CHAPTER IV
FINDINGS AND DISCUSSION

These chapters consist of the findings in this research and its discussion. It provides information about the result of data collected through test that can be discussed in this section below:

4.1. Findings

To find out the answer of the research question in the previous chapter, the researcher gave a test, the test was a speaking test that was given twice, the test is pre-test and post-test. The pre-test was given before treatment to know the student speaking skill, while the post-test was given after treatment to know the student speaking skill after the treatment. From the result of post-test, it aimed to find out the answer of the problem statement: "is the use of three step interview able to improve students speaking ability?"

4.1.1. Students speaking skill in using three step interview technique

This section described the result of data analysis using three step interview techniques on students speaking skill at SMAN 2 Parepare.

4.1.1.1.   The students score in pre-test

The researcher asks the students to make a dialogue based on the topic that the researcher had given to know the students speaking skill. Every students was performed the dialogue with their friends and then the researcher recorded the students voice to know their pronunciation, vocabulary, fluency and grammar. There was the result of the students' pre-test.

Table 4.1 The Students' Score of Pre-test.

No	Name	Fluency	Pronunciation	Vocabulary	Grammar	Total (X)	Score (X1)
1	A.Bintang	2	2	2	2	8	40
2	Abdul wahid b	2	2	2	2	8	40
3	Ainul	2	2	2	2	8	40
4	Ainun sang fajar	2	2	2	2	8	40
5	Akpriani	2	2	2	2	8	40
6	Amanda iin m	3	3	3	2	11	55
7	Andika	3	2	2	2	9	45
8	Andri	2	2	2	2	8	40
9	Anti	3	2	3	2	10	50
10	Dhita putri f	2	2	2	2	8	40
11	Djihan mahrizan	3	2	2	2	9	45
12	Ersa mayora	2	2	2	2	8	40
13	Fauzan Mahdi	2	2	2	2	8	40
14	Ghina alvina	2	3	2	2	9	45
15	Gregorius	2	2	2	2	8	40
16	Ichsan abdul	2	2	2	2	8	40
17	Muh. Fikri	3	2	2	2	9	45
18	Muh. Rezky S	2	2	2	2	8	40
19	Mustika putri	3	2	2	2	9	45
20	Nandar	2	2	2	2	8	40
21	Nita puspita	2	2	2	2	8	40
22	Nurhuda faizal	2	2	2	2	8	40
23	Nurul juliasti	2	2	2	2	8	40
24	Rika Ramadani	3	3	2	2	10	50
25	Riska fitri	2	2	2	2	8	40
26	Rizda dzulhijjah	2	2	2	2	8	40
27	Sahrul ramadani	2	2	2	2	8	40
28	Syahfira	3	3	3	2	11	55
29	Syahrani	2	3	2	2	9	45
30	Egi patriadi	2	2	2	2	8	40
	TOTAL	68	65	63	60	256	1280

(data source: the students' score in pre-test)

After knowing the students' score in pre-test based on scoring rubric of speaking, the following tables are students' score to find the mean score.

The following table shows percentage of the frequency in pre-test.

Table 4.2 the Rate Classification, Frequency and Percentage of the Pre-test

No.	Classification	Score	Frequency Of Pre-Test	Percentage Of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	0	0%
3.	Fair	41-60	8	26.7%
4.	Poor	21-40	22	73.3%
5.	Very poor	0-20	0	0
Total			30	100%

(Data source: The rate percentage of the frequency of pre-test)

As the illustrated in the table above, the average score of students' prior speaking skill before applying the three step interview. There were 8 students got fair classification, eight students got fair and twenty-two students got poor classification. The total score in pre-test was 1280. It had shown that the students' speaking skill in pre-test was low, because most of the students got fair and poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$\bar{X} = \frac{1280}{30}$$

$$\bar{X} = 42.6$$

Thus, the mean score (X_1) of pre-test is 41.6

Based on the result of the pre-test, the data showed that the average score of the pre-test is 41.6. From that analyzing, it had shown that almost of the 30 students skill in speaking was still low because most of the students got fair and poor score. The total score in pre-test was still low. They mostly have low score in accuracy that they spoke ungrammatically wi Thus, the standard deviation of pre-test is 13.63

After determining the mean score (X_1) of pre-test was 41.9 and standard deviation of the pre-test was 13.63. It had shown that the students' speaking skill were in low category.

4.1.1.2.   The students score in post-test.

Meanwhile, the students' score in post-test would be presented in the following table:

After determining the mean score (X_1) of pre-test was 42.6 and standard deviation of the pre-test was 5.52. It had shown that the students' speaking skill were in low category.

4.1.1.3.   The students score in post-test.

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3: The Students' Score in Post-test

No	Name	Fluency	Pronunciation	Vocabulary	Grammar	Total (X)	Score (X2)
1	A.Bintang	4	3	4	3	14	70
2	Abdul wahid b	4	3	4	4	15	75
3	Ainul	4	3	4	3	14	70
4	Ainun sang fajar	3	2	3	2	10	50
5	Akpriani	5	4	4	4	17	85
6	Amanda iin m	4	5	4	4	17	85
7	Andika	4	3	4	4	15	75
8	Andri	3	3	4	3	13	65
9	Anti	4	5	5	4	18	90
10	Dhita putri f	4	5	4	4	17	85
11	Djihan mahrizan	4	3	5	4	16	80
12	Ersa mayora	4	4	4	4	16	80
13	Fauzan Mahdi	4	3	4	2	13	65
14	Ghina alvina	4	5	5	4	18	90

No	Name						
15	Gregorius	3	3	3	3	12	60
16	Ichsan abdul	3	3	3	3	12	60
17	Muh. Fikri	4	4	3	4	15	75
18	Muh. Rezky S	4	4	3	4	15	75
19	Mustika putri	3	4	5	4	16	80
20	Nandar	2	2	2	2	8	40
21	Nita puspita	4	3	5	4	16	80
22	Nurhuda faizal	3	3	4	3	13	65
23	Nurul juliasti	5	5	4	4	18	90
24	Rika Ramadani	5	5	4	4	18	90
25	Riska fitri	4	3	5	4	16	80
26	Rizda dzulhijjah	3	4	4	3	14	70
27	Sahrul ramadani	3	4	5	4	16	80
28	Syahfira	5	5	4	4	18	90
29	Syahrani	4	5	5	5	19	95
30	Egi patriadi	4	4	4	4	16	80
TOTAL		114	112	121	108	455	

(Data' source: The students' score in post-test)

Table 4.4 The Students' Speaking Score and Square in Pre-test and Post-test

No	Name	X_1	X_1^2	X_2	X_2^2
1	A.Bintang	8	40	70	4900
2	Abdul wahid b	8	40	75	5625
3	Ainul	8	40	70	4900
4	Ainun sang fajar	8	40	50	2500
5	Akpriani	8	40	85	7225
6	Amanda iin m	11	55	85	7225
7	Andika	9	45	75	5625
8	Andri	8	40	65	4225
9	Anti	10	50	90	8100
10	Dhita putri f	8	40	85	7225
11	Djihan mahrizan	9	45	80	6400
12	Ersa mayora	8	40	80	6400
13	Fauzan Mahdi	8	40	65	4225

14	Ghina alvina	9	45	90	8100
15	Gregorius	8	40	60	3600
16	Ichsan abdul	8	40	60	3600
17	Muh. Fikri	9	45	75	5625
18	Muh. Rezky S	8	40	75	5625
19	Mustika putri	9	45	80	6400
20	Nandar	8	40	40	1600
21	Nita puspita	8	40	80	6400
22	Nurhuda faizal	8	40	65	4225
23	Nurul juliasti	8	40	90	8100
24	Rika Ramadani	10	50	90	8100
25	Riska fitri	8	40	80	6400
26	Rizda dzulhijjah	8	40	70	4900
27	Sahrul ramadani	8	40	80	6400
28	Syahfira	11	55	90	8100
29	Syahrani	9	45	95	9025
30	Egi patriadi	8	40	80	6400
		$\sum X1 = 256$	$\sum X1^2 = 1280$	$\sum X2 = 2275$	$\sum X2^2 = 177175$

(Data Source: the students' score in pre-test and post-test)

Table 4.5 The Classification Frequency and Percentage of Pre-test.

No.	Classification	Score	Frequency of pre-test	Percentage of pre-test
1	Very Good	81-100	9	30%
2	Good	61-80	17	57%
3	Fair	41-60	3	10%
4	Poor	21-40	1	3%
5	Very poor	0-20	0	0%
Total			30	100%

(Data source: The rate percentage of the frequency of post-test)

The table above shows the result of students' improvement in speaking skill after applying treatment through three step interview. There were nine students' got very good classification, seventeen students' got good score, three students' got fair score and one students' got poor classification. It means that the students' speaking skill had improved through three step interview.

In this case, the writer analysed the data of students' score in post-test to know whether there is or no a significant different of students' achievement before and after learning process by using three step interview in speaking skill.

Mean score of the Post-test:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2275}{30}$$

$$\bar{X} = 75.8$$

Thus, the mean score (X_1) of pre-test is 75.8

Base on the result of the post-test. The data shows that the mean score of the post-test was 75.8 From that analysing, it could be seen that almost of the 30 students' speaking was very good and good score.

4.1.1.4.   The result of the pre-test and post-test were presented in the following:

Table 4.6 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	42.6	5.52
Post-test	75.8	12.67

(Data source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 42.6 (X_1) while the mean score of the post-test increased 75.8 (X_2). The standard deviation of pre-test was 5.52 while the standard deviation of post-test was 12.67.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking skill had improvement after doing the learning process by using three step interview.

4.1.2 The implementation of using three step interview to improve the students' speaking skill at the second grade of IPS1 SMAN 2 Parepare.

This part presented the result of data analysis about the implementation of using three step interview technique to improve students' speaking skill at the second grade of SMAN 2

4.1.2.1 T-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the students' speaking skill

In the other to see the students' score, the following is T-test was statistically applied:

Table 4.7 The Worksheet of Calculation of the Score on Pre-test and Post-test of the Students' Speaking Skill.

NO	XI	X2	$(X1)^2$	$(X2)^2$	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1	40	70	1600	4900	30	900
2	40	75	1600	5625	35	1225
3	40	70	1600	4900	30	900
4	40	50	1600	2500	10	100

5	40	85	1600	7225	45	2025
6	40	85	3025	7225	45	1350
7	40	75	2025	5625	35	1050
8	40	65	1600	4225	25	625
9	40	90	2500	8100	50	2000
10	40	85	1600	7225	45	2025
11	40	80	2025	6400	40	1400
12	40	80	1600	6400	40	1600
13	40	65	1600	4225	25	625
14	40	90	2025	8100	50	2250
15	40	60	1600	3600	20	400
16	40	60	1600	3600	20	400
17	40	75	2025	5625	35	1050
18	40	75	1600	5625	35	1225
19	40	80	2025	6400	40	1400
20	40	40	1600	1600	0	0
21	40	80	1600	6400	40	1600
22	40	65	1600	4225	25	625
23	40	90	1600	8100	50	2500
24	40	90	2500	8100	50	2000
25	40	80	1600	6400	40	1600
26	40	70	1600	4900	30	900
27	40	80	1600	6400	40	1600
28	40	90	3025	8100	50	1750
29	40	95	2025	9025	55	2750
30	40	80	1600	6400	40	1600
TOTAL	$\sum X=1200$	$\sum X=2275$	$\sum X_1^2 552000$	$\sum X_2^2 177175$	$\sum D=1075$	$\sum D^2 = 39475$

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{1075}{30} = 35.8$$

4.1.2.2 Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is $t = 34.42$ To find out the degree of freedom (df) the researcher used following formula;

$df = N - 1$

$df = 30 - 1$

$df = 29$

For the level of significance $(p = 0,05)$ and $df = 29$ then the value of the table $= 34.42$ the value of the T-test was greater than the t-table $(34.42 > 1,699)$ it means that there was an improvement with the students' speaking skill after giving a treatment by using three-step interview to the students of XI IPS class of SMAN 2 Parepare

4.2. Discussion

Based on the description of the data through the test, the researcher explained that in the previous section shows that the students' speaking skill had improved after given treatment. The students' score after treatment was higher than before given treatment. Before giving the treatment the students faced some problems in speaking class activity, the first is the students are not interest in learning English, and then the students hard to convey their words when they want to make a communicate with their friends, and also their vocabularies, almost students didn't want to memorize

the vocabularies this condition made the students unable to say a sentence during the speaking class.

After finishing the research, the researcher conclude that the students felt happy and fun in learning English by using three step interview technique. It made them easier to express their ideas orally by interviewing each other and report what information they've got from their friends, and they felt fun because they could communicate and interact with their classmate using English because as long as the meeting, they not only speak individually but also they spoke in a group.

Using three step interview in teaching English has impact in improving the students' speaking skill. In fact, based on the finding most students have a good score in post-test it means that, using three step interview technique effective to be used in improving students' speaking skill.

In the first meeting before doing the treatment, the researcher introduce herself in front of the class and explain to the students about purpose of the research to make the students understood what they would be done. After that the researcher gave a test (pre-test) to know the students skill in speaking. The researcher recorded the students' conversation to make easier to evaluate the aspects of students' speaking.

In the second meeting, the writer gave motivation to the students about learning English and explained the procedures of three step interview. After that, the writer gave the topic about "students' and part time work". The students applied three step interview, they made a group consist of 4 people in each group. In group there are interviewee, interviewer and reporter. The writer asks students to pair, reserve and share. When the students are learning, the writer tries to come in each group to make sure that they are doing the tree step interview technique.

In the third meeting, the writer gave the topic about "using hand phone while driving is it dangerous?" The writer explained some difficult words and the important information. The students applied three step interview, they made a group consist of 4 people in each group. The students applied three step interview, they made a group consist of 4 people in each group. In group there are interviewee, interviewer and reporter. The writer asks students to pair, reserve and share. When the students are learning, the writer tries to come in each group to make sure that they are doing the tree step interview technique. At the end, the writer concludes about the material and asked them the difficulties during learning process.

In the fourth meeting, the writer gave a topic about "work or college after graduate" the writer try to explain about the topic to the students so that the students can easily understand about the topic next the students applied three step interview, they made a group consist of 4 people in each group. In group there are interviewee, interviewer and reporter. The writer asks students to pair, reserve and share. When the students are learning, the writer tries to come in each group to make sure that they are doing the tree step interview technique. And share them in front of the class. At the end, the writer concludes about the material and asked them the difficulties during learning process. At the end, the writer concludes about the material and asked them the difficulties during learning process.

In the last, the writer gave post-test. In this meeting the writer gave the students a picture and the students have to explain and describe the picture based on their opinion orally in front of the class. It aimed to know the students' speaking skill after doing the treatment. The writer took the recording of the students to make easier gave a score of speaking.

The students did the interview by giving a question as an interviewer to one and another by using yes or no question model, information question model, and 5W+1H model. The students share the information based on what they had in interview before by taking a note and arranged it into paragraph and then explain it.

From the first meeting until the last meeting, the students express their ideas in speaking with a different topic for each meeting, which are, students and part time work, using hand phone while driving is it dangerous?, work or college after graduate, cyber bullying in social media, dangerous of smoking. It was hoped to make the students confidence, speak effectively and also develop their ideas. Using three step interview in learning speaking was able to help the students to speak correctly and fluently. As the conclusion, three step interview has an impact in improving the students' speaking skill.

4.2.1. The improvement students' speaking skill through three step interview technique.

Based on the previous result, It showed that the improvement of students' speaking skill by using three step interview because the mean score of the pre-test was 42.6 and the mean score of post-test was 75.8. The writer conclude that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

From the test finding, the data provided in classification table based on the aspects of speaking, 8 students got fair score (26,7%), and twenty-two students got poor score (73,3%)in the pre-test, while in the post-test, nine students got very good score (30%), seventeen students got good score (57%) three students got fair score

(10%) and one student got poor score(3%) From the result the writer concluded that the students speaking skill from poor to very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the writer use t-test to calculating result showed that on the t-test value 34.42 was greater than t-table value 1.699 table (34.42 $\geq$ 1.699) with degree of freedom (df) 29. It means alternative hypothesis (H_a) was concluded that by using three step interview was able to improve the students' speaking skill at the second grade of XI. IPS 1 SMAN 2 Parepare. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the finding above the writer conclude that, the implementation of using three step interview technique in teaching speaking at the second grade of XI. IPS 1 SMAN 2 Parepare changed classroom situation more active and it can be proved as long as the learning process the students easier to express their ideas and more of confidence.