

**THE EFFECT OF USING THREE- STEP INTERVIEW  
STRATEGY TOWARD STUDENTS' SPEAKING  
ABILITY OF THE FIRST YEAR STUDENTS  
AT SMA MUHAMMADIYAH 1  
PEKANBARU**



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PEKANBARU  
1434 H/2013 M**

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Thesis

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



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## ABSTRAK

### **Vera Rahmadani (2013) : Pengaruh Penggunaan Strategi Three- Step Interview terhadap Kemampuan Berbicara pada Siswa Kelas 1 SMA Muhammadiyah 1 Pekanbaru.**

Tujuan dari penelitian ini adalah untuk menemukan apakah terdapat perbedaan yang signifikan terhadap pemahaman berbicara siswa sebelum diajarkan dengan menggunakan strategi Three-Step Interview untuk kelas eksperimen dan metode pembelajaran konvensional untuk kelas kontrol, kemudian menemukan apakah terdapat perbedaan yang signifikan terhadap kemampuan berbicara siswa sesudah diajarkan dengan menggunakan strategi Three-Step Interview untuk kelas eksperimen dan metode pembelajaran konvensional untuk kelas kontrol dan terakhir menemukan ada tidaknya pengaruh yang signifikan dari strategi Three-Step Interview terhadap pemahaman berbicara pada siswa kelas 1 SMA Muhammadiyah 1 Pekanbaru.

Penelitian ini adalah penelitian jenis penelitian kuasi-eksperimen tipe non-equivalen control group design. Adapun jumlah populasi dari penelitian ini adalah 143 siswa, yang terdiri dari tujuh kelas. Sampel dari penelitian ini adalah kelas X.3 dan X.4. X.3 sebagai kelas kontrol yang diajarkan dengan metode pembelajaran konvensional, X.4 sebagai kelas experiment yang diajar dengan strategi Three-Step Interview.

Temuan penelitian menunjukkan bahwa terhadap perbedaan signifikan sebelum diajar strategi Three-Step Interview untuk kelas eksperimen dan metode konvensional untuk kelas kontrol yang dapat dilihat dari skor uji-t adalah 3.922. Berdasarkan t-tabel  $2.03 < 3.922 > 2.72$ . Selanjutnya dapat disimpulkan bahwa terdapat perbedaan signifikan sesudah diajarkan dengan strategi Three-Step Interview untuk kelas eksperimen dan metode pembelajaran konvensional untuk kelas kontrol yang dapat dilihat dari skor uji-t. total skor uji-t adalah 4.976. berdasarkan t-tabel  $2.03 < 4.976 > 2.72$ . oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi Three-Step Interview terhadap kemampuan berbicara pada siswa kelas satu SMA Muhammadiyah 1 Pekanbaru, dengan hasil uji-t adalah  $2.05 < 3.431 > 2.72$ . dan dari hasil perhitungan  $K_p$  dapat dilihat bahwa Strategy Three-Step Interview berkontribusi 23.64% terhadap kemampuan berbicara pada siswa kelas satu di SMA Muhammadiyah 1 Pekanbaru.

## ABSTRACT

### **Vera Rahmadani (2013) : The Effect of Using Three- Step Interview Strategy toward Students' Speaking Ability of the First Year at SMA Muhammadiyah 1 Pekanbaru.**

The main purpose of this research was to find out if there was significant effect of using Three- Step Interview strategy toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru and the specific objective of this research was to find out if there was significant effect of students' speaking ability before being taught by using Three-Step Interview Strategy for experimental class and conventional method for control class of the first year students at SMA Muhammadiyah 1 Pekanbaru.

The research was quasi-experimental research with non-equivalent control group design. There were six meetings in giving treatments. The total population of this research was 143 students which consisted of six classes. The sample of the research was consisted of two classes: X.3 and X.4 X.3 as a control class taught by using conventional method, X.4 as an experimental class taught by using Three-Step Interview Strategy.

The research findings showed that the improvement could be seen from the score of t-test. The writer statistically analyzed the data by using SPSS 16.0. The result was found that there was significant difference of students' speaking ability before being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class. The total score of t-test was 3.922. Based on t-table,  $2.03 < 3.922 > 2.72$ . Then, there was significant difference of students' speaking ability after being taught by using Three-Step Interview Strategy for experimental class and conventional teaching method for control class. The total score of t-test was 4.976. Based on t-table,  $2.03 < 4.976 > 2.72$ . Therefore, it can be concluded that there was significant effect of using Three-Step Interview Strategy toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru which the result of t-test was  $2.05 < 3.431 > 2.72$ . And from the percent of percentage of  $K_p$ , it can be seen that Three-Step Interview Strategy contributed 23.64% for students' speaking ability of the First year students at SMA Muhammadiyah 1 Pekanbaru.

فيرا رحم ( ) : تأثير استخدام إستراتيجيات مقابلة ثلاث خطوات  
في الصف لأول بالمدرسة عالية المحمدية واحدة بيكانبارو

هذه لإيجاد هناك كبير فهم يتم تدريسها  
تراتيجيات مقابلة ثلاثة الخطوة تجريبية تجريبية أساليب التقليدية  
هناك كبير فهم يتم تدريسها  
تجريبية تجريبية أساليب التقليدية أخيرا  
هناك تأثير كبير استراتيجيات مقابلة ثلاثة الخطوة فهم  
المحمدية واحدة بيكانبارو. في الصف لأول بالمدرسة عالية

هذا هو شبه التجريبي غير يعادل تصميم . هذه  
يتألف عينة هذه هو X. X. X. السيطرة  
التدريس التقليدية X. يتم تدريسها استراتيجيات مقابلة ثلاثة

وأظهرت التقليدية بئر يدرس استراتيجيات  
يمكن رؤيتها النتيجة هو  
< > فإنه يمكن هناك كبيرة  
استراتيجيات ملاحظة الدراسة الأساليب التقليدية وهو يمكن  
النتيجة الإجمالية هو -  
< > فإنه يمكن هناك تأثير كبير استراتيجيات مقابلة ثلاثة  
الى القدرة على الكلام الطلاب في الصف لأول بالمدرسة عالية المحمدية واحدة بيكانبارو  
هي < > حسابها كيمبرلي يمكن رؤية استراتيجية ثلاثية  
المساهمة الى الكلام الطلاب في الصف لأول بالمدرسة عالية المحمدية واحدة بيكانبارو

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5. Drs. H. Kalayo Hasibuan, M.Ed- TESOL, Academic Supervisor of English Education Department.
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Speaking is one of language skills that must be mastered by English learners. In academic settings, speaking is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation.<sup>1</sup> Speaking is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.<sup>2</sup> So, Speaking is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. In other word, to achieve the success in language teaching learning process especially English, Speaking is one of important factors in all language teaching.

Speaking can help students to improve their knowledge, experience, and to get much information from the speakers say. Speaking is also a skill that can make students develop their ways to learn well about something. By Speaking, the students can spend their time in good way to get information, knowledge, as well as enrich their vocabulary, and improve their ability. On the other hand, Speaking is one of the language skills that will give a great

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<sup>1</sup> Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (3rd edition): (Boston: Heinle 2001), p. 187

<sup>2</sup> Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Cambridge: Longman, 1998), p.68

value and contribution because by Speaking someone can know the information from their partner.

In speaking ability, students have to pay attention to get meaning from what they hear, because speaking and listening are integrated each other. In this case, the students are expected to be able to speak or interact orally one another, to get or convey the information and meaning. Hasibuan and Ansyari state that the goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understand by using their current proficiency to the fullest. They should try to avoid confusion in a message in each communication situation.<sup>3</sup>

Teaching speaking is not separate from transactional conversation, interpersonal conversation, and short functional text. It is proper that students' did not have difficulties in their speaking. In the process, of learning and teaching, the teacher is one of the factors that influence the success of students' learning. In the implementation of the learning process, the teacher are not only required to be capable of delivering course material and mastering the lesson materials, but teachers also should be able to activate the students in teaching and learning. Based on the the experience of the English teacher of SMA Muhammadiyah 1 Pekanbaru, the main problem is the students difficult to comprehend from what the speakers say. Otherwise, speaking activity itself related to understand the speaker says in English.

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<sup>3</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language TEFL* (Pekanbaru: Alfa Riau Graha UNRI Press, 2007) p.102

The aim of English learning in Senior High School is to achieve the given literacy level. That is information level. It is the level of literacy where the students are able to access knowledge with the medium of English language.<sup>4</sup> SMA Muhammadiyah 1 Pekanbaru is one of Schools that uses school based curriculum in learning process of English. English was taught twice periods in a week with duration 45 per period. The Standard competence for speaking is the students are able to understand simple short functional text and monologue text in descriptive, narrative, and news item in daily life context. The basic competence is that the students are able to respond meaning in simple monologue text by using spoken language accurately, fluently, and it acceptable in daily life context in forms of descriptive, narrative, and news item.<sup>5</sup>

However, the English teacher has done efforts to increase the students' ability especially in speaking. Some techniques used by the teacher in learning process of English are Total Physical Response, three-phase technique, and etc. Meanwhile, speaking is taught for the students to get the competence standard in school based curriculum that is used in this school. This curriculum also has given priority for speaking skill by applying the standard competence as explained above.

In fact, the students still find difficulties in speaking. The difficulties and the obstacles in speaking are also faced by the First year students at SMA Muhammadiyah 1 Pekanbaru. Some of the students did not fulfill the minimum

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<sup>4</sup> *Ibid.*, p.2

<sup>5</sup> Badan Standar Nasional Pendidikan, *Standard Isi untuk Satuan Pendidikan Dasar dan Menengah*. (BNSP: Jakarta, 2006) p.133

criteria of passing grade (KKM). Based on the School-Based Curriculum at SMA Muhammadiyah 1 Pekanbaru, the minimum passing grade of speaking is 70. While some of the students get less than 70 score for their speaking activity or some of the students get low score in their speaking tasks. Some of the students are lack of mastering vocabulary. Some of the students are not able to get the point from what the speakers say in English. Some of the students are not able to express their ideas in English. Some of the students are not able to pronounce English words well.

Based on Preliminary research by interviewing one of the language teachers at SMA Muhammadiyah 1 Pekanbaru, the researcher knows that the students have low ability in speaking. The researcher found some problem as follows:<sup>6</sup>

1. Some of the students get low score in their Speaking.
2. Some of the students are not able to understand what the speakers say in English.
3. Some of the students are not able to pronounce English word well.
4. Some of the students are not able to express their ideas in English.
5. Some of the students are afraid of making mistakes to Speak English,
6. Some of the students are not able to choose appropriate vocabulary in expressing oral language.

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<sup>6</sup> David Nunan. *Language Teaching Methodology: A Text Book for Teacher*. (Prentice Hall: Sydney, 1991). P. 30

To improve the students' speaking ability, it is necessary for language teacher to foster speaking skill on his/her students. It needs an appropriate technique or strategy to be used as a solution in teaching and learning process. There is actually a strategy that can help teacher to improve the students' speaking ability; it is called Three-Step Interview Strategy. This strategy is useful to group activity, especially to build the communication skills.<sup>7</sup> Effective communication can help the speaker get meaning or information during the conversation.<sup>8</sup> It means, a conversation is successful when the learner can get the point of the topic that they are talking about. By using this strategy, students are expected to be easy in increasing speaking ability.

This strategy is chosen because it gives chance to the student to think, answer, give questions and praise to each other in partner. It will be more interesting and joyful. Therefore, the writer is interested in carrying out the research entitled **The Effect of Using Three-Step Interview Strategy toward Students' Speaking Ability at the First Year of SMA Muhammadiyah 1 Pekanbaru.**

## **B. Definition of the Terms**

In order to avoid misunderstanding and misinterpretation in this research, the writer would like to narrate some definitions of the key terms, they are as follows:

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<sup>7</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clamente: Kagan Publishing, 2009), p. 14.

<sup>8</sup>Ellizabeth Grugeon, *Teaching Speaking and Listening in Primary School* (Third Edition) (London: David Fulton Publisher, 2005), p.30

### 1. Effect

Effect is a change of something or somebody caused by in something or somebody else, or result.<sup>9</sup> It means that effect can be influenced to something toward something else. However, in this research, the term of effect refers to the effect of Three-Step Interview strategy toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru.

### 2. Strategy

Strategy is the action taken by the learners to make learning easier and transferable to new situation.<sup>10</sup> The strategy serves to help structure the students' effort and to remind the students what to do at each stage of the process. In this research the term of strategy refers to the way that is used by the students to increase speaking. The strategy that is used in this research is Three-Step Interview Strategy.

### 3. Three-Step Interview

Three-Step Interview Strategy is one of the strategies of cooperative learning structure. Three-Step Interview has purpose to engage students in conversation, so that the students can analyze and synthesize new information from their partner. This strategy is cooperative structure that helps students personalize to appreciate their ideas and think based on their paraphrasing about what they have learned from the interviewee.<sup>11</sup> In this

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<sup>9</sup>Longman, *Longman Dictionary of American English (fourth edition)*. (London: Pearson Education, 2008), p.321

<sup>10</sup>Oxford, *Learners Pocket Dictionary (4edition)*, ( New York: Oxford University Press, 2009), p.439

<sup>11</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Klamente: Kagan Publishing,2009), p. 335.

research, Three-step Interview is a strategy that used by the researcher to know the effect toward students' speaking ability.

#### 4. Speaking Ability

According to Bygate as quoted by Nunan defines that speaking is oral interaction where the participants need to negotiate the meaning that contains ideas, feeling, and manage in terms of who is to say what, to whom, and about what.<sup>12</sup> It means that, in speaking we have to consider to express the ideas for who, what, whom and about what we speak up.

According to Thesaurus Dictionary speaking is a process to say something to the others.<sup>13</sup> Meaning that, speaking is the ability of person to tell what in his mind to others.

Cameron has stated that speaking is the productive aural or oral skill.<sup>14</sup> It means that speaking is an ability that consists of producing systematic verbal utterance to convey the meaning, and we have to share an idea directly, without thinking likes writing.

### C. Problem

#### 1. Identification of the Problem

Based on the problem depicted in the background of the problem, thus the problem of this research is identified as follows:

- a. What make some of the students having lack of vocabulary mastery?

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<sup>12</sup> David Nunan, *Language Teaching Methodology: A Text book for Teachers* (New York: Prantice Hall, 1991), p.40

<sup>13</sup> Thesaurus Dictionary, *An A-Z Dictionary* (New York : Oxford University Press, 2010), p.976

<sup>14</sup> LynneCameron, *Teaching Language to Young Learners*. (London: Cambridge University Press, 2001), p.40

- b. What make some of students are not able to producing sentences appropriately?
- c. What make some of the students are not able express ideas orally?
- d. What make some of the students are not able to pronouncing words correctly?
- e. What make some of the students are not able to comprehend of what the speaker say in English?

## **2. Limitation of the Problem**

Based on the identification of the problem above, it is clear that there are some problems involved, but the writer wants to limit the problem discussed in this study only for speaking ability, namely: the students are still weak in producing sentence well, expressing their ideas, having lack of vocabulary, and comprehending the topic discusses in speaking term and inappropriate conventional method applied by the teacher previously. Therefore, the writer would like to apply Three-Step Interview Strategy to give a contribution to students' speaking ability.

## **3. Formulation of the Problem**

The problems are formulated as follows:

- a. Is there any significant difference of students' speaking ability before being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru?
- b. Is there any significant difference of students' speaking ability after being taught by using Three- Step Interview Strategy for experimental



class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru?

- c. Is there any significant effect of using Three-Step Interview Strategy toward students' speaking ability of the first year at SMA Muhammadiyah 1 Pekanbaru?

#### **D. Objectives and Significance of the Research**

##### **1. Objectives of the Research**

- a. To find out the data about significant difference of students' speaking ability before being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru
- b. To find out the data about significant difference of students' speaking ability after being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru
- c. To determine the effect of using Three- Step Interview Strategy toward students' speaking ability of the first year at SMA muhammadiyah 1 Pekanbaru.

##### **2. Significance of the Research**

The significances of the research are as follows:

- a. This research is hopefully contributing the writer as a researcher in term of learning research as a novice.

- b. The research findings are expected to give the positive contribution to the teacher and institution related to the process of teaching and learning English especially in term of using Three-Step Interview Strategy toward students' speaking ability.
- c. The research findings are also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the whole of language teaching and learning in general.

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Speaking is one of language skills that must be mastered by English learners. In academic settings, speaking is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation.<sup>1</sup> Speaking is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.<sup>2</sup> So, Speaking is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. In other word, to achieve the success in language teaching learning process especially English, Speaking is one of important factors in all language teaching.

Speaking can help students to improve their knowledge, experience, and to get much information from the speakers say. Speaking is also a skill that can make students develop their ways to learn well about something. By Speaking, the students can spend their time in good way to get information, knowledge, as well as enrich their vocabulary, and improve their ability. On the other hand, Speaking is one of the language skills that will give a great value and contribution because by Speaking someone can know the information from their partner.

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<sup>1</sup> Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (3rd edition): (Boston: Heinle 2001), p. 187

<sup>2</sup> Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Cambridge: Longman, 1998), p.68

In speaking ability, students have to pay attention to get meaning from what they hear, because speaking and listening are integrated each other. In this case, the students are expected to be able to speak or interact orally one another, to get or convey the information and meaning. Hasibuan and Ansyari state that the goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understand by using their current proficiency to the fullest. They should try to avoid confusion in a message in each communication situation.<sup>3</sup>

Teaching speaking is not separate from transactional conversation, interpersonal conversation, and short functional text. It is proper that students' did not have difficulties in their speaking. In the process, of learning and teaching, the teacher is one of the factors that influence the success of students' learning. In the implementation of the learning process, the teacher are not only required to be capable of delivering course material and mastering the lesson materials, but teachers also should be able to activate the students in teaching and learning. Based on the the experience of the English teacher of SMA Muhammadiyah 1 Pekanbaru, the main problem is the students difficult to comprehend from what the speakers say. Otherwise, speaking activity itself related to understand the speaker says in English.

The aim of English learning in Senior High School is to achieve the given literacy level. That is information level. It is the level of literacy where the students are able to access knowledge with the medium of English

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<sup>3</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language TEFL* (Pekanbaru: Alfa Riau Graha UNRI Press, 2007) p.102

language.<sup>4</sup> SMA Muhammadiyah 1 Pekanbaru is one of Schools that uses school based curriculum in learning process of English. English was taught twice periods in a week with duration 45 per period. The Standard competence for speaking is the students are able to understand simple short functional text and monologue text in descriptive, narrative, and news item in daily life context. The basic competence is that the students are able to respond meaning in simple monologue text by using spoken language accurately, fluently, and it acceptable in daily life context in forms of descriptive, narrative, and news item.<sup>5</sup>

However, the English teacher has done efforts to increase the students' ability especially in speaking. Some techniques used by the teacher in learning process of English are Total Physical Response, three-phase technique, and etc. meanwhile, speaking is taught for the students to get the competence standard in school based curriculum that is used in this school. This curriculum also has given priority for speaking skill by applying the standard competence as explained above.

In fact, the students still find difficulties in speaking. The difficulties and the obstacles in speaking are also faced by the First year students at SMA Muhammadiyah 1 Pekanbaru. Some of the students did not fulfill the minimum criteria of passing grade (KKM). Based on the School-Based Curriculum at SMA Muhammadiyah 1 Pekanbaru, the minimum passing grade of speaking is 70. While some of the students get less than 70 score for their speaking

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<sup>4</sup> *ibid.*, p.2

<sup>5</sup> Badan Standar Nasional Pendidikan, *Standard Isi untuk Satuan Pendidikan Dasar dan Menengah*. (BNSP: Jakarta, 2006) p.133

activity or some of the students get low score in their speaking tasks. Some of the students are lack of mastering vocabulary. Some of the students are not able to get the point from what the speakers say in English. Some of the students are not able to express their ideas in English. Some of the students are not able to pronounce English words well.

Based on Preliminary research by interviewing one of the language teachers at SMA Muhammadiyah 1 Pekanbaru, the researcher knows that the students have low ability in speaking. The researcher found some problem as follows:<sup>6</sup>

1. Some of the students get low score in their Speaking.
2. Some of the students are not able to understand what the speakers say in English.
3. Some of the students are not able to pronounce English word well.
4. Some of the students are not able to express their ideas in English.
5. Some of the students are afraid of making mistakes to Speak English,
6. Some of the students are not able to choose appropriate vocabulary in expressing oral language.

To improve the students' speaking ability, it is necessary for language teacher to foster speaking skill on his/her students. It needs an appropriate technique or strategy to be used as a solution in teaching and learning process. There is actually a strategy that can help teacher to improve the students'

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<sup>6</sup> David Nunan, *Language Teaching Methodology: A Text Book for Teacher*. (Prentice Hall: Sydney, 1991). P. 30

speaking ability; it is called Three-Step Interview Strategy. This strategy is useful to group activity, especially to build the communication skills.<sup>7</sup> Effective communication can help the speaker get meaning or information during the conversation.<sup>8</sup> It means, a conversation is successful when the learner can get the point of the topic that they are talking about. By using this strategy, students are expected to be easy in increasing speaking ability.

This strategy is chosen because it gives chance to the student to think, answer, give questions and praise to each other in partner. It will be more interesting and joyful. Therefore, the writer is interested in carrying out the research entitled **The Effect of Using Three-Step Interview Strategy toward Students' Speaking Ability at the First Year of SMA Muhammadiyah 1 Pekanbaru.**

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<sup>7</sup>Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clamente: Kagan Publishing, 2009), p. 14.

<sup>8</sup>Ellizabeth Grugeon, *Teaching Speaking and Listening in Primary School* (Third Edition) (London: David Fulton Publisher, 2005), p.30

## B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation in this research, the writer would like to narrate some definitions of the key terms, they are as follows:

### 1. Effect

Effect is a change of something or somebody caused by in something or somebody else, or result.<sup>9</sup> It means that effect can be influenced to something toward something else. However, in this research, the term of effect refers to the effect of Three-Step Interview strategy toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru.

### 2. Strategy

Strategy is the action taken by the learners to make learning easier and transferable to new situation.<sup>10</sup> The strategy serves to help structure the students' effort and to remind the students what to do at each stage of the process. In this research the term of strategy refers to the way that is used by the students to increase speaking. The strategy that is used in this research is Three-Step Interview Strategy.

### 3. Three-Step Interview

Three-Step Interview Strategy is one of the strategies of cooperative learning structure. Three-Step Interview has purpose to engage students in conversation, so that the students can analyze and synthesize

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<sup>9</sup>Longman, *Longman Dictionary of American English (fourth edition)*. (London: Pearson Education, 2008), p.321

<sup>10</sup>Oxford, *Learners Pocket Dictionary (4edition)*, ( New York: Oxford University Press, 2009), p.439



new information from their partner. This strategy is cooperative structure that helps students personalize to appreciate their ideas and think based on their paraphrasing about what they have learned from the interviewee.<sup>11</sup> In this research, Three-step Interview is a strategy that used by the researcher to know the effect toward students' speaking ability.

#### 4. Speaking Ability

According to Bygate as quoted by Nunan defines that speaking is oral interaction where the participants need to negotiate the meaning that contains ideas, feeling, and manage in terms of who is to say what, to whom, and about what.<sup>12</sup> It means that, in speaking we have to consider to express the ideas for who, what, whom and about what we speak up.

According to Thesaurus Dictionary speaking is a process to say something to the others.<sup>13</sup> Meaning that, speaking is the ability of person to tell what in his mind to others.

Cameron has stated that speaking is the productive aural or oral skill.<sup>14</sup> It means that speaking is an ability that consists of producing systematic verbal utterance to convey the meaning, and we have to share an idea directly, without thinking likes writing.

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<sup>11</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Klamente:Kagan Publishing,2009), p. 335.

<sup>12</sup> David Nunan, *Language Teaching Methodology: A Text book for Teachers* (New York: Prantice Hall, 1991), p.40

<sup>13</sup> Thesaurus Dictionary, *An A-Z Dictionary* (New York : Oxford University Press, 2010), p.976

<sup>14</sup>LynneCameron, *Teaching Language to Young Learners*. (London: Cambridge University Press, 2001), p.40

## **C. Problem**

### **1. Identification of the Problem**

Based on the problem depicted in the background of the problem, thus the problem of this research are identified as follows:

- a. What make some of the students having lack of vocabulary mastery?
- b. What make some of students are not able to producing sentences appropriately?
- c. What make some of the students are not able express ideas orally?
- d. What make some of the students are not able to pronouncing words correctly?
- e. What make some of the students are not able to comprehend of what the speaker say in English?

### **2. Limitation of the Problem**

Based on the identification of the problem above, it is clear that there are some problems involved, but the writer wants to limit the problem discussed in this study only for speaking ability, namely: the students are still weak in producing sentence well, expressing their ideas, having lack of vocabulary, and comprehending the topic discusses in speaking term and inappropriate conventional method applied by the teacher previously. Therefore, the writer would like to apply Three-Step Interview Strategy to give a contribution to students' speaking ability.

### **3. Formulation of the Problem**

The problems are formulated as follows:

- a. Is there any significant difference of students' speaking ability before being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru?
- b. Is there any significant difference of students' speaking ability after being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru?
- c. Is there any significant effect of using Three-Step Interview Strategy toward students' speaking ability of the first year at SMA Muhammadiyah 1 Pekanbaru?

## **D. Objectives and Significance of the Research**

### **1. Objectives of the Research**

- a. To find out the data about significant difference of students' speaking ability before being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru
- b. To find out the data about significant difference of students' speaking ability after being taught by using Three- Step Interview Strategy for

experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru

- c. To determine the effect of using Three- Step Interview Strategy toward students' speaking ability of the first year at SMA muhammadiyah 1 Pekanbaru

## **2. Significance of the Research**

The significances of the research are as follows:

- a. This research is hopefully contributing the writer as a researcher in term of learning research as a novice.
- b. The research findings are expected to give the positive contribution to the teacher and institution related to the process of teaching and learning English especially in term of using Three-Step Interview Strategy toward students' speaking ability.
- c. The research findings are also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the whole of language teaching and learning in general.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Frameworks

##### 1. Nature of Speaking

Speaking is a key of communication. It plays a very crucial part in peoples' daily life, almost of every aspect in our life is covered by speaking. To most people, mastering speaking is one of the most important aspects of learning a second or foreign language, because the purpose of learning a language is not able to communicate by using a language but also able to interact in social activities.<sup>15</sup> It means that speaking is integral for someone who makes communication in the daily life.

Various definitions of speaking have been given by many theorists. According to Bygate, as quoted by Nunan "speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom, and about what."<sup>16</sup> Meaning that, speaking is used to make our listener understand our expression. In addition, speaking in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate.<sup>17</sup> And the purpose of speaking is communication interaction.<sup>18</sup> It means that the speaker should be able to make their partner

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<sup>15</sup> Sari Luoma, *Assessing Speaking* (London: Cambridge University Press, 2004), p.24

<sup>16</sup> David Nunan, *Language Teaching Methodology: A Text Book for Teachers* (New York: Prentice Hall, 1991), p.40

<sup>17</sup> *Ibid.*, p.51

<sup>18</sup> Paulette Dale, Ph. D and James C. Wolf, M.A. *Speech Communication Made Simple (3th edition)*. (Miami: Person Education, 2006), p. 181.

understand about what his/her talking about. According to Longman, speaking is an oral language that we use for saying something or we mention someone.<sup>19</sup> Meaning that, speaking is the way to say something for someone. Thornbury has said that Speaking is activities that rely to share knowledge.<sup>20</sup> Meaning that speaking is an opportunity to share and express their opinion and thought. In conclusion, speaking ability is the ability of a person to express his or her ideas, feeling, or something in his mind to others.

Speaking is a very important skill in mastering English for students who learn English requires mastering the ability to communicate with each other. When someone who masters speaking, he or she will not have difficulties expressing his or her ideas, thought, and feeling. It can be practiced in daily questions, making conversation with friends, and conveying English speech in front of the class.

Talking about speaking is a communication. We cannot separate it with the language as Brown says “Language learning is primarily a matter of transforming perception into conception. Language is means of thinking, of representing the word to oneself.”<sup>21</sup> So we use language to represent our conception that is usually expressing in speaking.

To transform perception into conceptions, the speakers need several competences such as communicative and sociolinguistic

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<sup>19</sup> Longman, *Longman Dictionary of American English (4<sup>th</sup> Edition)*, (London: Pearson Education, 2008), p.986

<sup>20</sup> Scott Thornbury, *How to Teach Speaking* (London: Longman, 2009), p.12

<sup>21</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (San Fransisco: Pearson Longman, 2000), p.44

competence to produce a good speaking performance that is effective on having a good English proficiency.

According to Kalayo, speaking involves three areas of knowledge as follows:<sup>22</sup>

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct
- b. Function (transaction and interaction): knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building)
- c. Social and cultural rules and norms: understanding how to make into account who is speaking to whom, in what circumstance, about what, and for what reason.

Communicative competence consists of grammatical competence as well as sociolinguistic competence, that is, factors governing successful communication.

In the communicative model of language teaching, the teachers or instructor help their students develop the body of language by providing authentic practice that prepares students real-life communication situation, they help their students develop the ability to produce grammatically correct, connected sentence, and use acceptable accent. Therefore, the

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<sup>22</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language TEFL* (Pekanbaru: Alfa Riau Graha UNRI Press, 2007), p. 101

communicative model of language teaching can improve the students' speaking ability.

## **2. Speaking ability.**

Speaking is one of the communicative competences that is relating to people in social relationship and social expectation. In speaking term, speaker and interlocutor outward appearance in which both yield immediate feedback form of verbal and non-verbal. In addition to appear take and give, problem and carries can be clear up and more complete transition of meaning obtained.

Speaking is a very important skill in mastering English for students who learn English to communicate with each other, speaking need some components that have a crucial meaning in speaking skill, they are: accent, grammar, vocabulary, fluency, and comprehension.

### **a. Accent**

Derwing and Munro stated that having a good accent of the languages can help in normal communication, particularly intelligibility.<sup>23</sup> Accent is a very important part of learning the spoken language. Therefore, as an English teacher, you not only teach well accent but also it is possible for the students to acquire accent by imitating you.

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<sup>23</sup> I.S.P Nation and J. Newton, *Teaching ESL/ EFL Listening and Speaking*, (New York: Routledge, 2009), p.75



b. Grammar

Leaver says that knowledge of target language grammar sometimes called structure (or forms), and syntax (word order) is an equally important aspect of second or foreign- language acquisition. Words alone are not enough to communicate. The words must come in most languages .in certain order and take a certain shape or they will not be understood and your message will not be conveyed.<sup>24</sup>It means that grammar is one of the language components in speaking and grammar is the role by which we put together meaningful words and part of words of language to communicate messages that are comprehensible.

c. Vocabulary

One of the important aspects that support in a certain language is vocabulary. It deals with the right appropriate words. Vocabulary plays an important role in speaking skill. It cannot be ignored in speaking learning. As leaver says that vocabulary learning is one of the sets of enable the knowledge and critical aspect of developing the ability to use foreign language in useful ways.<sup>25</sup>

d. Fluency

Schmidt has said that influent language use involves the processing of language in real time. That is, learner demonstrate fluency when they take part in meaning focused activity and do it with

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<sup>24</sup>*Ibid.*, p.21

<sup>25</sup> Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, *Achieving Success in Second Language Acquisition* (New York: Cambridge University Press, 2005) p,147

speed and ease without holding up the flow of talk.<sup>26</sup> It means that fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

e. Comprehension

Comprehension is knowing about something; ability to get the knowledge what have been learn. It derived from the students them self who are able to understand the lesson.

Canale and swain propose that communicative competences include, grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Which reflect the use of linguistic system and the functional aspects of communication, respectively. In the framework of Canale and Swain saying the components underlying speaking effectiveness (speaking proficiency) are:<sup>27</sup>

a. Grammatical Competence

Grammatical competence is an umbrella that includes increasing expertise in grammar, vocabulary and mechanics. Grammatical competence enables speakers to use and understand English language structure accurately and unhesitatingly which contributes to their fluency.

b. Discourse Competence

Discourse competence is concerned with intersentential relationship. In discourse, whether formal and informal, the rules

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<sup>26</sup> \_\_\_\_\_, p.151

<sup>27</sup> Jack C.Richard and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002) pp.207-208

of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require the ability to perceive and process stretches of discourse to representation meaning in both previous sentence and following sentence.

c. Sociolinguistic Competence

Learners must have competence which involves knowing what is expected socially and culturally by users of the target language. Learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of the language helps learners know what comments are appropriate, how to ask question during interaction and how to respond nonverbally to the purpose of the talk.

d. Strategic Competence

Strategic competence is the way learners manipulate language in order to meet communicative goals. It is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic and discourse rules with reference to speaking.

From the components of speaking ability that explained above, Learners should know each component to have a good speaking ability to improve their speaking performance in communicative competence.

### 3. Teaching Speaking.

There are four language skills that should be taught, they are listening, speaking, reading, and writing. Teaching speaking is one of the important parts in the curriculum state in Indonesia curriculum not only for Elementary school, Junior High school, Senior High School, but also for the college students and adults. The aim of teaching speaking is communicative efficiency. Learners should be able to make themselves understand by using their current proficiency.

Hasibuan and Ansyari said that to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.<sup>28</sup>

1. Language input: comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.
2. Structure output: focus on correct form. In structured output, students may have option for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.
3. Communication output: the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just present, but they also may draw on any other vocabulary, grammar, and communication strategies that they know.

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<sup>28</sup>Kalayo Hasibuan and M. fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*.(Riau: Alaf Riau Graha UNRI press, Pekanbaru, 2007), p.102

Based on Hasibuans' statement about communicative efficiency above, the researcher concludes that the teacher should consider about three points in teaching speaking to help students develop communicative efficiency in teaching and learning speaking.

In conclusion, teaching speaking should improve students' communicative skills. It means that the students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstance. Learners are expected to be able to produce the language they learn.

#### **4. News Item Text**

##### **a. The Definition of Narrative text**

To know students' speaking ability in News item text, there should be understood about the meaning of news item itself. A news item text is a text which is grouped into the text genre of narration. The main function of narration is telling stories or informing about events in chronological order. The order in the narration can be based on time, place and the events themselves. The purpose of the text is to inform readers, listeners or viewer about events of the day which is important.<sup>29</sup>

##### **b. Generic Structure**

1. **Newsworthy Events:** this stage "alerts" the listener/ or reader to know about the event by introducing the main events in a setting place in summary form.

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<sup>29</sup>TH. M. Sudarwati and Eudia Grace, *Look Ahead an English Course for Senior High School Students Year X*, (Jakarta: Erlangga, 2006), p.98

2. Background events: in this stage a sequence of event and for elaborating the news to the others.
  3. Sources: this stage is for comment by participations in the news, and the expert on the event has authorization.
- c. Language Features
1. Use of short text to give information about the news or story to concluded based on headline
  2. Use of material process to inform the event in circumstance
  3. Use of verbal process such as said, told.
  4. Focus on circumstance.

**Table II.1**  
**Example of News Item Text**

<p><b>Man Jailed for striking RI maid</b></p> <p>Singapore: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news report said on Thursday.</p> <p>Muhammad shafiqWoon Abdullah admitted in a Singapore court he physically abused the woman on several occasions between June and October 2002, The straits times said.</p> <p>The magistrate's court heard that shafiq, 31, began striking Winarti, 22, about a mounth after she started working for him.</p> <p>He hit her on the head with the TV set's remote control because he was unhappy with her work.</p> <p>S.S Dhilon, Shafiq's lawyer said his client lost his "better sense" when he saw his daughter's face covered as she lay in bed</p> <p>He said his client thought the maid had put the child in danger.</p>
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## 5. Nature of Interview

Variation definitions of interview have been given by many theorists. According to Edenbrough, interview is a meeting of two people or more to evaluate the tasks.<sup>30</sup> Meaning that interview is a conversation to discuss about something. And Matthew states that interview is a conversation has a purpose.<sup>31</sup> It means that interview is a conversation to share our ideas and find a viewpoint from the partner. And Tolley has said that interview is process to ask questions.<sup>32</sup> it means that in interview the interviewer has goal to ask about something related to about the topic, and process about asks to the interviewee is to measure the ability or background knowledge of his/herself. In conclusion, interview is the ability of the person to share his/her ideas and give and take a viewpoint from the partner.

## 6. Nature of Strategy

Strategy is the procedures used in learning and thinking which serve as a way of reaching a goal.<sup>33</sup> Strategy is also series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students' efforts and to remind the students what to do at each stage of the process. Thus, the strategy has the students to perform a few steps in learning process.

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning

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<sup>30</sup> Edenbrough, R. *Effctive Interview Handbook of Skills Technique and Application (Second Edition)*. (London: Kogan Page, 2002), p,25

<sup>31</sup> Matthew J. Deluca and Nannette F. Deluca. *24 Hours to the Perfect Interview* (New York: McGrow Hills, 2004), p.9

<sup>32</sup> Harry Tolley and Robert Wood. *How to Succeed at an Assessment Centre (Third Edition)*, (London: Kogan Page, 2010), p.147

<sup>33</sup> Joan Rubin, *Review of Speaking Ability Research, Modern Language Jurnal*. Wheaton-chicago, vol. 78, no 2, June 1994. P. 199

because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self confidence.<sup>34</sup>

Oxford stated that the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into six groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirement such as confidence, while social strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.<sup>35</sup>

Oxford's taxonomy of language learning strategies is shown in the following:<sup>36</sup>

a. Direct Strategies

The first major class, direct strategies for dealing with the new language is like the performer in a stage play, working with the language itself in a variety of specific tasks and situation. Direct strategy are language learning strategies that directly involve the target

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<sup>34</sup>Rebecca L. Oxford. *Language Learning Strategies: what every teacher should know*. (Boston: Heinle and Heinle Publisher, 1990), p. 1

<sup>35</sup> Murat Hismanonglu, *Language Learning Strategies in Foreign Language Learning and Teaching*, (the internet TESL Journal Vol. VI, No. 8, august 2000)

<sup>36</sup> Rebecca L, Oxford. *Op.Cit.*, pp.14-15



language. The direct class is composed of memory strategies, cognitive strategies and comprehension strategies.

#### 1. Memory Strategies

Memory strategies are used for remembering and retrieving new information such as grouping or using imagery. These strategies consist of creating mental linkages, applying images and sounds, reviewing well, and employing action.

#### 2. Cognitive strategies

Cognitive strategies are used for understanding and producing the language such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. These strategies consist of practicing, receiving and sending message strategies, analyzing and reasoning and creating structure for input and output.

#### 3. Compensation Strategies

Compensation strategies are used for using language despite knowledge gaps such as guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge. These strategies consist of guessing intelligently and overcoming limitations in speaking and writing.

#### b. Indirect Strategies

The second major strategy class indirect strategies for general management of learning can be linked to the director of play. This class is made up of metacognitive strategies, affective strategies and social strategies.

### 1. Metacognitive Strategies

Metacognitive strategies are used for coordinating the learning process. These strategies consist of centering the learning and planning the learning.

### 2. Affective Strategies

Affective strategies are used for regulating emotions. These strategies consist of lowering your anxiety, encouraging, yourself, and taking your emotional temperature.

### 3. Social Strategies

Social strategies are used for learning with others. These strategies consist of asking questions, cooperating with others and empathizing with others. In this case, many students outside of the language learning field have strongly demonstrated the utility of cooperative learning strategies. Cooperative learning consistently shows the following significant effect. Thus, Three- Step Interview Strategy is one of cooperative learning strategies in which provide the opportunity for students to learning with their friends. In this case Three-Step Interview Strategy can be included into indirect strategies especially social strategies.

## **7. Definition of Three-Step Interview Strategy**

Three-Step Interview Strategy is one of the Kagan's cooperative learning structures that can be used for making interaction in a teammate.<sup>37</sup>As kagan said that cooperative learning in the mixture of

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<sup>37</sup>Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Klamente:Kagan Publishing,2009), p. 20

instructional strategies to boost achievement.<sup>38</sup> It means that, cooperative learning is the way to make learners prefer to learn. This strategy can also be used for team and class building, communication skill, social skill, thinking skill.<sup>39</sup> So, Three-Step Interview can be included to indirect strategy, because this strategy has the produces that can manage the teaching and learning process. Indirect strategy is made up of Metacognitive Strategy, Affective Strategy, Social Strategy, and Three-Step Interview can be included to these three parts of indirect strategy, because Three- Step Interview Strategy can be used for coordinating learning process (Metacognitive Strategy), regulating students' emotion (Affective Strategy), and learning with others (Social Strategy).

#### **8. Concept of Three-Step Interview Strategy**

Three- Step Interview is one of the cooperative learning strategies that was developed by Spencer Kagan in 1989 which provide the opportunities for students to give the responses in turn. It means that every member in group could have his/her own turn to give the responses based on the material given by the teacher. In this case, the students are interview about article that they have read and share what they learned in the interview in the team. The students have to pay attention to the response given by their teammates. Here, the students could listen to the response that expressed by their teammates that could get multiple perspective and may be more open to alternative explanation. Kagan also states that structuring the discussion in this way helps facilitate the construction of

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<sup>38</sup>*Ibid.*, p.4.18

<sup>39</sup>*Ibid.*, p.14

knowledge by every student.<sup>40</sup> And also Liang said that Three- Step Interview can help students to gain competence in listening, speaking and summarizing.<sup>41</sup>

Sukmawati stated that Three-Step Interview strategy is rarely used in English teaching process, and it can be alternative strategy instead of teaching model.<sup>42</sup> In here, each member of a team is responsible not only for learning what is taught but also for helping teammate learns, thus creating an atmosphere of achievement. The students will work through the assignment until all group members successfully understand and complete it.<sup>43</sup>

According to Kagan, Three-Step Interview Strategy can be used to minimize resistance among students when the teacher introduces the new strategy because this strategy is very simple and easy.<sup>44</sup> Afterwards, Three- Step Interview Strategy makes the learners more fluent talking with partner when asked to share with a team.<sup>45</sup> And also purpose of Three-Step Interview Strategy is for analyzing new information synthesis.<sup>46</sup>

Kagan states Three-Step Interview has some function: it can be used for teambuilding, social skills, communication skills, thinking skills

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<sup>40</sup>*Ibid*

<sup>41</sup>Tsailing Liang, July (2002) "Implementing Cooperative Learning in EFL Teaching": Process and Effects. *In Partial Fulfillment of the Requirement for the Degree of Doctor of Philosophy.*, p.36

<sup>42</sup>Sukmawati, The Cooperative Learning Three- Step Interview Toward Students Speaking Ability. P.1 [http://s/the-cooperative learning-three-step.html](http://s/the-cooperative-learning-three-step.html).retrieved, June 28, 2013.

<sup>43</sup>*Ibid*

<sup>44</sup>Spencer Kagan, *Lo. Cit.*, p. 39

<sup>45</sup>*Ibid.*, p. 144

<sup>46</sup>Sukmawati., *Op. Cit*, p.1

and presenting info.<sup>47</sup> Three- Step Interview Strategy can be used for teambuilding in which this strategy results in teammates linking each other more and wanting to work together. In this case, the students will feel a sense of team to identify, mutual support and belonging. Social skills mean students become more polite and cooperative. Here, students are able to resolve conflicts of understanding and accepting point of view, different from their own, and the students are also more respectful and responsible, that is able to control their impulses. Communication skill means that the students can improve their ability to accurately send and decode oral, written, and non verbal language. Therefore, in communication skills, the learners can also develop personal skills, including understanding and responsibility.

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

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<sup>47</sup>Kagan., *Loc. Cit.*, p. 146

presenting information which means that it allows efficient sharing of ideas and solutions.<sup>48</sup>

Mclucas and wertheim said that there are two different types of Three-Step Interview; they are the groups of two and groups of three. They said the groups of three will be effective way to encourage students share their thinking, ask questions, and take note.<sup>49</sup>

The hints and management ideas of Three- Step Interview strategies as follow:<sup>50</sup>

a. Questioning:

In here, before students try this strategy, they have explored the types of questions and ask what point in the interview.

b. reinforcing to take time:

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

c. Using Recording sheet:

The students have to consider providing with recording sheets to use when they are in the role of “reporter”

d. Determining the Length of Time for each Interview:

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

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<sup>48</sup> \_\_\_\_\_, p.140

<sup>49</sup> Kendal Mclucas and Josh Wertheim, Three-Step Interview.<http://its.guildford.k12.nc.us/act/strategies/three-step-interview.htm>, Retrieved: June 28, 2013

<sup>50</sup>Bannet, Barry and Rolheiser, *The Artful Science of Instructional Integration* (Ontario: Bookation, 2001). Retrieved July 25,2012. <http://intech.edu/modthreestep.htm.ctm>

## 9. Procedure of Three-Step Interview Strategy

There are some procedures by using Three-Step Interview Strategy as suggested by Bannet, Barrie, and Rolheiser:<sup>51</sup>

- a. The teacher asks students to make a group that consists of three persons.
- b. The teacher asks students to make a role. In here, student A as an interviewer, student B as an interviewee, and student C as a reporter.
- c. The teacher asks students to switch roles after each interview.
- d. Each member of group share his/her ideas what they have recorded when they were person C or as a reporter.

Here are some procedures by using Three-Step Interview Strategy suggested by Sanissaptiari:<sup>52</sup>

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

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<sup>51</sup>*Ibid.*,

<sup>52</sup>Sanissaptiari, *Teaching Speaking Skill through Three Step Interview Technique*, Retrieved: February 16,2013. <http://edtech.edu/teachingspeaking.html.cfl>

## 10. Advantages of Three-Step Interview Strategy

Three- Step Interview Strategy is a strategy which gives learners opportunities to repeatedly use their knowledge of the English Language. According to Utami, there are some advantages of using this strategy. Firstly, Three-step Interview Strategy is a physically active process to activate students' prior knowledge of a topic through conversation that uses language in the process of learning and gives the learner opportunity to practice their speaking. Secondly, the learners will get the same chance to practice their ability of speaking without feel anxious. Thirdly, this strategy will make the situation in the classroom more joyful and can be expected to make the learner more cooperative during the speaking class.<sup>53</sup>

### B. Relevant Research

According to Syafi'I relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research.<sup>54</sup> There are several relevant researches which have relevancy to this research especially in speaking area. The researchers are various, it happens because speaking is a part of ability in studying English. For Three-Step Interview Strategy, the writer chooses the relevant researches which correlate to writer's research using Three-Step Interview Strategy, and the use of Three-Step Interview Strategy is their instrument.

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<sup>53</sup>RelaUtami, *Improving Speaking Skill using Three-Step Interview*, Retrieved: June 21, 2012. <http://edtech.kennesaw.edu/intech/threestepinterview.htm>

<sup>54</sup>Syafi'I, *From Paragraph to a Research Report: A writing of English for Academic Purpose* (Pekanbaru: LBSI, 2011), p.122



This is a research done by Sumiati, entitled: “The Effect of using Three-Step Interview Strategy toward Students’ Listening Comprehension at the First Year of Senior High School Dharma PendidikanKampas District of Indragiri Hilir Regency”. It was an experimental research. The findings of the research indicated that the result of using Three- Step Interview strategy was successful in increasing students’ listening comprehension.<sup>55</sup>

This is a research done by RelaUtami, entitled: “Improving Speaking Skill Using Three- Step Interview in the First Grade Students of SMA Negeri 1 Ngawi”. It was an action research. The result of both pre-test and post test indicated that the student had significant improvements in speaking skill. The finding of the research indicated that Three-Step Interview Strategy was successful.<sup>56</sup>

Based on the explanation above, it shows that the difference between the previous researchers and this research is that of the previous researched aimed to know the effect of the students’ speaking ability by using Three-Step Interview Strategy. Furthermore, based on the research finding of both previous researches, it indicated that the use of Three-Step Interview strategy was successful and could be applied to increase students’ listening and speaking ability.

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<sup>55</sup>Sumiati, The Effect of using Three-Step Interview Strategy toward Students’ Listening Comprehension at the First Year of Senior High School Dharma PendidikanKampas District of Indragiri Hilir Regency. Universitas Sultan SyarifKasim Riau. (Pekanbaru: Unpublished 2012)

<sup>56</sup>RelaUtami, Loc.Cit.,

### C. Operational Concept

The operational concept is used to avoid misunderstanding in carrying out the research in accordance with review of related literature. Therefore, it is necessary to clarify briefly the variables used in this study.

1. The use of Three-Step Interview Strategy in teaching speaking as the independent variable is symbolized by “X”
  - a. The teacher prepares topics that are suitable for the language level of the lesson and set time.
  - b. The teacher organizes the students into group that consist of three, in here, student A as an interviewer and student B as an interviewee, student C as a Reporter.
  - c. The teacher gives students time to interview each other about the topic that has been given by the teacher
  - d. The teacher asks each member of the group take turn of stating or sharing the responses, idea or solution about the topic orally.
  - e. The teacher asks each member of group to share their ideas about what they have recorded when they are person C or as a reporter.<sup>57</sup>
2. The students’ speaking ability as dependent variable is symbolized by “Y”
  - a. The students are able to state main idea of the speech
  - b. The students are able to provide supporting details of the topic/ idea
  - c. The students are able to use appropriate words, phrase, or utterance to express the ideas
  - d. The students are able to use certain language system (grammar) to make well formed utterance

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<sup>57</sup> Spencer Kagan, *Loc.Cit.*, p.160

- e. The students are able to make appropriate cohesive devices to create a well organized speech
- f. The students are able to make appropriate gestures to accomplish the purpose of the speech
- g. The students are able to perform acceptable pronunciation to express understandable utterances.

#### **D. Assumption and Hypothesis**

##### **1. Assumption**

In this research, the writer assumes:

- a. The students' speaking ability taught by using Three-Step Interview is various.
- b. The students' speaking ability taught by using conventional method is various.
- c. The effect of using Three-Step Interview Strategy will be better for students' speaking ability.

##### **2. Hypothesis**

- a. Null Hypothesis ( $H_0$ )

There is no significant difference of students' speaking ability before being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru.

b. Alternative Hypothesis ( $H_{a1}$ )

There is a significant difference of students' speaking ability after being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru.

c. Null Hypothesis ( $H_0 2$ )

There is no significant difference of students' speaking ability before being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru.

d. Alternative Hypothesis ( $H_{a2}$ )

There is a significant difference of students' speaking ability after being taught by using Three- Step Interview Strategy for experimental class and conventional teaching method for control class of the first year at SMA Muhammadiyah 1 Pekanbaru.

e. Null Hypothesis ( $H_0 3$ )

There is no significant difference of using Three- Step Interview Strategy toward Students' speaking ability of the first year at SMA Muhammadiyah 1 Pekanbaru

f. Alternative Hypothesis ( $H_{a3}$ )

There is a significant difference of using Three- Step Interview Strategy toward Students' speaking ability of the first year at SMA Muhammadiyah 1 Pekanbaru.

## CHAPTER III

### THE RESEARCH METHOD

#### A. Research Design

The type of this research is experimental research. According to Cresswell, experiment is you test an idea to determine whether it influence an outcome or dependent variable.<sup>58</sup> The design of this research was quasi experimental research with nonequivalent control group which was intended to find out the effect of using Three- Step interview Strategy toward students' speaking ability. Furthermore, Gay and Airasian stated that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classroom are assign to treatments.<sup>59</sup>

Furthermore, this research used two classes as sample. The first class functional as experimental class (X) treated by using Three-Step Interview Strategy and the second was control class (Y) which was treated without using Three-Step Interview Strategy. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' speaking ability. Then there was treatment in the middle. During treatment, the writer corporate with the observer and posttest at the end of the teaching learning process in order to know the effect of using Three-Step Interview Strategy.

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<sup>58</sup>Jhon. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education, 2008), p.299

<sup>59</sup> L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice Hall Inc, 2000), p.367

According to Cresswell the type of this research can be designed as follows:<sup>60</sup>

**Table III.1**  
**The Research Design**

**Pre and Post- Test Design Time**

Select Control Group	Pre-Test	No Treatment	Post-Test
Select Experimental Group	Pre-test	Experimental Treatment	Post-Test

**B. Location and Time of the Research**

The research was conducted of the first year student at SMA Muhammadiyah 1 Pekanbaru. Which is located at Jl. KH, Ahmad Dahlan No.90 sukajadi. This research was conducted from March to April 2013.

**C. Subject and Object of the Research**

The subject of this research was the first year students at SMA Muhammadiyah 1 Pekanbaru. Then, the object of the research was students' speaking ability.

**D. The Population and Sample of the Research**

The population of this research was the first year students at SMA Muhammadiyah 1 Pekanbaru in 2012-2013 academic years. It consists of seven classes, two classes for Bilingual and five classes for Regulars. The number of the first year students at SMA Muhammadiyah 1 Pekanbaru was 143 students. The number of population can be seen in the following table:

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<sup>60</sup>Jhon. W. Cresswell, *Op.Cit.*, p.314

**Table III.2**  
**The Population of the First Year Students at**  
**SMA Muhammadiyah 1Pekanbaru**

<b>NO</b>	<b>CLASS</b>	<b>TOTAL</b>
1	Bilingual 1	20
2	Bilingual 2	20
3	X.1	21
4	X.2	21
5	X.3	20
6	X.4	20
7	X.5	21
<b>TOTAL</b>		<b>143</b>

The technique used in taking the sample was cluster random sampling. The writer took two classes as the sample of the research. X.3 as a control class, and X.4 as an experimental class. They are:

**Table III.3**  
**The Sample of the First Year Students at**  
**SMA Muhammadiyah 1Pekanbaru**

<b>No.</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1.	X.3	13	7	20
2.	X.4	8	12	20

#### **E. Technique of Collecting data**

In this research, the researcher used oral presentation test to collect the data to find out students' speaking ability. The test was done twice, before and after getting the treatment intended to obtain students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru.

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

- a. The students are given pre-test and post-test in oral presentation
- b. The students' speaking is recorded by the researcher and back up into CD. Then, it is collecting to evaluate the appropriate of accent, grammar vocabulary, fluency and comprehension
- c. The researcher uses two raters to score students' speaking ability
- d. The researcher collects and summed up raters' scores to get each students' score

According to Hughes, there are some components that should be considered in giving students' speaking ability score. They are accent, grammar, vocabulary, fluency, and comprehension.<sup>61</sup> He described the rating as follow:

**Table III.4**  
**Speaking Assessment**

**a. Accent**

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

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<sup>61</sup> Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), p.131.



**b. Grammar**

Score	Requirement
1	Grammar almost entirely inaccurate except in stock phrase
2	Constant errors showing control of view major pattern and frequently preventing communication.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control
5	Few errors, with no patterns of failure
6	No more than two errors during the interview

**c. Vocabulary**

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

**d. Fluency**

Score	Requirement
1	Speech is so halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentence
3	Speech is frequently hesitant and jerky; sentence may be left uncompleted.
4	Speech is occasional hesitant, with some unevenness caused by rephrasing and groping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

### e. Comprehension

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

#### 1. Procedure of collecting data for control class

In control class there were three procedures of collecting data:

##### a. Pre test:

Pre test was carried out to know the early background of students' speaking ability for both experimental and control groups. The test consisted of an instruction related to expression of giving comment on news item text.

##### b. Post Test:

Post test was given to the students after they were taught by using the conventional teaching method. It was used to know whether the students were able to speak English well.

#### 2. Procedure of collecting data for experimental class

In the experimental class, there were three procedures of collecting data:

##### a. Pre-test

Pre test was given to the students before the students were taught by using Three – Step Interview Strategy. It was used to measure the

students' ability in speaking before they were taught by using Three – Step Interview strategy.

b. Treatment

In treatment, the students were taught by Three – Step Interview strategy. The teacher explained to the students about the topic, and taught them by using Three – Step Interview strategy.

c. Post-test

Post test was given after they were taught by using Three – Step Interview Strategy. It was used to know whether the students could easily speak by using Three – Step Interview strategy or not. The result was compared with pre test

**Table III.5**  
**Topic of the Teaching Speaking in Each Meeting**

No	Meeting	Topic
1	I	Indonesian Migrant Worker dies in Malaysia
2	II	Town 'Contaminated'
3	III	The Use of Seat Belts Mandatory
4	IV	Six Councilors to go on Trial Soon
5	V	Singapore to Double Arts Media by 2012
6	VI	Tangerang Opts to Build, Not Repair Roads

**3. The Validity and Reliability of Test**

**a. Validity of the Test**

According to Hughes a test is said to be valid if it measures accurately what it is intended to measure.<sup>62</sup> According to gay, validity is the appropriate interpretation is made from the test

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<sup>62</sup> Arthur Hughes, *Ibid.*, p.26

score.<sup>63</sup> furthermore, Gay says that there are three kinds of validity. They are content validity, criterion- related validity, and construct validity. All of them have different usage and function.

Content validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express is quantitatively.<sup>64</sup> Content validity just focused on how well the items represent the intended area. To determine the validity was referring to the material given to the students.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the test given to the students were based on the material that they had learned about news item text.

#### **b. Reliability of the Test**

According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.<sup>65</sup> It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short the characteristic of reliability is sometimes termed consistency. It is clear that reliability is used to measure the quality of the test scores and consistency of the test.

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<sup>63</sup> L.R Gay and Peter Airasian, *Loc. Cit.*, p.163

<sup>64</sup> *Ibid.*, p. 164

<sup>65</sup> *ibid.*, p.169

In this research, to know the reliability of speaking test, the writer used interjudge (interatter) reliability. It means that the score of the test was evaluated by more than one people. In this research, the students' speaking score were evaluated by two raters. Also Gay said that inter judge reliability can be obtained by having two (more) judges independently scores to be compared to the scores of the rater 2.

#### F. Technique of Analyzing Data

In analyzing the data, the researcher statistically analyzed the data by using SPSS 16.0 version. First, the researcher analyzed data by using independent sample t-test formula. T-test is uses to know whether the result of the research is significantly significant or not. According to Hartono, t-test is used to know whether there is significant different of mean between two variable or more.<sup>66</sup> The formula can be seen as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$  =The value of t – obtained

$M_x$  =Mean score of experimental sample

$M_y$  =Mean score of control sample

$SD_x$  =Standard deviation of experimental group

$SD_y$  =Standard deviation of control group

N =Number of Students

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<sup>66</sup> Hartono. *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Belajar, 2008), p.171

The t-table is employed to see whether there was or not a significant effect between the mean score of both experimental and control group. The t-obtained value was consulted with the value of t-table at degree of freedom  $(df) = (N1+N2) - 2$  statistically hypothesis:

$H_a$  :  $t_o > t\text{-table}$

$H_o$  :  $t_o < t\text{-table}$

Second, the researcher analyzed the data by using Paired Sample t-test to know whether there was significant effect of students' speaking ability taught by using Three-Step Interview Strategy or not. The formula can be seen as follows:

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d)^2}{n-1}}}$$

Then hypothesis is:

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is significant difference of using Three- Step Interview Strategy toward Students' Speaking Ability of the first year at SMA Muhammadiyah 1 Pekanbaru.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant difference of using Three- Step Interview Strategy toward Students' Speaking Ability of the first year at SMA Muhammadiyah 1 Pekanbaru.

To identify the level of the Effect of using Three-Step Interview Strategy of the First Year at SMA Muhammadiyah 1 Pekanbaru, it was done by calculating coefficient ( $r^2$ ) by using formula:<sup>67</sup>

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

To find out the percentage of coefficient effect ( $K_p$ ), it is used the following formula:

$$K_p = r^2 \times 100 \%$$

Then, before analyzing the data into SPSS, the writer was conducting the category Standard in speaking English.<sup>68</sup>

1. 80 - 100 = excellent
2. 66 - 79 = very good
3. 56 - 65 = good
4. 40 - 55 = enough
5. 30 - 39 = poor

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<sup>67</sup> Riduwan, *Rumus dan Data dalam Analisis Statistika*, (Alfabeta: Bandung. 2008), p, 125

<sup>68</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: PT. RinekaCipta, 2009), p.245

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Description of Research Procedure**

The purposes of the research were to find out how the students' speaking ability taught by using Three- Step Interview Strategy or without using Three-Step Interview Strategy, and to find out the significant effect of using Three-Step Interview Strategy toward speaking ability. The data were obtained from the students' post-test scores of control and experimental class.

Before treatment (only experimental class), the writer gave pre-test to X.3 and X.4. In giving test; pre-test and post-test, the students were asked to speak spontaneously without any preparation by giving certain topic that had been explained by the teacher. It was the topic being taught at the time and was evaluated by concerning five components of students' speaking ability; accent, grammar, vocabulary, fluency, and comprehension. Each component had its score. Then, the writer gave treatments to experimental class for six meetings.

After giving treatments to the experimental class, the writer used the same format of speaking test for the post-test of the experimental class. While for the control class taught without using Three-Step Interview Strategy or no treatments, the writer used the same format of speaking test for their post-test too.



The totals of pre-test and post-test in both classes were significantly different. The total score of the pre-test of control class was 916, while the highest was 52 and the lowest was 40. The total score of the post test of control class was 1104, the highest score was 70 and the lowest score was 40. The total score of pre-test of experimental class was 888, the highest was 52 and the lowest was 40. Then, the total score of the post-test of experimental class was 1292. The highest score was 82 and the lowest was 60.

## **B. Data Presentation**

The data of the research were obtained from the scores of the students' pre-test and pos-test both control and experimental classes. There were two data of students' speaking ability served by the writer. They were the data of students' speaking ability taught without using Three-Step Interview Strategy and the data of the students' speaking ability taught by using Three-Step Interview Strategy. The data of students' scores of oral presentation test as the result of the research are presented in the following table:

**Table IV. 1**  
**Students' Pre-Test Scores of the Five Aspects**  
**(Experimental Class)**

No	Students	Proficiency Description					Score
		Accent	Grammar	Voc.	Fluency	Compre.	
1	Student 1	40	40	60	40	60	48
2	Student 2	40	40	40	40	40	40
3	Student 3	40	40	40	40	40	40
4	Student 4	50	50	60	50	50	52
5	Student 5	40	40	40	40	40	40
6	Student 6	40	40	50	40	40	42
7	Student 7	40	40	50	40	40	42
8	Student 8	50	40	40	50	50	46
9	Student 9	60	60	60	60	60	60
10	Student 10	40	40	40	40	40	40
11	Student 11	40	40	50	40	40	42
12	Student 12	40	40	40	40	40	40
13	Student 13	40	40	50	40	40	42
14	Student 14	50	50	60	50	50	52
15	Student 15	40	40	50	40	40	42
16	Student 16	40	40	40	40	40	40
17	Student 17	50	40	50	50	40	46
18	Student 18	40	40	50	40	50	44
19	Student 19	40	40	40	40	40	40
20	Student 20	40	40	60	50	60	50
Total		870	860	970	960	900	888
Mean		43.05	43.00	48.05	48.00	45.00	44.04

The table above IV.1 shows that the total scores of experimental class students' pre-test of the five aspects was 888, which was consisted of: accent was 870, grammar was 860, vocabulary was 970, fluency was 960, and comprehension was 900. And the mean score was 44.04, which was consisted of: accent was 43.05, grammar was 43.00, vocabulary was 48.05, fluency was 48.00, and comprehension was 45.00. The highest gain was 52 and it was achieved by one student. Meanwhile, the minimum gain in was 40, it was achieved by seven students. Thus, the students' pre-test score of the experimental class was categorized into enough level.

**Table IV. 2**  
**Students' Pre-Test Scores of the Five Aspects**  
**(Control Class)**

No	Students	Proficiency Description					Score
		Accent	Grammar	Voc.	Fluency	Compre.	
1	Student 1	40	40	60	40	40	44
2	Student 2	50	40	50	40	60	48
3	Student 3	40	50	50	50	50	48
4	Student 4	50	50	60	50	50	52
5	Student 5	40	40	50	50	40	44
6	Student 6	40	50	60	50	50	50
7	Student 7	50	50	50	40	50	48
8	Student 8	40	40	40	40	40	40
9	Student 9	40	40	50	40	40	42
10	Student 10	40	40	40	40	50	42
11	Student 11	40	50	60	40	40	46
12	Student 12	40	50	50	40	50	46
13	Student 13	40	40	40	40	60	44
14	Student 14	40	40	50	40	40	50
15	Student 15	40	50	60	50	60	52
16	Student 16	40	40	40	40	40	40
17	Student 17	40	40	40	40	40	40
18	Student 18	40	40	50	40	40	42
19	Student 19	40	60	60	40	50	48
20	Student 20	40	40	40	40	50	50
Total		830	890	1000	850	940	916
Mean		41.05	44.05	50.00	42.05	89.52	45.08

The table IV.2 shows that the total scores of control class students' pre-test of the five aspects was 916, which was consisted of: accent was 830, grammar was 890, vocabulary was 1000, fluency was 850, and comprehension was 940. And the mean score was 45.08, which was consisted of: accent was 41.05, grammar was 44.05, vocabulary was 50.00, fluency was 42.05, and comprehension was 89.52. The highest gain was 52 and it was achieved by two students. Meanwhile, the minimum gain it was 40, it was achieved by three students. Thus, the students' pre-test score of the control class was categorized into enough level.

**Table IV. 3**  
**Students' Post-Test Scores of the Five Aspects**  
**(Experimental Class)**

No	Students	Proficiency Description					Score
		Accent	Grammar	Voc.	Fluency	Compre.	
1	Student 1	60	60	80	60	70	66
2	Student 2	60	70	60	60	70	64
3	Student 3	60	70	70	60	60	64
4	Student 4	50	60	70	80	70	66
5	Student 5	60	60	60	60	60	60
6	Student 6	50	50	50	70	70	64
7	Student 7	40	60	70	60	70	60
8	Student 8	50	60	80	80	70	68
9	Student 9	80	80	80	80	90	82
10	Student 10	60	60	60	60	60	60
11	Student 11	60	60	60	60	70	62
12	Student 12	60	60	60	60	60	60
13	Student 13	60	60	60	60	60	60
14	Student 14	50	70	70	70	70	66
15	Student 15	60	60	60	70	60	64
16	Student 16	70	60	70	60	70	66
17	Student 17	60	60	70	60	60	62
18	Student 18	60	60	70	60	70	64
19	Student 19	60	60	70	70	60	64
20	Student 20	60	70	80	70	70	70
Total		1170	1250	1350	1310	1340	1292
Mean		58.05	62.05	67.05	65.05	67.00	64.06

The table IV.3 shows that the total scores of experimental class students' post-test of the five aspects was 1.292, which was consisted of: accent was 1.170, grammar was 1.250, vocabulary was 1.350, fluency was 1.310, and comprehension was 1.340. And the mean score was 64.06, which was consisted of: accent was 58.05, grammar was 62.05, vocabulary was 67.05, fluency was 65.05, and comprehension was 67.00. The highest gain was 82 and it was achieved by one student. Meanwhile, the minimum gain it was 60, it was achieved by five students. Thus, the students' post-test score of the experimental class was categorized into good level.

**Table IV. 4**  
**Students' Post-Test Scores of the Five Aspects**  
**(Control Class)**

No	Students	Proficiency Description					Score
		Accent	Grammar	Voc.	Fluency	Compre.	
1	Student 1	60	70	60	60	60	62
2	Student 2	50	50	50	50	50	50
3	Student 3	70	70	70	70	70	70
4	Student 4	50	60	60	40	50	50
5	Student 5	60	60	70	60	60	62
6	Student 6	50	50	70	50	50	54
7	Student 7	50	50	50	50	50	50
8	Student 8	60	60	60	60	60	60
9	Student 9	60	60	60	60	60	60
10	Student 10	50	40	40	60	60	50
11	Student 11	40	50	60	40	50	50
12	Student 12	60	60	70	50	50	58
13	Student 13	40	40	60	50	60	50
14	Student 14	60	60	50	70	60	58
15	Student 15	50	50	70	50	70	58
16	Student 16	50	60	70	60	60	58
17	Student 17	40	40	40	40	40	40
18	Student 18	60	60	60	50	40	54
19	Student 19	40	50	70	40	40	48
20	Student 20	60	60	70	60	60	62
Total		1060	1100	1210	1070	1100	1104
Mean		53.00	55.00	60.05	53.05	55.00	55.02

The table IV.4 shows that the total scores of control class students' post-test of the five aspects is 1104, which was consisted of: accent was 1.060, grammar was 1.100, vocabulary was 1.210, fluency was 1.070, and comprehension was 1.100. And the mean score was 55.02.06, which was consisted of: accent was 53.00, grammar was 55.00, vocabulary was 60.05, fluency was 53.05, and comprehension was 55.00. The highest gain was 70 and it was achieved by one student. Meanwhile, the minimum gain it was 40, it was achieved by one student. Thus, the students' post-test score of the control class was categorized into enough level.

**Table IV.5**  
**Total Score of the Students' Speaking Ability before being**  
**Taught by Using Three-Step Interview Strategy for Experimental**  
**Class and Conventional method for Control Class.**

Students	Control Class	
	Pre- Test	Post Test
Student 1	44	62
Student 2	48	50
Student 3	48	70
Student 4	52	50
Student 5	44	62
Student 6	50	54
Student 7	48	50
Student 8	40	60
Student 9	42	60
Student 10	42	50
Student 11	46	50
Student 12	46	58
Student 13	44	50
Student 14	50	58
Student 15	52	58
Student 16	40	58
Student 17	40	40
Student 18	42	54
Student 19	48	48
Student 20	50	62
Total	916	1104

From table IV.5, the researcher found that the total score of pre-test in control class was 916 while the highest was 52 and the lowest was 40, mean was 44.08. And the total score of post-test in control class was 1104, while the highest was 70 and the lowest was 40, mean was 55.02. Meanwhile, the minimum score for pass was 70. Based on the data, control class cannot achieve the pass minimum score. Thus, the students' score in control class is categorized into enough. The frequency score of pre-test of control class can be seen bellow:

**Table IV.6**  
**Distribution of Frequency of students' Speaking Ability before**  
**Being Taught by Using Three-Step Interview Strategy for Experimental**  
**Class and Conventional method for Control Class.**

**precont**

	Frequency	Percent	Valid Percent	Cumulative Percent
valid 40	3	15.0	15.0	15.0
42	3	15.0	15.0	30.0
44	3	15.0	15.0	45.0
46	2	10.0	10.0	55.0
48	4	20.0	20.0	75.0
50	3	15.0	15.0	90.0
52	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 3 students who got score 40 (15%) valid (15%) and cumulative (15%), 3 students got score 42 (15%) valid (15%) and cumulative (30%), 3 students got score 44 (15%) valid (15%) and cumulative (45%). 2 students got score 46 (10%) valid (10%) and cumulative (55%), 4 students got 48 (20%) valid (20%) and cumulative (75%), 3 students got 50 (15%) valid (15%) and cumulative (90%), 2 students got 52 (10%) valid (10%) and cumulative (100%). The highest frequency was 4 at the score 48. The total frequency was 20. The frequency score post-test of control class can be seen as follows:

**Table IV. 7****Pre experimental**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	7	35.0	35.0	35.0
42	5	25.0	25.0	60.0
44	1	5.0	5.0	65.0
46	2	10.0	10.0	75.0
48	1	5.0	5.0	80.0
50	1	5.0	5.0	85.0
52	2	10.0	10.0	95.0
60	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 7 students who got score 40 (35%) valid (35%) and cumulative (35%), 5 students got score 42 (25%) valid (25%) and cumulative (60%), 1 student got score 44 (5%) valid (5%) and cumulative (65%). 2 students got score 46 (10%) valid (10%) and cumulative (75%), 1 student got 48 (5%) valid (5%) and cumulative (80%), 1 students got 50 (5%) valid (5%) and cumulative (85%), 2 students got 52 (5%) valid (5%) and cumulative (95%), 1 student got 60 (5%) valid (5%) and cumulative (100%). The highest frequency was 7 at the score 40. The total frequency was 20. The frequency score post-test of experimental class can be seen as follows:



**Table IV.8**  
**Total Score of the Students' Speaking Ability after being Taught**  
**by Using Three-Step Interview Strategy for Experimental Class and**  
**Conventional Method for Control Class**

Students	Experimental Class	
	Pre- Test	Post Test
Student 1	48	66
Student 2	40	64
Student 3	40	64
Student 4	52	66
Student 5	40	60
Student 6	42	64
Student 7	42	60
Student 8	46	62
Student 9	60	82
Student 10	40	60
Student 11	42	62
Student 12	40	60
Student 13	42	60
Student 14	52	66
Student 15	42	64
Student 16	40	66
Student 17	46	62
Student 18	44	64
Student 19	40	64
Student 20	50	70
Total	888	1292

From table IV.8, the researcher found that the total score of pre-test in experimental class was 888 while the highest was 52 and the lowest was 40, mean was 45.04. And the total score of post-test in control class was 1292, while the highest was 82 and the lowest was 60, mean was 64.06. Meanwhile, the minimum score for pass is 70. Based on the data, some students in experimental class can achieve the pass minimum score. Thus, the students' score in experimental class is categorized into good level. The frequency score of pre-test of experimental class can be seen bellow:

**Table IV.9**  
**Distribution of Frequency of students' Speaking ability after being taught**  
**by using Three- Step Interview Strategy for Experimental Class and**  
**Conventional Method for Control Class**  
**Score in Control Class**

**postcont**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	5.0	5.0	5.0
48	1	5.0	5.0	10.0
50	6	30.0	30.0	40.0
54	2	10.0	10.0	50.0
58	4	20.0	20.0	70.0
60	2	10.0	10.0	80.0
62	3	15.0	15.0	95.0
70	1	5.0	5.0	100.0
Total	20	100.0	100.0	

While in post-test there was 1 student got 40 (5%) valid (5%) and cumulative (5%), 1 students got 48 (5%) valid (5%) and cumulative (10%), 6 students got 50 (30%) valid (30%) and cumulative (40%). 2 students got 54(10%) valid (10%) and cumulative (50%), 4 students got 58 (20%) valid (20%) and cumulative (70%), 2 students got 60 (10%) valid (10%) and cumulative (80%). 3 students got 62 (15%) valid (15%) and cumulative (95%), 1 student got 70 (5%) valid (5%) and cumulative (100%). The highest frequency was 6 at the score of 50. The total frequency was 20.

**Table IV.10****Post exp**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	5	25.0	25.0	25.0
62	2	10.0	10.0	35.0
64	6	30.0	30.0	65.0
66	4	20.0	20.0	85.0
68	1	5.0	5.0	90.0
70	1	5.0	5.0	95.0
82	1	5.0	5.0	100.0
Total	20	100.0	100.0	

While in post-test there were 5 students got 60 (25%) valid (25%) and cumulative (25%), 2 students got 62 (5%) valid (10%) and cumulative (10%), 6 students got 64 (6%) valid (30%) and cumulative (65%). 4 students got 66 (20%) valid (20%) and cumulative (85%), 1 student got 68 (5%) valid (5%) and cumulative (90%), 1 students got 70 (5%) valid (5%) and cumulative (95%). 1 student got 82 (5%) valid (5%) and cumulative (100%). The highest frequency was 6 at the score of 64. The total frequency was 20.

**Table IV.11**  
**Data Presentation of the Effect of Using Three- Step Interview**  
**Strategy toward Students' Speaking ability**

Students	Control class		Gain	Experimental class		Gain
	Pre-test	Post-test		Pre-test	Post-test	
Student 1	44	62	18	48	66	18
Student 2	48	50	2	40	64	24
Student 3	48	70	22	40	64	24
Student 4	52	50	2	52	66	14
Student 5	44	62	18	40	60	20
Student 6	50	54	4	42	64	22
Student 7	48	50	2	42	60	18
Student 8	40	60	18	46	68	22
Student 9	42	60	20	60	82	22
Student 10	42	50	8	40	60	20
Student 11	46	50	4	42	62	20
Student 12	46	58	12	40	60	20
Student 13	44	50	6	42	60	18
Student 14	50	58	8	52	66	14
Student 15	52	58	6	42	64	22
Student 16	40	58	18	40	66	26
Student 17	40	40	0	46	62	16
Student 18	42	54	12	44	64	20
Student 19	48	48	0	40	64	24
Student 20	50	62	12	50	70	20
Total	916	1104	192	888	1292	404

The table above shows that the minimum gain in control class was 2, the highest gain was 22 and the total gain was 192. Meanwhile, the minimum gain in experiment class was 14, the highest gain was 26 and the total gain in experimental class was 404. In conclusion the gain in experimental class is higher than control class.

### C. Data Analysis

#### 1. Data Analysis of Students' Speaking Ability Before being Taught by Using Three- Step Interview Strategy for Experimental Class and Conventional Teaching Method for Control Class

The data of the students' pre-test score in experimental class were obtained from the result of their speaking ability before being taught by using Three- Step Interview Strategy and the data of the students' pre-test score in control class were obtained the result of their speaking ability before being taught by using conventional method. It can be seen from the independent sample test that was obtained by using SPSS 16.0 in the following table:

**Table 1V.12**  
**The Difference between Students' Pre-test Score in**  
**Experimental and Control Class**

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
VAR00001	pre-exp	20	44.40	5.491	1.228
	pre-control	20	45.80	3.995	.893

From table 1V.12. It can be seen that the mean of pre-test in experimental class was 44.40, and the standard deviation of pre-test in experimental class was 5.4591. the mean of pre-test in the control class was 45.80 and the standard deviation in control class was 3.995. So, the mean and the standard deviation of pre-test in experimental and control class was significantly difference.

After seeing the mean between pre-test score in the experimental and control class, the writer analyzed the differences between pre-test score in the experimental and control class by using SPSS 16.0 that can be seen in the table below:

**Table IV.13**  
**Independent Sample Test Pre-test Score in Experimental and Control Class**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Me-an Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001	Equal variances assumed	1.145	.135	-3.922	38	.002	-1.400	1.518	-4.474	-1.674
	Equal variances not assumed			-3.922	34.712	.002	-1.400	1.518	-4.483	-1.683

From the table of independent sample test showed that the t-test result was -3.922, df was 38 significant was 0.002, mean difference was -1.400 standard error was 1.518, lower difference interval was -4.474 and upper difference interval was -1.683. There were two ways that can be done in interpreting  $t_o$ . They were:

- a. By comparing  $t_o$  (t-obtained) to t-table from  $df = 38$ , it is found that the level significance of 5% was 2.03 and the level significance of 1% was 2.72. If  $t_o(t\text{-obtained}) > t\text{-table}$ , it means that null hypothesis ( $H_o$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.
- b. By orienting number of significance. If probability  $> 0.05$ , null hypothesis ( $H_o$ ) is rejected. If probability  $< 0.05$  alternative hypothesis ( $H_a$ ) is accepted.

Based on score of t-obtained gathered from SPSS 16.0. It showed that  $t_o$  higher than t-table. The finding of  $t_o$  3.922 while the level of significance of 5% was 2.03 and the level significance of 1% was 2.72. It can be read that  $2.03 < 3.922 > 2.72$ . Thus, the writer conclude that  $H_a$  was accepted and  $H_o$  was rejected. In other words, there is significant difference between pre-test in experimental class before being taught by using Three-Step Interview Strategy and pre-test in control class before being taught conventional teaching method.

## 2. Data Analysis of Students' Speaking Ability after being Taught by Using Three- Step Interview Strategy for Experimental Class and Conventional Teaching Method for Control Class

The data of the students' post-test score in experimental class were obtained from the result of their speaking ability after being taught by using Three- Step Interview Strategy and the data of the students' post-test score in control class were obtained the result of their speaking ability after being taught by using conventional method. It can be seen from the the independent sample test that was obtained by using SPSS 16.0 in the following table:

**Table IV.14**  
**The Mean and Standard Deviation of Post-Test Score in Experimental and Control Class**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
VAR001	post-ex	20	64.60	4.988	1.115
	post-cont	20	55.20	6.818	1.525

From table 1V.14. It can be seen that the mean of post-test in experimental class was 64.60, and the standard deviation of pre-test in experimental class was 4.988. The mean of post-test in the control class was 55.20 and the standard deviation in control class was 6.818. So, the mean and the standard deviation of post-test in experimental and control class was significantly difference.

After seeing the mean between post-test score in the experimental and control class, the writer analyzed the differences between post-test score in the experimental and control class by using SPSS 16.0 that can be seen in the table below:

**Table 1V.15**  
**Independent Samples Test of Post-test Score in Experimental and Control Class**  
**Independent Samples Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001 Equal variances assumed	4.226	.047	4.976	38	.000	9.400	1.889	5.576	13.224	
Equal variances not assumed			4.976	34.811	.000	9.400	1.889	5.564	13.236	

From the table of independent sample test showed that the t-test result was 4.976, df was 38 significant was 0.000, mean difference was 9.400 standard error was 1.889, lower difference interval was 5.576 and



upper difference interval was 13.224. There were two ways that can be done in interpreting  $t_o$ . They were:

- a. By comparing  $t_o$  (t-obtained) to t-table from  $df = 38$ , it is found that the level significance of 5% was 2.03 and the level significance of 1% was 2.72. If  $t_o$  (t-obtained)  $>$  t-table, it means that null hypothesis ( $H_o$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.
- b. By orienting number of significance. If probability  $>$  0.05, null hypothesis ( $H_o$ ) is rejected. If probability  $<$  0.05 alternative hypothesis ( $H_a$ ) is accepted.

Based on score of t-obtained gathered from SPSS 16.0. It showed that  $t_o$  higher than t-table. The finding of  $t_o$  4.976 while the level of significance of 5% was 2.03 and the level significance of 1% was 2.72. It can be read that  $2.03 < 4.976 > 2.72$ . Thus, the writer conclude that  $H_a$  was accepted and  $H_o$  was rejected. In other words, there is significant difference between post-test in experimental class after being taught by using Three-Step Interview Strategy and post-test in control class after being taught conventional teaching method.

### **3. Data Analysis of Effect of Using Three-Step Interview Strategy toward Students' Speaking Ability of the First Year at SMA Muhammadiyah 1 Pekanbaru**

To find out the significant effect of using Three-Step Interview Strategy toward Students' speaking ability, the writer showed the paired sample statistic from the pre-test and post-test score in experimental class. The data were taken using SPSS16.0 can be seen from the table below:

**Table IV.16**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-ex	54.50	40	11.465	1.813
	Post-ex	71.50	40	7.506	1.080

Based on the table above, the total students from each class were 40. The mean of pre-test in experimental class was 54.50 and the mean of post-test in experimental class was 70.51. The standard deviation of pre-test in experimental class was 11.465 and standard deviation of post-test in experimental class was 7.506. Then the standard error mean from pre-test in experimental class was 1.813 , and the standard error mean from post-test in experimental class was 1.080

**Table 1V.17**

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	Pre ex&post ex	40	.892	.026

Based on the table above, the total students from each class were 40 students. The correlation between pre-test and post-test in experimental class was 0.892 and the significant was 0.26. There were two ways that can be done in interpreting sig. they are:

- a. By orienting number of significance. If  $\alpha = 0.05$  sig, null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected.

- b. If  $\alpha = 0.05$  Sig. thus, null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

Based on score of t-obtained gather from SPSS 16.0. It showed that Sig higher than  $\alpha = 0.05$ . The finding of Sig was 0.02. It can be read that  $0.05 > 0.03$ . Thus, the writer can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. In other word, there is significant difference of using Three-Step Interview Strategy toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru.

**Table 1V.17**

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-ex – post-ex	53.000	11.015	1.742	49.477	56.523	3.431	37	.000

From the table of paired sample test showed that the mean was 53.000, standard deviation was 11.015, standard error mean was 1.742, lower difference interval was 49.477 and upper difference interval was 56.523. T test result was 3.431, df was 39. And significant was 0.000. There were two ways that can be done in interpreting  $t_0$ . They are:

- a. By comparing  $t_0$  (t-obtained) to t-table from  $df = 37$ , it is found that the level significance of 5% was 2.05 and the level significance of 1% was 2.77. If  $t_0$  (t-obtained)  $>$  t-table, it means that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

- b. By orienting number of significance. If probability  $> 0.05$ , null hypothesis ( $H_0$ ) is rejected. If probability  $< 0.05$  alternative hypothesis ( $H_a$ ) is accepted.

Based on score of t-obtained gathered from SPSS 16.0. It showed that  $t_0$  higher than t-table. The finding of  $t_0$  3.431 while the level of significance of 5% was 2.05 and the level significance of 1% was 2.77. It can be read that  $2.05 < 3.431 > 2.72$ . Thus, the writer conclude that  $H_a$  was accepted and  $H_0$  was rejected. In other words, there was significant difference of using Three-Step Interview toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru.

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{3.431^2}{3.431^2 + 40 - 2}$$

$$r^2 = \frac{11.77}{49.77}$$

$$r^2 = 0.2364$$

To find out the percentage of coefficient effect ( $K_p$ ), it is used the following formula:

$$K_p = r^2 \times 100 \%$$

$$K_p = 0.2364 \times 100\%$$

$$K_p = 23.64 \%$$

From the result of the percentage of coefficient effect above, it can be seen that Three-Step Interview Strategy contributed 23.64% for students' speaking ability.

Based on the explanation above, the writer concludes that the answers of formulation of the problem are:

- a. There is significant difference of students' speaking ability before being taught by using Three-Step Interview Strategy for experimental class and conventional method for control class of the first year students at SMA Muhammadiyah 1 Pekanbaru.
- b. There is significant difference of students' speaking ability after being taught by using Three-Step Interview Strategy for experimental class and conventional method for control class of the first year students at SMA Muhammadiyah 1 Pekanbaru.
- c. There is significant effect of using Three-Step Interview Strategy toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data presentation and data analysis explain in chapter IV, finally the writer gave conclusion of the research about the effect of using Three-Step Interview Strategy toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru as follows:

1. There is significant difference of students' speaking ability before being taught by using Three-Step Interview Strategy for experimental class and conventional method for control class of the first year students at SMA Muhammadiyah 1 Pekanbaru. It can be seen from the result of data calculation ( $2.03 < 3.922 > 2.72$ )
2. There is significant difference of students' speaking ability after being taught by using Three-Step Interview Strategy for experimental class and conventional method for control class of the first year students at SMA Muhammadiyah 1 Pekanbaru. . It can be seen from the result of data calculation ( $2.03 < 4.976 > 2.72$ )
3. There is significant effect of using Three-Step Interview Strategy toward students' speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru. It can be seen from the result of data calculation ( $2.05 < 3.431 > 2.72$ ). While, the result of  $K_p$  is 23.64%. it can be concluded that this strategy give 23.64% effect toward students speaking ability of the first year students at SMA Muhammadiyah 1 Pekanbaru.

## **B. Suggestion**

Considering the result of this study, the writer would like to propose some suggestions. They are:

### **1. Suggestion for Teachers**

- a. To build up creative and enjoyable learning for students in order to make students interested and not bored. In doing their speaking tasks should be developed by English teacher, for example, by using Three-Step Interview Strategy
- b. The teacher should have the ability to guide the students in order that the students have a great motivation in learning English

### **2. Suggestion for Students**

- a. The students should pay more attention to the lesson explained by the teacher.
- b. The students should be creative and more motivated to speak in order to improve their speaking ability.
- c. The students make such kinds of opportunities to practice English

### **3. Suggestion for the other researchers.**

- a. The researchers are expected to find new strategies, techniques, methods, and approaches in order to make students feel joyful in learning English.
- b. In doing their speaking tasks should be developed by English teacher, for example, by using Three- Step Interview Strategy.
- c. The teacher should have the ability to guide the students in order that the students have a great motivation in learning English.

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