

**THE EFFECT OF USING THREE-STEP INTERVIEW STRATEGY  
TOWARD STUDENTS' LISTENING COMPREHENSION AT  
THE FIRST YEAR OF STATE SENIOR HIGH SCHOOL  
DHARMA PENDIDIKAN KEMPAS DISTRICT  
OF INDRAGIRI HILIR REGENCY**



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PEKANBARU  
1433 H/2012 M**

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for Getting Bachelor Degree of Education

(S.Pd.)



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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Effect of Using Three-Step Interview Strategy toward Students’ Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency*” is written by Sumiati, NIM.10714000724. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabi’ul Awal 08, 1433 H  
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This project paper is intended to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this project paper is “The Effect of Using Three-Step Interview Strategy toward Students’ Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency”.

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Finally, the writer realizes that this paper is still far from perfect. Therefore, constructive comments, critiques and suggestion will be appreciated very much.

**“May Allah Almighty bless you, bless me, and bless us”**

**امين يا ربّ العالمين**

Pekanbaru, 1 Februari 2012

The Writer,

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## Abstrak

### **SUMIATI (2012) : Pengaruh Penerapan Strategi Three-Step Interview terhadap Pemahaman Mendengar Siswa pada Siswa Kelas Satu SMA Negeri Dharma Pendidikan Kecamatan Kempas Kabupaten Indragiri Hilir**

Berdasarkan penelitian pendahuluan penulis, penulis menemukan bahwa kemampuan mendengar siswa masih rendah. Siswa masih kesulitan di dalam memahami apa yang mereka dengar dan mereka tidak bisa merespon dengan baik apa yang mereka dengar. Oleh karena itu, diperlukan strategi yang tepat untuk menyelesaikan masalah ini. Dalam hal ini, strategi Three-Step Interview dipertimbangkan sebagai strategi yang tepat untuk meningkatkan pemahaman mendengar siswa, karena strategi ini melibatkan siswa untuk saling berdiskusi dan lebih banyak mendengar untuk meningkatkan kemampuan mendengar mereka.

Tujuan dari penelitian ini adalah untuk menemukan bagaimana pemahaman mendengar siswa yang diajarkan dengan strategi Three-Step Interview, kemudian menemukan bagaimana pemahaman mendengar siswa yang diajarkan dengan strategi biasa dan terakhir menemukan ada atau tidaknya pengaruh yang signifikan dari strategi Three-Step Interview terhadap pemahaman mendengar pada siswa kelas satu SMA Negeri Dharma Pendidikan Kecamatan Kempas Kabupaten Indragiri Hilir.

Penelitian ini adalah jenis penelitian eksperiment semu tipe Non-equivalent Control Group Design. Adapun populasi dari penelitian ini adalah semua siswa kelas satu SMA Negeri Dharma Pendidikan kecamatan Kempas Kabupaten Indragiri Hilir yang terdiri dari 191 siswa, dan terdiri dari lima kelas. Sampel dari penelitian ini adalah kelas; X1 dan X3. X3 sebagai kelas eksperimen dan kelas X1 sebagai kelas kontrol.

Dalam mengumpulkan data, penulis menggunakan tes. Tes terdiri dari 20 soal. Tes dibagi ke dalam pre-test dan post-test. Kemudian nilai mendengar siswa dianalisa dengan rumus regresi melalui SPSS 16.

Dari hasil penelitian, nilai  $F_{\text{calculated}}$  lebih besar daripada  $F_{\text{table}}$ . Dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Ini berarti bahwa ada pengaruh yang signifikan dari menggunakan strategi Three-Step Interview terhadap pemahaman mendengar pada siswa kelas satu SMA Negeri Dharma Pendidikan kecamatan Kempas Kabupaten Indragiri Hilir.

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# CHAPTER I

## INTRODUCTION

### A. Background

Listening is one of the important skills in learning language, besides speaking, reading, and writing skill. Listening is one of the ways to get information. As Gillian Brown says listening is an activity to put the information they have heard.<sup>1</sup> It means that listening is an important skill for students especially in teaching and learning process. By listening they get knowledge from electronic media or people. Most of their time is used to sit in the class and listen to their teacher or friend. Kalayo states that students receive information from the teacher or another by listening as much as 90%.<sup>2</sup> So, if the students do not have good comprehension in listening, they will get difficulties in comprehending language.

There is no doubt that listening is difficult skill for students to be mastered because English is a foreign language on them. It is not an easy work. In order to be successful, the teacher must be competent and creative in guiding the students in teaching and learning process especially in listening subject. The strategies used by the teacher should be appropriate to the students' need in each level of education.

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<sup>1</sup> Gillian Brown, *Listening to Spoken English (2<sup>nd</sup> Ed)*, London: Pearson Education, 1990, p. 148

<sup>2</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 89.

The aim of English learning in Senior High School is to achieve the given literacy level. That is informational level. It is the level of literacy where the students are able to access knowledge with the medium of English language.<sup>3</sup>

Based on the School-Based Curriculum, in listening skill for Senior High School, there are four basic competences that should be achieved by the first year students of Senior High School. First, the students are able to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation accurately and fluently by involving utterance of introduction and accept and refuse appointment. Second, it is by involving expression of sympathy and giving instruction. Third, the students are able to respond the meaning of short functional spoken text such as announcement and invitation. Fourth, the students are able to respond the meaning of monolog text accurately and fluently in recount, narrative and procedure.<sup>4</sup>

Teaching listening is not separated from transactional conversation, interpersonal conversation, and short functional text. It is proper that students did not have difficulties in comprehending their listening. Yet in fact, the students still find difficulties in comprehend this skill. The difficulties and the obstacles in listening are also faced by the students of State Senior High School Dharma Pendidikan.

State Senior High School Dharma Pendidikan is one of the state Senior high schools in Indragiri Hilir Regency. This school uses School-Based

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<sup>3</sup> *Ibid*, p.2

<sup>4</sup> Departemen Pendidikan Nasional, *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*, 2006, p.1-4.



Curriculum as a guide of English teaching and learning in this school. English is taught 4 periods in a week with duration 40 minutes per period. This curriculum also gives priority for listening skill by applying the four basic competences as explained above. Based on the writer's preliminary research, the English teacher has done efforts to increase the students' ability especially in listening. But, the students still get difficulties in listening comprehension. It can be seen from the phenomena below:

1. Some of students difficult to pay attention and concentration.
2. Some of students do not get message from the speaker.
3. Some of students are not able to respond what they heard.
4. Some of students do not have good strategies in listening course.
5. Some of students are obligated to have remedial in learning English.
6. Some of students' listening comprehensions are still low.

Therefore, to solve this problem a suitable strategy is needed to improve students' listening comprehension. In this case, the writer gives a solution by using Three-Step Interview strategy. Three-Step Interview is a cooperative learning experience where students listen to, give respond and value what their classmates have to say about what they have heard. This strategy is a part of cooperative learning. This strategy is chosen because it will bring students to give participation and contribution in the classroom. So, they can bring themselves in the task. It will make students more interested and enjoyed in learning process. Furthermore, it can increase students' activities and cooperation in the classroom.

Therefore, the writer is interested in carrying out this research entitled ” **The Effect of Using Three-Step Interview Strategy toward Students’ Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency**”

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

In order to avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

### **a. Effect**

Effect is change that something or somebody causes in something or somebody else, or result.<sup>5</sup> The writer concludes that effect can be said as influence that is appeared by something towards something else. However, in this research, the term of effect refers to the effect of Three-Step Interview strategy toward students’ listening comprehension at the first year of State Senior High School Dharma Pendidikan Kempas Distict of Indragiri Hilir Regency.

### **b. Three-Step Interview Strategy**

Three-Step Interview is one of the strategies of cooperative learning structure. This strategy is developed by Spencer Kagan in 1989.<sup>6</sup> It promotes discussion and brings students to give participation and contribution in the classroom. David Nunan states that one of ways to

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<sup>5</sup> A S. Hornby. *Oxford Advanced Learner’s Dictionary of Current English. Seventh Edition.* New York: Oxford University Press. 2005. p.138

<sup>6</sup> Millis, B.J. *Basic Cooperative Learning Structure.*

<http://www.utexas.edu/academic/ctl/gsi/coursedesign/basic.php>.retrieved April 13. 2011

bring learners the task is interview. However, in this research, the term of Three-Step Interview strategy refers to the strategy used by the writer in her research toward the students' listening comprehension in transactional and interpersonal conversation at the first year students of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency.

### c. Listening Comprehension

According to Rost as quoted by Nunan that listening is vital in the language, because it provides input for the learner.<sup>7</sup> Comprehension is ability to understand something.<sup>8</sup> In addition, Rost in Weir states comprehension is the process of relating language to concepts in one's memory and to references in the real world.<sup>9</sup> It means that comprehension is the ability and sense of understanding what the language used by the speaker. The most fundamental aspect of comprehension is the integration of the information from the text with information already known by the listener. However, listening comprehension in this research is defined as students' ability in understanding the message and given respond what they heard. Therefore, the writer uses Three-Step Interview strategy to know its influence towards students' listening comprehension.

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<sup>7</sup> Rost in Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. USA: Cambridge University Press. 2002. p. 238

<sup>8</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English. Seventh Editio.*, New York: Oxford University Press. 205. p.138

<sup>9</sup> Rost in Cyrill Weir. *Language Testing and Validation*. New York: Palgrave Macmillan, 2005. p.95

## **C. The Problem**

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

Based on the background and the phenomena above, the writer would like to identify the problems are follows:

1. What make some of the students difficult to pay attention and concentration in listening course?
2. Why do not some of the students get message from the speaker?
3. What make some of the students difficult to respond what they heard?
4. Why do not some of the students have good strategies in listening course?
5. What make some of the students obligated to have remedial in learning English?
6. How is the students' listening comprehension taught by using Three-Step Interview strategy?
7. How is the students' listening comprehension taught without using Three-Step Interview strategy?
8. How is the effect of Three-Step Interview strategy toward students' listening comprehension?

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

Based on the identification of the problems stated above, the problems of this research are limited to the strategy that is used by the teacher in teaching listening. The strategy that has been used by the teacher has not effective. In this

research, Three-Step Interview will be applied to improve students' listening comprehension at the first year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency.

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

The problem of this research is formulated in following research question:

1. How is the students' listening comprehension taught by using Three-Step Interview strategy at the first year students of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency?
2. How is the students' listening comprehension taught without using Three-Step Interview strategy at the first year students of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency?
3. Is there any significant effect of using Three-Step Interview strategy toward students' listening comprehension at the first year students of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency

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

#### **1. The objective of the Research**

This research is necessarily carried out in order to achieve the objectives as follows:

1. To get information about the students' ability in listening taught by using Three-Step Interview strategy at the first year students of State Senior High School Dharma Pendidikan Kempas Distict of Indragiri Hilir Regency.
2. To get information about the students' ability in listening taught without using Three-Step Interview strategy at the first year students of State Senior High School Dharma Pendidikan Kempas Distict of Indragiri Hilir Regency.
3. To find out the effect of Three-Step Interview strategy toward students' listening comprehension at the first year students of State Senior High School Dharma Pendidikan Kempas Distict of Indragiri Hilir Regency?

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

Theoretically, these research findings are expected to support the existence of the theories on the foreign language learning especially in listening subject. Practically, these research findings are expected to give the positive contribution and information to the writer herself as the researcher in conducting and increasing her knowledge, especially in the field of educational research is that on English language teaching and learning research. Besides, these research findings are also expected to provide the students and the teachers of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency, especially with the information of their students' listening comprehension. The last, this research is mainly expected to be beneficial in education, especially for the writer himself.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Listening

Listening is one of the important skills in learning language that should be mastered by the students. According to Rost was quoted by Nunan that listening is vital in the language, because it provides input for the learner.<sup>1</sup> According to Caroline, listening is a foundation for other skills.<sup>2</sup> By listening, students are preparing to replicate the sounds when they speak and good listening can prepare students to develop reading comprehension skill. In addition, Nation states that the early of language development depends on listening.<sup>3</sup> Learner can get the knowledge or message from the teacher if they pay attention by listening to the teacher. It means that listening is the activity of hearing the sound. According to John Field listening is a skill which impact in specific ways upon the classroom context in general and upon in individual learner in particular.<sup>4</sup> In conclusion, listening is a greater importance skill in foreign language classroom because through listening students can get knowledge and understanding about the language itself especially English.

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<sup>1</sup> Rost in Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching: an Anthology of Current Practice*. USA: Cambridge University Press. 2002. p. 238

<sup>2</sup> Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies Inc. 2005. p. 25

<sup>3</sup> I.S.P Nation and Jonathan Newton. *Teaching ESL/ EFL Listening and Speaking*. New York: Roulledge. 2009. p.37

<sup>4</sup> John Field. *Listening in the Language Classroom*. USA: Cambridge University Press. 2008. p.56

In addition, Murphy<sup>5</sup> says that there are three activities for listening, they are:

1. Hearing to what is being communicated
2. Storing and correlating the information
3. Reacting

These three stages explain about the process of listening. First, one hears what is being said by other people, then stores it to brain and analyze the information and the last is to react the information. One can react the information that he heard well will be called good listener.

As a foreign language listener, it is very important how to be a good listener. There are some important elements should be done when they are listening English. They should be able to understand intonation and stress, predict, and understand different accent and colloquial vocabulary.

Vallet<sup>6</sup> states that the skill of listening needs proficiency in three areas:

1. Discrimination: Students should be able to differentiate between a pair of word that have similar sound such as seat and sit or beat and bit. The students who have good knowledge of structure and vocabulary will be able to discriminate troublesome phonemes.
2. Retention: The students who give certain meaning to the word will remember it easily. It means by imposing a certain meaning to the word can increase the students' retention span.

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<sup>5</sup> Murphy, 1994; in Sulatin. "A Descriptive Study on the Ability of Listening Comprehension at the Third Year Students of State Islamic University of Suska Riau" (Unpublished Thesis, 2003). p.8

<sup>6</sup> *Ibid* p.10-11



3. Comprehension: the main object of listening test is to evaluate the students' comprehension. Their degree of comprehension will depend on his ability to discriminate phonemes, understand stress and intonation pattern, and retain what he has heard.

## 2. Factors Influencing in Listening Comprehension

There are some factors that may influence in listening. Brown<sup>7</sup> states that there are eight factors in listening process:

1. Clustering: In spoken language, due to memory limitations and our tendency for clustering the words, we should make a speech into smaller group of word. Phrases within clauses are more easily to comprehend.

2. Redundancy: In spoken language such as conversation, we always find redundancy of words, like repetitions, elaborations, and insertions of "I mean". This redundancy may help the hearers to process meaning by giving more time and extra information.

3. Reduced forms: Spoken language also has many reduced forms beside it has a good deal of redundancy. It can be form phonological such as "Djeeyet?" Did you eat yet? Or form morphological such as "I'll" from I will. This is very influencing and it is a significant difficulty especially for the learners.

4. Performance Variable: In spoken language except for planned discourse, hesitation, false starts, pauses and correction are common.

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<sup>7</sup> Brown, *Language Assessment Principle and Classroom Practices*. San Francisco: Addison Wesley Longman. 2003. p. 122

5. Colloquial Language: Sometimes, learners are difficult in relating colloquial language such as idioms and slang in conversation whether it is monolog or dialogues.

6. Rate of Delivery: The language delivered fast will make learners difficult to comprehend it. So, the number and length of pauses that are used by speaker is more crucial and easy to comprehend the information.

7. Stress, rhythm, and intonation: we can comprehend the spoken language easily if there is any stress, rhythm, and intonation. We can understand whether it is question, statements or emphasis.

8. Interaction: learning to listen is also learning to respond. The learners have to understand that good listeners in a conversation are good responders. They know how to negotiate meaning; to give feedback, to ask for clarification and to maintain a topic.

According to Brown and Yule<sup>8</sup> suggest that there are four clusters of factors which can affect the difficulty of oral language tasks:

- a. The speaker ( how many there are, how quickly they speak and what type of accent they have)
- b. The listener ( the role of listener: a participant, the level of response required, the individual interest the subject)
- c. The content ( grammar, vocabulary, information structure, background knowledge assumed)

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<sup>8</sup> David Nunan. *Language Teaching Methodology: A Text Book for Teachers*. New York: PrenticeHall. 1991. p.24

- d. Support ( whether there are pictures, diagrams and other visual aids to support the text)

### **3. Types of Listening**

Different situation requires different types of listening. We may listen to obtain information, gain appreciation for something, make discrimination, or engage in a critical evaluation. Derrington<sup>9</sup> mentions five types of listening, they are:

1. Informative listening: Where the listeners' aim is to understand the meaning. This may be the content of a lesson, directions, instructions, etc. There are three variables related to informative listening: vocabulary, concentration and memory.

2. Appreciative listening: Where the listener gains pleasure from listening to a certain type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers. The quality of appreciative listening depends on presentation, perception, and previous experience.

3. Critical listening: the ability to listen critically is essential in a democracy. Effective listening critical requires careful judgment about the expertness and trustworthiness of the speaker.

4. Emphatic listening: Where the listener tends to listen rather than talk. The emphasis is on understanding the speaker's feelings and being supportive and patient.

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<sup>9</sup> Chris Derrington and Barry Groom, *A Team Approach to Behaviour Management*. Paul Chapman Publishing. 2004. p. 42

5. Discriminative listening. It may be the most important type, for it is basic to the other four. Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. The quality of discriminative listening: hearing ability, awareness of sound structure, and integration of nonverbal cues.

According to Nation<sup>10</sup>, there are two types of listening, they are:

1. One way listening: it is typically associated with the transfer of information (transactional listening).
2. Two way listening: it is typically maintaining social relationship (interactional listening)

Besides that, Nunan says there are three types of listening:<sup>11</sup>

1. Listening for specific information: This usually involves catching concrete information including names, time, specific language forms, etc. It means that, it requires the listeners to know detail information about what they heard.
2. Gist listening: Students try to understand in general way. Example; students catch the main ideas, nothing sequence of events.
3. Inference: this is listening for meaning that is implied but not stated directly. The learners try to catch specific or to understand a text generally when they come across information that is not stated directly. Inference is a higher level because it requires listener to think abstractly.

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<sup>10</sup> I.S.P Nation and Jonathan Newton. *Op. Cit.* p.40

<sup>11</sup> David Nunan. *Practical English Language Teaching*. New York: McGraw Hill Companies. 2003. p. 31

#### 4. The Students' Listening Comprehension

The goal of teaching listening is communicative interaction. Where, learners are able to identify, comprehend and respond what have said by the interlocutor. So, from this communicative interaction process the learner are able to get the information well.

Based on the syllabus contained in School Based Curriculum, listening is also as a prominent skill that has to be mastered by the students. In listening skill, the students must be able to identify and respond the meaning of transactional and interpersonal conversation. Transactional conversation is a conversation when the speaker is getting information from someone else or information is being shared between both people.<sup>12</sup>The primary focus of transactional conversation is on the exchange of information or message. Interpersonal conversation is a conversation that occurs between people who have known each other for some time and its primary focus is on the social needs.<sup>13</sup> It includes message sending and message between two or more individuals. This can include all aspects of communication such as listening, persuading, asserting, nonverbal communication, and more.<sup>14</sup> Furthermore, both transactional and interpersonal conversations are stated in the instructional outcome of listening skill that is prescribed in the School Based

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<sup>12</sup>Answers.com.Wiki Answers,  
[http://wiki.answer.com/Q/what is the meaning of transactional conversation](http://wiki.answer.com/Q/what_is_the_meaning_of_transactional_conversation).Retrieved 26 January 2012

<sup>13</sup>Richard Nordquist, Conversation,<http://grammar.about.com/od/c/g/conversationterm.htm>. Retrieved 26 January 2012

<sup>14</sup>Wikipedia, [http://en.wikipedia.org/wiki/Interpersonal\\_communication](http://en.wikipedia.org/wiki/Interpersonal_communication), Retrieved 26 January 2012

Curriculum. The instructional outcome of listening skill especially for the first year of Senior High School in first semester is as follows:<sup>15</sup>

**Table II.1**  
**Instructional Outcome of Listening in School Based Curriculum**

Standard Competence	Basic Competence	Material
Listening: Understand the meaning of transactional and interpersonal conversation in daily context	1. Respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation formally and informally by using various spoken language accurately and fluently in daily context and involving utterance of introduction, greeting and leave taking and accepting and declining an invitation.	<p><b>Introduction:</b></p> <p>A: Hi, I am Andre. Are you Lizzi's friend?</p> <p>B: Oh no, I am her sister. My name is Zahra.</p> <p><b>Greeting and leave taking:</b></p> <p>A: Nice to meet you.</p> <p>B: Nice to meet you too.</p> <p><b>Accepting/declining an invitation:</b></p> <p>A: Would you like to go to theater with me?</p> <p>B: Yes, I'd love to.</p>
	2. Respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation formally and non formally by using various spoken language accurately and fluently in daily context and involving utterance of expressing happiness and showing sympathy.	<p><b>Expressing Happiness:</b></p> <p>A: Wow, it's very fantastic!. It is one of marvelous place have I ever seen</p> <p>B: Really? I think You are so happy.</p> <p>A: Indeed</p> <p><b>Showing Sympathy:</b></p> <p>A: I am sorry to hear that.</p> <p>B: Thank you.</p>
Understand the meaning	3. Respond the meaning of	Spoken short functional

<sup>15</sup>Depdiknas. *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*. 2006. p. 1- 4

of short functional and monolog text in form of recount, narrative and procedure in daily context.	short functional text (eg. Announcement, advertisement, and invitation etc) formal and informal accurately in various daily context.	text.
	4. Respond the meaning of monolog text by using various spoken language accurately and fluently in daily context in form of recount, narrative, and procedure.	<ul style="list-style-type: none"> <li>a. Spoken recount text form</li> <li>b. Spoken narrative text form</li> <li>c. Spoken procedure text form</li> </ul>

At the end of English course, the first year students of Senior High School are hoped to be able to reach these instructional outcomes. Based on the instructional outcome above, there are four basic competences that should be achieved by the first year students of Senior High School, but in this research the writer just focuses on the first and second basic competence. First, Students are able to respond the meaning of transactional(to get things done) and interpersonal (to socialize) conversation formally and informally by using various spoken language accurately and fluently in daily context and involving utterance of introduction, greeting and leave taking and accepting and declining an invitation.

Second, Students are able to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation formally and informally by using various spoken language accurately and fluently in daily context and involving utterance of expressing happiness and showing sympathy.

## 5. The concept of Three-Step Interview Strategy

Three-Step Interview is one of the strategies of cooperative learning. It is developed by Spencer Kagan in 1989. This strategy is a cooperative learning experience where student asks about, listens to and values what their classmates have said. It means that students respond positively to bring like and being accepted respected member of class. Furthermore, this strategy is an effective way to involve student in learning activity in the classroom because each person in the group must produce and receive information. It gives more time to student to hear, to think and to respond the information.

According to Kagan, Three-Step Interview is better for developing language and listening skill as well as promoting equal participation.<sup>16</sup> In addition, Heather Coffey also says that this strategy develops listening and language skill while promoting individual accountability. Millis says that this strategy can help students reinforce listening, process and rehearse information and result in shared insight.<sup>17</sup> In addition, Liang says that this strategy can help students to gain competence in listening, speaking and summarizing.<sup>18</sup> In conclusion, three-step interview is a strategy of cooperative learning that can help students to gain competence not only in listening but also in speaking, summarizing and social skill. It means this strategy is very useful for the students.

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<sup>16</sup> Spencer Kagan. *The Structural Approach to Cooperative Learning*. 1989. p.13  
<http://faculty.brenau.edu/rchristian/Course/Articles/coopStruct.pdf> retrieved April 06, 2011

<sup>17</sup> Millis, B.J, Basic Cooperative Learning Structure. 1998.  
<http://www.utexas.edu/academic/ctl/gsi/coursedesign/basic.php>.retrieved April 13, 2011

<sup>18</sup> Tsailing Liang. "Implementing Cooperative Learning in EFL Teaching: Process and Effects". Unpublished Undergraduate Thesis. 2002. p.36



According to Bennet, there are three benefits of Three-Step Interview, they are:

1. Three-Step Interview creates simultaneous accountability
2. Students share and apply different questioning strategies
3. Students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

In addition, Kagan states that Three-Step Interview can develop students' social skill, they are:

1. Patience: The students have to give others time to think to answer the question given.
2. Active Listening: The students learn how to be a good listener because in Three-Step Interview they have to hear their pair.
3. Appropriate noise level

These benefits above explained us that how useful of three-step interview strategy. Three-step interview not only help students to comprehend their listening but also help students to develop their social skill. So, with this strategy students can communicate and socialize well.

Kagan mentions that there are four characteristics of Three-Step Interview<sup>19</sup>, they are:

1. Equal participation: both of students in a pair give same participation. It means nobody is more dominant than other because each student does same things.

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<sup>19</sup> Spencer Kagan. *Loc. Cit*

2. All participate: In Three-Step Interview the students divided into pair. Each member of pair becomes an interviewer and interviewee. It means that all students give participation in learning process especially in listening.
3. Individual accountability: In third step of this strategy the students have to report their interview. It means that the students have to accountable toward what they have interviewed from their pair.
4. ½ of class talking at a time: In Three-Step Interview the students divided into pair. So, at a time a half of class talking about what they have listened from the recording.

## **6. The Procedures of Three-Step Interview Strategy**

There are three steps in implementation of Three-Step Interview strategy. For listening class, before starting Three-Step Interview strategy, they should listen to tape or teacher. The procedures of applying this strategy are:<sup>20</sup>

- a. Step I: Students are in pairs

The teacher explains the content that would be learned by the students. After that the teacher arranged the students into pair and explained what have to do. Then, the teacher asked the students to listen the recording. After that they implement this strategy, one student is assigned the role of interviewer while the other student is interviewee. Example, there are two students A and B, A is interviewer and B is interviewee. Interviewer will

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<sup>20</sup> Jack C. Richard and Theodore S. Rodger. *Approaches and Methods in Language Teaching*. USA: Cambridge University Press. 2001. p.198.

interview interviewee about what that they heard before. In this step, interviewer asks some questions to interviewee to know what the information that have be caught by interviewee. The interviewer has to asked question at list 3 questions.

b. Step II: Students reverse role

After specified time, students should reverse role. The interviewer in first step becomes interviewee. It means, B become interviewer and A become interviewee. It means, B does the same thing as A did before. Interviewer interview interviewee about what that they heard before. The interviewer may ask the same question or the different question for the interviewee.

c. Step III: Two pairs come together to form a group of four

In the last step, two pairs come together to form a group of four and each member introduced the students they interviewed. It means, in this step there is report activity. Example, A in the first pairs has to report to A in the second pairs about they have interviewed from B. But if the number of students is not divisible by four, one or two three-student group can be formed. They can either work as team of three or join with a two member group to form a five-member group.<sup>21</sup>

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<sup>21</sup> Millis and cottell. <http://www.wcer.wisc.edu/archive/cli/cl/doing/icebreak.htm>. Retrieved 13 April 2011

In Three-Step Interview process, the interview consists of three distinct steps:

1. Establish rapport: There are relationship between interviewer and interviewee. Besides, there are interactions between one pair to another in one group.
2. Gather information: In Three-Step Interview process, each student has to collect the information from their pair because they have to report it.
3. Close: From the relationship between interviewer and interviewee create close between them.

## **B. Relevant Research**

There are some research studies about Three-Step Interview, they are:

1. A thesis by Ina Karlina that research about the students' communication ability through the use of Three-Step Interview strategy. The result showed that there is increase on students' communication ability but it is not significant. Based on questioner and interview, the teacher and student give positive response toward this strategy.<sup>22</sup>
2. A thesis by Heri Suherman that research about the use of Three-Step Interview strategy to improve students' mathematic communication ability. The conclusion is that there is significant effect of using Three-

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<sup>22</sup> Ina Karlina. "Kemampuan Komunikasi Siswa pada Konsep Pencemaran Melalui Penerapan Model Pembelajaran Kooperatif Tipe Three-Step Interview pada Siswa Kelas VII D SMP Negeri 35 Bandung". Universitas Pendidikan Indonesia: Unpublished Undergraduate Thesis. 2005.

Step Interview to improve students' mathematic communication ability. In his research, he also found that the students gave positive response toward this strategy.<sup>23</sup>

Based on the explanation above, it shows that the difference between the previous researches from this research is that both of the previous researches aimed to know the improvement of the students' communication ability by using Three-Step Interview strategy. Besides, in this research, the writer aims to know the significant effect of the using Three-Step Interview strategy toward students' listening comprehension. Furthermore, based on the research findings of both previous researches, it indicates that the use of Three-Step Interview strategy was successful.

### **C. Operational Concept**

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concluded several indicators to be operated in the operational concept. In this research, there are two variables, they are (1) the effect of using Three-Step Interview strategy as the independent variable and it is symbolized by X and (2) students' listening comprehension as the dependent variable, it is symbolized by Y. The data were taken through the test, it was the written test. The indicators are as follows:

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<sup>23</sup> Heri Suherman. "Penerapan Model Kooperatif Tipe Three-Step Interview dengan Pendekatan Berbasis Masalah dalam Upaya Meningkatkan Kemampuan Komunikasi Matematik Siswa pada Kelas VIII SMP Negeri 12 Bandung". Universitas Pendidikan Indonesia: Unpublished Undergraduate Thesis. 2009.

1. Three-Step Interview Strategy is classified with the indicators as follows (X):
  - a. The teacher explained the content that would be learned by the students.
  - b. The teacher arranged the students into pairs.
  - c. The teacher asked the students to listen the recording or teacher.
  - d. The teacher asked the students to interview their pairs about what they have listened.
  - e. The teacher asked the students to reverse roles.
  - f. The teacher asked the students to report what they have interviewed.
  - g. The teacher gives some questions and asked the students to answer the questions.
  - h. The teacher evaluated the student' listening comprehension based on the question given before.
2. Students' listening comprehension (Y Variable)
  - a. The students are able to identify and respond by involving utterance of greeting.
  - b. The students are able to identify and respond by involving utterance of accepting and declining an invitation.
  - c. The students are able to identify and respond by involving utterance of expressing happiness.

- d. The students are able to identify and respond by involving utterance of showing sympathy.
- e. The students are able to identify and respond by involving utterance of introduction.

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

##### **1. The assumption**

In this research, the writer assumes that:

- a) The students' listening comprehension is various
- b) Teaching by using Three-Step Interview can influence the students' listening comprehension.

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

$H_0$ : There is no significant effect of Three-Step Interview strategy toward students' listening comprehension.

$H_a$ : There is significant effect of Three-Step Interview strategy toward students' listening comprehension.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Method of The Research

This research is a kind of quasi experimental research type Non-equivalent Control Group Design.<sup>1</sup> Quasi experiment is a research that consists of control and experiment group and used intact group not random.<sup>2</sup> Quasi experiments are frequently used because educators often use intact group. Campbell said that this type is one of the most widespread experimental research involves an experimental group and control group.<sup>3</sup> In this research, the writer assigned intact group the experimental and control group, administered a pretest to both group, gave treatment for experimental group only, and then the writer administered a posttest to assess the difference between the two groups.<sup>4</sup>

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

Group	Pre-Test	Treatment	Post-Test
<b>X1</b>	<b>T1</b>	<b>X</b>	<b>T2</b>
<b>X3</b>	<b>T1</b>		<b>T2</b>

Where:

X1 : Control Group

X2 : Experimental Group

T1 : Pre-test for Experimental and control group

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<sup>1</sup> John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. USA: University of Nebraska. 2008. p. 60.

<sup>2</sup> Tim Puslitjaknov. *Metode Penelitian Pengembangan*. 2008. p.3

<sup>3</sup> Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi Experimental Design for Research*. USA: Houghton Mifflin Company. 1963. p. 47

<sup>4</sup> John W. Creswell. *Op.Cit.* p.313-314



: Receiving particular treatment

X : Without particular treatment

T2 : Post-test for experimental and control group

In this research, the writer found out the effect of using Three-Step Interview strategy toward students' listening comprehension at the first year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency. The variables of this research are the effect of Three-Step Interview strategy as X variable and students' listening comprehension as Y variable.

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

This research was conducted on July to August 2011. The location of this research is at State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency.

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

The subject of this research was the students at the first year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency. The object of this research was using Three-Step Interview strategy toward students' listening strategy at the first year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency.

#### D. The Population and the Sample

The population of this research was the first year students of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency. It consisted of five classes. They are presented in the following table:

Table III.2  
Population of the Research

No	Class	Students
1	X1	38
2	X2	39
3	X3	38
4	X4	36
5	X5	40
Total		191

The total of the population was 191 students. The writer took two classes as the sample of the research. The writer used cluster random sampling to determine the sample. One class was a treatment class or experimental class and the other was a control class. They are:

Table III.3  
Sample of the Research

X3	Treatment class	38
X1	Control class	38
TOTAL		76

#### E. The Technique of Collecting Data

To collect the data from the students, the writer used test. The source of questions of the test was taken from "Look Ahead an English Course". The number of the question is 20 questions. The questions were related to the indicators of listening comprehension. The test was divided into two kinds of

tests; pre-test and post-test. Pre-test was given just one time before treatment and post-test was also given one time after treatment. The treatment was given for six meetings of study in classroom. The test was given twice. First, test was given in pre-test. The purpose of giving pre-test was to know the students' ability in listening comprehension. Then, the post-test was given. The purpose of the post test was to know about the significant effect of using Three-Step Interview strategy toward students' listening comprehension. The questions script of the test can be seen in appendix 1.

**Table III.4**  
**The Blue Print of Listening Comprehension Test**

No	Indicators	Number of Items	Item Number
1	Responding Utterance of Greeting	4	1-4
2	Responding Utterance of Accepting and Declining an Invitation	4	5-8
3	Responding Utterance of Expressing Happiness	4	9-12
4	Responding Utterance of Showing Sympathy	4	13-16
5	Responding Utterance of Introduction	4	17-20

#### **F. The Procedures of the Research**

1. The first procedure, the writer gave tryout to know the validity and reliability of the test before giving test to experimental and control group.
2. Giving pre-test for experimental and control group. The purpose of pre-test was to know the students' listening comprehension.
3. Conducting treatment. The writer just gave treatment to the experimental group. In experimental group, the writer used Three-Step Interview strategy as a strategy in teaching. Control group used a traditional listening

strategy as a conventional teaching, because English teacher used traditional listening strategy in learning teaching process. So, in this class, the writer just used conventional teaching. The writer gave treatments for six meetings of study.

4. Giving the post-test to students in the last meeting of study. The post-test was given to both experimental and control group. The purpose of post-test was to obtain the data of students' listening comprehension and the effect of using Three-Step Interview strategy toward students' listening comprehension at the first year students of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency.

### **G. The Technique of Analyzing Data**

To analyze the collected data, the writer established categories to classify the result of the test as main instruments of this research. Sudijhono categorized levels of listening comprehension achievement into five categories level.<sup>5</sup> They are as follows:

**Table III.3**  
**The categorizing Level of Scoring Listening Comprehension**

<b>SCORE</b>	<b>CATEGORY</b>
<b>80 – 100</b>	<b>Very good</b>
<b>66 – 79</b>	<b>Good</b>
<b>56 – 65</b>	<b>Enough</b>
<b>46 – 55</b>	<b>Less</b>
<b>0 – 45</b>	<b>Fail</b>

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<sup>5</sup>Anas Sudijono. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada. 2007. p. 35

After the score was categorized, the scores were analyzed by using regression formula through using SPSS 16 version.

The  $F_{\text{calculated}}$  is obtained by considering of  $df$  as follows:

$$df = N - \text{independent variable} - 1$$

$N$  = Number of cases level chosen in analyzing the score  $F_{\text{calculated}}$  through using SPSS 16 version is 5 % or 0.05.

Statistically the hypotheses are:

$$H_a: F_{\text{calculated}} > F_{0.05}$$

$$H_0: F_{\text{calculated}} < F_{0.05}$$

$H_a$  is accepted if  $F_{\text{calculated}} > F_{0.05}$  or there is significant effect of using Three-Step Interview strategy toward students' listening comprehension at the first year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency.

$H_0$  is rejected if  $F_{\text{calculated}} < F_{0.05}$  or there is no significant effect of using Three-Step Interview strategy toward students' listening comprehension at the first year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency.

## **H. Validity of the Instrument**

In this research, the writer used multiple choices as the instrument of test. In giving the test to respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out. Scarvia B. Anderson et.al in Suharsimi

claims the statement “a test is valid if it measures what it purposes to measure<sup>6</sup>. In addition, Lado in Weir asked “Does a test measure what it is supposed to measure? If it does, it is valid”.<sup>7</sup>

The validity in this research used construct validity. This test particularly measured the purpose of the test based on the purpose of particular instructions. It means that every item in the test measured the particular instructions in thinking aspect<sup>8</sup>. The product moment formula was used. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{n (\sum XY) - (\sum X).(\sum Y)}{\sqrt{\{n. \sum X^2 - (\sum X)^2\}. \{n. \sum Y^2 - (\sum Y)^2\}}}$$

Where:

N = Total number of respondent

R<sub>xy</sub> = Correlation coefficient

$\sum X$  = Total score of one item

$\sum Y$  = Total score for all item

$\sum XY$  = Multiplication of X and Y

#### The interpretation of validity<sup>9</sup>

Coefficient correlation	Category
0.800 – 1.00	Very high
0.600 – 0.800	High
0.400 – 0.600	Enough
0.200 – 0.400	Low
0.00 – 0.2.00	Very low (invalid)

<sup>6</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (edisi Revisi)*, Jakarta: PT. Bumi Aksara. 2009, P. 65

<sup>7</sup> Cyrill J. Weir, *Language Testing and Validation*, New York: Palgrave Macmillan, , 2005, p.12

<sup>8</sup> Suharsimi Arikunto, *Op.Cit* p. 67

<sup>8</sup> *Ibid.* p.72

## I. Reliability of the Instrument

Reliability is the other important thing in measuring the instrument. Reliability is used to know the consistency of the test. It focuses on how many items were given to respondents. Reliability is related to validity. Even validity is more important, but reliability supports validity<sup>10</sup>. There are several formulas that can be used to measure the reliability of the test. In this research, the writer used Kr-20 formula, it is from Kuder Richardson in Riduwan<sup>11</sup> The formula can be seen below:

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Where:

$R_{11}$  = reliability

$N$  = total items

$S$  = standard deviation

After getting score of reliability, it should be consulted with “r” product moment table. The score should be higher than significant level of 1% and significant level of 5%.

Significant level of 1% = 0.413

Significant level of 5% = 0.320

### The interpretation of reliability<sup>12</sup>

Interpretation	Category
$R_{11} > \text{“r” product moment}$	Reliable
$R_{11} < \text{“r” product moment}$	Not reliable

<sup>10</sup> *Ibid*, p.87

<sup>11</sup> Riduwan. *Metode dan Teknik Menyusun Tesis*. Bandung: ALFABETA. 2010. p.119-120

<sup>12</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan* (Revision Edition). Jakarta: Rineka Cipta. 2010. p.100





## **CHAPTER IV**

### **PRESENTATION AND ANALYSIS DATA**

#### **A. The Data Presentation**

The data of this research were gotten from the score of students' pre-test and post-test. There were two data of listening comprehension served by the writer. They were the data of students' listening comprehension taught by using Three-Step Interview strategy and the data of students' reading comprehension taught without using Three-Step Interview strategy, they are as follows:

##### **1. The Data Presentation of Students' Listening Comprehension who are Taught by Using Three-Step Interview Strategy**

The data of students' reading comprehension by using Three-Step Interview strategy were gotten from pre-test and post-test of X<sup>3</sup> as an experimental class taken from the sample of this class (38 students). The data can be seen from the data below:

**Table IV.1**  
**The Description of the Students' Listening Score of Experimental Class**

No	Students	Experimental Class	
		Score	Score
1	Students 1	40	70
2	Students 2	55	55
3	Students 3	55	80
4	Students 4	55	60
5	Students 5	35	45
6	Students 6	55	60
7	Students 7	40	45
8	Students 8	65	80
9	Students 9	40	60
10	Students 10	35	40
11	Students 11	60	40
12	Students 12	45	50
13	Students 13	60	60
14	Students 14	45	60
15	Students 15	35	70
16	Students 16	55	50
17	Students 17	70	85
18	Students 18	50	65
19	Students 19	50	70
20	Students 20	55	60
21	Students 21	55	80
22	Students 22	35	65
23	Students 23	40	70
24	Students 24	50	55
25	Students 25	55	70
26	Students 26	45	65
27	Students 27	60	80
28	Students 28	55	65
29	Students 29	50	75
30	Students 30	50	70
31	Students 31	40	65
32	Students 32	60	75
33	Students 33	60	80
34	Students 34	40	70
35	Students 35	45	65
36	Students 36	40	40
37	Students 37	40	70
38	Students 38	30	40
<b>Total</b>		<b>1850</b>	<b>2405</b>
<b>Mean</b>		<b>48.68</b>	<b>63.28</b>

From the description above, the total score of pre-test in experimental class is 1850, and the total score of post-test in experiment class is 2405. Mean

score of pre-test in experimental class is 48.68, and mean score of post-test in experimental class is 63.28. In addition, there were 17 students who got fail category in pre-test. It means that the percentage of students getting low category in pre-test is 44.73%. Then, there were 6 students who got fail category in post-test. It means that the percentage of students getting fail category in post-test is 15.79%. For less category in pre-test score, there were 14 students. So the percentage of the students getting less category in pre-test score is 36.84%. Then, there were 3 students who got less category in post-test. It means that the percentage of students getting less category in post-test is 7.90%. For enough category in pre-test score, there were 6 students, so, the percentage of students getting enough category in pre-test score is 15.79%. In post-test score, the students in enough category were 13 students. It can be concluded that 34.21% of the students are in enough category. For good category, there was just 1 student for pre-test score, and the percentage of this category is 2.63%. The category of good in post-test, there were 9 students, the percentage is 23.68%. The category of very good, there was no student in pre-test score getting it. There were 7 students in very good category for post-test score. The percentage is 18.42%.

## **2. The Data Presentation of Students' Listening Comprehension who are Taught Without Using Three-Step Interview Strategy**

The data of students' reading comprehension by using Three-Step Interview strategy were gotten from pre-test and post-test of X<sup>3</sup> as an experimental class taken from the sample of this class (38 students). The data can be seen from the data below:

**Table IV.2**  
**The Description of the Students' Listening Score of Control Class**

No	Students	Control Class	
		Pre-Test	Post-Test
1	Students 1	45	70
2	Students 2	50	60
3	Students 3	60	75
4	Students 4	35	55
5	Students 5	50	50
6	Students 6	50	60
7	Students 7	55	50
8	Students 8	45	75
9	Students 9	50	60
10	Students 10	40	40
11	Students 11	65	40
12	Students 12	40	50
13	Students 13	40	60
14	Students 14	35	60
15	Students 15	50	70
16	Students 16	60	50
17	Students 17	50	85
18	Students 18	40	35
19	Students 19	50	60
20	Students 20	80	80
21	Students 21	45	50
22	Students 22	55	50
23	Students 23	35	40
24	Students 24	55	70
25	Students 25	60	60
26	Students 26	35	40
27	Students 27	40	55
28	Students 28	40	45
29	Students 29	40	55
30	Students 30	50	50
31	Students 31	50	70
32	Students 32	50	65
33	Students 33	60	60
34	Students 34	65	70
35	Students 35	55	55
36	Students 36	55	40
37	Students 37	60	60
38	Students 38	45	60
<b>Total</b>		<b>1885</b>	<b>2105</b>
<b>Mean</b>		<b>49.60</b>	<b>55.40</b>

From the table above, the total score of pre-test in control class is 1885 and mean score is 49.60. While, the total score of post-test in control class is 2105

and mean score is 55.40. In pre-test score, there were 15 students who got fail category. It means that the percentage of this category is 39.47%. For post-test score, there were 7 students who got fail category. The percentage of this category is 18.42%. There were 15 students who got less category in pre-test score. The percentage of this category is 39.47%. In post-test score, there was 1 student in that category. The percentage of this category is 2.63%. For enough category in pre-test score, there were 7 students, so, the percentage of students getting enough category in pre-test score is 18.42%. In post-test score, the students in enough category were 24 students. It means that 63.15% of the students are in enough category. In good category, for pre-test score, there was nobody. So the percentage of this category is 0%, but in post-test score, there were 4 students in this category. So, the percentage of this category for post-test score is 10.52%. In very good category, there was 1 student, so the percentage in pre-test is 2.63%, and in post-test score, there were 2 students in this category. The percentage is 5.26%.

### **3. The Data Presentation of the effect of Three-Step Interview Strategy toward Students' Listening Comprehension**

In obtaining the accurate data about the contribution of Three-Step Interview strategy toward students' listening comprehension, the data were taken based on the indicators of the instrument. Before the test was given to the sample of the research, the writer did a tryout to obtain the validity and reliability of the test.

To obtain the influence of Three-Step Interview strategy toward students' listening comprehension, it is important to find out standard of difficulty of each item. In finding the standard of difficulty of the instrument, there was a formula to know whether the test is easy or difficult. The formula can be seen below:

$$FV = \frac{R}{N}$$

Where = FV : Index of difficulty

R : The number of the correct answer

N : The number of students taking test

(Heaton: 178)

The standard level of difficulty is  $< 0.30$  and  $> 0.70$ . Then, the proportion correct is represented by "p", whereas the proportion of incorrect is represented by "q". It can be seen in the following tables:

**Table IV. 3**  
**Indicator 1:**  
**Students are Able to Identify and Respond Utterance of Greeting**

Indicator	Students are Able to Identify and Respond Utterance of Greeting				N
Item no.	1	2	3	4	<b>38</b>
Correct	22	23	20	21	
P	<b>0.58</b>	<b>0.60</b>	<b>0.52</b>	<b>0.55</b>	
q	0.42	0.40	0.48	0.45	

Based on the table above, the proportion of the correct answer for listening comprehension test is item number 1 that shows the proportion correct **0.58**, item number 2 shows the proportion correct **0.60**, Item number 3 shows the proportion correct **0.52** and item number 4 shows the proportion correct **0.55**. Based on the standard level of difficulty "p"  $0.30$  and  $> 0.70$ , it indicates that every item is in average, so the items for identifying and responding utterance of greeting are accepted.

**Table IV. 4**  
**Indicator 2:**  
**Students are Able to Identify and Respond Utterance of Accepting and Declining an Invitation**

Indicator	Students are Able to Identify and Respond Utterance of Accepting and Declining an Invitation				N
Item no.	5	6	7	8	<b>38</b>
Correct	20	21	19	24	
P	<b>0.52</b>	<b>0.55</b>	<b>0.50</b>	<b>0.63</b>	
q	0.48	0.45	0.50	0.37	

The description of the table above is that indicator 2 consists of four items. Item number 5 shows the proportion correct **0.52**, item number 6 shows the proportion correct **0.55**, Item number 7 shows the proportion correct **0.50** and item number 8 shows the proportion correct **0.63**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

**Table IV. 5**  
**Indicator 3:**  
**Students are Able to Identify and Respond Utterance of Expressing Happiness**

Indicator	Students are Able to Identify and Respond Utterance of Expressing Happiness				N
Item no.	9	10	11	12	<b>30</b>
Correct	20	18	19	19	
P	<b>0.52</b>	<b>0.47</b>	<b>0.50</b>	<b>0.50</b>	
q	0.48	0.53	0.50	0.50	

Based on the interpretation of the indicator 3 above, every score in the middle is 0.30 to 0.70. For question number 9, the item difficulty is in **0.52**. The proportion correct of question number 10 is **0.47**. The item difficulty of question number 11 is **0.50**. The last is question number 12 which is also **0.50**. So, all of the items in listening comprehension test are very reliable. The items for indicator 3 are accepted.

**Table IV. 6**  
**Indicator 4:**  
**Students are Able to Identify and Respond Utterance of Showing Sympathy**

Indicator	Students are Able to Identify and Respond Utterance of showing Sympathy				N
Item no.	13	14	15	16	<b>30</b>
Correct	25	17	21	19	
P	<b>0.66</b>	<b>0.44</b>	<b>0.55</b>	<b>0.50</b>	
q	0.34	0.56	0.45	0.50	

Based on the table above, item number 13 shows the proportion correct **0.66**, item number 14 shows the proportion correct **0.44**, Item number 15 shows the proportion correct **0.55** and item number 16 shows the proportion correct **0.50**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items for indicators 4 are accepted.

**Table IV. 7**  
**Indicator 5:**  
**Students are Able to Identify and Respond Utterance of Introduction**

Indicator	Students are Able to Identify and Respond Utterance of Introduction				N
Item no.	17	18	19	20	<b>30</b>
Correct	17	18	23	19	
P	<b>0.44</b>	<b>0.47</b>	<b>0.60</b>	<b>0.50</b>	
q	0.56	0.53	0.40	0.50	

In identifying and responding utterance of introduction, the question number 17 is **0.44**. The question number 18 shows the proportion correct **0.47**. The question number 19 shows the proportion correct **0.60**. The last is question number 20. The proportion correct is **0.50**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

The following table is the description of pre-test and post-test of experimental class and control class.



**Table IV.8**  
**Students Pre-test and Post-test score of Experimental and Control Class**

No	Students	Experimental class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Students 1	40	70	30	45	70	15
2	Students 2	55	55	-	50	60	10
3	Students 3	55	80	25	60	75	15
4	Students 4	55	60	5	35	55	20
5	Students 5	35	45	10	50	50	-
6	Students 6	55	60	5	50	60	10
7	Students 7	40	45	5	55	50	-5
8	Students 8	65	80	15	45	75	30
9	Students 9	40	60	20	50	60	10
10	Students 10	35	40	5	40	40	-
11	Students 11	60	40	-20	65	40	-20
12	Students 12	45	50	5	40	50	10
13	Students 13	60	60	-	40	60	20
14	Students 14	45	60	15	35	60	25
15	Students 15	35	70	35	50	70	20
16	Students 16	55	50	-5	60	50	-10
17	Students 17	70	85	15	50	85	35
18	Students 18	50	65	15	40	35	-5
19	Students 19	50	70	20	50	60	10
20	Students 20	55	60	5	80	80	-
21	Students 21	65	80	15	45	50	5
22	Students 22	35	65	30	55	50	-5
23	Students 23	40	70	30	35	40	5
24	Students 24	50	55	5	55	70	15
25	Students 25	55	70	15	60	60	-
26	Students 26	45	65	20	35	40	5
27	Students 27	60	80	20	40	55	15
28	Students 28	55	65	10	40	45	5
29	Students 29	50	75	15	40	55	5
30	Students 30	50	70	20	50	50	-
31	Students 31	40	65	25	50	70	20
32	Students 32	60	75	15	50	65	15
33	Students 33	60	80	20	60	60	-
34	Students 34	55	70	15	65	70	5
35	Students 35	45	65	20	55	55	-
36	Students 36	40	40	-	55	40	-15
37	Students 37	40	70	30	60	60	-
38	Students 38	30	40	10	45	60	15
	Total	1850	2405	555	1885	2105	220
	Mean	48.68	63.28	14.60	49.60	55.40	5.79

## B. The Data Analysis Technique

### 1. Analysis of Students' Listening Comprehension Taught by Using Three-Step Interview Strategy

The analysis of data of the students' listening comprehension for experimental class is explained in the following table:

**Table IV.9**  
**The classification of students' listening comprehension taught by using Three-Step Interview strategy**

No	Score	Frequency	Percentage	Categories
1	80 - 100	7	18.42 %	Very Good
2	66 – 79	9	23.68 %	Good
3	56 – 65	13	34. 21%	Enough
4	46 – 55	3	7.90 %	Less
5	0 - 45	6	15.79 %	Fail
Total		N = 38	100 %	
Mean		63.28		Enough

Based on the table above, there are 7 students in very good category. The percentage of very high category is 18.42%. There are 9 students who got good category and the percentage of good category is 23.68%. There are 13 students in enough categories and the percentage is 34.21%. There are 3 students in less category. The percentage is 7.90%. For fail category, there are 6 students in this category. The percentage is 15.79%. The mean score is 63.28. Based on the mean score, the students' score of students' listening comprehension taught by using three-step interview strategy is in **enough category**.

## 2. Analysis of Students' Listening Comprehension Taught without Using Three-Step Interview Strategy

The analysis of data of the students' listening comprehension for control class is explained in the following table:

**Table IV.10**  
**The classification of students' listening comprehension taught without Three-Step Interview strategy**

No	Score	Frequency	Percentage	Categories
1	80 - 100	2	5.26 %	Very Good
2	66 - 79	4	10.53 %	Good
3	56 - 65	24	63.16 %	Enough
4	46 - 55	1	2.63 %	Less
5	0 - 45	7	18.42 %	Fail
Total		N = 38	100 %	
Mean		55.40		Less

The description above, there are 2 students in very good category and the percentage is 5.26%. There are 4 students who get good category and the percentage is 10.53%. There are 24 students in enough categories. It is means that there are 63.16% of students in enough category. There is just 1 student in less category and the percentage is only 2.63%. For fail category, there were 7 students in this category. The percentage is 18.42%. The mean score is 55.40. Based on the mean score, the students' score of students' listening comprehension taught without using three-step interview strategy is in **Less category**.

### 3. Data Analysis of Regression

**Table IV.11**  
**Descriptive Statistics**

	Mean	Std. Deviation	N
Post experiment	63.28	12.52	38
Post control	55.40	10.99	38

Based on the table above, it can be seen that the total students from each class, the experimental class consisted of 38 students and the control class consisted of 38 students too. The mean score of Experimental class was 63.28 and the mean score of control class was 55.40. Standard deviation of experimental class was 12.52, while standard deviation of control class was 10.99.

**Table IV.12**  
**Correlation**

		Post-exp	Post-cont
Pearson correlation	Post-exp	1	0.457
	Post-cont	0.457	1
Sig. ( 1-tailed)	Post-exp	0.002	0.002
	Post-cont	0.002	0.002
N	Post-exp	38	38
	Post-cont	38	38

From the table above, the correlation between post-experimental and post-control is 0.457. According to Hartono, the strength of relationship for the coefficient or  $r = 0.457$  is moderate relationship.<sup>1</sup>

**Table IV.13**  
**Variable Entered/Removed**

Model	Variables Entered	Variables Removed	Method
1	Post_Exp	0	Enter

- a. All requested variables entered
- b. Dependent variables: Post-control

**Table IV.14**  
**Model Summary**

Mode	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.720	0.536	0.525	3.335

R square = 0.536 indicates the amount of relationship between Post-Experimental and Post-Control is about 53.6 %

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<sup>1</sup>Hartono.StatistikuntukPenelitian. Yogyakarta: PustakaPelajar. 2008. p. 87

**Table IV.15****Anova<sup>b</sup>**

Model	SumofSquares	Df	Mean Square	F	Sig.
Regression	1124.649	1	1124.649	9.499	0.004
Residual	4262.193	36	118.394		
Total	5386.482	37			

From the table above, it can be seen that  $F_{\text{calculated}} = 9.499 > F_{0.05,1,70} = 4.00$  and  $0.05 > \text{Sig } 0.004$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other word, there is significant effect of students' listening comprehension which is taught by using Three-Step Interview strategy of the first year of state Senior High School Dharma PendidikanKempas District of Indragiri Hilir Regency.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. The students' listening comprehension taught by using Three-Step Interview Strategy is categorized into enough category.
2. The students' listening comprehension taught without using Three-Step Interview Strategy is categorized into less category.
3. Based on the analysis of R square, the improvement of students' listening comprehension taught by using Three-Step Interview is 53.6 %. Based on the analysis of regression formula, it can be conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means there is significant effect of using Three-Step Interview strategy toward students' listening comprehension at the first year of state senior high school Dharma Pendidikan Kempas District of Indragiri Hilir Regency.

#### **B. SUGGESTION**

Based on the research finding, the writer would like to give some suggestions to:

1. For the Teacher, based on the research findings, there is a significant effect of Three-Step Interview strategy toward students' listening comprehension. It means that, Three-Step Interview can be applied to



increase the students' listening comprehension. Thus, teacher can apply this strategy to increase the students' listening comprehension.

2. For the students, the students should pay more attention to the lesson that has been explained by the teacher and pay attention to their interlocutor when they communicate. Besides, the students should have discussion and listen more in English.
3. Other researchers, the findings of this research are subject matters which can develop largely and deeply by adding other variables or to enlarge the sample.



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