IMPROVING STUDENTS' SPEAKING SKILL BY USING THREE STEP INTERVIEW AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE

By

Ramadhan Aras
Reg Num.15.1300.153

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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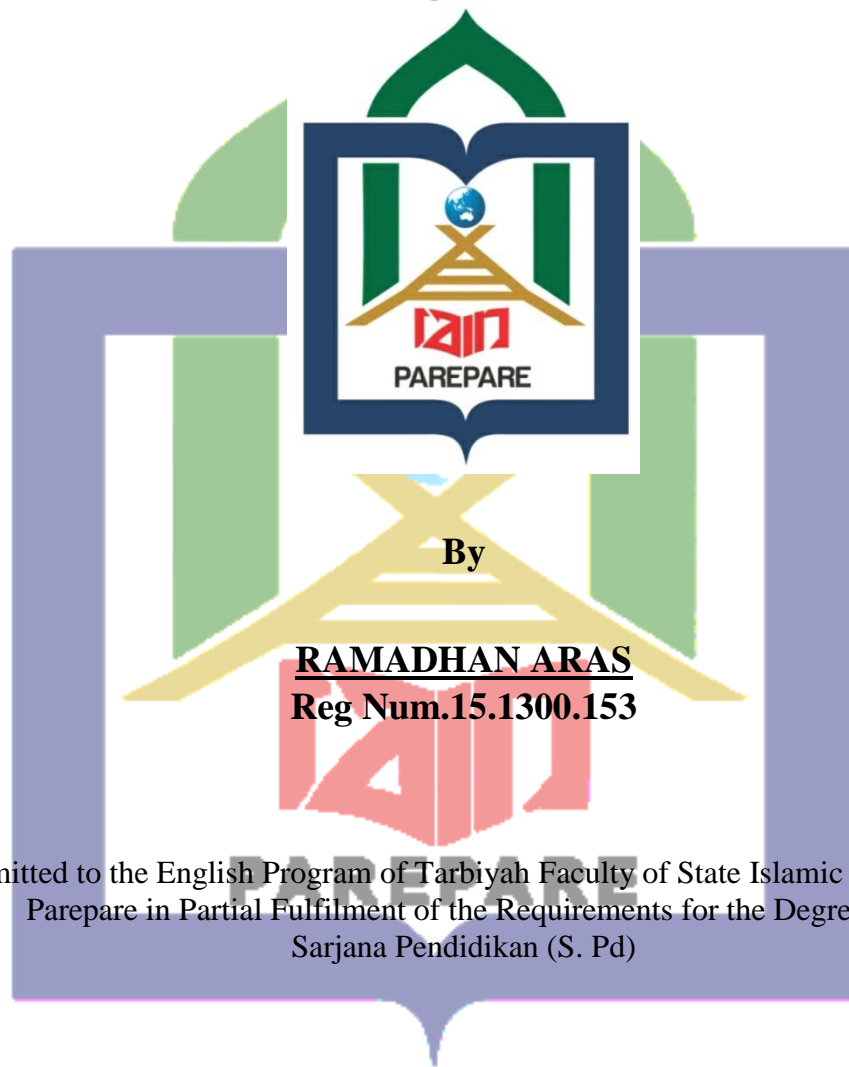

By

<u>RAMADHAN ARAS</u>
Reg Num.15.1300.153

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

**ENGLISH PROGRAM
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STATE ISLAMIC INSTITUTE(STAIN)
PAREPARE**

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Skripsi

As a Part of Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)

English Program

Submitted by

RAMADHAN ARAS
Reg Num. 15.1300.153

to

ENGLISH PROGRAM
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ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of Student : Ramadhan Aras

Title of Skripsi : Improving students' speaking skill by using three step interview at lintasan imajinasi bahasa mahasiswa (LIBAM) IAIN Parepare

Student Reg. Number : 15.1300.153

Faculty : Tarbiyah

Study Program : English Program

By Virtue Program Degree : The Chairman of Tarbiyah Certificate

Num: B.823/2813/In.39/Tar/A-050/11/2018

Has been legalized by

Consultants

Consultant : Dr. Magdahalena, M.Hum.

NIP : 19700320 200501 2 006 (................)

Co-Consultant : Drs. Abd. Rauf Ibrahim, M.Si.

NIP : 19581212 199403 1 002 (................)

Approved by
Tarbiyah Faculty
Dean

Dr. H. Saepudin, S.Ag., M.Pd.
NIP: 19721216 199903 1 001

SKRIPSI

IMPROVING STUDENTS' SPEAKING SKILL BY USING THREE STEP INTERVIEW AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE
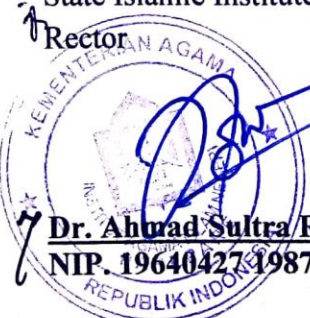
Submitted by

RAMADHAN ARAS
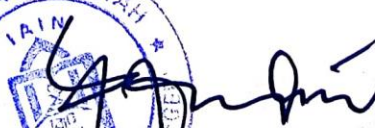Reg. Number: 15.1300.153

Had been examined July 29th 2019 and had been declared that it had fulfilled the requirements

Approved by

Consultant Commissions

Consultant: Dr. Magdahalena, M.Hum.
NIP: 19700320 200501 2 006 (. . . . .)

Co-Consultant : Drs. Abd. Rauf Ibrahim, M.Si.
NIP : 19581212 199403 1 002 (. . . . .)

State Islamic Institute (IAIN) of Parepare
Rector

Tarbiyah Faculty
Dean

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

v

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student	:	Ramadhan Aras
The Title of Skripsi	:	Improving students' speaking skill by using three step interview at lintasan imajinasi bahasa mahasiswa (LIBAM) IAIN Parepare
Student Reg. Number	:	15.1300.153
Faculty	:	Tarbiyah
Study Program	:	English Program
By Virtue of Consultant Degree	:	The Chairman of Tarbiyah Certificate Num: B.823/2813/In.39/Tar/A-050/11/2018

Approved by Examiner Commissions

Dr. Magdahalena, M. Hum.	(Chairman)	(.....................................)
Drs. Abd. Rauf Ibrahim, M.Si.	(Secretary)	(.....................................)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....................................)
Mujahidah, M.Pd.	(Member)	(.....................................)

Agreed by:

State Islamic Intitute (IAIN) of Parepare

Rector

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

First of all, let us thank our God, praise be on Him the beneficent the merciful Lord of the world, the owner of the Day of Judgment, for He has given us the mercy and blessing. Shalawat and Salaam are due to our Prophet Muhammad SAW (peace be upon Him), the last messenger of Allah SWT. He has already spread the Islamic teaching to all human being in this world.

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May Almighty Allah SWT. Always be with us.

Parepare, 29th Mei 2019

The Writer

Ramadhan Aras
NIM: 15.1300.153

DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Ramadhan Aras

Student Reg. Number : 15.1300.153

Place and Date of birth : Pinrang 28th Apri 1997

Study Program : English Program

Faculty : Tarbiyah

Tittle of Skripsi : Improving students' speaking skill by using three step interview at lintasan imajinasi bahasa mahasiswa (LIBAM) IAIN Parepare

Stated this skripsi was his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 29th Mei 2019

The Writer

Ramadhan Aras
NIM: 15.1300.153

ABSTRACT

Ramadhan Aras. 2019. *Improving Students' Speaking Skill by using Three Step Interview at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare* (Supervised by Magdahalena and Abd. Rauf Ibrahim).

English as primary and foreign language has become the key to the world. However, it must be found the way how to be mastered it. One of the skills which are very important is speaking skill because it will help people to communicate and interact each other. This research was carried out at LIBAM IAIN Parepare. In this case, the researcher found that some members of LIBAM IAIN Parepare are still a law in speaking especially in front of their friends or other people. To solve the problem, the researcher used three step interview. This technique is one of student center learning which learners help each other and learn. The objective of the research is to know whether three step interview is able or not to improve the speaking skill of members of LIBAM IAIN Parepare.

The population was the members of LIBAM IAIN Parepare and the sample of this research was 25 members. The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and post-test. The researcher also gave questionnaire to know the responses of students to three step intervew. The data were analyzed as a percentage, mean score analyzes and the value of the test.

The first result of the data analyzed that the students' achievement on the pre-test was (6,36) and post-test was (7,26) This showed that by using three step interview was a good technique in English learning process at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare. After analyzing the data by using the t-test formula, the result of the t-test value (9,64) is bigger than the t-table value (1,7108).It means that there is a different improvement before and after using three step interview as technique of teaching. The second result of analyzed data that 72% of the students were interested in using three-ste interview, in the other word most of them interested to apply three step interview.

Keywords: Speaking Skill, Three Step Interview.

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CHAPTER I
INTRODUCTION

1.1 Background

Speaking is one of the four skills in English that have to be mastered by the students. It can be a tool for the students to communicate. The students can get the other information from other students through speaking. Speaking is a verbal communication of language use to communicate with others. The students can tell or convey of their information or problems from their mind ideas through speaking.

Speaking helps students to make them be talk-active so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinion, to send expression or desire to do something, to solve some a particular problem, to increase the proficiency in speaking and to maintain the relationship or friendship. So, speaking is an important skill of language which should have improves for the students. From the definition above it can be conducted that speaking is one skill must be mastered by students to send or to receive the information or message, to communicate and so on.

In reality, there are still many students difficult to speak in English especially for members of LIBAM. Most of them could not speak English well because of

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several reasons. Firstly, they fell difficult to convey their words to other because they confuse to convey or to say what. Secondly, they are shy to speak because of mispronounce words and thirdly not confidence. Finally, the students are lack of vocabularies. There are many also ways to improve speaking skill or deduct the problem in learning speaking.

Base on those problems and the class condition above, the researcher intends to help the English teacher by introducing one of Collaborative Teaching Learning model namely, Three-Step Interview to improve students' speaking skill. Barkley, et al stated that, practice of Collaborative learning technique has come to mean students working pairs or small groups to achieve shared learning goals. It is learning through group work rather than learning by working alone. Supported by Kayi, agreed that working in groups could create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. Based on the statement, the researcher chooses one of Collaborative learning technique namely Three-Step Interview.[1]

In State Islamic Institute (IAIN) Parepare there is an organization named Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) which supports and improves the English skills and Arabic skills of its member. The researcher done preliminary

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[1] Barkley, et al, "Collaborative Learning Techniques" on Ullin Nukhaq Kurniawati . "Improving Student's speaking ability by using three step interview of the tenth grade students at SMK PGRI 1 TULUNGANGUNG in academic year 2015/2016" (Unpublished Skiripsi IAIN Tulungangung, 2016), p. 2

obervation on LIBAM's member activities especially in English learning process especially in teaching speaking and found that some members of LIBAM were unmotivated and difficult to learn . Their mindsets say English is difficult to learn because most of them don't know how to express what they want to say and some their instructors don't use variation technique. In teaching and learning English, it needs to apply many techniques to improve the learners' skill. One of the techniques which have not been applied is three step interview. Hence, the researcher chooses three step interview, because the students will be easier to express their ideas to others.

Based on the explanation above, the researcher is interested to conduct a research about **"Improving students'speaking skill by using three step interview at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Pareapre".**

1.2 Problem Statement

Based on the background of the study stated above. The research problems are :

1.2.1 Is Three-Step Interview able to improve speaking skill of LIBAM's member?.

1.2.2 How do the students respond three step interview?

1.3 Objectives of the research

Based on the problem statement of the research above, the objective of this research are to find out the improve students' speaking skill by using three-step interview and also to find the students' responses to three step interview tecnique.

1.4 Significance of the research

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

1.4.1 For the researcher, to add more knowledge about discourse study especially about this research.

1.4.2 For students, it helped students to increase speaking ability and their interest to be more active in teaching learning process.

1.4.3 For the teacher, the result of the study can be used as an alternative teaching technique to improve students' speaking ability.

1.4.4 For the next researcher, the result of this research can be used as previous research in his/her research.

1.4.5 English department, the result of this research study will be an input of English materials.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Speaking

2.1.1.1 Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.[2] speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language.[3]. Speaking is a skill which is chosen as an object to be improved in this research. Carter and Nunan stated that, speaking in a second language involves the development of a particular type of communication skill.[4]

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[2]Brown, 1994; Burns &Joyce, 1997 (Online) (*area.dge.mec.pt/gramatica/whatspeakingis.htm*, assessed on 22 January 2019)

[3]Webster's Comprehensive Dictionary. 2003. *The new International Webster's comprehensive of the English language.* (Trident press International), p. 330.

[4]Ullin Nukhaq Kurniawati, "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungangung, 2016), p. 1

Clark and Clark define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Spratt points out that using speech to convey meaning to others is involved in speaking.[5]

From the definitions above, it is concluded that speaking is an activity which is used by the people to communicate with others to express their ideas, mind, and feeling by words.

2.1.2   The Nature of Speaking

There are many definitions of speaking in language learning proposed by some experts. Clark and Clark define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Spratt points out that using speech to convey meaning to others is involved in speaking. Unlike writing or reading, speaking also involves interaction which carries out a two-way communication using language and nonverbal codes to keep the listener pays attention to what the speaker is saying and to check that the listener understand the speaker's meanings. While Brown and Yule in Nunan suggest that spoken language consists of short and often incomplete utterances in a level of pronunciation. Repetitions, the use of fillers such as 'well',

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[5] Clark and clark, " psychology and Language" on Prucesia Kumara Silva, *Improving Student's speaking skill through the use of video clips* (Unpublished Thesis State university of Yogyakarta, 2013), p. 11

'oh-uh' and 'oh' and overlap between one speaker and another can be often found in speaking.[6]

Richards and Renandya stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown stated that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.[7]

There are many researchers said in their books, they are: Speaking is a form of communication. The speaker must consider the Person they are talking to as listeners. The activity that the person does primary based on the particular goal. So, it is important that everything person wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involve transferring messages across.

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[6]Prucesia Kumara Silva, "Improving Student's speaking skill through the use of video clips" (Unpublished Thesis State university of Yogyakarta, 2013), p. 26

[7]Setyadi, 2014 (Online) (https://pdf2doc.com/id/download/5vn6ew7xnthbu2s7/o_1d1q49gonu1pg5p8qb4614751d/BAB%202-07202244045.doc?rnd=0.4494032012898045, assessed on 22 January 2019).

In other words, the nature of speaking is how to say something can be important as what person say in getting a meaning across. Therefore, speaking process should pay attention to want and how to say as well as to whom appropriately. Despite it is importan, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.[8]

The more think of the nature of speaking is to express the needs-request, information, service, etc. The speakers say words to the listener not only to express what in his mind but also to Express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings[9]

2.1.3   Components of speaking

There are some components of teaching spoken language such as conversational discourse, pronunciation, accuracy, fluency, affective factors and the interaction effect.

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[8] Rhodi Jones, *Speaking and Listening* (London: The Bath Press, 1989), p.14.

[9]Gillian Brown and George Yule, *Teaching The Spoken Language : Approach Based on the Analysis of conversational English* (Australia: Cambridge University Press, 1989), p.14.

2.1.3.1 Conversational Discourse

When somebody asks "Do you communicate in English?" they normally mean: Can you carry on a discussion sensibly skillfully? The benchmark of fruitful dialect obtaining is quite often the exhibit of a capacity to achieve down to earth objectives through intuitive talk with different speakers of the dialect. Richards in Dangles expressed that the discussion class is something of a puzzle in dialect educating. The objectives and the systems for instructing discussion are amazingly differing, contingent upon the understudies, educator, and in general setting of the class.

2.1.3.2 Pronunciation

Pronunciation is one of the important components in speaking skill therefore many learners of foreign languages feel that their ultimate goal in pronunciation should be "accent-free" speech that is indistinguishable from that of a native speaker.

2.1.3.3 Accuracy and Fluency

Two clearly important goals of speaking are accuracy and fluency. Accuracy is clear, articulate, grammatically and phonologically correct language. Fluency is flowing and natural language. Accuracy is achieved to some extent by allowing students focus on the elements of phonology, grammar, and discourse in their spoken language, whereas fluency is probably best achieved by allowing the "stream" of speech to "flow".

2.1.3.4 Affective Factors

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Language learners can put a new twist on Mark Twain's quip that "It's better to keep your mouth closed and have others think you are ignorant than to open it and remove all doubt. Our jobs as teachers is to provide the kind of warm, embracing climate that encourages students to speak however halting or broken those attempts may be.

2.1.3.5 The Interaction Effect

The greatest difficulty that learners encounter in attempts to speak is the interactive nature of most communication. Conversations are collaborative as participants engage in a process of negotiation of meaning.[10]

Based on the theory above, the researcher conclude that someone is said to be capable of speaking English if he can carry on a conversation reasonably. If he has good pronunciation, or produce words correctly and clearly (accuracy and fluency) he is said to have good English. Other components in speaking are effective factors and interaction effect. In teaching speaking, teachers should encourage the students to speak, because when learning to speak, the learners are afraid of being wrong and making mistakes.

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[10]H. Doughlas Brown, *Teaching by Prinsiple; an Iinteractive Approach to Language Pedagogy* (U.S.A: A Paramount Communications Company, 1994), p.259.

2.1.4   Kinds of Speaking Activities

There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well. On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). Incorporated more systematically into a broader curriculum or major, they can together help move students to become more proficient in learning to speak. The kinds of speaking activities as follows:

2.1.4.1 One-on-One Speaking (Student-Student or Student-Teacher)

This is can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

2.1.4.2 Small-Group or Team-Based Oral Work

In smaller scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

2.1.4.3 Full-Class Discussions (Teacher- or Student-Led)

In this activity usually less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea,

problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

2.1.4.4 Class Debates and Deliberations

A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production can range from two participants to a lecture hall.

2.1.4.5 Speeches and Presentations

Usually, a speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

2.1.4.6 Oral Examinations

This activity can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficulty if it used in large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.[11]

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[11]Six Types of Oral Communication Activities, 2007, (online) (http://www.speaking.pitt.edu/about/oral-comm.html assessed on January 22th 2019).

2.1.5   Technique of teaching speaking

Technique is implementation of strategies done by the teacher and students in classroom which is suitable with the method that is used. In teaching speaking, teacher should use technique to make the lesson more exciting, and can easy to be understood.[12] Underhill explained that there are some technique which can be used to teaching speaking, namely :

2.1.5.1 Oral Report

Oral report consists of an introduction ("tell the audience what you are going to tell them"), a main body ("tell them"), and a conclusion ("tell them what you have told them").

2.1.5.2 Learner-learner joint discussion/decision making

Learner-learner join discussion/decision-making is the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker.[13]

2.1.5.3 Role play

Role play is the act of imitating the character and behaviour of someone who is different from yourself, for example as a training exercise.

2.1.5.4 Learner-learner description and re-creation

2.1.5.5 Using a picture or picture story

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[12] Ullin Nukhaq Kurniawati . "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungangung, 2016), p. 4

[13]Wilkipedeia,The free encyclopedia 2019, (online) (https://en.wikipedia.org/wiki/Decision-making, assessed on January 22th 2019).

2.1.5.6 Reading aloud

2.1.6 Types of speaking test

Test is used to measure the students' speaking ability. Harmer (2005:124) stated that, testing both informally and formally, takes place at the beginning and the end of most language courses, as well as at various times during the course itself.[14] Harmer explained that there are some types of speaking test :

2.1.6.1 Interviews

These are generally simple to set up, particularly if there is a room separated from the classroom where students can be met. Such meetings are not without their issues, however. The somewhat formal nature interviews (regardless of whether the questioner is the student's instructor or an outside analyst) implies that the circumstance is not really helpful for testing increasingly casual, conversational talking styles. As anyone might expect, understudies frequently fail to meet expectations in meeting type conditions. It is likewise hard to wipe out the impacts of the questioner, his or her doubting style, for instance on the interviewee's execution. At long last, if the questioner is additionally the assessor, it might be hard to keep up the stream of the discussion while in the meantime making target decisions about the interviewee's talking capacity. By the by, there are methods for dodging a portion of these issues. An easygoing visit toward the starting can help put competitors at their simplicity.

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[14]Ullin Nukhaq Kurniawati . "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungangung, 2016), p. 5

The utilization of pictures or a pre-chosen subject as a concentration for the meeting can help particularly if applicants are given a couple of minutes to set themselves up ahead of time. In the event that the inquiries are the equivalent for each meeting, the questioner impact is in any event the equivalent for all hopefuls. What's more, hosting a third get-together present to co-get to the applicant can help guarantee a level of objectivity.

2.1.6.2 Live Monologues

Live Monologues is a speech presented by a single character, most often to express their mental thoughts aloud, though sometimes also to directly address another character or the audience.[15]

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are likely to need.

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[15]Wilkipedeia,The free encyclopedia 2019, (online) https://en.wikipedia.org/wiki/Monologue, assessed on January 22th 2019).

2.1.6.3 Recorded Monologues

These are perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favourite sport or past time, for example, in a room adjacent to the classroom, with minimal disruption to the lesson. The advantage of recorded test is that the assessment can be done after the event, and results can be triangulated, that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

2.1.6.4 Role-Plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing, the other role can be played either by the tester or another student, but again, the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs.

2.1.6.5 Collaborative tasks and discussion

These are similar to role-plays except that learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between a selection of job applicants on the basis of their CV. Or the learners simply respond with their own opinions to a set of statements relevant to a

theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learner's interactive skills can be observed in circumstances that closely approximate real-life language use.

2.1.7   General concept of interview

2.1.7.1 Definition of interview

Interview is a technique which used in this research. Underhill said that, the interview is the common of all oral tests, for many people, it is the only kind of oral test. It is a direct, face to face exchange between learner and interviewer. It means that, through interview students can exchange their ideas and though. Underhill also said that, the interviewer sets out to find out certain things about the learner and to get the answers to certain questions. It means that, the interviewer gains information from the interviewee through questions.[16]

2.1.7.2 Types of interview

Interview has some types, Arikunto explained that there are two types of interview, namely:

2.1.7.2.1   Unstructured Interview, it is a kind of interview which the interviewer only makes the outline of questions. It needs the interviewers' creativity; even the result of interview is based on the interviewer.

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[16] Ullin Nukhaq Kurniawati . "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungangung, 2016), p. 9

2.1.7.2.2   Structured Interview, it is a kind of interview which arranged before, so it seems like check list. The interviewer only gives check for the suitable points.

This technique uses structured interview, which the interviewer makes the questions before. But it modified, the interviewer not uses check list, but uses questions list.

2.1.7.3 Stages of interview

Generally, interview session has some stages. Based on Underhill interview has three steps[17], namely :

2.1.7.3.1   Introduction (polite social questions to put learner at ease).

2.1.7.3.2   Find level (series of questions and topics to establish level against a specific scale).

2.1.7.3.3   Check questions (above and below the established level, to confirm that is right).

It means that the interviewer must prepare the material which will used in every stages during the interview session. The good preparation will brings the good information gained from the interviewee.

2.1.8   General concept of three-step interview

2.1.8.1 Definition of thre-step interview

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[17] Ullin Nukhaq Kurniawati . "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungangung, 2016), p. 10

Kagan stated that three-step interview is another simple information sharing structure. It consists of three steps and works best in groups of four but can be adapted for larger or smaller groups. Lipton. L stated that The Three- Step Interview is a cooperative structure that helps students personalizes their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee. They can be used as an introduction to an activity or a way to explore ideas and concepts more deeply. Students also have an opportunity to develop active listening skills and understand others' viewpoints.[18]

Lipton and Wellman suggested *Three Step Interview Technique* is a cooperative structure that helps students personalize their learning. It also teach 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.[19]

2.1.8.2 Procedure of three-step interview

Three-Step interview promotes a simple method to ensure individual accountability. The procedure drives students to be active in the learning process. Consequently, they will get experience in the teching and learning process. The

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[18]Muhammad Astrianto Setiadi. "Improving Student's speaking ability through three step interview method " (Unpublished Thesis Muhammadiyah Makassar Univercsity, 2015), p.3

[19]Rani Candrakirana Permanasari . "Improving Student's speaking skill through three step interview technique " (Unpublished skipsi Semarang state university, 2014), p. 37

following is the procedure of Three-Step interview implementation in the classroom based on Barkley, Cross, and Major[20], as follow :

2.1.8.2.1   Students divide into groups of four, and quads subdivide into pairs A-B and C-D.

2.1.8.2.2   Student A interviews B and student C interviews D for a predetermined time. The interviewer asks questions, listens, and probes for further information but does not evaluate or respond.

2.1.8.2.3   Partners reverse roles and interview each other for the same amount of time.

2.1.8.2.4   Students A and B introduce each other with synthesized summaries of their partner's interview responses to Students C and D. Student C and D do the same for Students A and B.

Three-Step Interview has detail steps. If the teacher did not guide the action, the class will be uncontrolled. And the students will not get the advantages after implemented it.

2.1.8.3 Benifits of three-step interview

Barkley, Cross, and Major stated the benefits of Three-Step Interview, Three-Step Interview is an effective strategy for drawing out students' experience knowledge from outside of class. Used this way, it can help motivate students

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[20]Ullin Nukhaq Kurniawati . "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungangung, 2016), p. 11

because it bridges the gap between the academic and the real world. This statement made the researcher curious to implement it in the class to improve the students' speaking ability.[21]

Three Steps Interview technique will give benefits to the students as follows:[22]

2.1.8.3.1   Three-Step Interview creates simultaneous accountability

2.1.8.3.2   Students share and apply different questioning strategies, and

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

2.1.8.4 The Aims of Three Step Interview

The aims 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.

2.1.8.5 Teaching Speaking by using three step interview

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

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[21] Ullin Nukhaq Kurniawati . "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungangung, 2016), p. 12

[22] Rani Candrakirana Permanasari . "Improving Student's speaking skill through three step interview technique " (Unpublished skipsi Semarang state university, 2014), p. 38

teaching and learning process. This research uses Three-Step Interview technique to improve the students speaking ability. As Barkley, Cross, and Major said that, Three-Step Interview creates the opportunity for the students to network and to improve specific communication skills. It means that, Three-Step Interview provides the students to speak actively, in order to gain the information from the interviewee.

This research uses topic to be develop in the interview session. As Underhill said that, interviewers usually have a prepared list of written or memorised questions to ask, or topic to bring up. Citravelu, Sithamparam, and Choon also said that, when person speaks, he cannot just speak about nothing. He needs to speak about something. It means that Three-Step Interview needs a problem or topic which will be discussed in the interview session. nothing. He needs to speak about something. It means that Three-Step Interview needs a problem or topic which will be discussed in the interview session.

2.1.8.6 The Reason of Using Three Step Interview in Teaching Speaking

The researcher provides to apply Three-Step Interview in teaching speaking because of some considerations. As Bennett, Barrie, and Carol Rolheiser explained that, first, Three-Step Interview creates simultaneous accountability, second, students share and apply different questioning strategies, and third, over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking. Underhill also explained that, interview allows both people a degree of freedom to say what they genuine think. Kagan in Jacobs et all suggested Three-Steps Interview is used as a technique in teaching speaking

because it includes interaction activities that appropriate in supporting teaching speaking. By applying Three-Steps Interview, students will have an interaction in pairs as an interviewer and an interviewee. They automatically learn what to say and how to speak in English. Based on the statement above, the researcher decides to apply this technique in teaching speaking.

Three Steps Interview technique is one of Cooperative Learning in which students works in a group consisting of 4 persons. Students will be accuctomed 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.

2.2 Previous Research Findings

Many researchers have reported to exposing the identification of the student's speaking ability to make the teaching and learning process more effective, especially in the teaching of speaking. Some of the researcher findings are cited concisely below.

Alim Akkas in his result research "Improving Speaking Skills Through Peer Tutoring Strategy at Member of YMPI English Meeting Club (YEMC) At Mts Ympi Rappang Kabupaten Sidrap" showed that there is a significant difference between the members' speaking skill before and after being taught through "peer tutoring"

strategy, it was proved by the development of mean score from 7,4 on pre-test to 10,35 on post-test, while the t-test value 11,513. therefore, "peer tutoring" strategy was able to improve speaking skill of the members of YMPI English meeting club (YEMC).[23]

Eva Shinta Dewi in her result research "Improving speaking skill through numbered headstogether of the seventh grade students of smp pgri 4 denpasar in academic year 2014/2015" Showed that numbered headtogether could make students active in learning and significanly improve their speaking ability.[24]

Rindawati Noviasari in her result research "Teaching speaking through talking stick method" showed that talking stick method method can be effective in helping the students to master speaking skill and maked them understood the English material well.[25]

Rani Candrakirana permanasari in her result research "Improving students' speaking skill through three step interview technique". The collected data showed that *Three Steps Interview Technique* can be an alternative strategy to improve students' speaking skill.

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[23] Alim Akkas, "Improving Speaking Skills Through Peer Tutoring Strategy at Member of YMPI English Meeting Club (YEMC) At Mts Ympi Rappang Kabupaten Sidrap" (Unpublished Skripsi STAIN Parepare, 2015), p.70.

[24] Eva Shinta Dewi, "Improving speaking skill through numbered headstogether of the seventh grade students of smp pgri 4 denpasar in academic year 2014/2015 (Unpublished journal Denpasar university, 2015), P.6

[25]Rindawati Noviasari, "Teaching speaking through talking stick method" (Unpublished Journal Bung Hatta unviversity,2014), P.10

Based on researcher findings above, showed that by using techniques in teaching English in the classroom can influence and improve students speaking skill. The researcher also concludes that studies above just effective in the general learning process. So the researcher assumes that by using three step interview also can improve the speaking skill of the students in the classroom and able used in teaching English for business

2.3 Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram.

```
┌─────────────────────────────────────┐
│  Member of Lintasan Imajinasi Bahasa │
│  Mahasiswa (LIBAM) IAIN Pare pare    │
└─────────────────────────────────────┘
                  ↓
        ┌───────────────────┐
        │      Input:        │
        └───────────────────┘
                  ↓
        ┌───────────────────┐
        │     Speaking       │
        └───────────────────┘
                  ↓
        ┌───────────────────┐
        │      Process       │
        └───────────────────┘
                  ↓
```

Three Step Interview

1. Pairs
2. The Revers
3. Shares

Output

Student's Speaking Skill
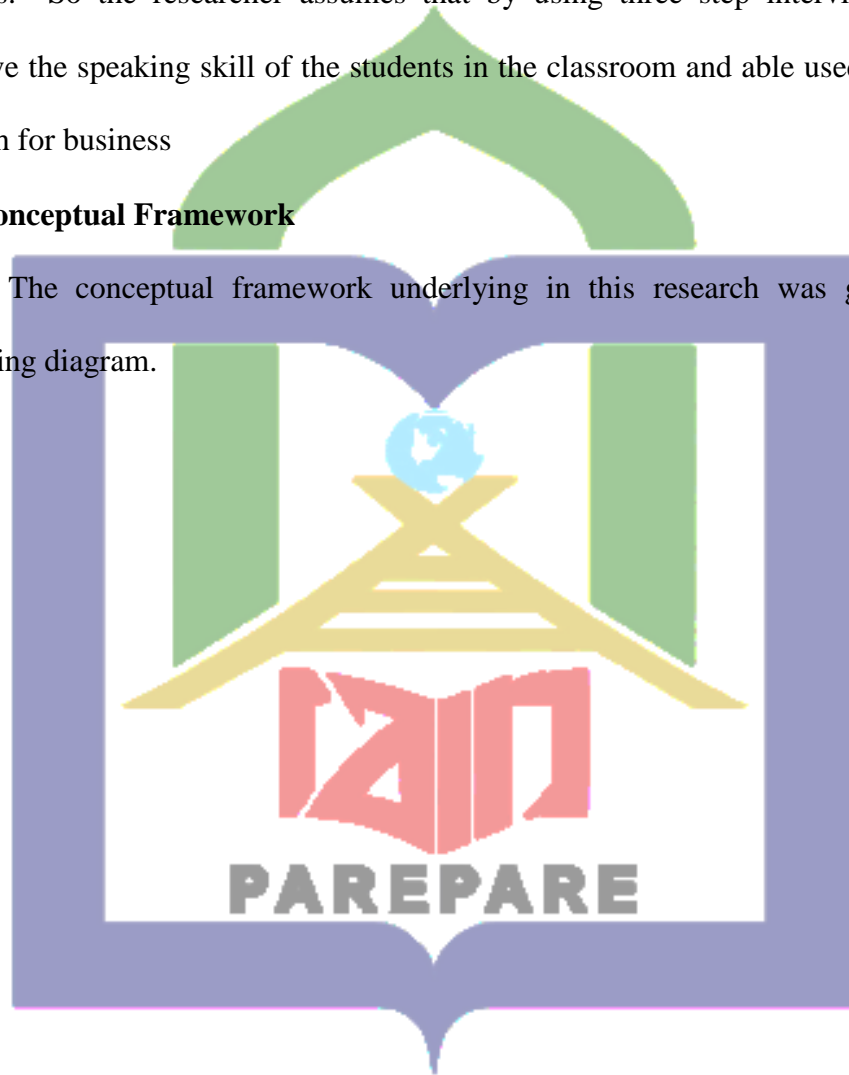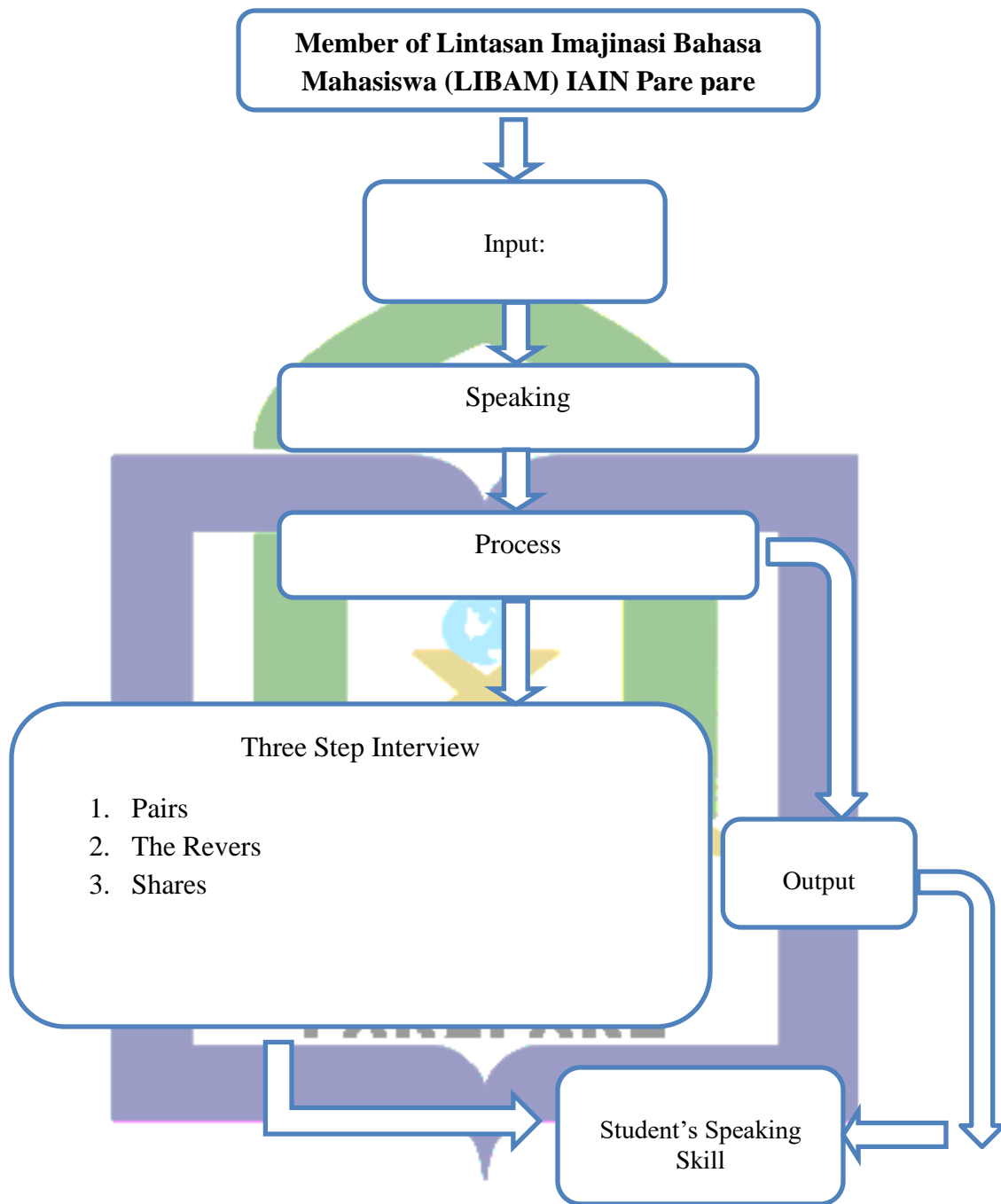
There are three components are explained in the following:

2.4 Hypothesis

Input : Introducing Three step interview to the students then teaching them how to do it

Process : Practicing speaking using Three step Interview (Pairs, the reverse,Shares)

Output : The achievement of students' speaking skill after being taught by using three step interview

2.5   Operational Definition of Variable

2.5.1 Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.[26]This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

2.5.1.1 Independent variable is three step interview

Independent variable (X) is a variable which influences or chaises and effect to the dependent variable. Independent variable of the research is teaching by using three step interview which consist of six meetings where the first and second meeting

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[26]Christopher   L.   Heffner,   Defining   Variable "allpsych.com/researchmethods/definingvariables/" (acessed on 22th, January 2019).

is giving material about three step interview and then the third until the sixth meeting is practices of three step interview

2.5.1.2 dependent variable is Students' speaking skill of LBAM's member

Dependent variable is variable that is influenced by the independent variable. The dependent variable of this research is the improvement of speaking skill of LIBAM's member.

2.5.2 Operational defenition

2.5.2.1 Speaking skill is Speaking is a skill which is chosen as an object to be improved in this research. Carter and Nunan stated that, speaking in a second language involves the development of a particular type of communication skill. In this research there are four aspects of speaking namely; fluency, accuracy, content, pronunciation.

2.5.2.2 Three step interview is a cooperative structure that helps students personalize their learning. It also teach them to listen to and appreciate others' thinking and idea.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

In this research, the method applied is a pre-experimental method with one group pre-test and post-test design, this is presented as follow:

$$E= O1 \ X \ O2$$

Where: E= Experimental

O1= pre-test

X= treatment

O2= post-test[27]

In this experimental design, the effect selected teaching materials implementation was found out by comparing the result of the students' achievement in pre-test and post-test.

3.2 Population and sample

Population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be varied source of research data.[28]

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[27]Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D) (*Bandung: Alfabeta, 2010), p. 110-111.

[28] Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Penerbit: Kencana Prenamedia Group, 2013), p. 30.

3.2.1 Population

The population of this research were the members of LIBAM IAIN Parepare in 2018. It has consisted 142 members. The researcher's reason took this organization to be population and sample because it has some students which have different majors, the researcher is also one of LIBAM IAIN's Member. Therefore, the researcher knew all situations there.

Tabel. 3.1 Members of Libam in 2018

No.	Prodi	Jenis kelamin		
		PR	LK	
1	Ahkwatul Syahsiah	7	3	
2	Ekonomi Syariah	9	3	
3	Akuntansi Syariah	16	2	
4	Pendidikan Bahasa Inggris	31	5	
5	Pendidikan Agama Islam	9	1	
6	Bimbingan dan konseling Islam	0	1	
7	Manajemen Zakat Wakaf	4	0	
8	Tadris IPA	6	3	
9	Manajemen Keuangan Syariah	2	0	
10	Komunikasi Penyiaran Islam	3	2	
11	Hukum Ekonomi Islam	5	0	
12	Perbankan Syariah	14	2	
13	hukum Pidana Islam	1	1	
14	Jurnalistik Islam	1	0	
15	Sejarah Peradaban Islam	1	0	
16	Pendidikan bahasa Arab	3	1	
17	TMT	2	0	
18	Hukum Tatanegara	1	0	
19	Bahasa dan Sastra Arab	2	0	
20	Pariwisata	1	0	
	Jumlah	118	24	142

3.2.2 Sample

The researcher used sample random in this research. The sample of this research has consisted 25 samples form 142 members.

3.3 The instrument of the research

This test is speaking test that used to measure the students' speaking skill. This test will apply in pre-test and post-test. The researcher used recorder in getting data from the students' voice.

3.4 The procedure of collecting data

In collecting data, the researcher gave the students some steps as follows:

3.4.1 Pre test

The pre-test is an oral speaking test where the students are interviewed by other students. Student A became interviewer and studen B became interviewee. Then exchanged interviewer became interviewee and interviewee became interviewer. The pre-test is used to check the students' speaking ability before giving treatment. Before giving the treatment and this test is given to find out the initial skill or ability before implementing three step interview.

3.4.2 Treatment

The treatment conduct after pre-test has given in the classroom. The materials gave based on the syllabus. The researcher applied the procedure of each activity. The treatment is based on procedures for each activity in each meeting as follows:

3.4.2.1 First meeting

3.4.2.1.1   The researcher greets the students.

3.4.2.1.2   The researcher explained how to introduce ourselves.

3.4.2.1.3   The researcher gave some examples.

3.4.2.1.4   The researcher explained all the difficult words and the important

information.

3.4.2.1.5   Students did the three interview techniques as the previous session.

3.4.2.1.6   The students made a group consists of 4 persons.

3.4.2.1.7   Each person be labelled as A, B, C, and D.

3.4.2.1.8   Teacher gave the topic to the students;

3.4.2.1.9   Students were in pairs, one was the interviewer and the other was the

interviewee.

3.4.2.1.10   Student A interviewed student B. Student C interviewed student D.

3.4.2.1.11   Students reversed roles.

3.4.2.1.12   Each student shared with team members the information they have got

during the interviews.

3.4.2.1.13   Each student performed in front of the class to share their interview's

result

3.4.2.1.14   The researcher concluded the given material.

3.4.2.1.15   The researcherr gave the students motivation to practice their English.

3.4.2.1.16   The researcher closed the class

3.4.2.2 Second meeting

3.4.2.2.1   The researcher greeted the students.

3.4.2.2.2   The researcher explained how to mention things, characteristic.

3.4.2.2.3   The researcher gave some examples.

3.4.2.2.4   Teacher explained all the difficult words and the important information.

3.4.2.2.5   Students did the three interview techniques as the previous session.

3.4.2.2.6   The students made a group consists of 4 persons.

3.4.2.2.7   Each person be labelled as A, B, C, and D.

3.4.2.2.8   Teacher gave the topic to the students;

3.4.2.2.9   Students were in pairs, one was the interviewer and the other was the interviewee.

3.4.2.2.10   Student A interviewed student B. Student C interviewed student D.

3.4.2.2.11   Students reversed roles.

3.4.2.2.12   Each student shared with team members the information they have got during the interviews.

3.4.2.2.13   Each student performed in front of the class to share their interview's result.

3.4.2.2.14   The researcher concluded the given material.

3.4.2.2.15   The researcher gave the students motivation to practice their English.

3.4.2.2.16   The researcher closesd the class.

3.4.2.3 Third meeting

3.4.2.3.1   The researcher greeted the students.

3.4.2.3.2   The researcher explained how to mention time, days, month, years

3.4.2.3.3   The researcher gave some examples

3.4.2.3.4   Teacher explained all the difficult words and the important information.

3.4.2.3.5   Students did the three interview techniques as the previous session.

3.4.2.3.6   The students made a group consists of 4 persons.

3.4.2.3.7   Each person be labelled as A, B, C, and D.

3.4.2.3.8   Teacher gave the topic to the students;

3.4.2.3.9   Students were in pairs, one was the interviewer and the other was the interviewee.

3.4.2.3.10   Student A interviewed student B. Student C interviewed student D.

3.4.2.3.11   Students reversed roles.

3.4.2.3.12   Each student shared with team members the information they have got during the interviews.

3.4.2.3.13   Each student performed in front of the class to share their interview's result.

3.4.2.3.14   The researcher concluded the given material.

3.4.2.3.15   The researcherr gave the students motivation to practice their English.

3.4.2.3.16   The researcher closed the class.

3.4.2.4 Fourth meeting

3.4.2.4.1   The researcher greeted the students.

3.4.2.4.2   The researcher explained how to describe someone or things.

3.4.2.4.3   The researcher gave some examples.

3.4.2.4.4   Teacher explained all the difficult words and the important information.

3.4.2.4.5   Students did the three interview techniques as the previous session.

3.4.2.4.6   The students made a group consists of 4 persons.

3.4.2.4.7   Each person be labelled as A, B, C, and D.

3.4.2.4.8   Teacher gave the topic to the students;

3.4.2.4.9   Students were in pairs, one was the interviewer and the other was the interviewee.

3.4.2.4.10   Student A interviewed student B. Student C interviewed student D.

3.4.2.4.11   Students reversed roles.

3.4.2.4.12   Each student shared with team members the information they have got during the interviews.

3.4.2.4.13   Each student performed in front of the class to share their interview's result.

3.4.2.4.14   The researcher concluded the given material.

3.4.2.4.15   The researcherr gave the students motivation to practice their English.

3.4.2.4.16   The researcher closed the class

3.4.2.5 Fifth meeting

3.4.2.5.1   The researcher greeted the students.

3.4.2.5.2   The researcher explained how to describe someone or things and how to introduce ourselves and others

3.4.2.5.3   The researcher gave some examples.

3.4.2.5.4   Teacher explained all the difficult words and the important information.

3.4.2.5.5   Students did the three interview techniques as the previous session.

3.4.2.5.6   The students made a group consists of 4 persons.

3.4.2.5.7   Each person be labelled as A, B, C, and D.

3.4.2.5.8   Teacher gave the topic to the students;

3.4.2.5.9   Students were in pairs, one was the interviewer and the other was the interviewee.

3.4.2.5.10   Student A interviewed student B. Student C interviewed student D.

3.4.2.5.11   Students reversed roles.

3.4.2.5.12   Each student shared with team members the information they have got during the interviews.

3.4.2.5.13   Each student performed in front of the class to share their interview's result.

3.4.2.5.14   The researcher concluded the given material.

3.4.2.5.15   The researcherr gave the students motivation to practice their English.

3.4.2.5.16   The researcher closed the class.

3.4.2.6 Sixth meeting

3.4.2.6.1   The researcher greeted the students.

3.4.2.6.2   The researcher explained how to describe someone or things and how to introduce ourselves and others (practicing)

3.4.2.6.3   The researcher gave some examples.

3.4.2.6.4   Teacher explained all the difficult words and the important information.

3.4.2.6.5   Students did the three interview techniques as the previous session.

3.4.2.6.6   The students made a group consists of 4 persons.

3.4.2.6.7   Each person be labelled as A, B, C, and D.

3.4.2.6.8   Teacher gave the topic to the students;

3.4.2.6.9   Students were in pairs, one was the interviewer and the other was the interviewee.

3.4.2.6.10   Student A interviewed student B. Student C interviewed student D.

3.4.2.6.11   Students reversed roles.

3.4.2.6.12   Each student shared with team members the information they have got during the interviews.

3.4.2.6.13   Each student performed in front of the class to share their interview's result.

3.4.2.6.14   The researcher concluded the given material.

3.4.2.6.15   The researcherr gave the students motivation to practice their English.

3.4.2.6.16   The researcher closed the class.

3.4.3 Post test

After doing the treatment, the researcher gave the post-test to the student. It is aimed to identify the influence of three step interview in achievement speaking skill of member's of LIBAM IAIN Parepare.

3.4.4 Questionnaire

Questionnaire, based on Airasian is a checklist to get responses or information from some people about factual or demographic, behavioural, and also attitudinal. From the questionnaire, the researcher will collect the information from the students related to the implementation *Three Steps Interview Technique* to improve their speaking skill

3.5   The Technique of Data Analysis

3.5.1 Speaking test

The data collected through the test analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps are:

3.5.1.1 To find out the students' speaking ability, it viewed from the four components, and they are: fluency, accuracy, content, pronunciation.

Table 3.2 Scoring formulation for students' communicating ability

Classification	Score	Criteria

Fluency	9-10	Directly explain completely
	7-8	Explain completely while thinking
	5-6	Explain but not complete
	3-4	Explain while thinking but not complete
Accuracy	9-10	No mistake
	7-8	One inaccurate
	5-6	Two inaccurate word
	3-4	Three inaccurate word
	1-2	More than three inaccurate
Content	9-10	Message required is dealt with effectively
	7-8	Message required is dealt with effectively but a little unsystematic
	5-6	Message required is adequately conveyed and organized but some loss of detail
	3-4	Message is broadly conveyed but with little subtlety and some loss of detail
	1-2	Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation
	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation

(Brown, H. Daughlas. Language Assessment and Classroom Practice[29])

3.5.1.2 The data will classify into the following ways of classification as the table

below:

4   Table 3.3 Classification the students' communicating score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	$\leq$40

(Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan[30])

3.5.1.3 Finding out the mean score of pre-test and post-test by using the following

formula:

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

In which:

X = Mean score

∑E = Total f row score

N = Number of Students[31]

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[29] Daughlas H Brown. *Language Assessment and Classroom Practice,* (San Francisco: State University, 2004), p. 406-407.

[30]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005), p. 245.

[31]L.R. Gay, *Educational Research* (New York: Charles Merril Publishing Company, 1987), p. 298.

3.5.1.4 Calculating the mean score of difference between pre-test and post-test by using the following formula:

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

In which:

D = the mean score of difference

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

$(X^1 - X^2)$

N = Total sample

3.5.1.5 Finding out the difference by calculating the T-test value by using the following formula;

Notation:

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

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum$D : the sum of the total score

$\sum$D2 : the square of the sum score of difference

N : the total sample.[32]

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[32]L.R. Gay, *Educational Research*, p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

4.2 Findings

4.2.1 Description of the research

To find out the answer to the research question in the previous chapter, the researcher administered a test. The test was a speaking tests that was given twice the test are pre-test and post-test. The researcher also gave questionnaire to know student responses to three step interview. The pre-test was given before treatment process to know the student's speaking skill, while the post-test was given after treatment, which aims to know the answer of the problem statement: "is three-step interview able to improve the speaking skill of LIBAM's member?. Post test was given to compare students' speaking skill before we apply and after we applied students' speaking skill. This research was encountered by using one independent sample to know there were any influences of the students' achievement in speaking when they talked after learning by applying three step interview.

The first meeting, the researcher gave motivation about the importance of English as an international language before introduced the material and the aims of this treatment. After that, the researcher explained the students how to introduce their

self. The researcher gave some examples and explained all the difficult words and the important information After giving material about introducing the researcher explained the important points. The students apllied three step interview. They made a group consist 4 persons and each persons gave a lable A,B,C,D. The researcher asked to pair, reserve and share. The last each students performed in front of the class.

In the second meeting the students were mentioning things and characteristic. The end of this meeting, the students were able to use the right adjective word in the oral sentence. The researcher mentioned some difficult tings and characteristics then gave an example. The students apllied three step interview. After that the students performed in front of the class to share the result of interview. Finally the researcher conluded the material .

The next meeting is the third meeting where the researcher explained how to mentioned times,days,months,and years correctly. The researcher explained some difficult words and the important infomation, then the researcher gave an example. The students applied three step interview as the previous session. Before the students performed in front of the class they had to share the interview's result with their group member's

The fourth meeting, students were able to describe something in oral sentence. The end of this meeting students were able to describe someone and things. The researcher gave an expression for describing someone or things and explained the difficult words to know. The researcher gave some concrete examples, the

students applied three step interview. The last students performed and shared the result of interview in front of the class

The fifth meeting, this meeting prepared students to be able to introduce theirselves and others also to describe someone and things. The researcher explained how introduce ourselves and others then, explained how to describe something. after students understood, they apllied three step interview. The last students performed in front of the class the result of interview.

The last meeting student should repeat all materials that have given before. The students apllied the last full interview according to all materials that have given. The last students were practicing in front of the class to make sure that they mastered all the materials.

Teaching speaking is prominently for the students' oral functions. In teaching speaking, teacher needs to assess some aspects, namely grammar, pronunciation, vocabulary, fluency, and also comprehension. So, the students must speak in the teaching and learning process. This research uses Three-Step Interview technique to improve the students speaking ability. As Barkley, Cross, and Major said that, Three-Step Interview creates the opportunity for the students to network and to improve specific communication skills. It means that, Three-Step Interview provides the students to speak actively, in order to gain the information from the interviewee.

After giving treatment students got benefits of three ste interview namely : Three-Step Interview creates simultaneous accountability, Students share and apply different questioning strategies, and Over time, students can be introduced to different

taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

4.1.2 Finding through the Test

4.1.2.1 Score of Pre-test

The researcher has given pre-test to know the students' speaking skill before treatment by applying three-step interview. The students were difficult to speak well in the pre test, that's why they have to get some treatments to improve the students' speaking skill. in this research the researcher gave 6 meetings to treat students.

There was the result of the students' pre-test.

Table 4.1 The students' score of pre-test

| No | RS | SPEAKING SCORING | | | | Sum | Average | Classification |
		Fluency	Accuracy	Content	Pronunciation			
1	RS 1	6	6	5	7	24	6,0	Fair
2	RS 2	6,5	7	7	5	25,5	6,4	Fair
3	RS 3	5	7,5	7	6	25,5	6,4	Fair
4	RS 4	7,5	6,5	5	6	25	6,3	Fair
5	RS 5	7	6,5	7	6,9	27,4	6,9	Fair
6	RS 6	7,6	7	5	6	25,6	6,4	Fair
7	RS 7	5,9	6	5,9	6	23,8	6,0	Fair
8	RS	7	7,7	7	6	27,7	6,9	Fair

	8							
9	RS 9	7	7	6,9	7,6	28,5	7,1	Good
10	RS 10	6,5	6,8	7	5,9	26,2	6,6	Fair
11	RS 11	7,5	6	5,7	7,8	27	6,8	Fair
12	RS 12	5,7	7	6,7	5,9	25,3	6,3	Fair
13	RS 13	6,4	6,5	7,7	7	27,6	6,9	Fair
14	RS 14	4,9	5	7,4	5	22,3	5,6	Poor
15	RS 15	7	7,9	7	7,3	29,2	7,3	Good
16	RS 16	6	5,5	5,9	7	24,4	6,1	Fair
17	RS 17	5	4,9	5,5	6	21,4	5,4	Poor
18	RS 18	7,3	5,5	6	7,5	26,3	6,6	Fair
19	RS 19	7,5	6	5,5	6,5	25,5	6,4	Fair
20	RS 20	6,7	5,6	7,3	6,5	26,1	6,5	Fair
21	RS 21	7	7	6	6,5	26,5	6,6	Fair
22	RS 22	5	5,5	6	6	22,5	5,6	Poor
23	RS 23	7	6	6	5	24	6,0	Fair
24	RS 24	7,5	5,5	5	4,9	22,9	5,7	Poor
25	RS 25	6,8	7,6	6	5,5	25,9	6,5	Fair
∑						636,1	159,0	

Source: The Member of LIBAM IAIN Parepare

Based on the result of pre-test analysis in the table above, it showed that there are 4 students got poor, there are 19 students got fair and there are 2 students got good. However, the average score is 159,0 from the overall students achieved of their speaking. It is described that the quality of the students' speaking skill is still poor before getting a treatment.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

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

In which:

X = Mean score

∑E = Total f row score

N = Number of Students

X= $\frac{159,0}{25}$

X= 6,36

So, the mean score of pre-test is 6,36

After determining the mean score of pre-test was 6,36 it could be seen that student's speaking skill was in fair category. Based on Suarsimi akunto "*Dassar-dasar pendidikan*"

4.1.2.2 Score of Post-test

The researcher have given post-test to know the students speaking skil after giving treatment by applying three-step interview for 6 six meetings. Most of them were better than before. They can speak English fluenly with a good pronunce.

There was the result of the students' post-test :

Table 4.2 The students' score of post-test

No	RS	SPEAKING SCORING				Sum	Average	Classification
		Fluency	Accuracy	Content	Pronunciation			
1	RS 1	6,5	7	7	7,7	28,2	7,1	Good
2	RS 2	7	7,5	7	8	29,5	7,4	Good
3	RS 3	6,9	7,5	7	7	28,4	7,1	Good
4	RS 4	7,5	7	7,5	8	30	7,5	Good
5	RS 5	7	7,7	8	7,6	30,3	7,6	Good
6	RS 6	7,7	7,5	5,9	7	28,1	7,0	Good
7	RS 7	6	7	7	7,5	27,5	6,9	Fair
8	RS 8	7,8	7,7	7,5	7	30	7,5	Good
9	RS 9	7,5	7,3	7,5	7,9	30,2	7,6	Good
10	RS 10	7	7,7	7,5	7,3	29,5	7,4	Good
11	RS 11	7,5	7	7	8	29,5	7,4	Good
12	RS 12	7	7,6	6,9	7	28,5	7,1	Good

13	RS 13	6,9	7	7,7	7,5	29,1	7,3	Good
14	RS 14	6	6	7,5	6,5	26	6,5	Fair
15	RS 15	7	8	7	7,5	29,5	7,4	Good
16	RS 16	6,5	7	5,5	7,7	26,7	6,7	Fair
17	RS 17	6,5	6	7,5	7	27	6,8	Fair
18	RS 18	7,3	8	7	7,5	29,8	7,5	Good
19	RS 19	7,7	6,5	6	7,3	27,5	6,9	Fair
20	RS 20	8,5	8,9	8,7	8,5	34,6	8,7	Exellent
21	RS 21	7	7,5	6,7	7	28,2	7,1	Good
22	RS 22	6,7	5,9	7	7,5	27,1	6,8	Fair
23	RS 23	7	7,5	7,7	7	29,2	7,3	Good
24	RS 24	8	7	6,5	7	28,5	7,1	Good
25	RS 25	8	8,5	8,5	8,9	33,9	8,5	Exellent
	Σ					727	181,7	

Source; The Member of LIBAM IAIN Parepare

Based on the result of the post-test analysis in the table above, it showed that there are 2 students got Exellent, there are 6 students got fair and most of them got good category. However, the average score is 181,7 from the overall students achieved of their speaking. It described that the quality of the students' speaking skill is good. They got an improvement after getting treatment by using three-step interview.

Calculating the mean score of post-test as follow:

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

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

X= $\frac{181,7}{25}$

X= 7,26

So, the mean score of pre-test is 7,26

After determining the mean score of pre-test was 7.26 it could be seen that student's speaking skill was in a good category. Based on Suarsimi akunto "*Dassar-dasar pendidikan*"

4.2.3   The overall Result of pre-test and post-test

The result explained that the pre-test and post-test are used to measure the student's knowledge gained in the treatment by using three step interview in this research. In other words to determine the student's knowledge level of their oral communicative ability, the pre-test is given to the students by oral test before doing treatment, it means that the students had to answer the test orally and the post-test is given to the students also by oral test after doing treatment with the same test. In another word to measure the students' knowledge level of their oral communicative

ability is doing an oral pre-test, treatment by using three step interview also oral post-test ways.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.3 The comparison between pre-test and post-test result

No	Respoendent	The Students' Score	
		Pre-test	Post-test
1	RS 1	6,0	7,1
2	RS 2	6,4	7,4
3	RS 3	6,4	7,1
4	RS 4	6,3	7,5
5	RS 5	6,9	7,6
6	RS 6	6,4	7,0
7	RS 7	6,0	6,9
8	RS 8	6,9	7,5
9	RS 9	7,1	7,6
10	RS 10	6,6	7,4
11	RS 11	6,8	7,4
12	RS 12	6,3	7,1
13	RS 13	6,9	7,3
14	RS 14	5,6	6,5
15	RS 15	7,3	7,4
16	RS 16	6,1	6,7
17	RS 17	5,4	6,8
18	RS 18	6,6	7,5
19	RS 19	6,4	6,9
20	RS 20	6,5	8,7
21	RS 21	6,6	7,1
22	RS 22	5,6	6,8
23	RS 23	6,0	7,3
24	RS 24	5,7	7,1
25	RS 25	6,5	8,5

Mean	6,36	7,26

(Source: Primary data processing)

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their speaking skill by using three-step interview. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 5,4 and the maximum was 7,3, beside that the minimum score of post-test is 6,7 and the maximum score of post-test is 8,7. The mean of pre-test is 6,36 and the mean of post-test is 7,26. Before treatment the students got fair category but after doing treatment by using three-step interview the students got good cetegory, it means that there are improvements with students' speking skill.

4.2.4   T-test Value

T-test wa used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.4 The worksheet of the calculating of the score on pre-test and post-test

No	Pre-test	Post-test	(D)	D^2
1	6	7,1	1,1	1,21
2	6,4	7,4	1	1
3	6,4	7,1	0,7	0,49
4	6,3	7,5	1,2	1,44
5	6,9	7,6	0,7	0,49
6	6,4	7	0,6	0,36

7	6	6,9	0,9	0,81
8	6,9	7,5	0,6	0,36
9	7,1	7,6	0,5	0,25
10	6,6	7,4	0,8	0,64
11	6,8	7,4	0,6	0,36
12	6,3	7,1	0,8	0,64
13	6,9	7,3	0,4	0,16
14	5,6	6,5	0,9	0,81
15	7,3	7,4	0,1	0,01
16	6,1	6,7	0,6	0,36
17	5,4	6,8	1,4	1,96
18	6,6	7,5	0,9	0,81
19	6,4	6,9	0,5	0,25
20	6,5	8,7	2,2	4,84
21	6,6	7,1	0,5	0,25
22	5,6	6,8	1,2	1,44
23	6	7,3	1,3	1,69
24	5,7	7,1	1,4	1,96
25	6,5	8,5	2	4
	Σ		22,9	26,59

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the student's score, the following is t-test was statically apllied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

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

In which:

D   = the mean score of difference

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

N = Total sample

$D = \dfrac{22,9}{25}$

$D = 0,916$

So, the mean score of difference is 0,916

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

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

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$: the sum of the total score

$\sum D2$: the square of the sum score of difference

N : the total sample.

The calculation the t-test value

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

$$t = \dfrac{0,916}{\sqrt{\dfrac{26,59 - \dfrac{22,9^2}{25}}{25(25-1)}}}$$

$$t = \frac{0,916}{\sqrt{\frac{26,59 - \frac{524,41}{25}}{25(24)}}}$$

$$t = \frac{0,916}{\sqrt{\frac{26,59 - 20,97}{600}}}$$

$$t = \frac{0,916}{\sqrt{\frac{5,62}{600}}}$$

$$t = \frac{0,916}{\sqrt{0,009}}$$

$$t = \frac{0,916}{0,095}$$

$t = 9,64$ So, the t-test value is 9,64

4.2.5 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 $t = 9,64$. To find out the degree of freedom (df) the researcher used following formula;

$df = N - 1$

$df = 25 - 1$

$df = 24$

For the level of significance (p = 0,05) and df = 24 then the value of the table = 9,64 the value of the T-test was greater than the t-table (9,64>1,7108) it means that there was an improvement with the students' speaking skill after giving treatment by using three-step interview to the member of LIBAM IAIN Parepare.

4.1.6   Analysis of Questionnaire

Questionnaire was used as an instrument to gain more information about students' responses. In order to get the information from the respondents, there were 10 questions which were asked in the questionnaire (see appendix on page 69). The students' answers then were classified into two categories yes or no (see appendix on page 83) so they can be analyzed easier.

The result summary of the questionnaire was as follow :

Tabel 4.5 The result of the questionnaire.

Question	Total Answer	
	Yes	No
QS 1	23	2
QS 2	23	2
QS 3	25	0
QS 4	25	0
QS 5	13	12
QS 6	13	12
QS 7	12	13
QS 8	17	7
QS 9	20	5

QS 10	18	6

Source; The Member of LIBAM IAIN Parepare

The result above gives the information that is explained below:

1. 92% of the students liked to learn English lesson.

2. 92% of the students liked to learn speaking.

3. All of the students had difficulties in speaking English.

4. All of the students admitted that the difficulty came because they rarely trained themselves to speak in English.

5. 52% of the students didn't do special treatment for themselves to improve their speaking skill since they learnt English, only 48% did.

6. 52% students had already got a treatment from their teacher to improve speaking skill since they learnt English in Elemnetary school.

7. 48% of the students never used *Three Steps Interview Technique* as a method to help them practice in speaking English before the treatment.

8. 28% of the students were not interested in using *Three Steps Interview Technique* to help them improve their speaking skill.

9. Although several students were not interested in using *Three Steps Interview Technique*, all of the students agreed that it could help them to learn speaking English.

10. 76% of the students felt their speaking ability improved because of *three Steps interview.*

The researcher has given questionnaire to know the students responses to the three step interview. 72% of students were insteresting to apply three step interview in learning process. Most of them interested to apply three step interview as the technique to improve their speaking skill. they felt three step interview able to improve their speaking skill.

4.2 Discussion

4.2.1   The Result of the Test

Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' speaking skill had improved after being given treatment. The students' score after treatment was higher than before the treatment. Before the treatment the students faced some problems in speaking class activity, they are:

The first is they fell difficult to convey their words to other. The students were afraid to speak English and they did not want to make any mistake, in addition they were afraid to arrange a word.

The second is the students had less vocabulary and most of students did not have motivation to memorize some of the expression, this condition made them did not have any sentences, as well as made the students unable to say a sentence during speaking class.

The third is the students were shy to speak English because in their daily activities they never used the target language to communicate with their friends or

teacher and the students did not have a good confidence in speaking so when they tried to speak they need a long time to make an effort at times to search for words.

Therefore, after being given treatment by using three step interview, there was an improvement to the member of LIBAM activity such as, the students had a good grammar than before and they are able to use good tenses when they were arranging a sentence.

The students spoke more fluency than before and they also more had a good confidence to face the material. They braved to use English to communicate while the teaching and learning class is continuing, that really different with the students' skill before giving treatment some of them had a long pause while they arrange a sentence and felt shy to use the English language to communicate.

The students were bravely to say something in target language even though sometimes they made any mistakes in grammar, the students tried use target language to speak, for example when they wanted to ask permission they used English. It made them easier to explain the material and the students got a good confidence to practice their English language during the teaching and learning activity by using three step interview.

All the same, based on the teaching's rating scale accuracy, fluency, content, and pronunciation for speaking skill actually the students more had an improvement in their fluency than in their accuracy, content and pronunciation thus they had already memorized some new expression it helped them to be easier to make sentences but,some of them did not have a good accuracy because, they need much

time to learn how to spell a word correctly with a good pronunciation but, it better than before.

Nevertheless, three-step interview was able to improve effectively their speaking skill. This technique was able to eliminate the students' confusion of the material with the teacher explanation because, most of the activities was doing by the students.

On the other side, there were some improvements which were achieved by the members of LIBAM IAIN Parepare after applied three step interview

Firstly, the members were able to inttroduce their self confidently. They were able to describe something or someone in English correctly . They were not only knowing the theory but also practicing more and more thus, it could make them understand by doing three step interview.

Secondly, the members were able to speak English fully and fluently than before, they felt free and confidence to speak English because, they got many vocabularies and expression from their friends. they practiced many times each others by doing three step interview.

The last, all the members were inspired to share more with their friends. They have been aware that sharing is actually important, sharing is basically helping, sharing is sincerely caring and sharing is really needed by everyone, every time and everywhere because, they have felt the wonder of helping and sharing each other and the power of collaboration.

Before giving them treatment the score of pre-test was 6,36 and post-test 7,26. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of computation of t-test value (9,64) with the degree of freedom (df) = N-1 = 25 – 1 = 24 for level of significance 0,05 = 1,7108. It showed that the students' had improvement from fair classification to good classification in their speaking skill.

From the explanation above, it can be concluded three step interciew is able to improve Students' speaking skill of LIBAM IAIN Parepare. The description of the data by using three step interview in the previous section showed that the student's speaking skill before giving the treatment in teaching was fair in the mean score of pre-test = 6,36, it was caused by the students' speaking faced some problems based on the criteria of speaking components (conversational discourse, pronunciation, accuracy, fluency, effective factors and interaction effect) well. The initial problems are the students were difficult to express their ideas and speak slowly while thinking (fluency), made a bad pronunciation.

After giving the treatment and explaining how to do three step interview, the students understood and told enough well. They could express their ideas and be not shy to speak and for the mean score result of post-test which was higher than mean score of pre-test provided.

Therefore, there was a difference between the students speaking skill before and after giving treatment by using three step interview. It showed that the teacher

can try this technique in the teaching and learning process activity in the speaking class to make the students more talkactive, thus the students not only know how to write well in target language (English) subject but also the students able to use English to communicate each other.

Besides to make the students master in English, of course, they need study more perfectly and seriously by practicing especially for speaking skill because all humans learn to speak as a need to interact and communicate each other, so that's a way the skill of speaking can measure the success of learning a language and using some technique especially three step interview. It is one of the alternative technique that the teacher can be used in the classroom activity.

4.2.2   The Result of Qustionnaire

After giving post test the researcher gave 10 questions to answer by students in two categories yes or no. The questionnaire was given to know th students' responses to three-step interview after treament, so the researcher can conlude whether three-step interview can improve the students' speaking skill. 92% of the students liked to learn English lesson. 92% of the students liked to learn speaking, all of the students had difficulties in speaking English, all of the students admitted that the difficulty came because they rarely trained themselves to speak in English, 52% of the students didn't do special treatment for themselves to improve their speaking skill since they learnt English, only 48% did, 52% students had already got a treatment from their teacher to improve speaking skill since they learnt English in Elemnetary school,

48% of the students never used *Three Steps Interview Technique* as a method to help them practice in speaking English before the treatment, 28% of the students were not interested in using *Three Steps Interview Technique* to help them improve their speaking skill, Although several students were not interested in using *Three Steps Interview Technique*, all of the students agreed that it could help them to learn speaking English, 76% of the students felt their speaking ability improved because of *three Steps interview*.

Based on the students' resnponses the researcher conlude that three step interview help them to improve their speaking skill. they were also interested to learn English by using three-step interview.
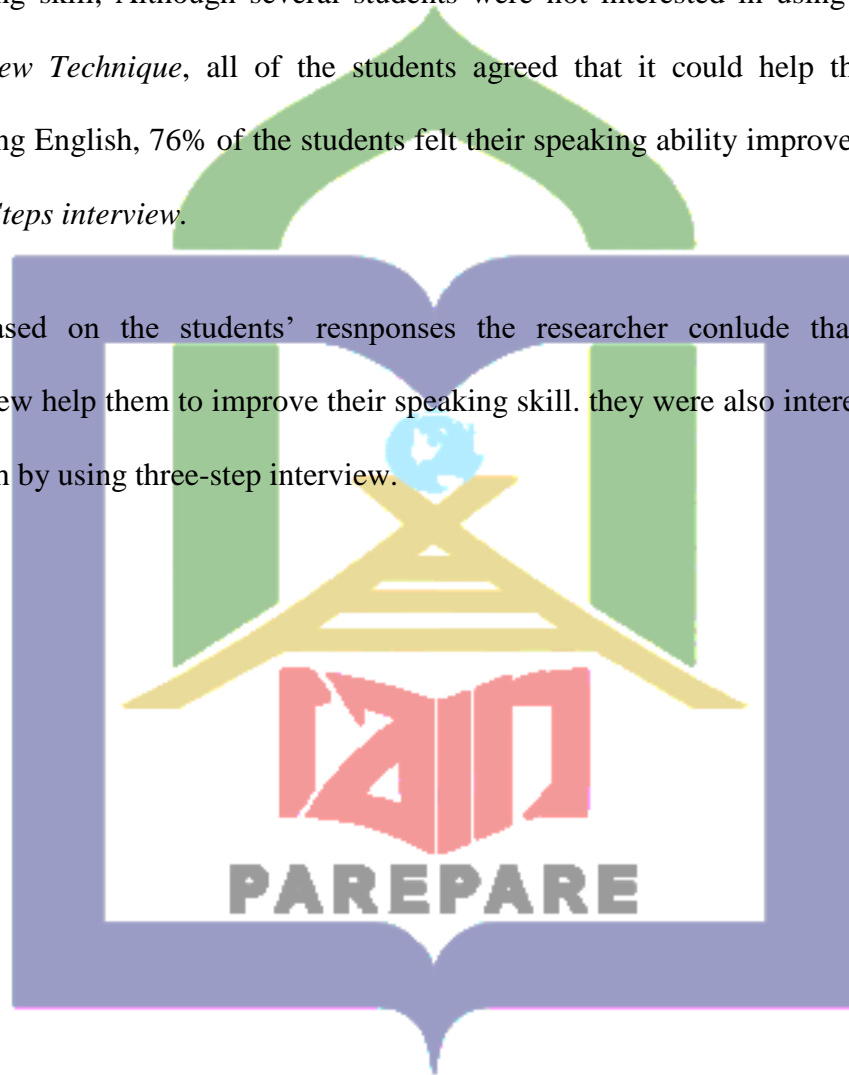
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

5.1 Conclusion

Based on the findings of the study, the researcher gave a conclusions:

The research of data analysis showed that three step interview is able to help students personalize their learning and listen to and appreciate the ideas and thinking of others and it was also described that this material was an effective way when the students are solving problems that have no specific right answers.

The data analysis test also showed that there was a difference between the students' speaking skill before and after applying "Three step interview", it was proved by the development of mean score from 6,36 on the pre-test to 7,26 on post-test, while the T-test value 9,64. Therefore, Three step interview was able to improve the students' speaking skill of the members' LIBAM IAIN Parepare.

The researcher concluded that 72% of students were insteresting to apply three step interview in learning process. Most of them interested to apply three step

interview as the technique to improve their speaking skill. they felt three step interview able to improve their speaking skill.

5.2 Suggestion

In considering the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

5.2.1   For the English teacher

5.2.1.1 The teacher has to be more creative and innovative to manage the use of media, method, technique and strategy in teaching English.

5.2.1.2 The English teacher should be able to use some of technique that was suitable for the students'condition. In other words, the teacher should build a favorable atmosphere in teaching-learning process because a conductive condition in teaching would become one access to carry the success of material to be taught.

5.2.1.3 The English teacher should teach the students how to explain something in the good explanation or description so, the students can practice or use English in daily life as well.

5.2.1.4 The teacher should give more chances to the students to be more active, and let the students do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

5.2.2   For the students/members

5.2.2.1 The members should express their selves on improving their speaking skill and does not less motivation in learning speaking wherever and whenever.

5.2.2.2 The members should be confident to practice speaking English in daily life because, practice makes perfect.

5.2.2.3 The members should be intensified and accustomed to sharing their idea with their friends.

5.2.3   For the next researcher

5.2.3.1 There were still much more media,technique,method,strategy in teaching English and three step interview is one of the technique of teaching. So the next researcher should be more creative to find another technique of teaching.

5.2.3.2 It is necessary to another researcher conduct a further research, in order to validate the result of this study.
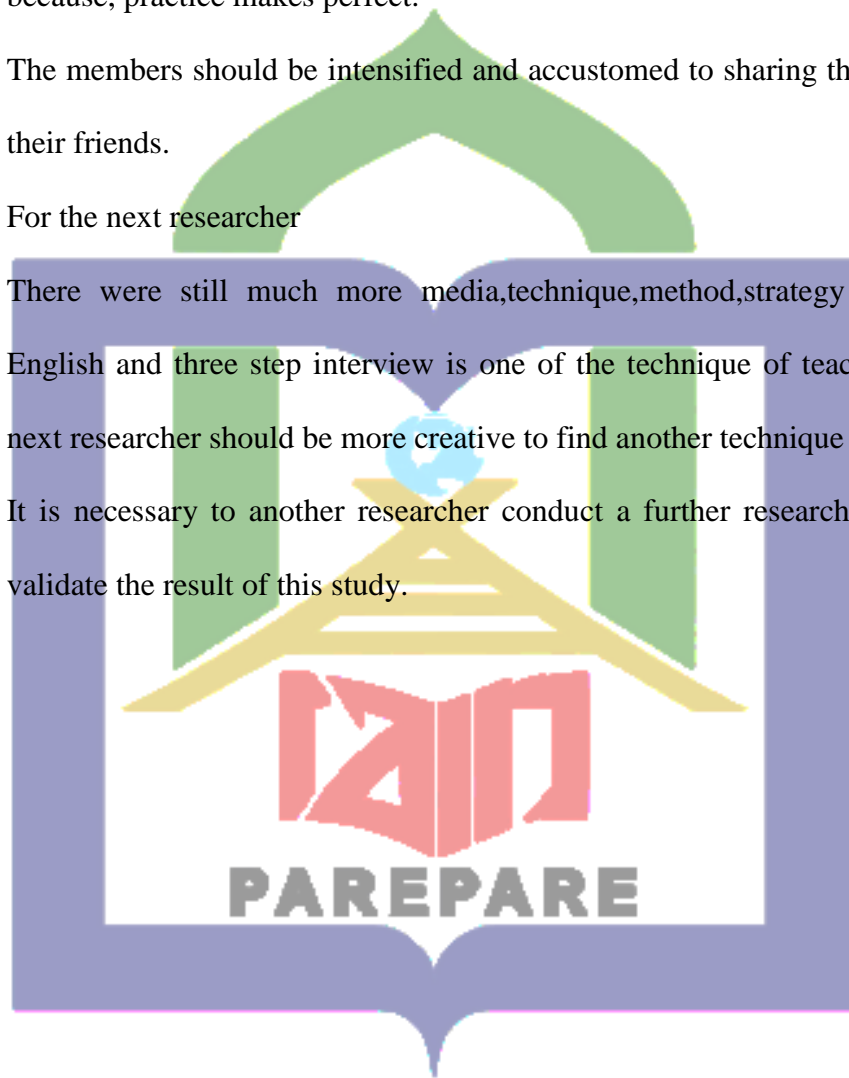
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APPENDICES

Appendix 1. Research Instrument

INSTRUMENT

Pre-test, Post-test and Questionnaire

1.   Pre-Test

1.1 Introduce your self based on the questions below!

- a.   What is your full name?
- b.   What is your nickname?
- c.   Where do you live?
- d.   How old are you?
- e.   Where was you born?
- f.   When was you born?
- g.   What is your hobby (s)?
- h.   How many brother (s) or sister (s) do you have?
- i.   Could you tell me about your dayli activities?

1.2 Introduce one of your best friends.

1.3 Please describe the picture below!

- Who are the people in the picture?
- What are they doing?
- Describe The people in the picture

1.4 closing

2. Post-Test

2.1 Please introduce your self and tell me your dayli activities

2.2 Introduce your sister or brother

2.3 Please Choose one of the Picture and then describe the picture based on the question below!(Minimal 200 words)

a. Who are the people in the picture?
b. Where are they?
c. What are they doing?
d. When was the picture taken?
e. Why they are there?

3. Questionnaire

NAMA   :

NIM   :

JURUSAN   :

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?		

Appendix 2. Lesson plan

LESSON PLAN ONE

Study Program : English

Topic : Introduce ourselves and others

Meeting : First Meeting

Duration : 2 x 40 minutes

1. Course Description

    This course prepares students to be able to start a introduce theirself in front of class.

2. Course Objectives

    After completing the course, the students are able :

2.1   Express, and make a sentence orally how to ourselves and others

3. Materials and Equipment

3.1   Self-introduce and introduce others

4. Teaching Method

  Perform, practice and three step interview

5. Procedures/ Activities :

5.1   The researcher greets the students.

5.2   The researcher explains how to introduce ourselves

5.3   The researcher gives some examples

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

5.5   Students do the three interview techniques as the previous session.

5.6   The students make a group consists of 4 persons.

5.7   Each person be labelled as A, B, C, and D.

5.8   Teacher gives the topic to the students;

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

5.10   Student A interviews student B. Student C interviews student D.

5.11   Students reverse roles.

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

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

6.   Extra Class work

6.1   The researcher concludes the given material.

6.2   The researcherr gives the students motivation to practice their English.

6.3   The researcher closes the class

LESSON PLAN TWO

Study Program : English years)

Topic : Mention (Things, characteristic,)

Meeting : Second Meeting

Duration : 2 x 40 minutes

1. **Course Description**

   This course prepares students to be able to mention things, characteristic.

2. **Course Objectives**

   In the end of the class, the students are able to use the right adjective words in the oral sentence

3. **Materials and Equipmentin**

   Adjectives words

4. **Teaching Method**

   Perfrom, practice and three step interview

5. **Procedures/ Activities :**

5.1 The researcher greets the students.

5.2 The researcher explains how to mention things, characteristic.

5.3 The researcher gives some examples

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

5.5 Students do the three interview techniques as the previous session.

5.6 The students make a group consists of 4 persons.

5.7 Each person be labelled as A, B, C, and D.

5.8 Teacher gives the topic to the students;

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

5.10 Student A interviews student B. Student C interviews student D.

5.11 Students reverse roles.

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

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

6. Extra Class work

6.1 The researcher concludes the given material.

6.2 The researcherr gives the students motivation to practice their English.

6.3 The researcher closes the class.

LESSON PLAN THREE

Study Program	**: English years)**
Topic	**: Mention (Time,days,month and years**
Meeting	**: Third Meeting**
Duration	**: 2 x 40 minutes**

7. Course Description

This course prepares students to be able to mentio time,days, month, years

8. Course Objectives

In the end of the class, the students are able to mention time,days,month and years

correctly

9. Materials and Equipment
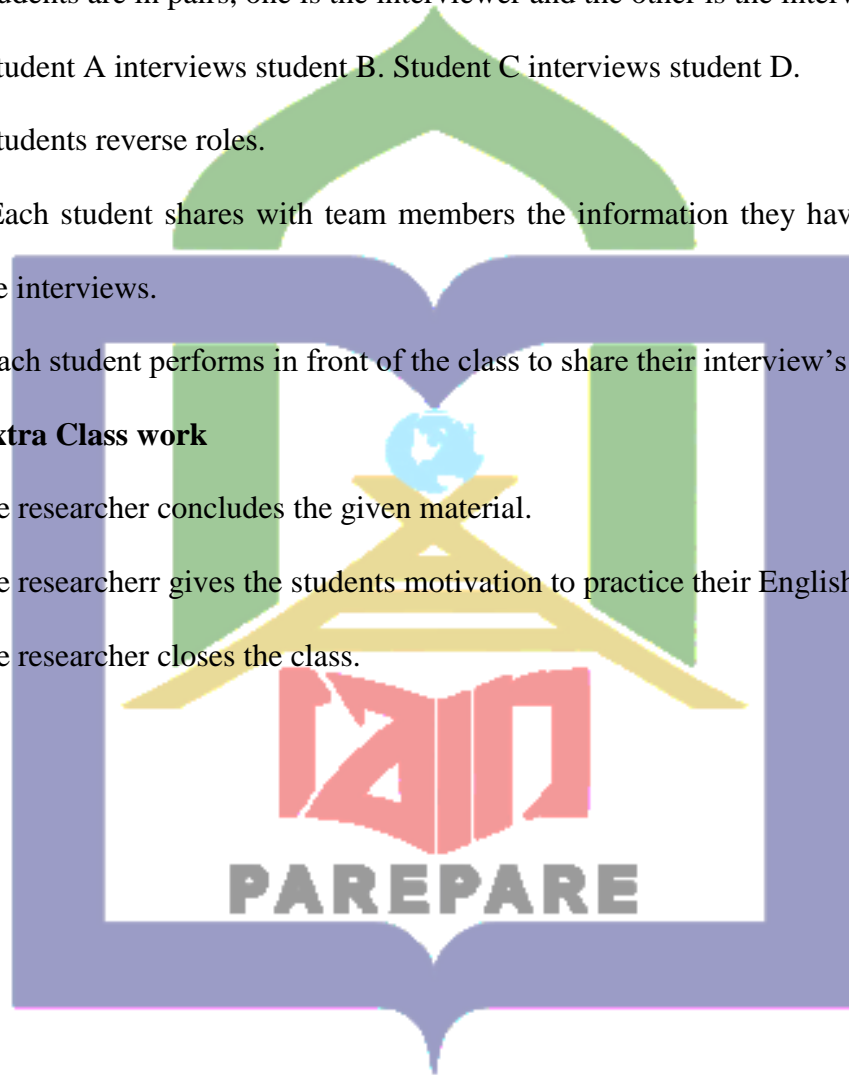
Adjectives words, descriptive text

10. Teaching Method

Perfrom, practice and three step interview

11. Procedures/ Activities :

5.14 The researcher greets the students.

5.15 The researcher explains how to mention time, days, month, years

5.16 The researcher gives some examples

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

5.18 Students do the three interview techniques as the previous session.

5.19 The students make a group consists of 4 persons.

5.20 Each person be labelled as A, B, C, and D.

5.21 Teacher gives the topic to the students;

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

5.23 Student A interviews student B. Student C interviews student D.

5.24 Students reverse roles.

5.25 Each student shares with team members the information they have got during

the interviews.

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

12. Extra Class work

6.4 The researcher concludes the given material.

6.5 The researcherr gives the students motivation to practice their English.

6.6 The researcher closes the class.

LESSON PLAN FOUR

Study Program : English

Topic : Describe something

Meeting : Fourth Meeting

Duration : 2 x 40 minutes

1. Course Description

This course prepares students to be able to describe something directly in interview

2. Course Objectives

After completing the course, the students are able :

2.1 Describe someone

2.2 Describe things

3. Materials and Equipment

3.1 Something needed to know in describing.

3.2 Expression about describe something

4. Teaching Method

Perform, practice and three step interview

5. Procedures/ Activities :

5.1 The researcher greets the students.

5.2 The researcher explains how to describe someone or thins.

5.3 The researcher gives some examples.

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

5.5 Students do the three interview techniques as the previous session.

5.6 The students make a group consists of 4 persons.

5.7 Each person be labelled as A, B, C, and D.

5.8 Teacher gives the topic to the students;

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

5.10   Student A interviews student B. Student C interviews student D.

5.11   Students reverse roles.

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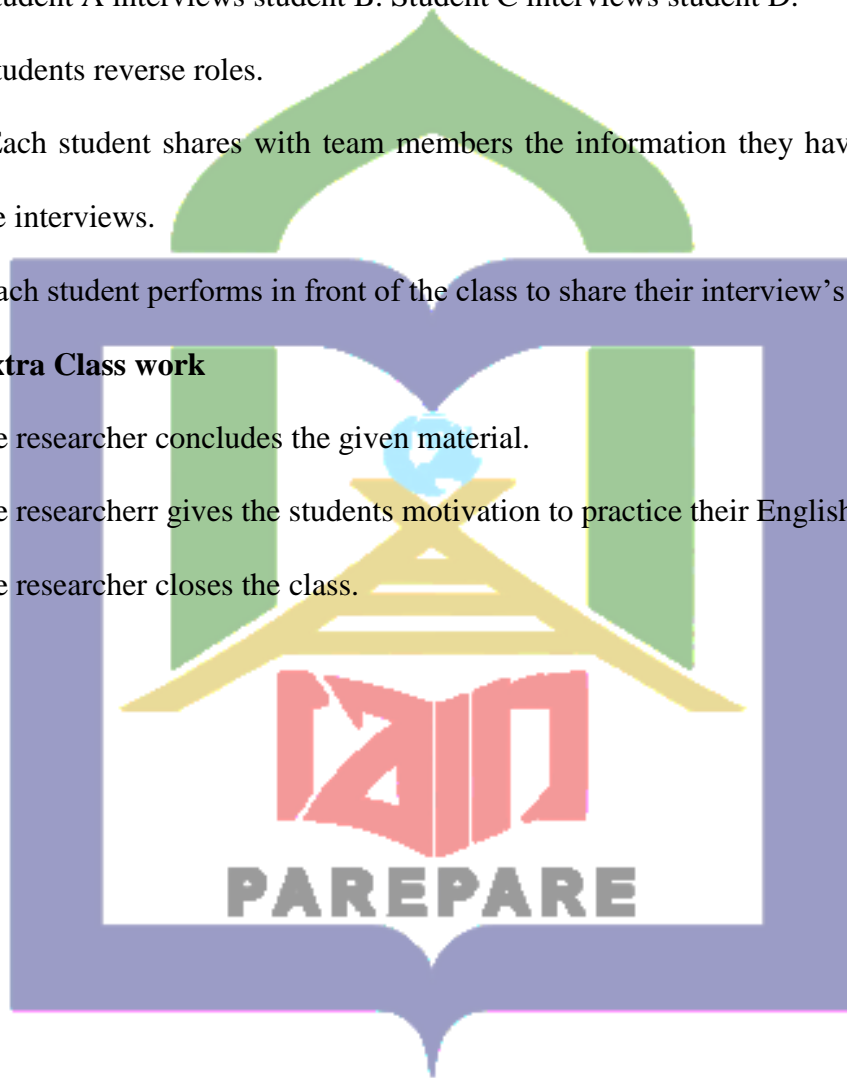
the interviews.

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

6.   **Extra Class work**

6.1   The researcher concludes the given material.

6.2   The researcherr gives the students motivation to practice their English.

6.3   The researcher closes the class.

LESSON PLAN FIVE

Study Program : English

Topic : Introduce ourselves and others, Describe something

Meeting : Fifth Meeting

Duration : 2 x 40 minutes

7. Course Description

This course prepares students to be able to introduce theirselves and others also able to describe something.

8. Course Objectives

After completing the course, the students are able :

2.3 Describe something

2.4 Introduce ourselves and others

9. Materials and Equipment

3.3 Something needed to know in describing.

3.4 Expression about descrbie something

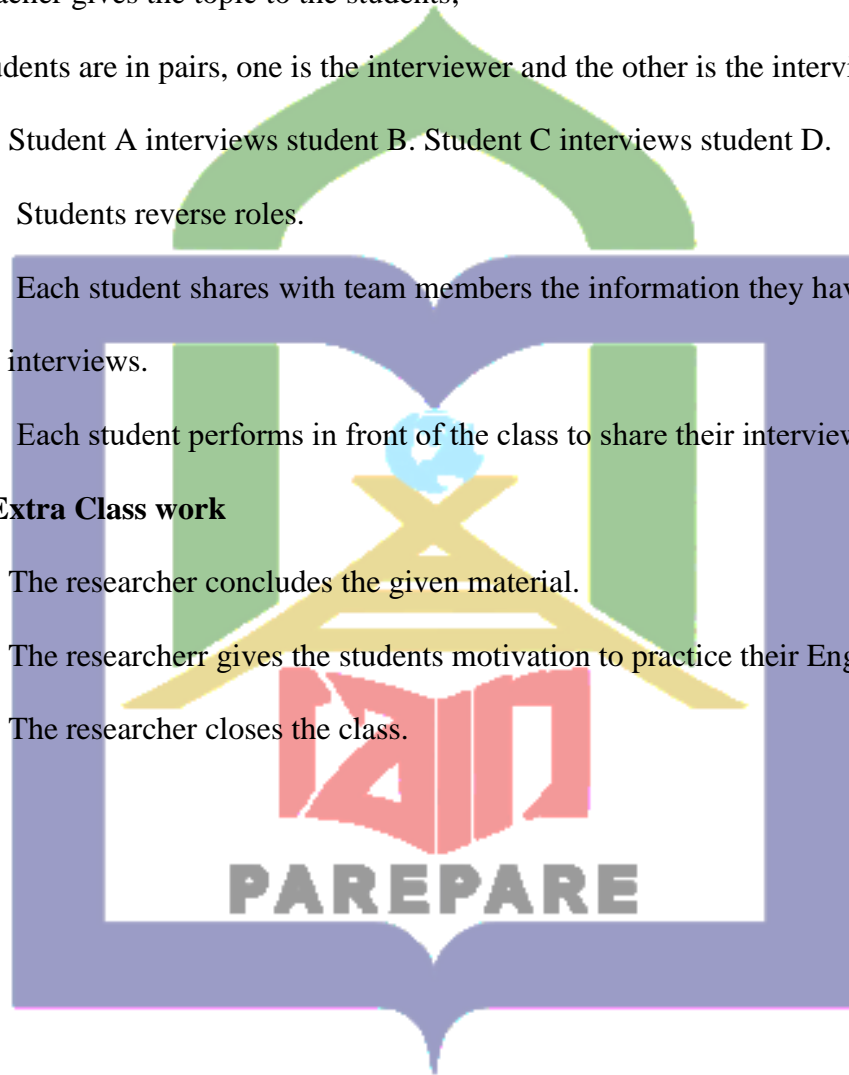3.5 Expression about how to introduce ourselves and other

10. Teaching Method

Perfom, practice and three step interview

11. Procedures/ Activities :

5.14 The researcher greets the students.

5.15 The researcher explains how to describe someone or things and how to introduce ourselves and others

5.16   The researcher gives some examples.

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

5.18   Students do the three interview techniques as the previous session.

5.19   The students make a group consists of 4 persons.

5.20   Each person be labelled as A, B, C, and D.

5.21   Teacher gives the topic to the students;

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

5.23   Student A interviews student B. Student C interviews student D.

5.24   Students reverse roles.

5.25   Each student shares with team members the information they have got during

the interviews.

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

12.   **Extra Class work**

6.4   The researcher concludes the given material.

6.5   The researcherr gives the students motivation to practice their English.

6.6   The researcher closes the class.

LESSON PLAN SIX

Study Program   : English

Topic   : **Introduce ourselves and others, Describe something**
(Practicing)

Meeting   : **Sixth Meeting**

Duration   : **2 x 40 minutes**

13.   **Course Description**

This course prepares students to be able to introduce theirselves and others

also able to describe something by practicing

14.   **Course Objectives**

After completing the course, the students are able :

2.5   Describe something

2.6   Introduce ourselves and others

15. Materials and Equipment

3.6   Something needed to know in describing.

3.7   Expression about describe something

3.8   Expression about how to introduce ourselves and other

16.   **Teaching Method**

Perfom, practice and three step interview

 17. Procedures/ Activities :

5.27   The researcher greets the students.

5.28   The researcher explains how to describe someone or things and how to

introduce ourselves and others (practicing)

5.29   The researcher gives some examples.

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

5.31   Students do the three interview techniques as the previous session.

5.32   The students make a group consists of 4 persons.

5.33   Each person be labelled as A, B, C, and D.

5.34   Teacher gives the topic to the students;

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

5.36   Student A interviews student B. Student C interviews student D.

5.37   Students reverse roles.

5.38   Each student shares with team members the information they have got during

the interviews.

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

18.   **Extra Class work**

6.7   The researcher concludes the given material.

6.8   The researcherr gives the students motivation to practice their English.

6.9   The researcher closes the class.

Appendix 3. The result of questionnaire

Respondent	QS 1 Y	QS 1 N	QS 2 Y	QS 2 N	QS 3 Y	QS 3 N	QS 4 Y	QS 4 N	QS 5 Y	QS 5 N	QS 6 Y	QS 6 N	QS 7 Y	QS 7 N	QS 8 Y	QS 8 N	QS 9 Y	QS 9 N	QS 10 Y	QS 10 N
RS1	1		1		1		1		1		1			1	1		1		1	
RS2	1		1		1		1			1	1		1		1		1		1	
RS3	1			1	1		1			1	1			1		1		1		1
RS4	1		1		1		1		1			1	1		1		1			1
RS5	1			1	1		1		1		1			1		1		1		1
RS6	1		1		1		1		1		1		1		1		1		1	
RS7	1		1		1		1		1		1			1	1		1		1	
RS8	1		1		1		1		1		1		1		1		1		1	
RS9	1		1		1		1			1	1		1		1		1		1	
RS10	1		1		1		1		1		1		1		1		1		1	
RS11	1		1		1		1			1	1		1		1		1		1	
RS12	1		1		1		1		1			1	1			1	1		1	
RS13	1		1		1		1			1	1		1		1			1	1	
RS14		1	1		1		1		1		1			1	1		1		1	
RS15	1		1		1		1		1		1		1		1		1			1
RS16	1		1		1		1			1		1		1	1			1	1	
RS17	1		1		1		1			1		1	1			1	1		1	
RS18	1		1		1		1			1	1			1	1			1		1
RS19		1	1		1		1		1			1		1	1			1	1	
RS20	1		1		1		1		1			1		1	1		1		1	
RS21	1		1		1		1			1		1		1		1	1		1	
RS22	1		1		1		1		1			1	1		1		1		1	
RS23	1		1		1		1			1		1	1		1		1		1	
RS24	1				1		1		1		1		1		1		1		1	
RS25	1		1		1		1			1		1	1		1		1		1	
Total	23	2	23	2	25	0	25	0	13	12	13	12	12	13	17	7	20	5	19	6
Percentage	92%	8%	92%	8%	100%	0%	100%	0%	52%	48%	52%	48%	48%	52%	68%	28%	80%	20%	76%	24%

Appendix 4. Documentation

Appendix 5. Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor   : B- 950 /In.39/FT/05/2019
Lampiran : -
H a l   : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
  KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama   : RAMADHAN ARAS
Tempat/Tgl. Lahir   : PINRANG, 28 April 1997
NIM   : 15.1300.153
Fakultas / Program Studi   : Tarbiyah / Tadris Bahasa Inggris
Semester   : VIII (Delapan)
Alamat   : JL. DR. WAHIDIN SUDIRO HUSODO, KEL. MACCORAWALIE, KEC. WATANG
                              SAWITTO, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi
yang berjudul :

"IMPROVING STUDENTS' SPEAKING SKILL BY USING THREE STEP INTERVIEW AT LINTASAN
IMAJINASI BAHASA MAHASISWA (LIBAM) OF IAIN PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kersama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

23 Mei 2019
Wakil Dekan I,

Tembusan :

   1. Rektor IAIN Parepare

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28,Parepare Telp. (0421) 23594, Fax (0421)27719, Kode Pos 91111
Email : dpmptsp@pareparekota.go.id; Website : www.dpmptsp.pareparekota.go.id

P A R E P A R E

Parepare, 27 May 2019

Nomor	:	326/IPM/DPM-PTSP/5/2019	Yth.	Rektor Institut Agama Islam Negeri Kota Parepare
Lampiran	:	--		
Perihal	:	**Izin Penelitian**		

Di -

P a r e p a r e

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Peraturan Walikota Parepare No.39 Tahun 2017 tentang Pelimpahan Wewenang Pelayanana Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare
6. Surat Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 950/In.39/FT/05/2019 tanggal 23 Mei 2019 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, Pemerintah Kota Parepare (Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a	:	Ramadhan Aras	
Tempat/Tgl. Lahir	:	Pinrang /	28/04/1997
Jenis Kelamin	:	Pria	
Pekerjaan / Pendidikan	:	Mahasiswa /	S1
Program Studi	:	Pendidikan Bahasa Inggris	
A l a m a t	:	Jl. Dr. Wahidin Sudiro Husodo	
		Kel.Maccorawalie, Kec. Watang Sawitto	
		Kab. Pinrang	

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :

Improving Student's Speaking Skill by Using Three Step Interview at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare

| Selama | : | TMT 27/05/2019 | **S/D 25/06/2019** |
| Pengikut/Peserta | : | **Tidak Ada** | |

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera dibelakang Surat Izin Penelitian ini.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

Kepala Dinas Penanaman Modal
Dan Pelayanan Terpadu Satu
Pintu Kota Parepare

Hj. ANDI RUSIA, SH., MH
Pangkat Pembina Utama Muda
NIP.19620915 198101 2 001

TEMBUSAN : Kepada Yth.
1 Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2 Walikota Parepare di Parepare
3 Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4 Saudara Ramadhan Aras
5 Arsip.

LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Sekretariat: Jl. Amal Bakti No.08 Soreang Kota Parepare, HP: 085 696 509 920 email: libam.iainpp@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 48/LIBAM/In.39/PR/V/2019

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:

Nama	: Ramadhan Aras
Nim	: 15.1300.153
Jurusan	: Tarbiyah
Prodi	: Pendidikan Bahasa Inggris
Tempat/ tgl.Lahir	: Pinrang/ 28 April 1997
Jenis Kelamin	: Laki-laki
Pekerjaan	: Mahasiswa
Alamat	: Pinrang, jl. Dr. Wahidin Sudiro Husodo

Benar-benar telah melakukan penelitian dengan judul **"IMPROVING STUDENTS' SPEAKING SKILL BY USING THREE STEP INTERVIEW AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE"** Pada tanggal 23-30 Mei 2019 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 29 Mei 2019

Mengetahui,-
Ketua LIBAM IAIN Parepare,-

ACO BUDI
NRA: 16.17.04

CURICULUM VITAE

Name   : Ramadhan Aras
Birthday   : Pinrang, 28 April 1997

Gender   : Male

Religion   : Islam

Citizenship   : Indonesia

Status   : Student

Addres   : Jl.DR. wahidin sudiro husodo

Telephone   : 082188710137

Email   : Ramadhanaras2013gmail.com

He was born from a couple Muh. Aras & Hadaria in Pinrang. He has 3 sisters and 3 brothers. He is the first child in his family.

──── **EDUCATION** ────

FORMAL :

1. 2004 –2010   **SDN NEGERI 5 PINRANG**
2. 2010 – 2012   **SMP NEGERI 5 PINRANG**
3. 2012 – 2015   **SMK NEGERI 1 PINRANG**
4. 2015 – 2019   **IAIN PAREPAR**E

He has completed his skripsi in the title "Improving students' speaking skill by using three step interview at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

──── **ORGANIZATION** ────

1. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare
2. Pergerakan Mahasiswa Islam Indonesia (PMII)