LEARNING INFLUENCE OF THREE-STEPS   INTERVIEW ON STUDENTS' SPEAKING ABILITY AT SMPN 4 NUBATUKAN LEWOLEBA – LEMBATA FLORES

SKRIPSI
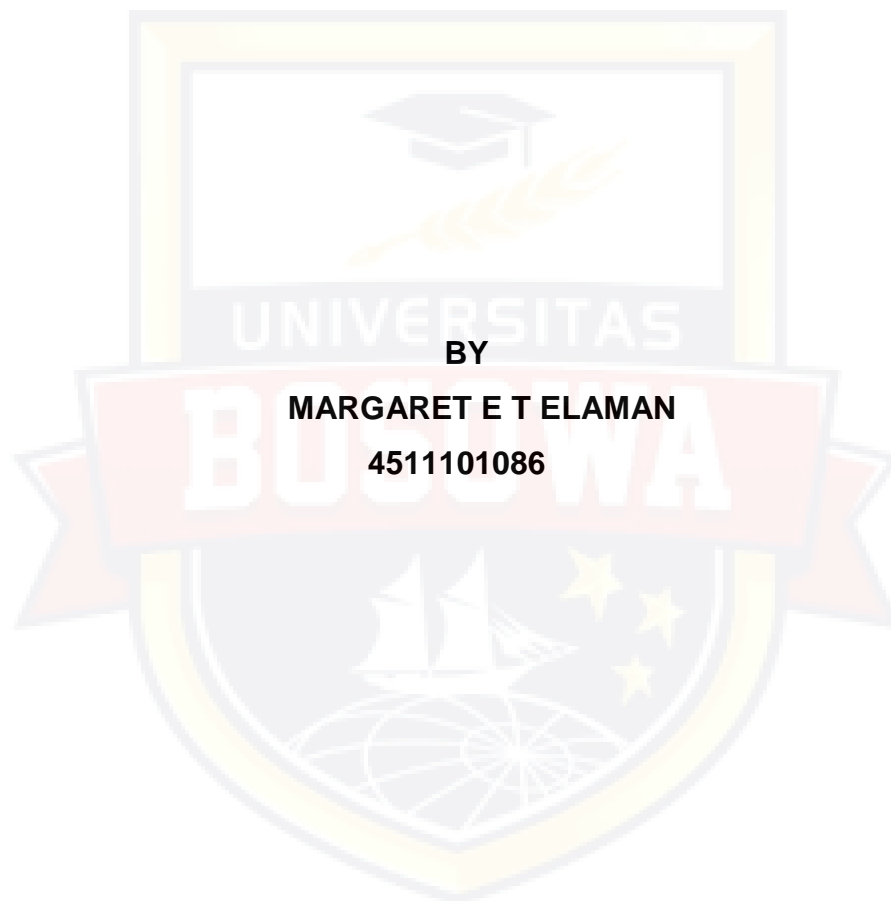
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Skripsi

Submitted to the Faculty of Teacher Training and Education

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2016

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul ""*Influence Learning of Three-Steps Interview On Students Speaking Ability at SMP 4 Nubatukan Lewoleba – Lembata (Flores)*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menerima atau menanggung risiko/sangsi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam karya ini, termasuk adanya kalimat dari pihak lain terdapat keaslian karya saya ini.

Makassar, March 2016

Yang membuat pernyataan

Margaret E T Elaman

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ABSTRAK

Margaret E T Elaman. 2016. *Learning Influence of Learning Three-Steps Interview on Students' Speaking Ability at SMPN 4 Nubatukan Lewoleba – Lembata (Flores).* Skripsi, Program Studi Pendidikan Bahasa Inggris. (dibimbing oleh Muliati and Hj.Nurfaizah Sahib).

Penulisan skripsi ini bertujuan untuk mengetahui pengaruh Three-Steps Interview dalam penguasaan kosakata bahasa Inggris siswa SMPN 19 Makassar.

Penelitian ini merupakan penelitian *Experimen* yang didasarkan pada pengetahuan kosakata siswa. Populasi penelitian ini adalah kelas VII SMPN 4 Nubatukan dengan jumlah sampel 30 siswa. Penelitian ini berlangsung pada bulan November tahun 2015. Instrumen yang digunakan dalam penelitian ini adalah pemberian test melalui pre-test dan post-test.

Hasil penelitian menunjukan bahwa dengan menggunakan Three-Step Interview dalam proses belajar mengajar bahasa Inggris dapat meningkatkan kosakata siswa pada SMPN 4 Nubatukan yang artinya bahwa dengan menggunakan Three-Steps Interview dapat membawa dampak positif yang sangat baik.Hal ini dapat dilihat pada nilai rata - rata siswa pada pre–test adalah 3.8 dan pada nilai post-test adalah 7.4.

Dengan demikian penerapan Interview dalam penelitian ini dapat dikatakan kurang cukup berhasil karena kosakata siswa yang masih rendah akan diolah lagi menjadi lebih baik.

Kata kunci : Three-Steps Interview, Speaking

ABSTRACT

Margaret E. T Elaman. 2016. *Learning Influence of Three-Steps Interview on Students Speaking Ability at SMPN 4 Nubatukan Lewoleba - Lembata.(Flores)* Skripsi, English Education Department. (Guided by Muliati and Hj.Nurfaizah Sahib).

The research aims to determine the effect of a Three-Steps Interview in English vocabulary students SMPN 19 Makassar. Experiment This study is based on students' vocabulary knowledge. The study population was a class VII SMPN 4 Nubatukan with a sample size of 30 students. This study took place in November 2015. The instrument used in this research was the test through pre-test and post-test.

The results showed that by using a Three-Steps Interview in English language teaching and learning can improve students' vocabulary at SMPN 4 Nubatukan which means that by using a Three-Steps Interview can bring very good. This positive impact can be seen in the value average students at the pre-test is 3.8 and the post-test value is 7.4.

With Interview thus the application of this research can be said to be lacking quite successful because students are still low vocabulary will be processed again for the better.
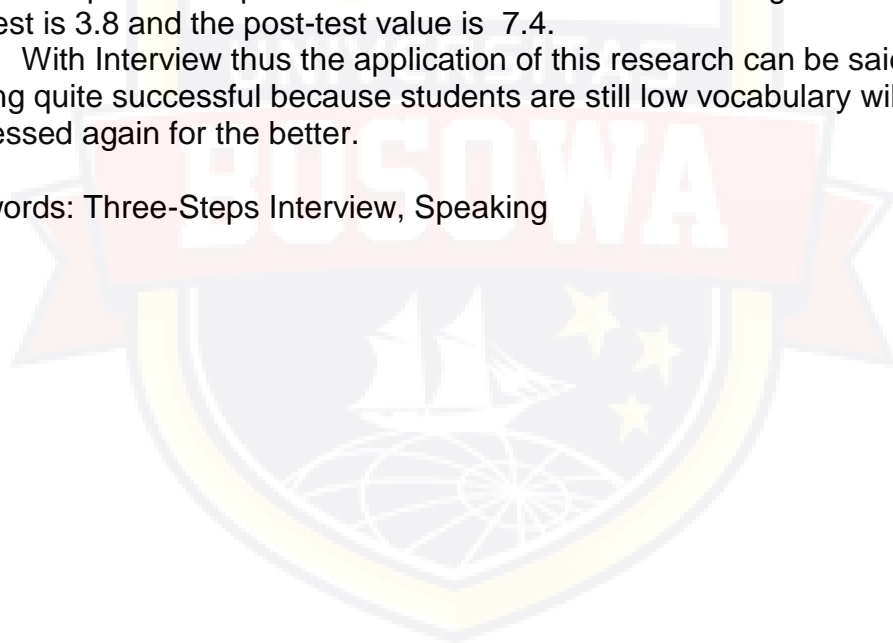
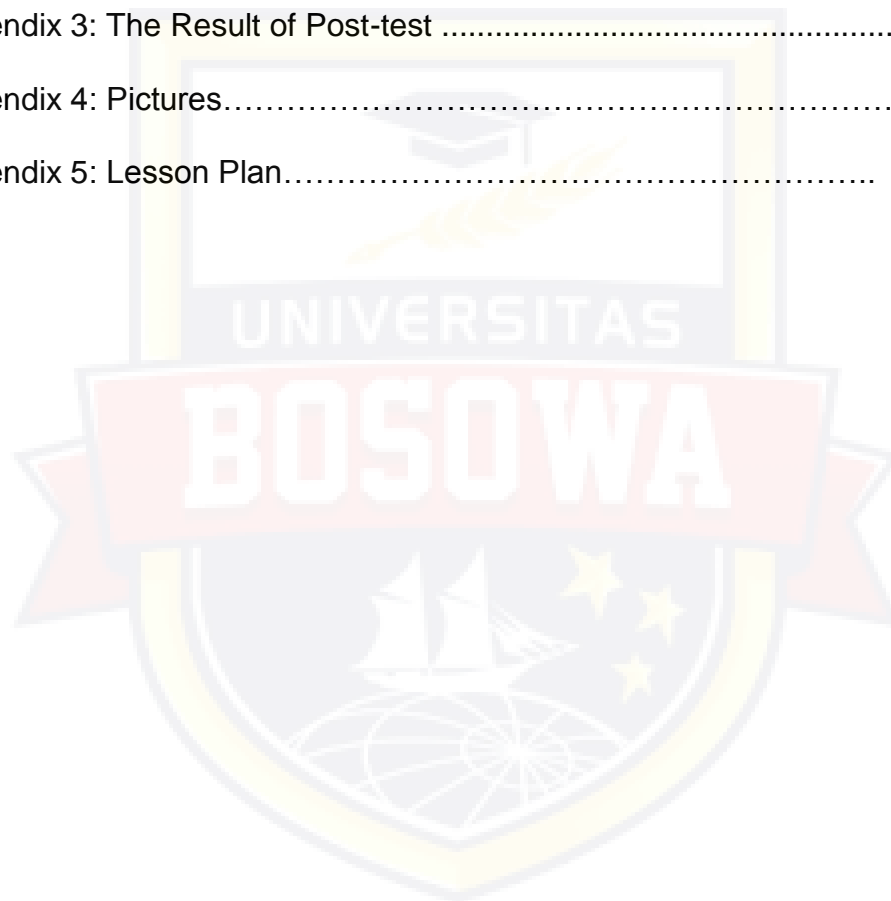Keywords: Three-Steps Interview, Speaking

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CHAPTER I

INTRODUCTION

This section contains introduction, which discusses background, reasons for choosing the topic, statement of the problem, scope of the study, aims of the study, significance of the study, hypothesis, organization of the paper, and clarification of the terms.

A. Background

English language teaching, for more than six decades of research and practice, has identified the four skills listening, speaking, reading, and writing as the most important parameter in the textbooks or curriculum development. The textbook or curriculum used tends to focus on one or two of the four skills Brown (2001: 23). The teaching process above is used in the English language teaching from elementary to the high school curriculum development.

Influence learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it Kagan (2008:20).

A three-steps interview is defined as a influence learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation for analysis purpose and new information synthesis Kagan (2008: 25).

Regarding to the explanation above, there should be a technique which is effective to improve student's mastery of English language, especially speaking ability. Due to what most English teachers of Senior High School deliver the materials which is dominated by grammar focus, students cannot speak fluently because lack of practice and use of spoken English itself. In line with it, this study is expected to prove whether a influence learning of three-step interview is effective to improve students' speaking ability.

Language as mean of communication plays very important role in social relationship among human being. English as one the international language is very important since it requires as a bridge communication. In in Indonesia , English is one of the compulsory subject which is though in junior high school, senior high school and university as the first foreign language.

There are problems of English education in Indonesia. One of the problems is students get difficulties to comprehend texts, especially in Evaluation National test. The majority problem is reading comprehension. It is because the students are lack of motivation in studying. It needs learning

method variously in order to study maximally and increase student's motivation to study English well since they are at tenth grade or the first grade, especially for reading comprehension. Teacher must be able to give learning model properly.

As long as the observation made by the researcher in SMPN 4 Nubatukan Lewoleba - Lembata. The researcher she in the interview by English teachers about the learning process will be undertaken in the classroom. Based on the interview, the writer concluded that the method used by the teacher was not really interesting for the students of junior high school, because he only asked the students to repeat him. The activity was really monotonous and made students bored. And then the writer made an observation immediately in the classroom while teaching and learning process to be done. What the writer saw the same as what the teacher told the writer in his interview. The writer saw that the students were bored and sleepy because they never made a movement since the teaching and learning process to be done. The activity was monotonous so that they were bored.

Based on the fact seen by writer, it can be concluded that the teaching and learning proves done by the teacher is not really effective and must be change by new method and new innovation so shat the students feel comfortable in learning English and they will spirit in learning it. The research

must be done by the writer in other to test the implementation of new method which will be used in teaching and learning process.

There are many methods in EFL Teaching, one of them is influence learning, in this case the writer will be using influence learning by using jigsaw mode, it hope can motivate students for study English foreign language.

One of learning models that is chosen to improve quality learning is model influence learning. It is chosen as an alternative selection because it is simpler than the other influence learning models. It can increase student's memory by quiz. So that it can be motivated students in learning activity. The implementation of model influence learning can give choice for students to interact and influence with their friends, increasing teacher and student's interaction to comprehend difficult concepts. Hopefully, the implementation of model influence learning can be motivated the students for learn English foreign language.

Based on the background above, influence Learning is an appropriate model to be implemented in order to get learning model which is an active, creative, effective, pleasant, and innovative. The researcher wants to know how about the implementation of influence learning in SMPN 4 Nubatukan Lewoleba - Lembata, especially in English foreign language because there are problems in learning English foreign language influence learning can be an alternative and this model is never done in this school.

Realizing the fact above, There for the researcher chooses the topic of this research: **" Learning Influence of Three-Steps Interview on Students Speaking Ability at SMPN 4 Nubatukan Lewoleba – Lembata Flores"**

B. Problem Statements

In relation with the importance of speaking in learning new language and also because of speaking can be one of the factors that determine someone success in learning the language, so this study is intended to find out the influence learning three-step interview towards student's speaking ability.

The research questions will be directed to:

1. The learning of three-step interview Influence to on the students' speaking ability of Junior High School at SMPN 4 Nubatukan Lewoleba - Lembata?

C. Objective of the Research

The main concern in this study will regard how the influence learning: three-step interview could be carried out and used to the students of senior high school. The three-step interview itself was used for the treatment in the experimental group. In testing speaking, there would be four aspects that were going to be tested pronunciation, vocabulary, fluency, and procedural generic structure (grammar) which covered present tense, imperative sentence, cause and effect, and sequencing. The tests would be conducted

to the both experimental and control groups. Furthermore, it would be very interesting to go along this process of English teaching-learning technique.

Any aspects or cases could be possibly investigated during this study, but this study was designed to cover the three-step interview applied in SMP only. Specifically, it investigated whether the three-step interview technique effective or not in improving student's speaking ability.

D. The Significance of the Research

The study is expected to:

1. Contribute to the English as Foreign Language (EFL) teaching model of the institution and the practice of foreign language teaching.

2. Developing student's and teacher's creativity in comprehending speaking skill.

E. The Scope of the Research

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CHAPTER II

REVIEW OF RELATED LITERARURE

It contains theoretical foundation, which serve as the basis for investigating the research problems. The theoretical foundation covers the description of the influence learning of three-step interview towards Student's Speaking Ability.

A. Some Previous Findings

In this section, It includes the theory of foreign language learning and teaching. Learning a foreign language is not as easy as learning a native language. In learning a foreign language, the learner may meet all kinds of learning problems detailing with vocabulary, sound system, and how to arrange the words into sentences that are quite different from those native language. In line with this, Ramelan (2003: 4) sates : If someone wants to learn a foreign language, he will obviously meet with all kinds of learning problems. The difficulties have to do with The learning of new vocabulary items, and the learning of unfamiliar Ways of arranging the foreign words into sentences.

Like any other learner of English foreign language teaching, Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Learning a language which is quite different from native language is very difficult for Indonesian learners.

Consequently, the learner should have a great motivation. They should be seriously in learning English because learning language actually needs one new method that used for teaching learning process. There are many method in EFL teaching one of them is cooperative learning by using model, it can motivation students for study English as foreign language.

In teaching a foreign language, a teacher have an objective. The common objective of teaching a foreign language is to make learner to be able to communicate by using the using the target language orally and written form. According to Brown (2000: 8), teaching is guiding and facilitating learning, enabling, and setting the condition for learning. There are some factors that should be considered before teaching a foreign language such as English. Those factors are " age, ability, aspiration and need, native language and previous language experience ". By that statement, it can be concluded that the material which is going to be presented should to be based on the learners' age, ability, aspiration and need, native language, and previous language experience.

B. Definition of Influence Learning

Influence Learning means working and learning means learning, so learning through joint activities Alma (2009: 80). Influence learning is a learning model using small groups, work together. The success of this model is highly dependent on the ability of the activity of group members, either

individually or in groups Alma (2009: 81). As according to Slavin in Alma (2009: 81), Influence learning is a learning model where students learn collaboratively in small groups.

Learning Influence learning model is one model of learning that support contextual learning. Influence Learning teaching system can be defined as a system of work / study groups are structured. Included in this structure are the five basic elements Johnson & Johnson (2006:4), ie positive interdependence, individual responsibility, personal interaction, collaboration skills, and group process.   The underlying philosophy of learning Cooperative Learning (mutual aid learning) in education is a "homo homini socius" which stresses that humans are social beings.

Influence Learning is a teaching and learning strategy that emphasize the attitude or behavior in work or assist in co-operation among the regular structure of the group, which consists of two or morepeople.

Influence learning is one form of learning based on constructivist ideology. Influence learning is a learning strategy with a number of students as members of small groups of different ability levels. In completing the task group, each student group must work together and help each other to understand the subject matter. In Influence learning, learning is not yet finished if one of your friends in the group has not mastered the subject material.

Influence Learning refers to work done by student teams producing a product of some sort (such as a set of problem solutions, a laboratory or project report, or the design of a product or a process), under conditions that satisfy five criteria: (1) positive interdependence, (2) individual accountability, (3) face to face interaction for at least part of the work, (4) appropriate use of interpersonal skills, and (5) regular self-assessment of team functioning. Extensive research has shown that relative to traditional individual and competitive modes of instruction, properly implemented cooperative learning leads to greater learning and superior development of communication and teamwork skills (e.g. leadership, project management, and conflict resolution skills). The technique has been used with considerable success in all scientific disciplines, including chemistry.

First definition comes from Richards and Rodgers (2001:195). They described "Language Influence Learning is an approach designed to foster influence rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities."

Another statement came from Mccafferty (2011:34), she defines "Influence learning is part of a group of teaching or learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. "Slavin in George's

Journal (2004 : 32) also emphasized that influence learning could be shown to enhance learning. He stated that "working in dyads or small groups, usually with some incentive or reward for the group's accomplishments, 17 students are motivated in influence learning to help one another master skills or learn the material."In addition, Kagan (2003: 23) defined "influence learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject."

Based on definitions stated above, the researcher can get several points that should be applied in Influence learning. They are small group, group working, social interaction, work together, and help each other.

C. Elements of Influence Learning

As we could see clearly from the above literature, active participation instead of passive listening in class distinguished influence learning from traditional lecturing. Sharan (2001:23) referred to this as decentralization of authority and classroom focus. However, it did not imply that the teachers switch their roles with their students: the students as active participant and teachers become passive recipients. It was very important for the teacher to plan and structure the strategy in the classroom. That was, the teachers besides mastering the content knowledge of the discipline they teach, they should also know and put into practice the main features that lead to the

success of influence learning Cosio (2002:23). In general, there were five major factors that define learning and to make learning successful: (1) positive interdependence, (2) individual accountability, (3) quality of group processing, (4) teaching of cooperative skills, and (5) teaching of social skills. Each of these five elements would be discussed in the following sections.

There are a number of ways of structuring positive interdependence with in a learning group:

a. Positive goal interdependence: Students perceive that they can achieve their learning goals if and only if all the members of their group also attain their goals. The group is united around a common goal a concrete reason for being. Positive goal interdependence may be structured by informing group members they are responsible for: (1) all members scoring above a specify criterion when tested individually, (2) the overall group score being above a specified criterion, (3) one product successfully completed by the group Johnson & Johnson (2003:34).

b. Role interdependence was structured when each member was assigned complementary and interconnected roles (such as reader, recorder, checker of understanding, encourager of participation, and elaborator of knowledge) that specify responsibilities that the group needs in order to complete the joint task.Resource interdependence was structured when each member had only a portion of the information, materials, or resources necessary for the task to

be completed and members' resources have to be combined in order for the group to achieve its goal.

There were a number of ways of structuring positive interdependence. One way was to have a single group product; another was to assign roles for each student; providing a group reward also fosters positive interdependence. Without positive interdependence, students sometimes fall into the trap of "hitchhiking," where they let one student did all the work for them, or of being "off task" Cohen (2006 : 23) .

D. Principles of Influence Learning

Learning Influence Learning is one of the learning model that supports contextual learning. Influence learning systems can be defined as a system of work or influence learning principles are arranged in a regular or structured. The principle in question there are four Sanjaya (2006:246) namely:

a. The principle of positive dependence.

Tasks that can be resolved depends on the efforts of each member of the group.

b. Individual responsibility.

Duty is a responsibility of every member of the group. The success of each group   member is to complete the task.

c. Face to face interaction.

In Influence learning, it is necessary to a good interaction with each other.

d. Participation and communication.

Learning of cooperative training students to be able to actively participate and communicate.

E. Elements of the Learning Model of Mutual Influence

According to Anita Lie in his book "Influence Learning", the Learning Influence learning models are not the same as just learning groups, but there are basic elements that distinguish the divisions have been made at random. Roger and David Johnson said that not all the working groups can be considered to Influence Learning, for it must be applied to the five elements of the learning model of mutual influence, namely:

1) Positive dependence.

The success of any business depends heavily on the work of each member. To create an effective working group, teachers need to develop tasks such that each group member must complete the task themselves so that others can achieve their goals.

2) Individual responsibility.

If the task and the pattern of judgments are made according to procedures Learning Influence learning models, each student will feel a responsibility to do our best. Effective teachers in influence learning model Learning to make preparations and arrange tasks so that each group member

must carry out its own responsibilities to the next task in the group can be implemented.

3) Advance Steps.

Influence Learning in the learning of each group should be given the opportunity to meet face to face and discuss. Activities of these interactions will provide the learners to form a synergy that benefits all members. The essence of synergy is to appreciate the difference, taking advantage of, and fill the gap.

4) Communications between members.

This element requires that the learners are equipped with skills to communicate, because the success of a group also depends on the willingness of its members to listen to each other and their ability to express their opinion. Communication skills within the group is also a long process. However, this process is a very useful and should be taken to enrich the learning experience and fostering mental and emotional development of students.

5) Evaluation group process.

Teachers need to schedule a special time for the group to evaluate the group process and outcomes in order to further their cooperation can work together more effectively.

F. Influence Learning Objectives Learning

The purpose of influence learning in contrast to the conventional group who apply the system of competition, in which individual success is oriented to the failure of others. While the goal of influence learning is creating a situation where individual success is determined or influenced by the success of the group Slavin (2003:3). Influence learning model was developed to achieve at least three important learning objectives are summarized by Abraham (2000:2), et al., namely:

a. Academic Learning

In Influence learning although it covers a variety of social goals, as well as improving student achievement or academic tasks more important. Some experts argue that this model is superior in helping students understand difficult concepts. The developers of this model have shown that the model of Influence reward structures have been able to increase student scores on academic learning and change norms related to learning outcomes. In addition to changing norms associated with the learning, influence learning can bring benefits to both the lower group of students and groups who work together on completing academic tasks.

b. Individual Differences

Another goal of influence learning model is the widespread acceptance of different people based on race, culture, social class, ability and inability. Influence learning provides opportunities for students from various

backgrounds and conditions to work with each other depending on academic tasks, and through a influence reward structure will learn to respect each other.

c. Social Skills

The third important goal of influence learning is to teach students skills in influence and collaboration. Social skills, are owned by the students is important because many young people today are lacking in social skills.

The purpose of influence learning, namely:

a. Academic learning outcomes In influence learning although it covers a variety of social goals, as well as improving student achievement or academic tasks.

b. Acceptance of individual differences. Another goal of influence learning is widespread acceptance of different people based on race, culture, social class, ability, disability.

c. Development of social skills. Teach students to skilled work together or collaborate. Important social skills for current students have a lot of young people who lack social skills.

d. Benefits of Cooperative Learning Influence learning methods Alma (2009:93) has several benefits, namely:

1) There was the development of quality self-learners.

2) Students learn to open to each other, trust each other and relax.

3) Learn to exchange ideas in an atmosphere of intimacy.

4) The subject matter can be better understood as students try to discuss together and solve the problems faced by teachers.

5) To encourage the growth of social responsibility, increase the excitement learning.

6) The nature of solidarity comes daan openness among students.

7) The development of democratic behavior in the classroom.

8) Improve student achievement.

9) Provide students the opportunity to interact actively in group.

G. Characteristics of the Influence Learning Model

Influence learning is different from other learning strategies. The difference can be seen from the learning process which emphasizes the process of cooperation in group. The purpose to be achieved not only academic ability in terms of mastery of the material, but also there is an element of influence for the mastery of the material. The influence that is the hallmark of influence learning. Influence learning can be explained in some perspective the motivation perspective, social perspective, the perspective of cognitive development. Motivational perspective that is an award given to groups that fight each other in the success of group activities. Social perspective through influence means each student will help each other in learning because they want all the members of the group wants all members of the group gained success. Perspective of cognitive development by

means of interaction among group members can develop the thinking process of student achievement for a variety of information. Vienna Sanjaya (2006:242) Some features of influence learning strategies are.

Influence learning is a learning team. Tim is the place to achieve that goal. Therefore, the team should be able to make every student learn. Each team member must help each other to achieve the learning objectives. Management as we know it has four functions, namely, (1) planning, (2) organization, (3) exercising, and (4) control. Management function as a planning shows that cooperative learning is implemented in accordance with the plan, through a steps learning is established. For example, what goals should be achieved, how to achieve it, what to use to achieve the goal, and so forth. Management function as an organization, shows that cooperative learning requires careful planning so that the learning process effective. Management function as the implementation, shows that influence learning is implemented in accordance with the plan, through the learning steps that have been determined. Management functions as a control, showed that the influence learning success criteria need to be determined either through testing or nontes.

Success is determined by the success of influence learning in groups, therefore the principle of unity or influence need to be stressed. Skills in collaboration Ability of influence practiced through activities in the learning

activities should be encouraged to learn. Students' willing and able to interact and communicate with other members.

H. Definition of Speaking

Itsnaini (2011: 35) stated that speaking is a productive aural/ oral skill and it consists of producing systematic verbal utterances to convey meaning. Speaking is the way in which we express or exchange thoughts and feelings through using language.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal. Speaking is a crucial part of the second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Speaking is one of the skills that are very important because the interaction the listener and speaker will be as the main factors to determine teaching speaking successfully.

Speaking is one the important skills in language learning. In line with it, Dawson (2003:345) states that speaking is truly basic skill in language learning. Oral language or speaking is truly basic in the preschool. Furthermore, speaking is basic because in the everyday affairs of life, it is used more frequently than written communication. Moreover, speaking is fundamental aspect of spoken language that similar to those of written

communication. However, people speak first instead of both reading and writing.

I. The Element of Speaking

There are four elements of speaking, they are:

a. Pronunciation

Pronunciation is the way a person speak the word of language or the way in which a language is spoken (Oxford Advance Learner's Dictionary, 2005 : 928) certainly; pronunciation cannot be separated from intonation and stress. Pronunciation, intonation and stress are largely learnt successfully by imitating and repetition therefore. The teacher should have good standards of pronunciation in order that students can initiate their teacher in any teaching and learning process, but we cannot expect our students to should introduce games to be played in the make a lot of repetition.

b. Vocabulary

Vocabulary is a list of word with their meanings, especially one that accompanies a textbook, (Oxford Advanced Lerner's dictionary (1995 : 1331).

Doff in Ariyani (2000 : 35) distinguishes two types of vocabulary in general, they are:

1. Active vocabulary: words which students will need to understand but also use themselves.

2. Passive vocabulary: words which we want students to understand but they will need to use themselves.

A word that has been active through constant use may sleep back in to the passive store if it not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use.

c. Accuracy

Accuracy is the state of being correct or exact and without error, especially as result of careful effort (Oxford Advanced Learners' Dictionary 1995 : 165).

d. Fluency

Fluency is the state of speak language smoothly and easily or expressed in a smooth easy (Oxford Advanced Learners' Dictionary 1995 : 165)

J. Classroom Interaction to Improve Speaking Skill

Littlewood (2005 : 54) assumed that oral skill can be applied in classroom interaction, both between the students' themselves. This can be early out in feedback, individual talk, and group talk. In other words, class interaction gives the chance to students to apply the language in real communication.

All teachers of English who teach English as a foreign language want to the students' to practice speaking English frequently in the classroom interaction. They assert that fluency need frequent practice. If the students are lack of practice speaking this language, the oral skill will be very passive;

by the way, the frequent practice also performance the students' positive attitude in learning the language as far as they are motivated to improve their speaking skill.

K. Characteristic of Successful Speaking Activity

Jabu (2002:56) defines that may learners feel speaking one of the hardest skill to mastered, specially to a foreign language, while the assessment of the spoken language (speaking skill) has traditionally been a problem for the teacher of English particularly to the case measuring the learners skill objectively and effectively.

By looking at the problems of speaking above, they are some characteristics of a successful speaking activities have been identified and it can be used to analyze our class. As Ur (1966:120) writes the characteristic. In following:

1. Learners talk a lot, as much as possible of the period time allowed to the activity fact occupied by learners talking.

2. Participation is even, classroom discussion is not dominated by minority of talk active participants and all learners get chance to speak.

3. Motivation is high, learners are eager to speak because they are interested to contribute in achieving the task objective.

L. Teaching Technique for Speaking Subject

Now we are coming to the type of teaching learning activity in speaking class. Rashid (1988:107) point out types of teaching and learning activities carried out in the speaking course are follows:

a. Class Practice

Class practice in this sense refers to the tradition way of teaching where the teacher gives speech in the teaching for presenting his/her material. Throughout the process of teaching by speaking, of course, the students are asked to bring some question and response to the give material. Students, therefore have an opportunity to practice their speaking skill.

b. Individual Tasks

Individual task may also be given to students is speaking class. Students, in this case are individually given task bay the teacher to present some speeches in from the class. The other student may ask question after the presentation of the speech.

c. Pair Tasks

This task is given to two students for making conversation in the class. They are free to choose their own topic to talk. Pair task is actually a miniature of daily conversation in the real life, outside the class. The students, by this task will be lead to be accustomed in speaking naturally.

M. Three Steps Interview Technique

The previous part has given the information about Influence Learning. The researcher chooses one of the Influence Learning technique as a suggestion for teachers to improve students' speaking skill. It is three steps interview technique. In this part, the researcher presents the information related to three steps interview technique. There are general concept, aims, benefits, and the procedures.

1. General Concept of Three Steps Interview Technique

Lipton and Wellman (2001:23), defined three step interview technique is a cooperative structure that helps students personalize their learning. It also teaches them to listen to and appreciate others' thinking and idea. Being active in listening and paraphrasing will develop the students' understanding and empathy to other person.

Kagan in Jacobs et all (2007:32) suggested three steps interview technique is used as a technique in teaching speaking because it includes interaction activities that appropriate in supporting teaching speaking. By applying three steps interview technique, students will have an interaction in pairs as an interviewer and an interviewer. They automatically learn what to say and how to speak in English.

Three steps interview technique is 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 Three Steps Interview Technique

The aim of three steps interview technique is to engage students in conversation for the purpose of analyzing and synthesizing new information. Three-Step Interview is a strategy that is effective when students are solving problems that have no specific right answers. Three problem-solving steps are involved in this process Kagan (2006 : 12).

3. The Benefits of Three Steps Interview Techniques

Three Steps Interview techniques will give benefits to the students as follows:

a. Three-step interview creates simultaneous accountability.

b. Students share and apply different questioning strategies.

c. Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

4. The Procedure of Three Steps Interview Technique

Based on Olsen and Kagan in Richards and Rodgers (2001:198) , the procedure of three steps interview technique are as follows:

a. Research makes a group of 4 students and gives them label. It can be A, B,C, D,

b. Research pairs the student A with student B, and student C with student D,

c. Research gives topic to the students.

d. Students are in pairs, one is interviewer and the other is interviewee.

e. Student A interview student B. Student C interview student D.

f. Students reverse roles.

g. Each shares with team member what was learned during the two interviews.

Three steps interview technique is one of Influence Learning in which students works in a group consisting of 4 persons. Students will be accustomed to have a conversation for the purpose of analyzing and synthesizing new information by listening to and appreciating the others' idea and thinking. Three Steps Interview technique will also help students speak in English, because they have to make an interaction with their partner in order to share the ideas orally. So, three steps interview technique is very useful to be used by the teacher to improve students' speaking skill.

N. Conceptual Framework

The following figure shows the relation of research variable which are framed under input, process and output.

```
┌─────────────────────────────────────────────┐
│                   INPUT                       │
│                                               │
│         Pure knowledge of speaking            │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│                  Process                      │
│                                               │
│  Teaching and Learning process by using       │
│  Cooperative of Learning Three-Step Interview. │
│                                               │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│                  Output                       │
│                                               │
│  Pure knowledge of speaking after being       │
│  taught using Cooperative of Learning          │
│  Three-Step Interview.                         │
│                                               │
└─────────────────────────────────────────────┘
```
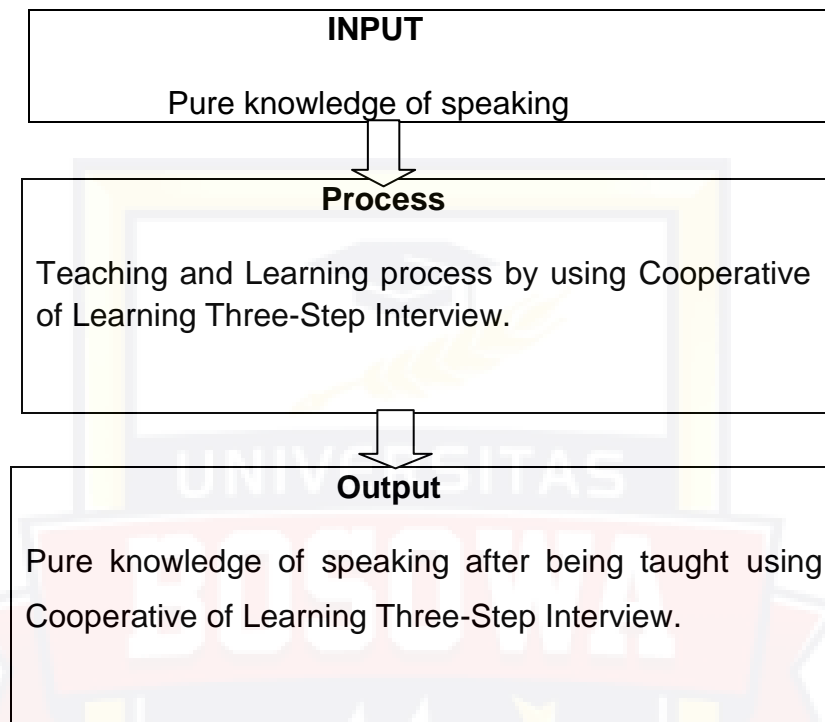
Notation :

1. Input : it refers to the raw data which be processed in the research that is the students' speaking.

2. Process : it refers to the technique with using Influence of Learning Three-Step Interview.

3. Output : it refers to the students' speaking after being taught using influence of Learning Three-Step Interview.

O. Hypothesis

        The most common hypothesis that is used in experimental study is null hypothesis Mccafferty (2011:34), which states that there is no difference between the sample and the population after receiving a special treatment. Therefore, this study put forward the null hypothesis as follows. "There is no difference between students' speaking ability in control and experimental groups after being given a Three-Step Interview.
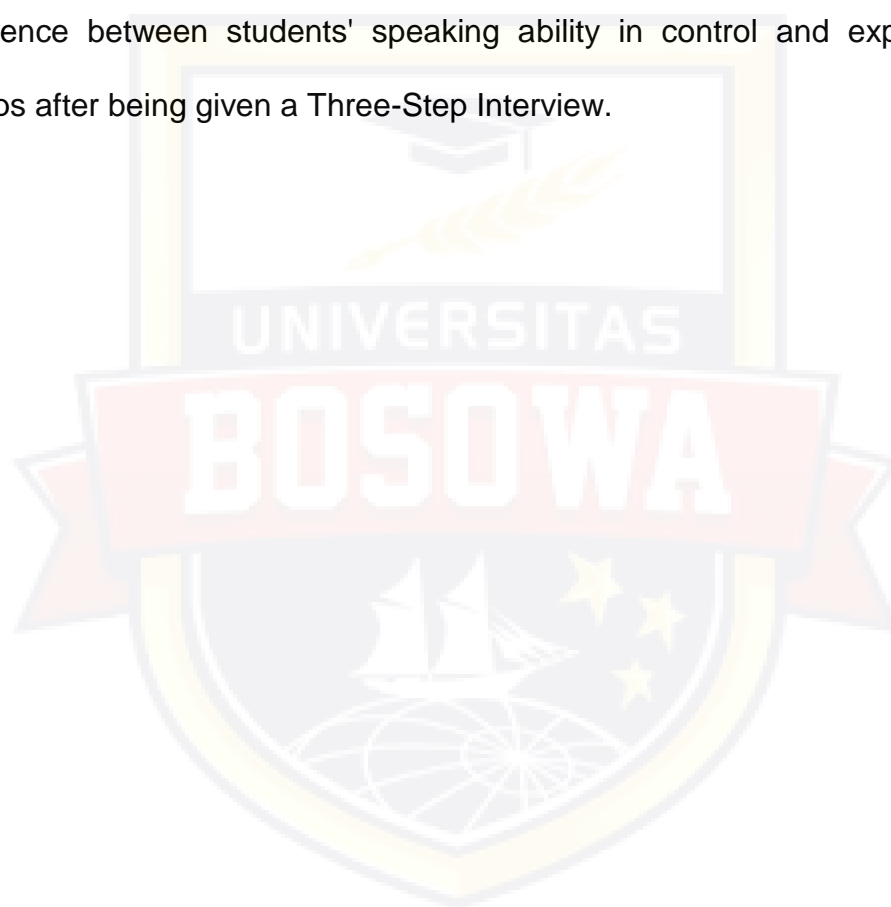
CHAPTER III

RESEARCH METHODOLOGY

In this section, the researcher discusses the method and procedure of the study. This chapter discusses the methodology adopted by research. These include research design, location of the research, population and sample, variables of the research, research instrument, and techniques of data analysis.

A. Research Design

The method using in this writer was pre- experimental with one group. The success of pre-test (01) is determined by treatment (X) after giving post-test (02).

The design can be ilustrated as follows:

Pre- test	Treatment	Post- test
O_1	X	O_2

Where:

O_1: Pre test

O_2 : Post test

X : Treatment by using The Cooperative of Learning Three-Step Interview.

B. Location of the Research

The location of the research would be conducted on the second grade of SMPN 4 Nubatukan Lewoleba - Lembata 2015/2016 academic year. This research would be held on November 2015.

C. Research variable

There would be two variables in this research, namely dependent and independent variable. The independent variable is the use of The Influence of Learning Three-Step Interview and independent variable is the students' ability in speaking comprehension at the second grade of SMPN 4 Nubatukan Lewoleba - Lembata.

D. Population and sample

1. Population

The population of this research is the students of SMPN 4 Nubatukan Lewoleba - Lembata 2015/2016 academic year class VIII. The total of population are ten classes which consist of 320 students.

2. Sample

The sample of this researcher is class VIII A of SMPN 4 Nubatukan as the sample. Which consist of 30 students.

E. Data Collection Procedures

To collect the data, the researcher would take through pre-test, post-test, and questionnaire on the following procedures:

1. **Pre-test**

The researcher would give the students pre-test to know the students' prior knowledge. The students were given a number of questions. Those questions were in answer the picture; guess the professions from the description given and matching.

2. **Treatment**

After doing the treatment to the students, the researcher would give the post-test. The researcher would give some material of vocabulary to the students with questions.

   a. The research given the explanation about material of speaking

   b. The research given an explanation about three steps interview to students.

   c. The research given examples that have relation with the material of speaking and three steps interview.

   d. The research given the chance to the students to apply it in front of class after give examples.

3. **Post-test**

After doing the treatment to the students, the researcher would give the post-test. The questions given to the students were same as the questions on pre-test.

F. Research Instruments

The research instruments are tools which would used to collect the required data. The selection and construction of appropriate, valid and reliable research instruments were very essential step of a scientific investigation, this was on account of the fact merely valid and reliable research instrument could be used to collect the valid and reliable data for study being undertaken. The instruments can be described in follows:

1) Speaking Skill Tests

There would two kinds of instruments are used to collect the data in speaking tests, which were mentioned as Pre-test and Post-test, such as:

1. Pre-test.

   There are steps to apply in pre-test:

   a. The research would divide in 1 group of 4 students and gives them label. It can be A, B,C, D,

   b. The research would divide student in group A with student B, and student C with student D,

   c. Research would give topic to the students.

   d. Students are in pairs, one is interviewer and the other is interviewee.

   e. Student A interview student B. Student C interview student D.

   f. Students reverse roles.

   g. Each shares with team member what was learned during the two interviews.

2. Treatment

    a. The research give the explanation about material of speaking

    b. The research give a explanation about three steps interview to students

    c. The research give example that have relation with the material of speaking and three steps interview.

    d. The research give the chance to the students to apply it in front of class after give examples

3. Post-test.

    a. The research will divide in 1 group of 4 students and gives them label. It can be A, B,C, D,

    b. The research will divide students A with student B, and student C with student D,

    c. Research will gives topic to the students.

    d. Students are in pairs, one is interviewer and the other is interviewee.

    e. Student A interview student B. Student C interview student D.

    f. Students reverse roles.

    g. Each shares with team member what was learned during the two interviews.

Speaking Rubric

Scores	Grammar	Comprehension	Fluency
1	Frequent grammatical errors even in simple structures; meaning is obscured.	The speech is incomprehensible and the speaker does not know anything about what he has said.	The speech is slow and exceedingly hesitant; difficult to perceive continuity in utterances.
2	Frequent grammatical errors even in simple structures that at times obscure meaning.	The speech is incomprehensible and the speaker knows little Things about the speech.	The speech is frequently hesitant and jerky with Some sentences left uncompleted.
3	Frequent grammatical errors that do not obscure meaning; little Variety in structures.	The speech is difficult to understand by listener and the speaker knows little things about the speech.	The speech is relatively smooth but is characterized by some hesitation and unnatural pauses.
4	Some errors in Grammatical structures possibly caused by attempt to include a variety.	The speech is understood by listener and the speaker knows and understands about the speech	The speech is smooth with few hesitations.
5	Accuracy and variety of grammatical Structures.	The speech is easy to understand by both Speaker and listener.	The speech is smooth delivery.
Weight	5	7	8
Maximum Scores	25	35	40
Total	100		

(Ganol,2004)

a. Observation

The researcher used observation check list, observation list, and also questionnaire to observe the implementation on Three Steps Interview Technique. The results of the observation were used as the indicator to assess the students' progress of speaking skill.

The activities in this phase were:

(1) Observing the activities as the implementation of three steps interview technique in teaching and learning process,

(2) Taking note and taking some documentations,

(3) Evaluating student's result after each, and

(4) Asking students to answer the questionnaire.

b. Interview

Pre-test was given in the beginning of the research to know their ability in speaking English before they got treatment. Test was used to measure the students' achievement and students' improvement during the process.

a. Field notes

In research, field notes are used to observe and to know the situation and the activities during the teaching and learning process, such as how the research carry out the material and the students' response.

G. Technique of Data Analysis

The data obtained from pre-test, post-test and questionnaire based on are analyzed with steps as follows:

To analyze the data, the researcher will follow the steps as follows:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total score}} \text{ X } 100$$

Classifying the score of the students' answer into the following scale

NO	Scores	Clarification
1	91 – 100	Very good
2	76 – 90	Good
3	61 – 75	Fair
4	50 – 60	Poor
5	Less than 50	Very poor

Source : (Depdiknas, 2004 : 143)

Computing the frequency of the rate percentage of the students' score:

$$P = \frac{F}{N} \text{ X } 100\%$$

Where: P: Percentage

F: The cumulative frequency of subject

N: Total number of subject

Calculating the mean score and standard deviation of the students' answer by using the formula:

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

Where: $\overline{X}$: Mean score

$\sum X$: Total of individual score

N : Total number of individual score

$$SD = \sqrt{\frac{\sum X^2 \frac{(\sum X)^2}{N}}{N-1}}$$

Where: SD : Standard Deviation

$\sum X$: The sum of all score

N : The number of sample

Finding out the significance differences between the pre-test and the post-test of the vocabulary test (students' achievement), the researcher calculated of t-test for dependent sample:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where: t   : Test of significance

$\overline{D}$: The mean of score

$\sum D$: The sum of total score

$\sum D^2$: The square of sum of difference

N   : The total number of students
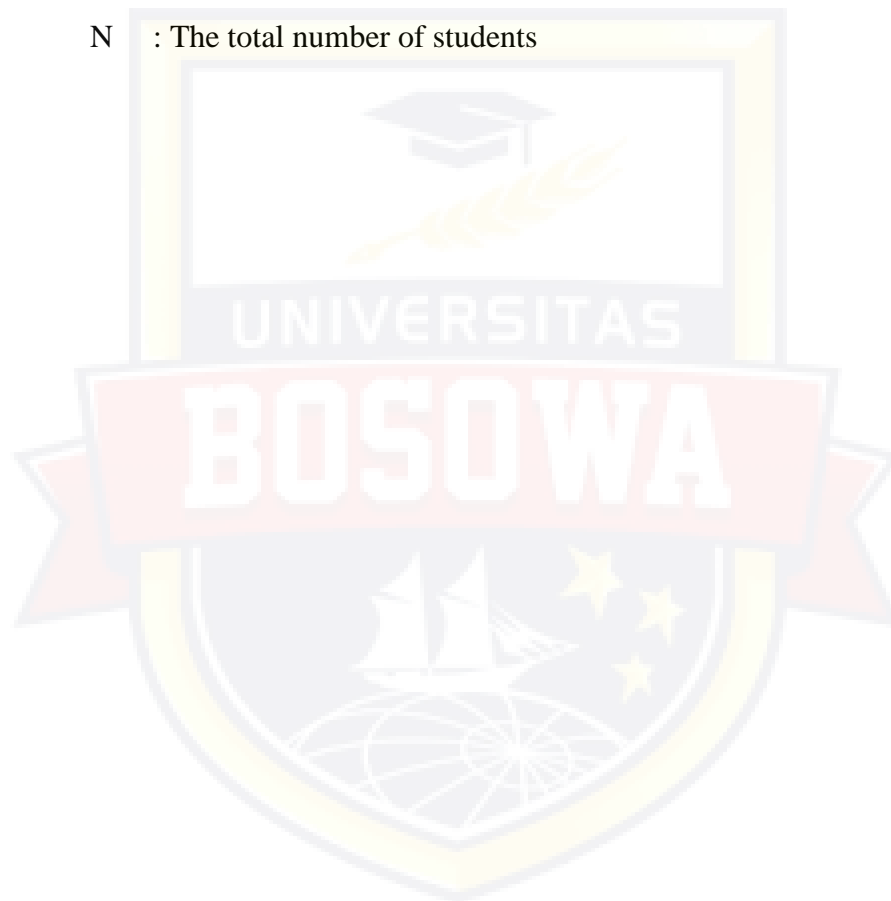
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of two parts, they are the findings of the research and the discussion of the research finding. It entirely covers the description of the result of data analysis, in discussion section further explanation and interpretation of the findings.

A. Findings

In collecting data the writer employed a test, which used as a pre-test and a post-test. The pre-test was applied before giving treatment where as the post-test was administrated after giving treatment. In analysis data, the writer presented the items of the test, namely ; speaking test. The writer described into several tables to show the data after made research in the classroom.

In this part the writer presents about the result of data analysis namely the speaking ability test. The research process was conducted for treatment by Three-Step Interview.

To obtain the information of students' speaking ability, the writer described it through scoring, giving classification, mean score, standard deviation and test significance of pre-test and post-test.

1. The students' pre-test

The scoring of the students' speaking test in pre-test and post-test is shown in the table at next page:

Table 1. Students' pre-test and post-test score of SMPN 4 Nubatukan

No	Students Name	Pre-test	Post-test
1.	Alfonsius Y. Kopaq	4	8
2.	Anastasia P.Date Ola	5	8
3.	Alexsius Raing Resing	5	7
4.	Ciemensiana J. Nunang	3	8
5.	Febronia A. Sura	4	7
6.	Imanuel B Sili	4	8
7.	Jefri	4	7
8.	Kaimundus S Amu Kole	3	7
9.	Laurensius E Kopa	3	8
10.	Magdalena L. Wullo	5	8
11.	Maria M. H Raring	3	7
12.	Matheus B Tukan	4	7
13.	Maria Antonia Mesu	5	7
14.	Maria T. Insura	4	8
15.	Maria M F B Buran	5	7
16.	Maria Windira Ingicar	3	7
17.	Maria Bengan	3	8
18.	Maria R Nogo Rebong	3	7
19.	Maria Lorensia Bengan	3	7
20.	Maria C M Atawolo	4	7
21.	Maria E Raring	4	7
22	Raimundus Boli Gega	3	7
23	Sebastianus L P Langoday	3	7
24	Stefanus S Emar	5	8
25	Tarsisius Sulong	5	7
26	Veronika Y P Keraf	4	8
27	Yohana Gabriella S L	3	8
28	Yasinta A K Nilan	3	7
29	Yosefina Pelera	4	7
30	Yohanes M D Huar	5	8
	Total	**113**	**222**

Table 2 : Table of Source

Number of students	Pre-test		Post-test		X2- x1	Deviation
	(x1)	(x1)²	(x2)	(x2) ²	D	D²
1	4	16	8	64	4	16
2	5	25	8	64	3	9
3	5	25	7	49	2	4
4	3	9	8	64	5	25
5	4	16	7	49	3	9
6	4	16	8	64	4	16
7	4	16	7	49	3	9
8	3	9	7	49	4	16
9	3	9	8	64	5	25
10	5	25	8	64	3	9
11	3	9	7	49	4	16
12	4	16	7	49	3	9
13	5	25	7	49	2	4
14	4	16	8	64	4	16
15	5	25	7	49	2	4
16	3	9	7	49	4	16
17	3	9	8	64	5	25
18	3	9	7	49	4	16
19	3	9	7	49	4	16
20	4	16	7	49	3	9
21	4	16	7	49	3	9
22	3	9	7	49	4	16
23	3	9	7	49	4	16
24	5	25	8	64	3	9
25	5	25	7	49	2	4
26	4	16	8	64	4	16
27	3	9	8	64	5	25
28	3	9	7	49	4	16
29	4	16	7	49	3	9
30	5	25	8	64	3	9
Total	**113**	**468**	**222**	**1650**	**106**	**398**

Table 2 above, shows that in pre-test (x1) = 113 and (x1)2 = 468, post-test (x2) = 222 and (x2)2 = 1650, and x2 – x1 = 106, and Deviation = 398.

Table 3. The classification frequency and percentage of students' speaking ability in pre-test.

No	Classification	Scores	Frequency	Percentage
1.	Very good	91-100	0	0%
2.	Good	76-90	0	0%
3.	Fair	61-75	0	0%
4.	Poor	51-60	8	68,57%
5.	Very poor	0-50	22	31, 42%
	Total		**30**	**100%**

Table 3 above, shows that in pre-test there were 8 students (68,57%) got poor classification, 11 students (31,42%) very poor classification. While none of the students got fair, poor, very poor category. From this result, it can be conclude that the students' speaking ability in pre-test was very good.

2. The students' post-test

The classification of the students' speaking ability in post-test is shown in the following table:

Table 4. The Classification, frequency and percentage of students' speaking ability in post-test.

No	Classification	Scores	Frequency	Percentage
1.	Very good	91-100	0	0%
2.	Good	76-90	12	86,84%
3.	Fair	61-75	18	5,26%
4.	Poor	51-60	0	0%
5.	Very poor	0-50	0	0%
	Total		**30**	**100%**

Table 4 above, shows that in post-test there were 12 students (86,84%) got good classification, 18 students (5,26%) got fair classification, none of them got fair, and got poor classification. Thus it can be conclude that the students' speaking ability in post-test was very good.

3. The mean score and standard deviation of students' pre-test and post test.

After classifying the students' speaking achievement, the mean score and standard deviation in pre-test and post-test are presented in the following table :

Table 5 : Mean score and standard deviation of students pre-test and post-test.

Test	Mean score	Standard Deviation
Pre-test	3.8	1.208
Post-test	7.4	0.4724

Table 5 above, shows that the mean score of students in pre-test was 3.8 while the mean score in post-test increased to 7.4. The standard deviation of the pre-test is 1.208 while the standard deviation of the post-test is 0.4724. From these data, we obviously see that the mean score of students' post-test is greater than the mean score of students' pre-test.

a. The mean score of students' in pre-test

$$\overline{\Sigma} \;=\; \frac{\Sigma x}{N}$$

$$=\; \frac{113}{30}$$

$$=\; 3.8$$

b. The mean score of students' in post-test

$$\overline{\Sigma} \;=\; \frac{\Sigma x}{N}$$

$$=\; \frac{222}{30}$$

$$=\; 7.4$$

In the pre-test the students' mean score was 3.8 and post-test was 7.4 it means that the result of the students' mean score in pre-test and post-test shows a significant different.

4. Standard Deviation of students in pre-test

$$SD \;=\; \sqrt{\frac{\Sigma x1^2 - \dfrac{(\Sigma x1)^2}{N}}{N-1}}$$

$$SD \;=\; \sqrt{\frac{468 - \dfrac{(113)^2}{30}}{30-1}}$$

$$SD = \sqrt{\dfrac{468 - \dfrac{12769}{30}}{29}}$$

$$SD = \sqrt{\dfrac{468 - 425.64}{29}}$$

$$SD = \sqrt{\dfrac{42.36}{29}}$$

$$SD = \sqrt{1{,}46}$$

$$SD = 1.20$$

5. Standard Deviation of students' in post-test

$$SD = \sqrt{\dfrac{\sum x2^2 - \dfrac{(\sum x2)^2}{N}}{N-1}}$$

$$SD = \sqrt{\dfrac{1650 - \dfrac{(237)^2}{30}}{30-1}}$$

$$SD = \sqrt{\dfrac{1650 - \dfrac{56169}{30}}{29}}$$

$$SD = \sqrt{\dfrac{1650 - 1872.3}{29}}$$

$$SD = \sqrt{\dfrac{3.3}{29}}$$

$$SD = \sqrt{0,11}$$

$$SD = 0.33$$

6. T-test Analysis

   X1   = 113

   X2   = 222

   $\sum D$ = 106

   $\sum D^2$ = 398

7. T-test value of students' speaking achievement test of significance

   df= N-1

   df= 30-1

   df= 29

$$t = \dfrac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{3.53}{\sqrt{\dfrac{398 - \dfrac{(106)^2}{30}}{30(30-1)}}}$$

$$t = \frac{3.53}{\sqrt{\dfrac{398 - \dfrac{11236}{30}}{30(29)}}}$$

$$t = \frac{3.53}{\sqrt{\dfrac{398 - 374.53}{870}}}$$

$$t = \frac{3.53}{\sqrt{\dfrac{23.47}{870}}}$$

$$t = \frac{3.53}{\sqrt{0.03}}$$

$$t = \frac{3.53}{0.17}$$

$$t = 20.76$$

Test of significance used to know whether or not the result of pre - test and post-test are significantly different. The result of t-test is 20.76 Then result of t-test was compared with the value of t-table. To know the value of t-table, the writer used the level of significance (p)= 0,05 and found degree freedom (df), where:

df = N-1

= 30-1

=29

If degree of freedom (df) 29 in the level of significance 0.05, so t-table value is 2.405. It is clearly shown that the result of t-test is greater than t-table (20.76>2.405). It means that there is a significant Influence Learning of Three-Steps Interview on Students Speaking Ability at SMPN 4 Nubatukan Lewoleba - Lembata. This indicates that the influence learning of three-step interview on students speaking ability gave positive effect which mainly the establishing of students speaking. So, it can be concluded that Null hypothesis was rejected and alternative hypothesis was accepted.

B. Discussion

The proposing of students' speaking in this section is to describe clearly the influence learning three-step interview on students speaking ability. For computing students' speaking on pre-test and post - test or before and after interview in teaching and learning process.

The findings of this study show that the three-steps interview in teaching speaking ability helps the students' to establish the speaking knowledge. Three-Step interview can give experience for students to practice the sentence pattern and speaking. The others advantage of interview was made the teaching and learning process can be more attractive. During the test, the students' fell confident in doing the test. And the result of the post-test revealed significantly development than pre-test.

In the pre-test, students had to answer 29 questions which consist of 15 multiple choice and 14 matching words. Then the writer conducted treatment to improve students' speaking ability by Thee-Steps interview.

After giving treatment, the writer conducted post-test to know the students' speaking achievement.

It also supported by the inferential analysis by Three-Step interview T-test that was used to know the research hypothesis that there was a difference between the result students' speaking test before and after giving treatment. The result showed that t-test value (20.76) is greater than t-table (2.405).

The writer also found that the students were motivated to learn speaking by three - Steps interview method. In pre-test there were 8 students (68,57%) got poor classification, 22 students (31,42%) got very poor classification. While none of the students got fair, poor, very poor category. After giving treatment, the students' speaking is categorized good because there are 12

students (86,84%) got good classification, 18 students (5,26%) got fair classification. None of them got fair, and got poor classification.

The average value of the pre-test and post-test are both high, where pre-test = 3 and post-test = 5. It means that the use of the interview cannot give a significant effect on students' speaking ability at SMPN 4 Nubatukan Lewoleba - Lembata.

In short, the aims of Three Steps Interview Technique has been achieved. The students engaged in conversation for the purpose of analyzing and synthesizing new information. The students were accustomed to respect and appreciate others while the process of interviewing was on going. They learnt to share and create new idea in the process of solving the problem with no specific right answer.

The mentioned data analysis above proof that speaking through Talking stick method in improving the students' speaking skill which is formulated in teaching speaking method is influence in improving students' speaking skill.

Based on the result, it can be concluded the that students' speaking ability of the students in each pre-test is improve. In other word, interpersonal interpersonal interaction is influence way in teaching speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two sections. The first section is conclusion, which is based on the research findings, and the second section is suggestion based on the conclusion.

A. Conclusion

Based on data interpretation and discussion presented in the previous chapter, I draw the following conclusions:

The application of Three Steps Interview Technique ran well and smoothly. The strategy was easy to be applied in teaching speaking to vocational school students. Moreover, the use of Three Steps Interview Technique in teaching speaking improves students' motivation and interest in learning English. The students got into the habit of speaking in English that they rarely did before. Thus, the students' learning can be improved.

Through the activities of Three -Steps Interview Technique, the students' speaking skill can be improved. It is proved by the result of the improvement result from pre-test to post-test. The mean of the scores pre-test = 3.8 and for the scores post-test = 7.4 . Those scores were good enough; and it also increased from a test to another test. The collected data showed that Three Steps Interview Technique can be an alternative strategy to improve students' speaking skill.

From the questionnaire, students were interested in the application of three -Steps Interview Technique as a strategy in teaching learning English. Most of them agreed that Three Steps Interview Technique could help them improve their speaking skill. They also said that it can be applied in learning any materials**.**

B. Suggestion

As concluded above, there are some suggestions which are presented in order to improve the students 'speaking skill.

(1) For the English teachers, they should make a variation of the topic of the material and also make it interesting and enjoyable for the students. Three Steps Interview actually can be applied to teach other material, it depends on the teachers 'creativity. In addition, the use of the learning strategy should be appropriate with the condition of the student and the facilities of the school.

(2) For the students, they need to pay attention to the teacher's instruction. Although Three Steps Interview easy to be applied in learning English and already proved that it improved speaking skill, the success of the method depends on the learners. The students are better to make they enjoy the process of learning. Then, always practicing speaking in English every day makes their speaking ability better from day to day.

(3) For the next researcher, speaking is one of the difficult skills for students to master. This research may be still have many weaknesses.

Thus, the researcher suggests to the next researchers to be actively explore many methods of teaching speaking. This research also could be one of the references for the next researchers.

Finally, the researcher hopes that the result of this research would be useful for the reader. It is also hoped that the readers would have more information about the use of Three Steps Interview in teaching speaking.
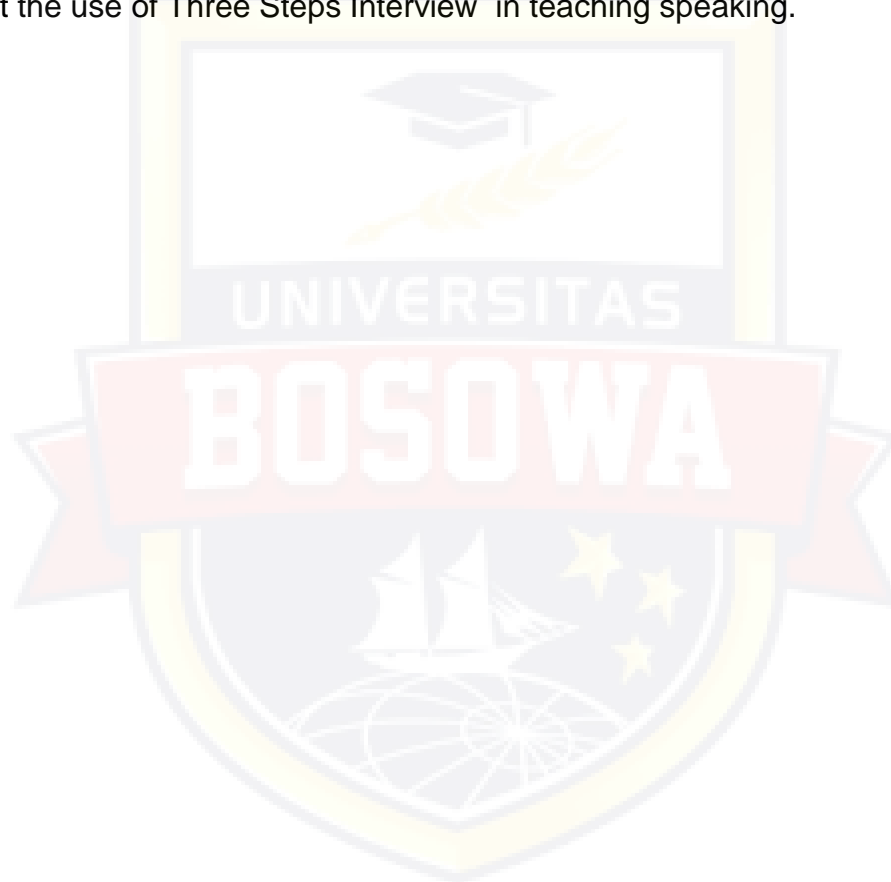
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Appendix 1 : Instrument of the Research

INTRUMEN PENELITIAN

Learning Influence of Three-Step Interview on Students Speaking Ability at SMPN 4 Nubatukan Lewoleba – Lembata.

KETERANGAN:

1. Tujuan penelitian ini adalah untuk :

   a. Mengetahui tingkat kemampuan speaking siswa dalam menggunakan Metode Cooperative Learning sebagai media belajar bahasa inggris.
   b. Mengetahui kesulitan siswa dalam belajar bahasa inggris.
   c. Mengukur sejauh mana argumen siswa dalam penelitian pembelajaran.

<div align="right">

Name :

Nim :

Class :

</div>

Choose either (X) at the option a,b,c, or d for the correct answer.

A. PILIHAN GANDA

1. What are the students doing in the school ?

   a. Studying   c. Paying

   b. Work   d. Sleeping

2. What is your mother doing in the kitchen ?

   a. Cooking   c. Sleeping

b. Playing   d. Eaten

3. Rina ………on the table.

   a. Is writing   c. Are write

   b. Is writing   d. Are writing

4. She …………English at this moment.

   a. Is studying   c. Are study

   b. Is study   d. Am studying

5. Budi ………. On the chair.

   a. Are sitting   c. Are sit

   b. Is sitting   d. Is sit

6. My Unde will…………. From Bandung.

   a. Arrive   c. Go

   b. Study   d. Holiday

7. We ……….. will go to swim together in the beach.

   a. Are   c. Is

   b. Study   d. Aren't

8. They are………football in the stadion until winner.

   a. Play   c. Playing

   b. Played   d. Is Playing

9. The ………. Didn't teach in the class because he is sick.

   a. Teacher   c. Farmer

   b. Doctor   d. Students

10. I usually go to…………….. every Friday and read the book with my friend.

    a. Library   c. Class

    b. Beach   d. Movie

B. ESSAY

Choose the correct letter to complete the sentence.

No	Question	Answer
1	The doctor………………….	a. Clever
2	She is very……..in my school	b. Work in the hospital
3	My mother always make………….	c. English Language in the class
4	My teacher as the good	d. In my school
5	Nia will …………..from Jakarta to study	e. Some cake to us eat together
6	I always make …….with my friends	f. Arrive
7	Tomorrow we will go to……...	g. Home work
8	Am I a Students ?	h. Are listen
9	She didn't go to school today beca….	I. Beach and swim together
10	They……….the music in the movie	J. She sick two days ago

Source : Characteristics of Audio-Lingual Method
(http://www.tcn).edu,retrieved on Feb 21st 201

Appendix 2 : The Key Answer

1. A   6. A
2. B   7. A
3. A   8. A
4. A   9. A
5. D   10. A

Essay :

1. The doctor (Work in the Hospital)
2. She is very (Clever) in my school)
3. My Mother always make (some cake to us eat together)
4. My Teacher as the good (In my school)
5. Nia will (Arrive) from Jakarta to study.
6. I ways make (Home work) with my friend.
7. Tomorrow we will go to (Beach and swim together)
8. Am I a students ? (English language in the class)
9. She didn't go to school today because (she sick two days ago)
10. They (Are listen) the music in the movie.

Pre-test

<div style="border:1px solid black; text-align:center; padding:40px;">

Let's do practice!

</div>

In this section we will do practice by using Three Steps Interview Technique. Follow the instructions above to make your practicing perfect!

1) Make a group consists of 4 persons.

2) Give labels A, B, C, D to each person.

3) Student A will be paired with student B, and student C will be paired with student D.

4) Student A will interview student B, Student C will interview student D.

5) Change the role when the teacher says "Change".

6) After all interviews are done, start from student A then B, C, D tell the interview result to all group's members.

7) Research will ask the representative for each group to share the interview result in front of the class.

Question 1

1. What is your name?

2. When were you born?

3. How old are you?

4. Where is your hometown?

5. Where do you live?

Question 2

1. How many brother (s) and sister (s) do you have?

2. Who are their names?

3. How old are they?

4. Do you often spend your time with?

5. Do you love them?

Question 3

1. What is your favorite color?

2. Who is your favorite singer?

3. What is your favorite food?

4. What is your dream?

5. Why do you want to be a ..... ?
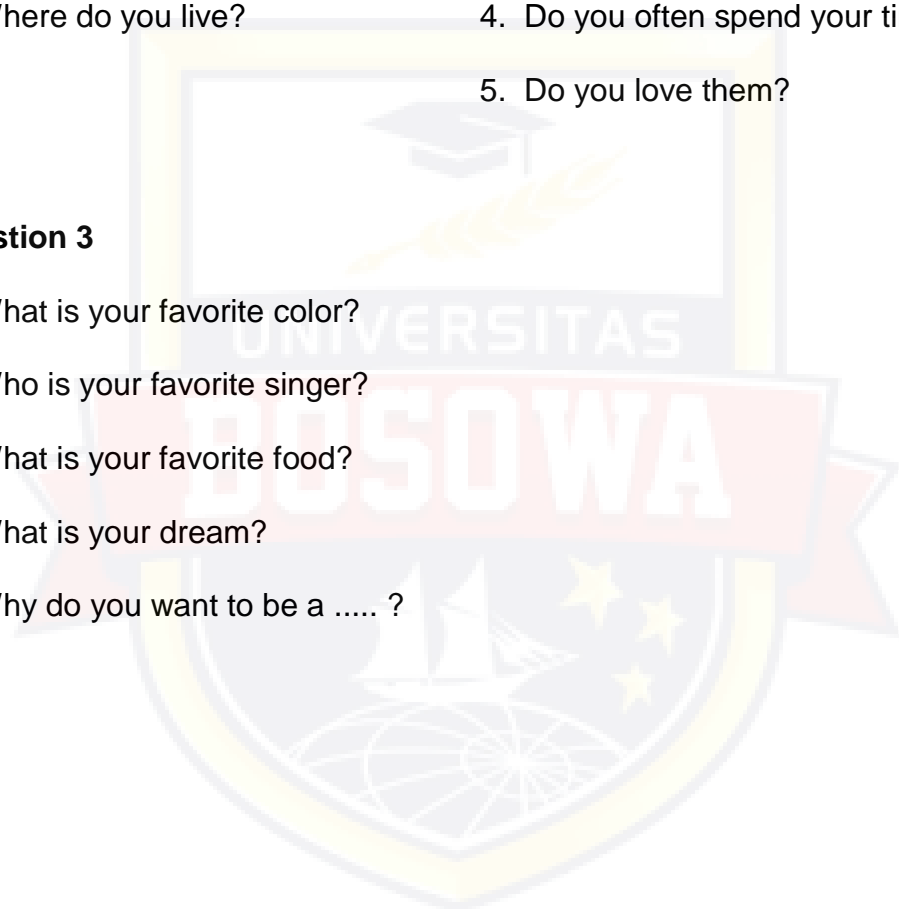
Post-test

Introduce yourself in front of the class.

The information you have to share including :

1. Your full name

2. Your age

3. Where you were born

4. When you were born

5. Where you live
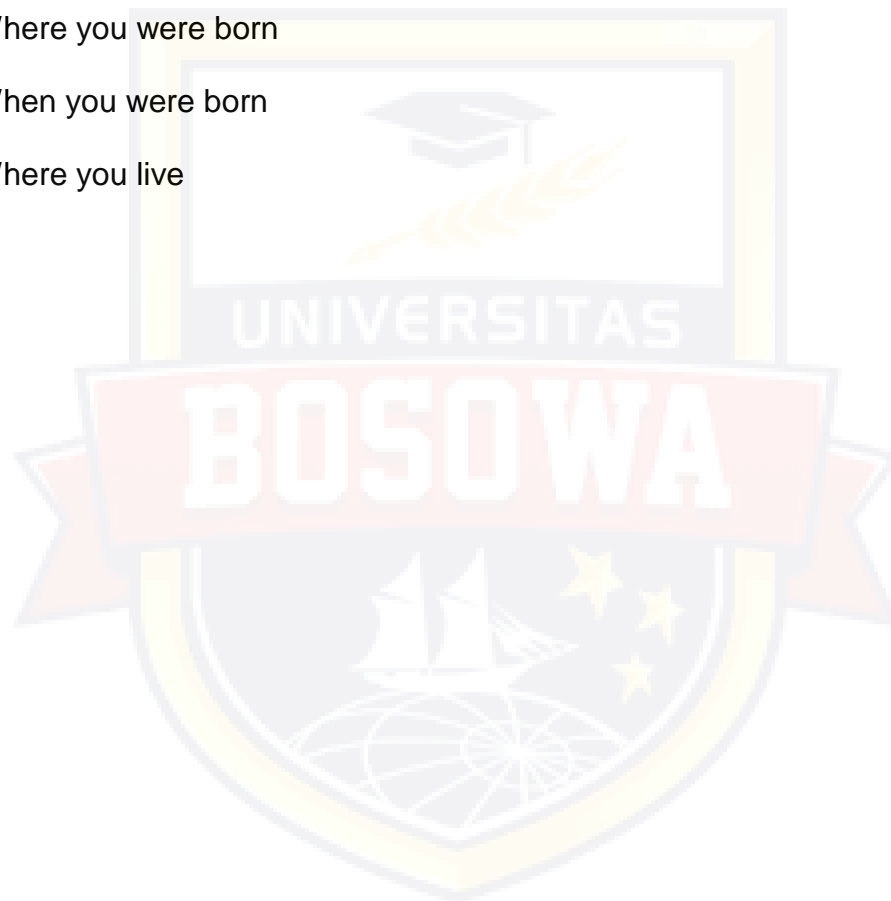
A. Do the Three Steps Interview and use the list of question below as your guidance to interview your partner:

1. Do you have best friend / boyfriend/ girlfriend/ brother/ sister?

2. Who is her / his name?

3. Is she / he beautiful / handsome?

4. Does she/he have a white skin?

5. Does she / he has a long hair?

6. What is the color of his / her eyes?

7. How is her body? Tall / short?

8. Is she / he thin?

9. Is she / he a nice boy / girl?

10. Why does she / he become you're .... ?

11. Do you love her / him?

Appendix 3 : The Students' Score   Pre-test and Post-test

Table 1. Students' pre-test and post-test score of SMPN 4 Nubatukan

No	Students Name	Pre-test	Post-test
1.	Alfonsius Y. Kopaq	4	8
2.	Anastasia P.Date Ola	5	8
3.	Alexsius Raing Resing	5	7
4.	Ciemensiana J. Nunang	3	8
5.	Febronia A. Sura	4	7
6.	Imanuel B Sili	4	8
7.	Jefri	4	7
8.	Kaimundus S Amu Kole	3	7
9.	Laurensius E Kopa	3	8
10.	Magdalena L. Wullo	5	8
11.	Maria M. H Raring	3	7
12.	Matheus B Tukan	4	7
13.	Maria Antonia Mesu	5	7
14.	Maria T. Insura	4	8
15.	Maria M F B Buran	5	7
16.	Maria Windira Ingicar	3	7
17.	Maria Bengan	3	8
18.	Maria R Nogo Rebong	3	7
19.	Maria Lorensia Bengan	3	7
20.	Maria C M Atawolo	4	7
21.	Maria E Raring	4	7
22	Raimundus Boli Gega	3	7
23	Sebastianus L P Langoday	3	7
24	Stefanus S Emar	5	8
25	Tarsisius Sulong	5	7
26	Veronika Y P Keraf	4	8
27	Yohana Gabriella S L	3	8
28	Yasinta A K Nilan	3	7
29	Yosefina Pelera	4	7
30	Yohanes M D Huar	5	8
	Total	**113**	**222**

Source : SMPN 4 Nubatukan

Appendix 4 : The Rate Percentage and frequency of the Pre-test

Table 3. The classification frequency and percentage of students' speaking ability in pre-test.

No	Classification	Scores	Frequency	Percentage
6.	Very good	91-100	0	0%
7.	Good	76-90	0	0%
8.	Fair	61-75	0	0%
9.	Poor	51-60	8	68,57%
10.	Very poor	0-50	22	31, 42%
	Total		**30**	**100%**

Source : SMPN 4 Nubatukan

Appendix 5 : The rate percentage and frequency of the post-test

Table 4. The Classification, frequency and precentage of students' speaking ability in post-test.

No	Classification	Scores	Frequency	Percentage
6.	Very good	91-100	0	0%
7.	Good	76-90	12	86,84%
8.	Fair	61-75	18	5,26%
9.	Poor	51-60	0	0%
10.	Very poor	0-50	0	0%
	Total		**30**	**100%**

Source : SMPN 4 Nubatukan

Appendix 6 : The mean score and standard division of pre-test and post-test

c. The mean score of students' in pre-test

$$\overline{\Sigma} = \frac{\Sigma x}{N}$$

$$= \frac{113}{30}$$

$$= 3.8$$

d. The mean score of students' in post-test

$$\overline{\Sigma} = \frac{\Sigma x}{N}$$

$$= \frac{222}{30}$$

$$= 7.4$$

e.   Standard Deviation of students in pre-test

$$SD = \sqrt{\frac{\Sigma x1^2 - \frac{(\Sigma x1)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{468 - \frac{(113)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{468 - \dfrac{12769}{30}}{29}}$$

$$SD = \sqrt{\frac{468 - 425.64}{29}}$$

$$SD = \sqrt{\frac{42.36}{29}}$$

$$SD = \sqrt{1,46}$$

$$SD = 1.20$$

f. Standard Deviation of students' in post-test

$$SD = \sqrt{\frac{\sum x2^2 - \dfrac{(\sum x2)^2}{N}}{N-1}}$$

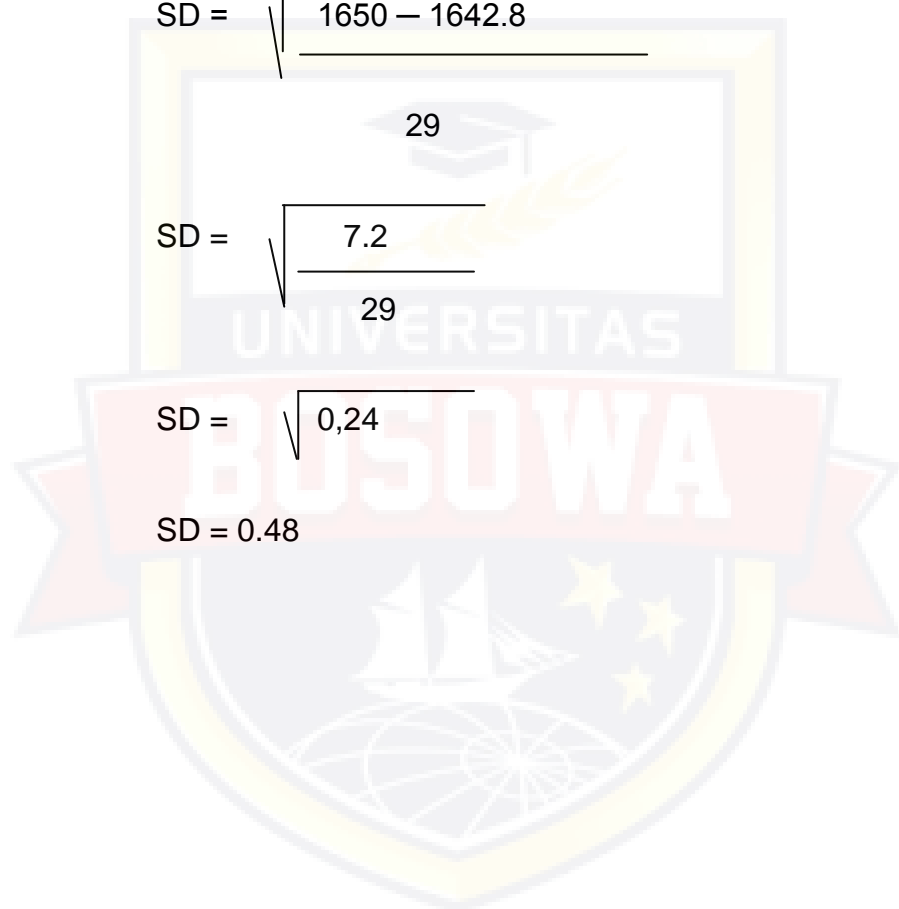$$SD = \sqrt{\frac{1650 - \dfrac{(222)^2}{30}}{30-1}}$$

$$SD = \sqrt{\dfrac{1650 - \dfrac{49284}{30}}{29}}$$

$$SD = \sqrt{\dfrac{1650 - 1642.8}{29}}$$

$$SD = \sqrt{\dfrac{7.2}{29}}$$

$$SD = \sqrt{0,24}$$

$$SD = 0.48$$

Appendix 7 : The mean score and standard division of the pre-test and post-test

Table 5 : Mean score and standard deviation of students pre-test and post-test.

Test	Mean score	Standard Deviation
Pre-test	3.8	1.208
Post-test	7.4	0.4724

Source : SMPN 4 Nubatukan

Appendix 8 : Test of Significance (T-test)

df= N-1

df= 30-1

df= 29

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{3.53}{\sqrt{\dfrac{398 - \dfrac{(106)^2}{30}}{30(30-1)}}}$$

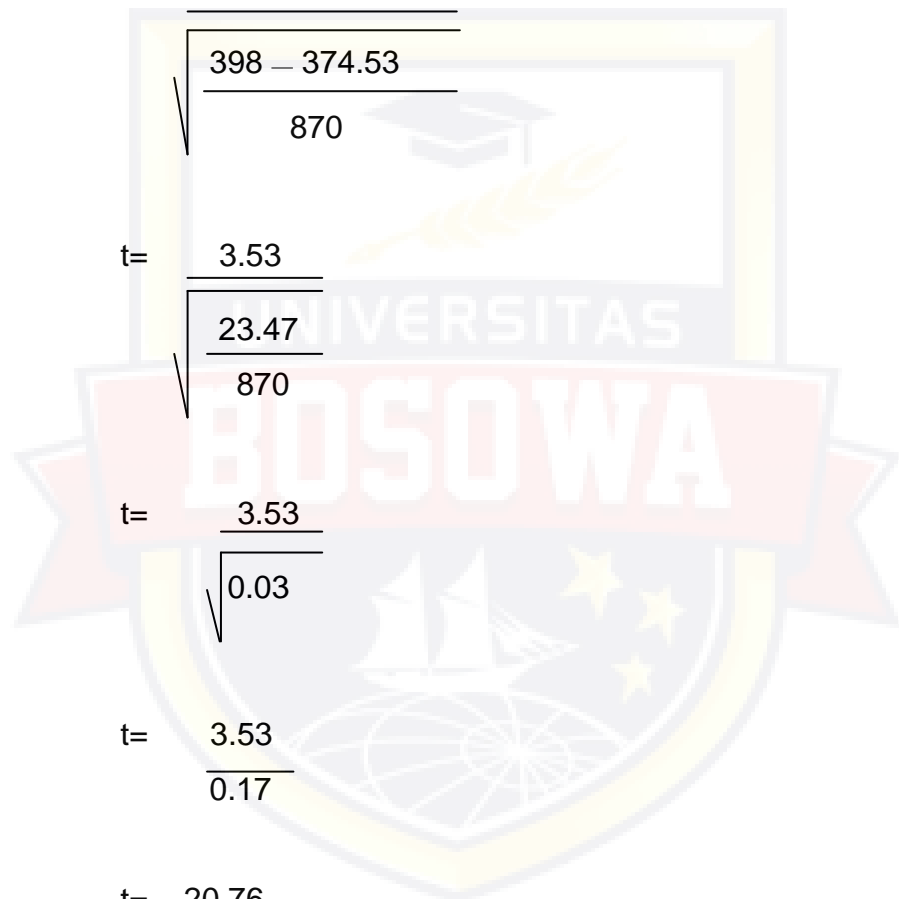$$t = \frac{3.53}{\sqrt{398 - \dfrac{\dfrac{11236}{30}}{30(29)}}}$$

$$t = \frac{3.53}{\sqrt{\dfrac{398 - 374.53}{870}}}$$

$$t = \frac{3.53}{\sqrt{\dfrac{23.47}{870}}}$$

$$t = \frac{3.53}{\sqrt{0.03}}$$

$$t = \frac{3.53}{0.17}$$

$$t = 20.76$$

Appendix 8 : The Students Pre-test and Post – test, the Gain and the Square of the Gain

Table 2 : Table of Source

Number of students	Pre-test		Post-test		X2- x1	Deviation
	(x1)	(x1)²	(x2)	(x2) ²	D	D²
1	4	16	8	64	4	16
2	5	25	8	64	3	9
3	5	25	7	49	2	4
4	3	9	8	64	5	25
5	4	16	7	49	3	9
6	4	16	8	64	4	16
7	4	16	7	49	3	9
8	3	9	7	49	4	16
9	3	9	8	64	5	25
10	5	25	8	64	3	9
11	3	9	7	49	4	16
12	4	16	7	49	3	9
13	5	25	7	49	2	4
14	4	16	8	64	4	16
15	5	25	7	49	2	4
16	3	9	7	49	4	16
17	3	9	8	64	5	25
18	3	9	7	49	4	16
19	3	9	7	49	4	16
20	4	16	7	49	3	9
21	4	16	7	49	3	9
22	3	9	7	49	4	16
23	3	9	7	49	4	16
24	5	25	8	64	3	9
25	5	25	7	49	2	4
26	4	16	8	64	4	16
27	3	9	8	64	5	25
28	3	9	7	49	4	16
29	4	16	7	49	3	9
30	5	25	8	64	3	9
Total	**113**	**468**	**222**	**1650**	**106**	**398**

Source : SMPN 4 Nubatukan

APPENDIX 9 : **Documentation**

Picture 1 : Three-Steps Interview Practice
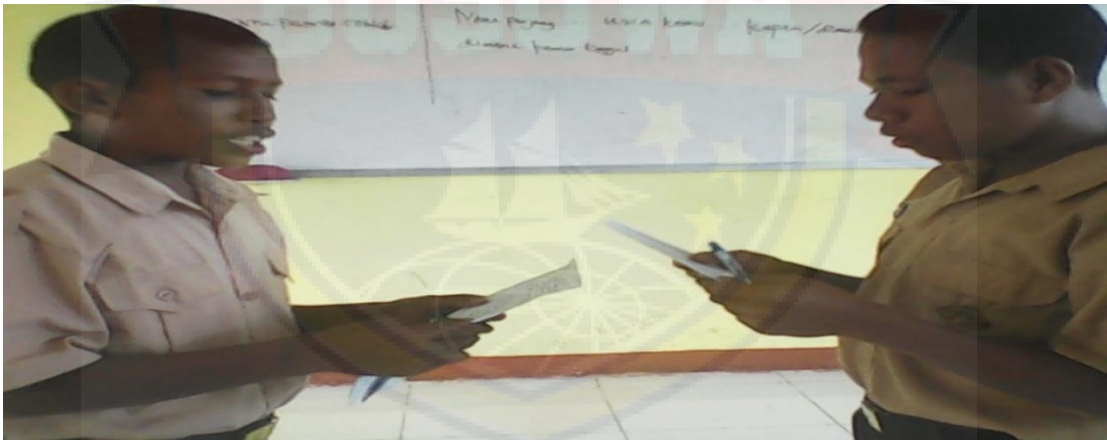
Picture 2 : Pre-Test Interview In The Class

Picture 3: Researcher explains the strategy

Picture 4 : Researcher explains the materials

Picture 5: Students Work In Pair

Picture 6 : Students are doing the post - test

QUESTIONNAIRE

No Absen   :

Berikan tanda check (V) pada salah satu kolom yang kalian pilih !

No	PERTANYAAN	JAWABAN	
		YA	TIDAK
1.	Apakah Anda menyukai mata pelajaran Bahasa Inggris?		
2.	Apakah Anda menyukai mata pelajaran Bahasa Inggris pada aspek berbicara?		
3.	Apakah Anda mengalami kesulitan pada aspek berbicara dalam Bahasa Inggris		
4.	Apakah Anda mengalami kesulitan pada aspek berbicara dalam Bahasa Inggris karena Anda jarang berlatih berbicara dalam Bahasa Inggris?		
5.	Apakah Anda pernah menggunakan suatu teknik tertentu untuk mempermudah Anda berbicara dalam Bahasa Inggris?		
6.	Apakah guru Anda sebelumnya pernah menerapkan suatu teknik tertentu untuk melatih kemampuan berbicara Anda dalam Bahasa Inggris?		
7.	Apakah Anda pernah menggunakan teknik three steps interview sebelumnya untuk membantu Anda menguasai aspek berbicara dalam Bahasa Inggris?		
8.	Menurut Anda, apakah cara guru dalam mengajarkan aspek berbicara menggunakan teknik three steps interview menarik?		
9.	Menurut Anda, apakah cara guru dalam mengajarkan aspek berbicara menggunakan teknik three steps interview membantu Anda berbicara dalam Bahasa Inggris?		
10.	Apakah cara guru dalam mengajarkan aspek berbicara Menggunakan teknik three steps interview meningkatkan kemampuan berbicara Anda dalam Bahasa Inggris?		
11.	Apakah cara guru dalam mengajarkan aspek berbicara menggunakan teknik three steps interview meningkatkan kepercayaan diri Anda berbicara dalam Bahasa Inggris?		

12.	Apakah Anda merasakan ada peningkatan pada motivasi belajar Anda mempelajari Bahasa Inggris setelah guru menerapkan teknik Three Steps Interview?		
13.	Apakah Anda merasakan ada peningkatan pada ketertarikan Anda mempelajari Bahasa Inggris setelah guru menerapkan teknik Three Steps Interview?		
14.	Apakah Anda merasa mempelajari Bahasa Inggris menjadi lebih mudah setelah guru menerapkan teknik Three Steps Interview?		
15.	Menurut Anda, apakah kegiatan pembelajaran Bahasa Inggris dalam aspek berbicara menggunakan teknik three steps interview dapat dilakukan terus menerus?		

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

School   : SMPN 4 Nubatukan

Lesson   : Bahasa Inggris

Class/Semester   : X / I

Meeting   : 7-8

Time Allocated   : 2 x 45 menit (2 meetings)

Skill   : Speaking

Competence Standard   : Berkomunikasi dengan Bahasa Inggris setara
Level

                                    Novice

Basic Competence   : 1.2 Menyebutkan benda-benda, orang, ciri-ciri,

                                 waktu, hari, bulan, dan tahun

Indicator   : Students use the right adjective words to
describe

                                 people or thing.

Learning Objective   : In the end of the class, the students are able to
use

                                 the right adjective words to describe people or
thing.

Learning Materials   : Adjectives words, descriptive text

Learning Method   : 1. Brainstorming

2. Questions and answers

3. Three Steps Interview Technique

4. Practice and perform

Learning activities   :

1. Opening: (5 minutes)

- The teacher greets the student. (Respect, politeness)

- Checks the students attendance (discipline)

2. Main Activities

a. Exploration (15 minutes)

- Teacher tells the students that today they will learn about how to describe people or thing.

- Teacher gives example of adjective words.

- Teacher gives example about how to describe people.

- Teacher explains all the difficult words and the important information.

b. Elaboration (20 minutes)

- Students do the three interview techniques as the previous session:

1. The students make a group consists of 4 persons;

2. Each person be labeled as A, B, C, and D;

3. Teacher gives the topic to the students;

4. Students are in pairs, one is the interviewer and the other is the interviewee.

5. Student A interviews student B. Student C interviews student D;

6. Students reverse roles;

7. Each student shares with team members the information they have got during the interviews.

        c. Confirmation (45 minutes)

    - Each student performs in front of the class to share their interview's result.

    3. Closing (5 minutes)

    - Studnets review the material together with the teacher.

    - The teacher tells about the next material

Learning sources: - handout from teacher

Assessment:

1. Type : Spoken Test

2. Assessment Rubric

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent	Speaking vocabulary inadequate to express anything	Can understand simple questions and statements if delivered with slow speech, repetition, and paraphrase	(No specific description)	Errors in pronunciation are frequent but could be understood	Could ask and answer question topic very familiar to him
2	Accent usually the construction, but does not confident control of the grammar	Has speaking vocabulary sufficient to express the idea	Can get the idea of most conversation of non specialized knowledge	Could handle with confidence but not including casual conservations	Accent is intelligible though often quite faulty	Able to satisfy routine social demands and work requirements

3	Control of grammar is good	Vocabulary is broad	Comprehension is quite	Could discuss particular	Errors never interfere with	Could participate effectively in most
	and able to speak with sufficient structural accuracy	enough that rarely has to grope for a world	complete at a normal rate of speech	interest of competence with reasonable words	understanding	formal and informal conversations
4	Errors in grammar are quite rare and able to speak accurately	Could understand and participate in any conversation	Can understand any conversation with the range of his experience	Could participate in any conversation within the range of the experience with a high degree of fluency	Errors in pronunciation are quite rare	Could handle informal interpreting from and into language
5	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers	Equivalent to that of an educated native speaker	Has complete fluency in the language.	Equivalent to and fully accepted by educated native speaker	Speaking proficiency equivalent to that of educated native speaker

3. Scoring

Formula :

Maximum = Total Point   x 10

           3   score : 100

Makassar, 29 Agustus 2015

Guru Pembimbing

_____

BIOGRAPHY

Margaret E T Elaman. She was born on Juni 10th, 1991 in Wawondula, South Sulawesi from the marriage of her parents Paulus and Siwihati. She started her Elementary School at SDK Rajawali Makassar in 1998 and finished in 2004. She continued her study to SMP Santo Pius X Lewoleba in 2004 and graduated in 2007. After that, she continued her study to SMA PGRI SWASTIKA Lewoleba in 2007 and graduated in 2010. After graduated from Junior High School, she did several activities. In 2011, she decided to continue her study to Bosowa 45 University Makassar and took English Education Department and graduated in 2016.