was 8.210, and the result of the standard error of mean calculation was 1.580. Meanwhile, the result of the standard deviation calculation of the control class was 16.959, and the result of the standard error of the mean calculation was 3.536.

The next step, the researcher calculated the standard error of the differences mean between experiment and control class as follows:

$SE_{M1} - SE_{M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$

$= \sqrt{(1.580)^2 + (3.536)^2}$

$= \sqrt{2.4964 + 12.503296}$

$= \sqrt{14.999696}$

$SE_{M1} - SE_{M2} = 3.8729440998 = 3.87$

The calculation above showed the standard error of the difference means between the experiment class and the control class was 3.87. Then, it inserted to the formula to get the value of $T_{observed}$ as follows:

$$T_o = \frac{M1 - M2}{SEm1 - SEm2}$$

$$= \frac{72.56 - 54.43}{3.87}$$

$$= \frac{18.13}{3.87}$$

$= 4.684754522$

$T_o = 4.68$

Which the criteria:

If t-test ($t_{observed}$) ≥ t_{table}, H_a was accepted and H_0 was rejected

If t-test ($t_{observed}$) ≤ t_{table}, H_a was rejected and H_0 was accepted

Then, the degree of freedom (df) accounted with the formula:

$df = (N_1 + N_2) - 2$

$= (27 + 23) - 2$

$= 50 - 2$

$df = 48$

The calculation above showed the result of t-test calculation as in the table follows:

Table 4.19 the result of t-test with Manual Calculation

Class of Students	$t_{observed}$	t_{table}		df
		5%	1%	
Experiment Class and Control Class	4.68	2.01	2.68	48

Based on the hypothesis test manual calculation result, it was found that the value of $t_{observed}$ was higher than the value of t_{table} at the level significance in 5% or $t_{observed} > t_{table}$ (4.68 > 2.01). It meant H_a was accepted, and H_0 was rejected.

It could be interpreted based on the result of the calculation that H_a stated there was a significant effect of the three step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya was accepted. At the same time, H_0 stated that there was no significant effect of the three-step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya was rejected. It meant that teaching speaking by using a three step interview technique affects students' speaking ability.

b. Testing Hypothesis using SPSS 20 Program

The researcher also applied SPSS 20 program to calculate the t-test in the testing hypothesis of the research. The result of the t-test used SPSS 20 was used to support the manual calculation of the t-test. It could be seen as follows:

Table 4.20 Standard Deviation and Standard Error on Post-test of Experiment Class and Control Class using SPSS 20

Group Statistics

Class of Students		N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	Experiment Class	27	72.56	8.210	1.580
	Control Class	23	54.43	16.959	3.536

The data showed the result of the standard deviation calculation of the experiment class was 8.210, and the result of the standard error of mean calculation was 1.580. While the result of the standard deviation calculation control class was 16.959 and the result of the standard error of the mean was 3.536.

Next was the result of t-test with SPSS 20 program that showed in the following table.

Table 4.21 the result of t-test using SPSS 20 Program

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Score	Equal variances assumed	29.386	.000	4.922	48	.000	18.121	3.682	10.718	25.523
	Equal variances not assumed			4.678	30.629	.000	18.121	3.873	10.217	26.024

The table showed the result of the t-test calculation using SPSS 20. The table is the main table from the analysis of the independent sample t-test. The result of the post-test between experiment class

and control class had a different score of variance. It meant the t-test calculation used at the equal variances was not assumed. It found that the result of the $t\text{-}_{observed}$ was 4.678. Then, the result of the mean difference between the experiment and control class was 18.121, and the standard error difference between the experiment class and control class was 3.873. On the other hand, the value of sig (two-tailed) was 0.000 < 0.05, so that there were differences in the score points between the experiment class and the control class. Based on the descriptive value, it was evident that the experiment class using a three step interview technique scored higher than the control class without using a three step interview technique.

3. Interpretation of the Result

To examine the truth or false of null hypothesis stating that the three step interview technique has not affected students' speaking ability, the result of the t-test was interpreted on the result of the degree of freedom to get the $t\text{-}_{table}$. The result of the degree of freedom (df) was 48. It found from the total number of the students in both groups minus 2. The following table was the result of the $t\text{-}_{observed}$ and $t\text{-}_{table}$ from df at a 5% level.

Table 4.22 the result of t-test

Class of Students	**$t\text{-}_{observed}$**	**$t\text{-}_{table}$**		**df**
		5%	**1%**	
Experiment Class and Control Class	4.68	2.01	2.68	48

In the interpretation of the result of the t-test, it was found the $t_{observed}$ was greater than the t_{table} at a 5% significance level or 4.68 > 2.01. It meant that H_a was accepted, and H_0 was rejected. The mean of the experiment class was 72.56 higher than the value on the mean of the control class 54.43. So, there was a very significant difference between the experiment class and the control class. The score of the experiment class was greater than the score of the control class.

It could be interpreted based on the result of the calculation that H_a stated there was a significant effect of the three step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya was accepted. At the same time, H_0 stated that there was no significant effect of the three step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya was rejected. It meant that teaching speaking by used a three step interview technique affects students speaking ability at the tenth graders of SMAN 2 Palangka Raya.

C. Discussion

In teaching and learning, a three step interview technique was used by the researcher to teach students on experiment class. A three step interview technique can help students to increase their speaking ability.

In the process of collecting data, there was some problem faced by the researcher. First, some students did not come to the school when treatment, pre-test, and post-test for some reason. Second, a memory of a phone used by

the researcher to record the proses of the speaking test was full. So, the researcher can't record the process of speaking test fully. Third, the first interrater can't come to the school to score directly the students' pre-test and post-test. So, the first interrater used the result of record to score the students speaking test on pre-test and post-test.

The result of data analysis showed an effect of using a three step interview technique on students speaking ability at the tenth graders of SMAN 2 Palangka Raya. It can be seen from the means score between pre-test and post-test. The mean score on the pre-test of the experiment class was 53.37, and the control class was 58.65. While in the post-test, the mean score of the experiment class increased into 72.56, and the control class was not increased but descended 54.43. Based on the score, it can be seen that the mean score on the post-test of the experiment class was higher than the mean score of the pre-test. It indicated that the students speaking ability were increased after conducting treatment. In other words, the three step interview technique had a significant effect on students speaking ability. Besides, the results of the research also showed that there were very significant differences between the experiment class and the control class. It can also be seen from the result of the mean on both of class.

Meanwhile, after the data was calculated, used t-test formula manual calculation showed that the $t\text{-}_{observed}$ was greater than the $t\text{-}_{table}$ at a 5% significance level or $4.68 > 2.01$. The findings of the research interpreted that the alternative hypothesis stated that there was a significant effect of the

three-step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya was accepted. At the same time, the null hypothesis stated that there was no significant effect of the three-step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya was rejected.

Some reasons supported the result of this research. First, Sukmawati (2013) stated that a three step interview technique could be an alternative teaching strategy because it is rarely used in the English teaching process. On the other hand, in a three step interview technique, each team member is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. The students will work through the assignment until all group members successfully understand and complete it.

Second, Kagan stated that a three step interview technique could make the learners more fluent talking with a partner when asked to share with a team. Kagan also stated that a three step interview technique has some function: it can be used for team building, social skills, communication skills, thinking skills, and presenting info (Kagan., Loc. Cit., p. 146).

Third, Mallombasi (2012), in his research findings, stated that the application of the three step interview technique could significantly improve the students' speaking ability. The last, Supriyadi, Joko Mursitho, and Edi Santoso (2012) stated that the appropriate procedure of the three step interview technique gives beneficial contributions both in increasing the

students' speaking performance and improving students' activities during the instructional process.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and suggestion about the result of the study. The study's conclusion was the answer to the problem of the study, as stated in chapter I, in which the finding was based on the result of data analysis. The suggestions were expected to make better improvement and motivation for students, teachers, and other researchers related to this research.

A. Conclusion

Based on the data presentation and data analysis in chapter IV, the conclusion of this research are as follow:

1. There was a significant effect of the three step interview technique on the speaking ability of the tenth graders of SMAN 2 Palangka Raya. It can be seen from the result on data calculation of t-test, where the $t\text{-}_{observed}$ was greater than the $t\text{-}_{table}$ at a 5% significance level or 4.68 > 2.01. It meant that teaching speaking by using a three step interview technique affects students speaking ability. In other words, the three step interview technique was effective in teaching speaking.
2. There was a significant difference between classes taught using a three step interview technique with those, not of tenth graders of SMAN 2 Palangka Raya. It can be seen from the means score between pre-test and post-test of experiment class and control class. The mean score on the pre-test of the experiment class was 53.37, and the control class was 58.65. While in the post-test, the mean score of the experiment class increased

into 72.56, and the control class was not increased but descended 54.43. Based on the score, it can be seen that the mean score post-test of the experiment class was higher than the control class. It indicated that the students speaking ability were increased after conducting treatment used a three step interview technique.

B. Suggestion

In line with the conclusion of this research, the researcher would like to propose some suggestions for the students, teacher, and the other researchers as follow:

1. For Students

a. The students should pay attention to the lesson explained by the teacher.

b. The students should be more creative and motivated to speak in English to improve their speaking ability.

c. The students make such kinds of opportunities to practice English.

2. For Teacher

a. To build up creative and enjoyable learning for students to make students interested and not bored in doing their speaking tasks, the teacher should try to use a three step interview technique to teach speaking.

b. The teacher should have the ability to guide the students so that they have great motivation to learn English.

3. For the Other Researchers

a. Based on the problem faced on this research, the researcher suggested for the next researchers to make sure that all of your samples come in the class when the treatment, pre-test, and post-test.

b. Prepare well the research documentation used to collect the data.

c. Use two interrater like a teacher and lecturer to score the students in the process of collecting data and make sure those interrater come to the class to score directly.

d. The researcher hopes this research can be an additional reference for the next researchers related to the three step interview technique.

e. The researcher hopes, the next researcher could improve this method (three step interview technique) better and more interesting.

f. The researcher hopes the next researchers will find strategies, techniques, methods, and approaches to make students feel joyful in learning English.

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