

**THE EFFECTIVENESS OF USING THREE STEPS
INTERVIEW TECHNIQUE TO IMPROVE
SPEAKING SKILL IN THE FIRST
GRADE OF SMAN 1 PALOPO**

Thesis

*Submitted as Partial Fulfillment for the Attainment of S.Pd Degree in English
Language Education Study Program of Education and Teacher Training Faculty
of State Islamic Institute of Palopo*



Submitted by:

Ega
18 0202 0122

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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Supervised by:

- 1. Dr. Magfirah Thayyib, S.S.,M.Hum.**
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

THESIS APPROVAL

This thesis entitled "The Effectiveness of Using Three Steps Interview Technique to Improve Speaking Skill in the First Grade of SMAN 1 Palopo", which was written by Ega, Reg. Num. 18 0202 0122, English Language Education Study Program of Education and Teacher Training faculty, The State Islamic Institute of Palopo and has been examined and defended in the Munqasyah examination which is carried out on **Monday, March 13th, 2023 M**, coincided with **Sya'ban 20th 1444 H**; it is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Study Program.

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Skripsi berjudul *The Effectiveness of Using Three Steps Interview Technique to Improve Students' Speaking Skill in the First Grade of SMAN 1 Palapa* yang ditulis oleh Ega, Nomor Induk Mahasiswa (NIM) 18 0202 0122, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palapa, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Senin, tanggal 06 Maret 2023 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada ujian *awamqasyah*.

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Assalamu 'alaikum Warahmatullahi Wabarakatuh.

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Palopo, November 9th, 2023

The researcher,

EGA

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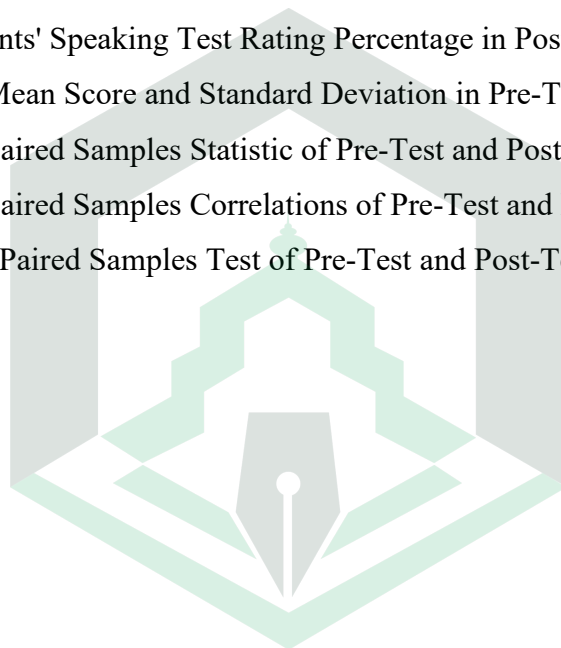
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ABSTRACT

Ega, 2023. *"The Effectiveness of Using Three Steps Interview Technique to Improve Speaking Skill in the First Grade of SMAN 1 Palopo."* A thesis of English Language Education Study Program of Education and Teacher Training Faculty of State Islamic Institute of (IAIN) Palopo. Supervised by Magfirah Thayyib and Rusdiansyah.

This thesis attempted to determine the effectiveness of using three steps interview Technique to improve students' speaking skills in the first grade of SMAN 1 Palopo. This research utilized the experimental design method with pre-test, five meetings treatment, and post-test. The research population includes four IPS classes of the first grade of SMAN 1 Palopo in academic 2022, and the researcher took taken from class IPS 3, consisting of 20 students as the sample researcher. The data were collected through speaking tests (to get students' improvement in speaking). This research found the mean score of students' speaking test post-test was 79.20 (good), higher than the pre-test (37.30 (poor). Then the value of t_c (t_{count}) = 26.337 was higher than t_t (t_{table}) = 2.093. Therefore, it was proven that using the Three Steps Interview Technique effectively improves students' speaking skills in the first grade of SMAN 1 Palopo. The Three Step Interview Technique can make an impact students' speaking skills it is proven from the research found that four aspects of speaking such as pronunciation, accuracy, fluency and intonation increased. This technique strongly emphasizes for the next researcher to examine the use of Three Steps Interview for different skills imaginatively.

Key word: Three Steps Interview, Speaking Skills, Describing Object

CHAPTER I

INTRODUCTION

A. Background

Speaking is an important skill in learning a language besides reading, listening, and writing. Everyone must be able to speak, especially in English, because the fact shows that. Without a language, the people would find difficulties in our life, especially in communication.¹ Human beings are social creatures that need to societies one another since they cannot live alone. The people communicate by using language to keep our relationship. Language is the media of human communication. The people must learn to talk in a foreign language, especially English, used globally.

Speaking in a foreign language, especially English is often regarded as a skill that some, especially students, should have. In addition, learners often evaluate their successes in language learning and feel they have improved their speaking skills.² Therefore, it implies that speaking is an important need for students, and having good speaking skills is a priority for current students. However, if we look at the true condition, the students face many problems when

¹ Muh. Ruslan, "The Effectiveness of YouTube Videos in Improving Students Speaking Skills at SMK Negeri 1 Palopo", *Thesis IAIN Palopo*, 2021.

² Rahma Deni, The Effect of Three-Step Interview Technique on Students' Speaking Skill (A Quasi-Experimental Study at the Eighth-Grade Students of SMPN 3 Tangerang Selatan in Academic Year 2017/2018), *Skripsi*, Syarif Hidayatullah State Islamic University Jakarta, 2018, p. 1.

speaking English with others. Some students struggle to speak English since they lack self-confidence, interest, and time to practice.³

Moreover, the problems above are faced by first-grade students' of SMAN 1 Palopo, as has been observed by the researcher.⁴ First, lack of motivation and students' interest in speaking English because those around them do not use English as the language of everyday communication. Moreover, English was also seldom used by English teachers during the learning of teaching classes. Therefore, they were unable to develop their ability to speak English properly.

Second, students lack confidence in speaking English because they are afraid and embarrassed when they get negative responses from their friends, making them passive to speaking English in class. Third, students do not have enough vocabulary because it is there English is rarely practiced. It is the teacher's teaching method, not the arrangement for students to practice orally in class. So it is difficult for students to express their feelings directly in English, which is the most common problem they face in English-speaking students.

Several studies have been conducted on English teaching, especially speaking teaching. Most studies have offered some media, materials, and alternative techniques to improve students' speaking skills. Among these, a study

³ Syukri Agung Hasibuan, "The Effectiveness of BINGO Game on Student' Speaking Ability (A Quasi-experimental Study at the Seventh Grade Students of SMP Negeri 178 Jakarta in the academic year of 2016/2017), *Bachelor's Thesis*, 2016.

⁴ Andi Armin. Personal Interview: 09th March 2022, English Teacher at SMAN 1 Palopo.

on an interesting technique was available because many English teachers still used teaching and learning that cannot make students active in learning. One of the techniques that can be used is a Three Steps Interview Technique.

Three steps interview is one kind of cooperative learning. This technique is different from group discussion. Each member may participate little or not all, whereas, in three-step interviews, all members are encouraged to participate equally.⁵ This technique will facilitate students to develop their speaking skills because they have rival or people who can be invited by speakers, not only be passive but also become an active speaker. Also can make students responsible not only for their results but also for their team's contribution and it is also capable of making students get the gist of the topic they are discussing. Therefore, by using this technique, it is hoped that students will find it easy to improve their speaking skills.

Regarding the explanation above, the researcher is encouraged to conduct research entitled "The Effectiveness of Using Three Steps Interview Technique to Improve Students' Speaking Skill at the First Grade of SMAN 1 Palopo. The researcher wants to do this study to help figure out the speaking problems that had

⁵ Kiki Amalia Ananda Putri, "The Effect of Using Three Step Interview on Students Writing Achievement," *ELLITE: Journal of English Language, Literature, and Teaching* 2, no.2, (2017), 146-150.
<http://jurnal.unmuhjember.ac.id/index.php/ELLITE/article/viewFile/1515/1252>

been previously observed and to see the effectiveness of using the Three Steps Interview Technique in SMAN 1 Palopo.

B. Research Question

Based on the background above, the research question is: Is using the Three Steps Interview Technique effective in improving students' speaking skills in the first grade of SMAN 1 Palopo?

C. Research Objective

The research aims to determine whether using Three Steps Interview effectively improves students' speaking skills at the first grade of SMAN 1 Palopo.

D. Research Significance

The result of the research is expected to be useful information for English teachers in teaching speaking to find effective methods to improve the students' ability in speaking English. Furthermore, the result of this research can be useful to give contributions and solutions to learners of English, especially the students at SMAN 1 Palopo.

E. Research Scope

This research focuses on improving the students' speaking skills using the Three Steps Interview Technique at SMAN 1 Palopo. In addition, the researcher focuses on making students able to describe objects.

F. Operational Definition

Based on the title is *The Effectiveness of Using Three Step Interview Technique to Improve Speaking Skill at the First Grade Students of SMAN 1 Palopo*. The researcher defines the terms of the three-step interview and speaking as follows:

1. The three steps interview is a cooperative learning model combined with observing, asking questions, gathering information, and communicating it.
2. Speaking is using language in familiar voices, the ability to express oneself, and express interesting ideas orally. Speaking skills are the ability to use the language for the idea of the express.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some researchers have conducted previous research which aimed at teaching student speaking skills.

Milasari, Susilawati, and Wardah conducted research under the title "Improving Students' Speaking Skill through Three-Step Interview Technique." This research aimed to improve students' speaking skills through a three-step interview technique describing a place for the tenth-grade students at SMA Takhassus Al-Qur'an Ngabang in 2020/2021. The researcher in this study used action research (CAR). Based on their research finding is concluded, the students become more active in teaching and learning activities.⁶ The difference in this study is that this study used Class Action Research (CAR) method and the researcher used pre-experimental design.

Siwi has researched "The Effectiveness of Using Three Steps Interview Technique (TSI) Toward the Students' Speaking Ability." This research investigated the significant effect of using the three-step interview (TSI) technique on the students' speaking ability. The method of the research is quantitative research. Based on their findings, the technique of the three-step interview effectively improves the speaking ability of the first-year Students' at SMA

⁶ Milasari, Endang Susilawati, Wardah, "Improving Students' Speaking Skill Through Three-Step Interview Technique," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, vol 10, No 11 (2021): <https://jurnal.untan.ac.id/indeks.php/jdpdp/article/view/50338>

Muhammadiyah 1 Pekanbaru. Therefore, this technique can positively affect students' speaking ability. The researcher suggests to the English for implementing the three-step interview technique as an alternative method in English teaching, especially speaking.⁷ The difference in this study is that this research used a quantitative method and the researcher used a pre-experimental.

Aristy, Hadiansyah, and Hapsari conducted research under the title "Using Three Step-Interview to Improve Students' Speaking Ability." The research aimed to determine whether teaching speaking using the three-step interview technique improves students' speaking ability and the teaching and learning situation when the three-step interview technique is implemented in the speaking class. This research was conducted at SMP Putra Juang Cianjur with the Classroom Action Research (CAR). Using the Three Step-Interview techniques can improve students' speaking interest, improve the speaking classroom in a better situation, and make students more master and excited to participate in speaking activities. In addition, it can enhance students' speaking abilities.⁸ The difference indicated in this study is that this research did junior high school. In contrast, the researcher did the research at senior high school.

⁷ Nuzzulul Praberty Catryas Siwi, "The Effectiveness Of Using Three Steps Interview Technique (Tsi) Toward The Students' Speaking Ability", (*Doctoral dissertation, Universitas Muhammadiyah Gresik*), 2019.

⁸ Ismi Aristy, Rega Hadiansyah, Yuniarti Hapsari, "Using Three Step-Interview to Improve Students Speaking Ability," *Professional Journal of English Education*, IKIP Siliwangi, 2(2), March 2019, 74-79.
<https://pdfs.semanticscholar.org/6496/108226283228713cd907865ac4a56465ae36.pdf>

Umami researched "The Use of Three-Step Interview Technique to Improve students' speaking skills for the Tenth Grade of SMK Muhammadiyah Salatiga in the Academic Year 2019/2020". The research objectives were to determine the implementation of the Three-Step Interview Technique and know the significant improvement of students' speaking skills by using Three-Step Interview Technique for tenth-grade students of SMK Muhammadiyah Salatiga in the academic year 2019/2020. This research uses classroom action research (CAR). She found that implementing the three-step interview technique on students' speaking skills was successful. The students were interested and enthusiastic about using the three-step interview technique. The researcher also finds a significant improvement in students' speaking skills.⁹ The difference in this study is that this research used Class Action Research (CAR) method, and the researcher used pre-experimental design.

Zainuddin conducted research entitled "Using Three Step Interview Technique to Improve the Speaking Skills of the Non-English Department Students." This research was intended to apply three steps interview technique a solve the problems in the teaching and learning of speaking recount text. The design of the research is classroom action research (CAR). This research showed

⁹ Mahliyatul Umami, "The Use of Three-Step Interview Technique to Improve Student's Speaking Skills for the Tenth Grade of SMK Muhammadiyah Salatiga in the Academic Year 2019/2020", (*Doctoral dissertation, IAIN Salatiga*), 2019.

that implementing the three-step interview as a teaching technique could help students to speak a recounted text better than before when they were taught using other speaking instructions. 18 out of 19 students passed the 70 as the standard score. In addition, students' involvement in the speaking class activity increased from 81% in cycle 1 to 87.5% in cycle 2.¹⁰ The difference in this study is that this study focuses on learning to speak a recounted text. In contrast, the researcher focuses on learning to speak descriptively.

Wulan Sari researched, “The Effect of Three Step Interview on Speaking Ability of SMAN 2 Palangka Raya” the research was aimed to measure the effect of the three-step interview technique on speaking ability of tenth graders of SMAN 2 Palangka Raya and the significant difference between classes is taught using a three-step interview. The design of the research is quasi experimental. She found that teaching speaking by using three-step interview technique affect students speaking ability it indicated that the students speaking ability were increased after conducting treatment used a three-step interview technique. The

¹⁰ Zainuddin Zainuddin, “Using Three Steps Interview Technique To Improve The Speaking Skills Of The Non-English Department Students”, *Journal of English for Academic and Specific Purpose*, 1 (2), 2018, 16-32.
<http://ejournal.uin-malang.ac.id/index.php/jeasp/article/view/5948>

difference in this research is that this research used quasi experimental design and the research used pre-experimental design.¹¹

Based on a previous study above, the researcher identified a similarity in using the three steps interview as a technique for teaching English. To help students acquire information through their ability to read, the researchers in the study cited the advantages of applying the three steps interview as a learning technique consisting of helping students enrich their vocabulary and improve language skills. The previous researchers are similar to the research that the researcher conducted on students speaking skills. This research difference from the five studies is the research method that uses classroom action research and quantitative research, while the method the researcher use is pre-experimental.

B. Theoretical Review

1. Speaking

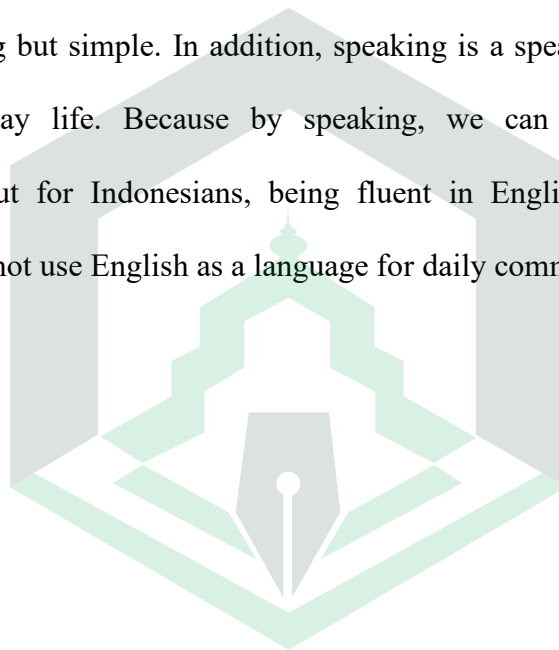
a. Definition of Speaking

Speaking is one of the English speaking skills that must be mastered by students other than reading, writing, and listening. Moreover, in today's highly competitive era, mastering English speaking skills is of primary importance because communicating in English has not only academic objectives of also

¹¹wulan Sari, "The Effect of Three Step Interview on Speaking Ability of SMAN 2 Palangka Raya," *Thesis IAIN Palangka Raya*, 2020.

professional one.¹² Also, Speaking is used for many different purposes, each involving different skills. For example, speaking is used to make social contact when discussing with someone. On the other hand, the purpose may be to seek or express an opinion or to describe the thing to complain about people's behavior.¹³

Teaching speaking is sometimes considering a simple process. Commercial language skills worldwide hire people with no training in each conversation. Although speaking is natural, speaking in a language other than our own is anything but simple. In addition, speaking is a speaking skill that plays a role in everyday life. Because by speaking, we can receive and transmit information. But for Indonesians, being fluent in English is a big challenge because we do not use English as a language for daily communication.



¹² Fitra Pinandhita dan Ratih Cristiana, “pengembangan buku panduan problem solving dalam meminimalisir kekhawatiran pada kelas speaking mahasiswa program study bahasa inggris IKIPPGI Madiun”, *jurnal kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 1(1), 2015, 11-20. <http://e-journal.undikma.ac.id/index.php/jurnalkependidikan/article/view/394>

¹³ Dian saputri, The Effectiveness of Short Hand-Draw Animation Videos to Improve Speaking Skills at the SMAN 2 Palopo, *Thesis IAIN Palopo*, (2021).

b. Aspect of Speaking

Speaking must fulfill the following aspects, they are:¹⁴

a) Pronunciation

Pronunciation is how a language or particular word or sound is spoken.

Pronunciation is very important to be learned especially in speaking English.

b) Fluency

The assessment of fluency aspect is whether students are fluent, fluent, not articulate, or not eloquent when speaking in English.

c) Accuracy

The accuracy of students when speaking is one aspect of the speaking assessment. From this aspect, it can be seen how students choose words and place words according to the English language rules. Students must be careful when speaking and convey their meaning properly and thoroughly.

d) Intonation

Intonation when speaking gives its beauty when someone conveys something. This assessment is critical to control the intonation when speaking to be heard correctly and clearly.

¹⁴ Riska Aulia Sartika, "Aspek-Aspek Dalam Keterampilan Berbicara (Speaking)," *Academia Edu*, 2017, 9-10.
https://www.academia.edu/32403121/Aspek_Aspek_Dalam_Keterampilan_Berbicara_Speaking

All the aspects of speaking described above are aspects of speaking applied to learning English in this research and based on the learning curriculum where researchers conduct research.

c. The Problem of Speaking

There are several theories about the problem of speaking that researcher previously reused, and they are as follow:

a) Inhibition

Learners are often inhibited from speaking things in a foreign language in the classroom. They are worried about making mistakes, fearing criticism or losing face, or simply of the attention their speech attracts.

b) Nothing to say

The learners complain that they cannot think to say. So they have to motive to express themselves beyond the guilty feeling that they should be speaking.

c) Low or uneven participation

If the communication or learning is in a large group, one of the speakers will have only very tittle talking time as only one participant can talk at me if he is to be heard. The problem is compounded by some learners' tendency to dominate while others speak little.

d) Mother tongue use

The learners may use their mother tongue because it is easier, and speaking to one another in a foreign language feels unnatural. Moreover, they feel less exposed if they are speaking their mother tongue.¹⁵ Also, some characteristics of speaking difficulties can make oral performance easy and, in some cases, difficult.¹⁶

d. How to Learn to Speak a Language

Speaking is an important language learning skill but not easy to learn. There are several reasons why oral skills are not taught in language classrooms. If oral production is not included in tests, the teacher might not want to use precious class time for oral production but instead teach to the test and prioritize grammar, written, or reading skills. Another (related) reason may be that the teaching methods and materials emphasize written language and grammatical correctness as learning goals.

There is much that we can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for learners to develop speaking skills and acquire the language. We begin this chapter by

¹⁵ Corry Ester Margaret Siagian and Shabrina Harumi Pinem, "Problems to Speaking English of English Departement Students at University of Darma Agung Medan", *Jurnal Litteral: Fakultas Sastra Darma Agung*, 1(1), 2020, 1-8. <http://jurnal.darmaagung.ac.id/index.php/littera/article/view/548>

¹⁶ Heini and Marja Pakula, "Teaching Speaking", *Journal of Applied Language Studies, University of Turku*, vol 13, 1, 2019, 95-111. <https://apples.journal.fi/article/view/97940>

considering important theoretical perspectives that provide the background for the ideas presented in the rest of the book. First, the importance of speaking and explains the construct of speaking in term of processes, skill, and product, as follow:

1. Speaking and language acquisition
2. Cognitive processes in speaking
3. Speaking skills
4. Communication strategies
5. Speech genres
6. Spoken grammar¹⁷

Consistent with the above, the six areas students need to know and learn in English are speaking and language acquisition, cognitive skills in speaking, speaking skills, communication strategies, speech genres, and spoken grammar. Again, because there are so many introductions, we can ensure that subjects know how and where to use spoken language and the tools learners can use to develop their skills and master the language they want.

¹⁷ Christine C.M. Goh, "Teaching Speaking in the Language Classroom", Singapore: SEAMEO Regional Language Center, 2007.

2. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is a method to group work that minimizes the incidence of these unpleasant conditions and maximizes the gaining knowledge of and stratification that results from running on a high-performance crew. Also, cooperative learning requires pupils to work together in small groups to support each other to improve their learning and that of others. Therefore, cooperative learning is known as group learning, which provides opportunities for students to work together to complete routine tasks.

Cooperative learning leads to learning methods in where there is a relationship of working together in small groups and helping each other between students in learning. Implementation of cooperative learning model steps will actually enable educators to manage classes more effectively.¹⁸ Therefore, it is very important to design cooperative learning that emphasizes student activity because it is students who act as teach actors.

b. The Advantages And Disadvantages Of Cooperative Learning

1) The Advantages of Cooperative Learning

a) Improving individual and group skills in problem solving

b) Increasing commitment

¹⁸Istiyani, Penerapan Model Pembelajaran *Kooperatif Learning* Tipe Giving Question And Getting Answer Untuk Meningkatkan Keaktifan Belajar IPA Pada Peserta Didik Kelas VI MIN 2 Bandar Lampung, *Thesis UIN Raden Intan Lampung*, (2020).

- c) Eliminating prejudice against peers
 - d) Eliminating a sense of revenge
- 2) The disadvantages of Cooperative Learning
- a) In completing a lesson using cooperative learning requires relatively longer time
 - b) Inexperienced teacher cannot adjust a material to the curriculum
 - c) High achieving students will lead to disappointment
 - d) High skilled learners feel disappointment when they must help their low ability friends.¹⁹

c. Types of Cooperative Learning

The types of cooperative learning as follow:

- 1) Students Teams Achievement Division (STAD) is a cooperative learning strategy in which small group of learners with different levels of ability work together to accomplish a shared learning goal.
- 2) Think-Pair-Share, is a cooperative learning model where the teacher gives questions, then each student thinks (and remembers) about it answer.²⁰

¹⁹Evita Evita, Ahmad Syahid, And Nurdin Nurdin, "Understanding Students' Learning Outcomes Differences Through The Application Of The Market Place Activity Type Of Cooperative Learning Model And The Application Of Conventional Learning Models." *International Journal Of Contemporary Islamic Education*, 1(1), (2019:) 67-85.

²⁰ A Wahyuni, Comparison effectiveness of cooperative learning types STAD with cooperative learning types in term of Mathematical method of junior high school students, *Journal of Physic: Conference Series*, vol. 1013, no. 1, p. 012212, (2018): 3-4.

3) Jigsaw is a technique which has a strong effect on students' attitude to learning, the social relationship among students in the group.²¹

3. Three Steps Interview

a. Definition of Three Steps Interview

Three steps interview is a learning model which consists of three or four members of students. In this method, students work in pairs, first on way, then the other. Students each share with the group information they learned in the interview.²²

Three Steps Interview (TSI) is a processing interview intended to replace the conventional group discussion. Students' have the right to assign pairs by themselves to interview one another about a limited topic or issue. At the time, they inverse their roles. Next, they participate with the whole class or in a group.²³

These three steps interview is a cooperative learning lesson that can liven up the learning atmosphere and activate students' to ask or answer. In addition,

²¹ A Widya Lestari, "the use of jigsaw technique to improve reading comprehension of at SMAN 3 Bulukumba," Thesis Universitas Muhammadiyah Makassar, (2020)

²² Sri Hariati Mustari, "The Utilizing of Three-step Interview in Improving Speaking Ability", *International Journal for Education and Vocational Studies*, 1 (5), (September 2019), 473-478. <https://ojs.unimal.ac.id/ijevs/article/view/1663>

²³ Professor Shatha Kadhim Asa'adi and Ammar Kareem Asuea'adi, "The Effect of Using Three-Step Interview and Talking Chip Techniques on Iraqi EFL Learners' Speaking Ability", *Journal of the College of Basic Education*, 24. 101, 2018, 97-112.

when students do questioning activities or answer, in the process, students are trained to be able to develop brand reasoning skills.²⁴

The three-step interview technique is an effective method for developing oral language teaching skills. In three steps, interview students to use their grammar and vocabulary knowledge to enable them to grasp real language situations and language skills.

Students in the three-step interview also learn strategies for communication and presentation, understanding communicative intentions that sometimes lead to misunderstandings, which develop students' strategic and action skills. There are also three levels of Interviewing. First, students learn to develop strategic skills while interviewing each other and use questions to negotiate to mean. Next, the students' also learned the right things, and the expressions in interviews with each other make them social and cultural permissions. Finally, since there are different types of texts (such as narrative, narrative, and expository text), students learn to communicate in a specific text genre through group interviews, especially narration, and retelling.

Based on the theory above, the researcher concludes that the three-step interview can be used as it helps students develop ideas from the exchange of information meeting. Moreover, the three-step interview is cooperative learning.

²⁴ Ani Aisyah, Jarnawi Afgani Dahlan, and Bambang Afni Priatna, "Peningkatan Kemampuan Penalaran Induktif Siswa SMK dengan Model Kooperatif Tipe Three Step Interview", *Journal Euclid*, 3 (2), 2017, 540.

This technique is especially different from group discussions. In member participation, in group discussions, each member can have little or no involvement in all three-step interviews to encourage equality among members participates.

b. The Advantages and Disadvantages of Three-Step Interview

1) The Advantages of Three-Step Interview

a) Most importantly, it improves the students' speaking skills in oral communication. Three Steps Interview forced the students' to speak up. All of the students' must say something or must give an opinion about something. This condition makes the class conducive for the students to learn to speak English. All the students could be active in class; it increased their oral communication, especially in English. The result is that students speaking skill is getting better.

b) Using the Three Step Interviews in teaching speaking could increase students' motivation and interest in teaching English, especially for speaking skills. Students will like the learning atmosphere by using a fun treatment and not too formal. Students' will enjoy that condition so that their interest in English improves. In addition, all the activities involved in this technique give the students the experience of speaking English to be more confident. Students' also will not feel shy when conveying their ideas.

Three Steps Interview is a technique that requires cooperation with other students in the group. As a result, students learn how to work together to achieve

the goal and how to solve the problem. Thus, by conducting Three-Step Interviews, students learn social skills such as cooperation, teamwork, and communication skills that are useful in their future lives.²⁵

2) The Disadvantages of Three-Step Interview

While the disadvantages of this method are:

- a) Take a long time
- b) Students tend not to want to learn in a group
- c) Teachers tend to have difficulties in classroom management²⁶
- d) Considering this technique is very slow. So less material can be covered.
- e) There is a problem understanding the meaning of students' friends and statements during the interview process.
- f) Facing difficulties in writing the results of the students' interviews.²⁷

4. Teaching speaking by using three steps interview technique

Teaching speaking provides students with systematic informational instruction or training on using the correct sounds and words to convey meaning

²⁵ Ari Milasari, "The Influence of Using Three-Step Interview Towards Students, Speaking Ability at the First Semester of the Eleventh Grade of SMAN 1 Way Serdang Mesuji in the Academic Year of 2017/2018", *Doctoral Dissertation*, UIN Raden Intan Lampung, 2018, 35-86.

²⁶ Ari Milasari, "The Influence of Using Three-Step Interview Towards Students, Speaking Ability at the First Semester of the Eleventh Grade of SMAN 1 Way Serdang Mesuji in the Academic Year of 2017/2018", *Doctoral Dissertation*, UIN Raden Intan Lampung, 2018, 35-86.

²⁷ Dede Adityaa, "The Application of Three-Step Interview Technique to the 7TH Graders' speaking Ability of Junior High School (An Experimental Study at 7th Grade Students of SMPN 4 Purwokerto in the Academic year of 2018/2019)", *Doctoral Dissertation*, Universitas Muhammadiyah Purwokerto, 2019.

to communicate with others.²⁸ Also, teaching speaking is prominently for the students' oral function. In teaching speaking, the teacher needs to assess some aspects, namely grammar, pronunciation, vocabulary, fluency, and comprehension. So, the students must speak in the teaching and learning process.²⁹

This research used the Three Steps Interview technique to improve the students speaking ability. The three-step interview allows students to build networks and improve specific communication skills. It means that the three-step interview has students taking the initiative to speak up to obtain information about the interviewee.

This research uses the topic to be developed in the interview session. Interviewers usually have a prepared list of written or memorized questions or topics to ask; even if a person is speaking, they cannot say anything. Instead, he has to talk about something. A three-step interview involves discussing a question or topic during the interview session.

²⁸ Nanang Sugianto, "The Use of Three Steps Interview to Increase Students' Self-Confidence at Speaking Skill", *Cordova Journal/Jurna Kajian Bahasa dan Budaya*, Vol, 10, No. 1, 2020. <https://journal.uinmataram.ac.id/index.php/cordova/index>

²⁹Ramadhan Aras, "Improving Students' Speaking Skill by Using Three Step Interview at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Pare-Pare", *Thesis IAIN Pare-Pare*, 2019.

The procedure of Three Step Interview Technique is as follows:

- 1) The teacher makes a group of 4 students' and gives them labels. It can be A, B, C, D;
- 2) The teacher pairs student A with B and student C with student D;
- 3) The teacher gives a topic to the students;
- 4) Students are in pairs. One is the interviewer, and the other is the interviewee;
- 5) Student A interview student B. Student C interview student D;
- 6) Students' reverse roles, and
- 7) Each share with team members what was learned during the two interviews.³⁰

The Three Step Interview technique is part of cooperative learning students work in groups of 4. Students will become accustomed to analyzing and synthesizing new information through dialogue and listening to and appreciating each other's thoughts and ideas. The Three Step Interview technique also helps students speak English as they need to interact with their partners to share ideas orally.

³⁰ Ismail Hari Kurniawan, "Implementation of Three-Step Interview Technique in ESP Speaking Class of Communication Science Department at the University of Muhammadiyah Malang in 2016/2017 Academic Year", *Doctoral dissertation*, University of Muhammadiyah Malang, 2017, 6-13.

5. Descriptive Text

a. Definition of Descriptive Text

For readers or listeners, an author or speaker uses descriptive text to describe specific things, people, animals, places, and events.³¹

Descriptive text is a paragraph defined as a group of sentences closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.³²

The descriptive text varies widely from other types of text. Descriptive text is the text that describes something. "Descriptive writers impress readers by carefully selecting details, creating textual pictures of people, places, objects, and emotions." Then this descriptive text is usually in the simple present tense.³³

Based on the definitions above, it can be concluded that descriptive text aims to explain or describe something. It could be anything: people, animals, objects, places, and others. It means that if we want to describe how something looks, smells, feels, behaves, tastes sounds through text, We can create descriptive text.

³¹ Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives", *Indonesian Journal of English Language Teaching and Applied Linguistic*, Vol. 2(1), 2017. www.ijeltal.org

³² Tiur Asih Siburian, "Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share", *Internasional Journal of Language Learning and Applied Lingustik World (IJLLALW)*", volume 3(3), July 2013, 30-43. www.ijllalw.org

³³ Lilatul Husna, "An Analysis on Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang", *Journal Ilmiah Pendidikan Scholastic*, vol. 1 no. 1, 2017.

b. Generic Structures of Descriptive Text

There are two structures of descriptive text³⁴

1) Identification

Identification is to identify the phenomenon that needs to describe. Identification is the first clause in descriptive text. The token (subject or participant) should be specific in formulating ideal identification in descriptive text. The process (verb or predicate) should be relational-identification.

2) Description

The description is the second generic structure in descriptive text. To write a description, a writer must describe a particular thing's parts, characteristics, and qualities. The participant or subject in the description is called carrier and token. The verb or process in the description is called relational-attributive. A last part is an object called an attribute. The whole (carrier and token, relational-attributive and attribute) should be written textually. It means the writer needs to avoid public participation and avoid using the material, mental and other processes except for the relational process.

³⁴ Kammer Tuahman Sipayung, Sahlan Tampubolon, Fenty Debora Napitupulu, and Febriana Lumban Tobing, "Generic Structure of Descriptive Text Written English Language Learners and Teacher", *Lingustic and Culture Review*, 5(S3), 2021, 1636-1650. <https://doi.org/10.21744/lingcure.v5nS3.1950>

3) Describing Object

Describing an object is a kind of text that describes or figures out something based on its function or use, component or part, characteristics such as material, shape, dimensions, property, and color, and also describes their position and connection between parts.³⁵ From the explanation it is able to be understood that describing object is a paragraph which include several sentences. The explanation of the sentences has a correlation and the paragraph describes a person, vicinity, or occasion with the purpose of imparting information to the reader and bringing them into the author's reveal in.

Describing object usually included the following grammatical features:³⁶

- a. Verb in present tense in tenses there are several verbs. But in present tense always use verb one to make sentence or paragraph.
- b. Adjectives to describe the features of the subject it explains the characteristic of the subject with detail, and used to the descriptive text give the description that using adjective in descriptive text.
- c. Topic sentences to begin paragraph and organize the various aspects of the description.

³⁵Aida Zulhulaifa, "the Application of Describing Objects to Improve Students' Vocabulary Development", *Thesis UIN Ar-Raniry*, 2018.

³⁶Nur Islah Way Kurni, "Improving Descriptive Writing Ability Using Focused Listing Technique Among The Second Year Students Of Sma Tmi Roudhotul Qur'an Metro", *Thesis IAIN Metro*, 2018.

Based on the explanation above, grammatical features in the text describing objects are essential. Students are trained to describe particular objects in written language by developing one main idea as a topic sentence. It will be straightforward for them to create simple text.

C. Conceptual Framework

The conceptual framework of the research can be seen in chart 2.1

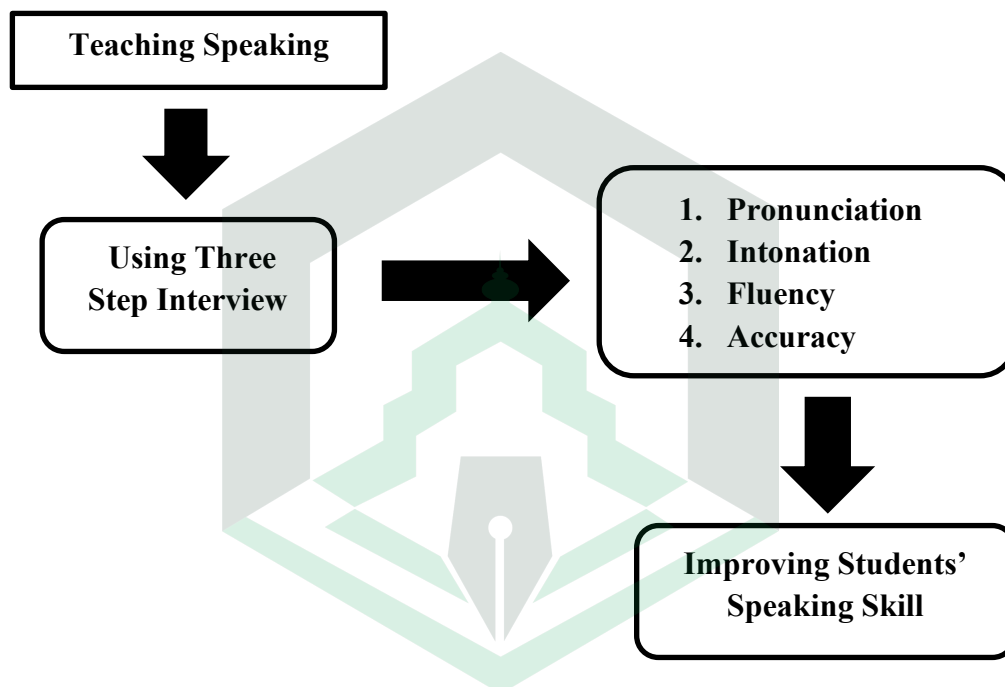


Chart 2.1 Conceptual Framework

Speaking is a process of communication between speaker and listener. Therefore, there is a process by which the speaker expresses an idea, thoughts, opinions, and perceptions. That is way speaking is an essential subject to be studied by students. However, to increase students' interest in learning English

without shame and fear, especially in speaking, the teacher should prepare appropriate techniques that make the students feel enjoy and more active during the teaching-learning process. Therefore, the researcher used the Three Step Interview as a learning technique to improve students' speaking skills.

The researcher used the Three Step Interview Technique to improve speaking skills by using descriptive text. This technique can give students more chances and opportunities to speak up in class since it requires students to ask questions, answer questions, and share with others about the result of the interview. That can also improve the students' pronunciation, fluency, accuracy, and intonation in speaking. In addition, this technique can build up students' responsibility since they should think about their teammate's outcome and try to deliver the idea well to their partner. Therefore, the researcher believes that the Three Step Interview as a teaching technique can significantly improve students' speaking skills.

D. Hypothesis

The hypothesis in this research is formulated as follows:

1. H_0 : Using Three Step Interview is not effective in improving students' speaking skills for the students at the first grade of SMAN 1 Palopo.
2. H_1 : Using Three Step Interview is effective in improving students' speaking skills for the students at the first grade of SMAN 1 Palopo.

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

This research used experimental research to find out the results of specific techniques. Lesson activities are designed only to improve students' speaking skills by using three steps interview technique as a pre-experimental design. The simple test has a test to measure how well students' get after treatment.

2. Design

The research design formula is based on the following:

Table 3.1 The Design of One-Group Pre-Test and Post-Test

Pre-test	Treatment	Post-test
X_1	O	X_2

Here:

X_1 : Pre- test

O: Treatment

X_2 : Post-test³⁷

B. Population and Sample

1. Population

In this research, the population includes four IPS classes of the first grade of SMAN 1 Palopo with 118 students.

³⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*, 1st ed. (Bandung:Alfabet, CV., 2012)

2. Sample

The researcher has chosen only one class as a sample, namely class X IPS 3, which has 20 students consist of 7 male and 13 female with the students ages ranged from 14-15 years old. The researcher used purposive sampling in this research. The researcher has chosen this class because the students have low ability in English class and chose this class because of the recommendation from the teacher. The students start learning English since the students are in Junior High school and the students learning English only when studying at school.

C. Research Variable

This research has two variables, namely the independent variable and the dependent variable:

1. The independent variable is Three Step Interview
2. The dependent variable is the speaking skill

D. Instrument Research

In this case, the researchers used a test speaking test to determine and measure students' speaking skills in the pre-test and post-test. A pre-test was administered before treatment to determine students' significance before and after treatment. The post-test was given after the pre-test. The post-test purpose is to know the students speaking improvement during the researcher applied the three

steps interview. The speaking test is students' forms being given a topic about their idol and presenting it in front of the class for 5 minutes.

E. The Procedure for Collecting Data

The data are collected by using the procedure below:

1. Giving pre-test

The researcher gave a pre-test in speaking to measure students' abilities before providing treatment. Before giving a pre-test to students, the researcher introduced herself before starting the class. Then, the researcher was given a pre-test about describing their best friend. Next, every student took a minimum of 5 minutes and maximum of 7 minutes to describe the given theme. Finally, the researcher took a video while describing the theme.

2. Giving Treatment

The researcher gave treatment after the pre-test. The treatment was done for four meetings. So, the researcher prepares some steps to encourage students' speaking skills. The steps are following:

1. The first meeting

a. Opening

- 1) The researcher opened the class by saying hello and asking how students were doing
- 2) The researcher started the study by praying first

3) The researcher introduced themselves

4) The researcher checked students' attendance

5) The researcher gave attention grab

b. While activity

1) The researcher gave material about descriptive text and how to describe someone.

2) The researcher made some groups consisting of 4 people.

3) The researcher labeled each student in one group as A, B, C, and D.

4) The researcher divided students into pairs in each group.

5) The researcher invited students to note descriptive text examples of someone.

6) The researcher gave some pictures of students.

7) The students were paired. One was the interviewer, and the other was the source.

8) Then, student A interview student B, and student C interviewed student D.

9) The students reversed roles.

10) Then each student shared and performed the information they got during the interviews in front of the class.

c. Closing

1) The researcher concluded the given material.

2) The researcher closed the class.

2. The second meeting

a. Opening

- 1) The researcher opened the class by saying hello and asking how students were doing
- 2) The researcher started the study by praying first
- 3) The researcher introduced themselves
- 4) The researcher checked students' attendance
- 5) The researcher gave attention grab

b. While activity

- 1) The researcher gave material describing tourist destinations.
- 2) The researcher made some groups consisting of 4 people.
- 3) The researcher labeled each student in one group as A, B, C, and D.
- 4) The researcher divided students into pairs in each group.
- 5) The researcher invited students to note descriptive text examples of the tourist destination.
- 6) The researcher gave some pictures of students.
- 7) The students were paired. One was the interviewer, and the other was the source.
- 8) Then, student A interview student B, and student C interviewed student D.
- 9) The students reversed roles.

10) Then each student shared and performed the information they got during the interviews in front of the class.

c. Closing

1) The researcher concluded the given material.

2) The researcher closed the class.

3. The third meeting

a. Opening

1) The researcher opened the class by saying hello and asking how students were doing

2) The researcher started the study by praying first

3) The researcher introduced themselves

4) The researcher checked students' attendance

5) The researcher gave attention grab

b. While activity

1) The researcher gave material describing the historical place.

2) The researcher made some groups consisting of 4 people.

3) The researcher labeled each student in one group as A, B, C, and D.

4) The researcher divided students into pairs in each group.

5) The researcher invited students to note descriptive text examples of historical places.

- 6) The researcher gave some pictures to the students.
- 7) The students were paired. One was the interviewer, and the other was the source.
- 8) Then, student A interview student B, and student C interviewed student D.
- 9) The students reversed roles.
- 10) Then each student shared and performed the information they got during the interviews in front of the class.

d. Closing

- 1) The researcher concluded the given material.
- 2) The researcher closed the class.

4. The fourth meeting

a. Opening

- 1) The researcher opened the class by saying hello and asking how students were doing
- 2) The researcher started the study by praying first
- 3) The researcher introduced themselves
- 4) The researcher checked students' attendance
- 5) The researcher gave attention grab

b. While activity

- 1) Evaluated the students' speaking skills from the first meeting until the fourth, and the researcher again provided a little material to be taught and refreshed knowledge for the sample or student.
- 2) The researcher gave material describing someone, a tourist destination, and a historical place.
- 3) The researcher made some groups consisting of 4 people.
- 4) The researcher labeled each student in one group as A, B, C, and D.
- 5) The researcher divided students into pairs in each group.
- 6) The researcher invited students to note descriptive text examples of someone, a tourist destination, and a historical place.
- 7) The researcher gave some pictures of students.
- 8) The students were paired. One will be the interviewer, and the other will be the source.
- 9) Then, student A interview student B, and student C interviewed student D.
- 10) The students reversed roles.
- 11) Then each student shared and performed the information they got during the interviews in front of the class.

e. Closing

- 1) The researcher concluded the given material.
- 2) The researcher closed the class
- 3) Giving post-test

After giving treatment, the researcher gave a post-test. Finally, the researcher gave the final test a test similar to the initial test to find out if it improved or was the same as the initial one.

F. The Technique of Data Analysis

The following steps analyzed the data collected through pre-test and post-test:

1. Scoring Classification

In analyzing the data, the researcher must determine the scoring classification, including pronunciation, intonation, fluency, and accuracy.

Table 3.2 Students' rubric scoring³⁸

No.	Aspect Assessed	Criteria	Score
1.	Pronunciation	Almost perfect.	4
		There are some errors, but they do not disturb the meaning.	3
		Some errors disturb the meaning.	2
		Almost all are wrong and disturb the meaning.	1

³⁸ SMAN 1 Palopo, "Assesment Criteria of Speaking Skill,"2019.

2.	Intonation	Almost perfect	4
		There are some errors, but they do not disturb the meaning.	3
		Some errors disturb the meaning.	2
		Almost all are wrong and disturb the meaning.	1
3.	Fluency	Very smooth.	4
		Smooth	3
		Fairly smooth	2
		Very not smooth	1
4.	Accuracy	Very smooth.	4
		Smooth	3
		Fairly smooth	2
		Very not smooth	1

2. Classifying the students' score

The score of the students' was classified into six levels, as follow:

Table 3.3 The classification score for the test³⁹

No.	Score	Classification
1	86-100	Very good
2	71-85	Good
3	56-70	Average
4	≤ 55	Poor

3. Calculating the rate percentage and the mean of the student's score

The percentage and the mean scores of the student's scores on both pre-test and post-test speaking tests will be calculated using SPSS 22 version.

³⁹ SMAN 1 Palopo, "Assesment Criteria of Speaking Skill," 2019.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This section shows the data results, which have been analyzed and tabulated statistically. In addition, the data show the value of the students' pre-test and post-test results.

1. The analysis of students' scores in pre-test and post-test

a. Pre-Test

In this section, the researcher shows the students' speaking test results, assessed on pronunciation, intonation, fluency, and accuracy. The data are presented in a table and used SPSS 20 to calculate the average results. The presentation of pre-test results can be seen in Table 4.1

Table 4.1 Speaking Test Score in Pre-test

No	Students	The Aspect Of Speaking						Total Score	Criteria of Test
		Pronunciation	Intonation	Fluency	Accuracy	Score	Criteria		
1	S1	2	1	1	2	6	37	Poor	
2	S2	1	2	1	1	5	31	Poor	
3	S3	2	2	1	1	6	37	Poor	
4	S4	1	1	3	1	6	37	Poor	
5	S5	2	1	1	2	6	37	Poor	
6	S6	2	2	2	1	7	44	Poor	
7	S7	2	2	3	2	5	31	Poor	
8	S8	2	2	1	2	7	44	Poor	
9	S9	1	2	1	2	6	37	Poor	
10	S10	1	2	2	2	7	44	Poor	
11	S11	1	1	1	2	5	31	Poor	
12	S12	1	1	2	2	6	37	Poor	
13	S13	2	2	1	3	8	50	Poor	

14	S14	1	1	1	1	4	25	Poor
15	S15	1	3	3	2	5	31	Poor
16	S16	2	1	2	1	6	37	Poor
17	S17	2	2	3	1	8	50	Poor
18	S18	1	1	1	1	4	25	Poor
19	S19	2	2	1	2	7	44	Poor
20	S20	1	1	2	2	6	37	Poor

The table above shows that two students got the lowest score of 25 points, and two got the highest score of 50.

To show the average value obtained by students, the researcher used SPSS 20 to get the mean score. The results of the pre-test data can be summarized in a descriptive statistical table which can be seen in table 4.2.

Table 4.2 Students' Speaking Test Mean Score in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	20	25	50	37.30	7.124
Valid N (listwise)	20				

As can be seen from table 4.2, the students' highest score is 50, and the lowest is 25. The mean value of the students' speaking test is 37.30, and the standard deviation is 7.124.

Furthermore, the pre-test data described in the percentage score in the table is shown in table 4.3.

Table 4.3 Students' Speaking Test Rating Percentage in Pre-test

Classification	The ability scale	Score	Frequency	Percentage
Very good (A)	4	86-100	-	-
Good(B)	3	71-85	-	-
Average (C)	2	56-70	-	-
Poor (D)	1	≤55	20	100%

Table 4.3 above shows that students who get excellent (A), good (B), and average (C) scores are 0%. Meanwhile, students with a poor score (D) are 100%. This percentage shows that all 20 students have poor or low speaking skills.

b. Post-test

After the treatment, the post-test data obtained are presented in table 4.4. The table shows the results of the students' speaking test assessed in terms of pronunciation, intonation, fluency, and accuracy.

Table 4.4 Speaking Test Score in Post-test

No	Students	The Aspect Of Speaking				Total Score	Score of Test	Criteria
		Pronunciation	Intonation	Fluency	Accuracy			
1	S1	3	3	3	4	13	81	Good
2	S2	4	3	3	3	13	81	Good
3	S3	4	3	3	3	13	81	Good
4	S4	3	3	3	3	12	75	Good
5	S5	3	3	4	3	13	81	Good
6	S6	3	3	4	3	13	81	Good
7	S7	4	4	3	2	13	81	Good
8	S8	4	3	2	4	13	81	Good

9	S9	4	3	3	2	12	75	Good
10	S10	4	2	3	4	13	81	Good
11	S11	3	3	3	3	12	75	Good
12	S12	4	3	2	4	13	81	Good
13	S13	3	4	3	3	13	81	Good
14	S14	3	4	2	3	12	75	Good
15	S15	3	3	3	4	13	81	Good
16	S16	3	4	2	3	12	75	Good
17	S17	4	4	3	2	13	81	Good
18	S18	3	3	4	3	13	81	Good
19	S19	3	3	2	4	12	75	Good
20	S20	2	3	4	4	13	81	Good

Table 4.4 shows the results that have increased from the previous one, where six students obtained the lowest score with a score of 75. Then the highest score was obtained by fourteen students with 87.

After summarizing the results of the student's scores, the researcher used SPSS 20 to calculate the mean score. The description of the descriptive statistical table is the results of the students' speaking post-test.

Table 4.5 students' Speaking Test Mean Score in Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	20	75	81	79.20	2.821
Valid N (listwise)	20				

The data in table 4.5 show that the maximum value of students is 81, and the minimum is 75. So, it produces a mean value of 79.20. In addition, the data shows that the standard deviation of the post-test is 2.821.

The rating percentage assessment to show the classification of values obtained by students is described in table 4.6.

Table 4.6 Students' Speaking Test Rating Percentage in Post-test

Classification	The ability scale	Score	Frequency	Percentage
Very good (A)	4	86-100	-	-
Good (B)	3	71-85	20	100%
Average (C)	2	56-70	-	-
Poor (D)	1	≤55	-	-
Total				100%

The data in table 4.6 shows that 20 students' got a good score (B) of 100%. From the results of these percentages, the data shows that the students' speaking test results have increased from before.

c. Pre-test and Post-test Comparison

Furthermore, to measure the students' speaking test in the pre-test and post-test, the researcher used SPSS 20 to calculate the mean score. The result of the descriptive statistics table is described in the following table.

Table 4.7 the Mean Score and Standard Deviation in Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	20	25	50	37.30	7.124
PostTest	20	75	81	79.20	2.821
Valid N (listwise)	20				

The standard deviation from table 4.7 in the pre-test is 7.124, contrary to the post-test, which is 2.821. Moreover, the students' mean score on the pre-test is 37. While, the post-test is 79. Therefore, from the result shown in table 4.7, the speaking result in the post-test is higher than in the pre-test. Therefore, it can be concluded that the treatment using three steps interview technique can improve students' speaking skills.

Table 4.8 the Paired Sample Statistic of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	37.30	20	7.124	1.593
	Post-Test	79.20	20	2.821	.631

Table 4.8 paired sample statistic above shows that the mean score of the students' speaking test on the pre-test is 37.30 while the score on the post-test is 79.20. The standard deviation for the pre-test is 7.124, and the post-test is 2.821. The comparison of the pre-test and post-test results shows that the pre-test was 37 < post-test 79.20, so descriptively, there is a difference in student learning outcomes where there is an increase in students' speaking skills after using three steps interview technique as a technique for learning speaking.

Furthermore, to prove whether the results obtained are significant, the following table shows the statistical data paired samples correlations pre-test and post-test using SPSS 20 to prove the relationship between the two pre-test and post-test data. The description is as follows:

Table 4.9 the Paired Sample Correlations of Pre-Test and Post-Test

Pair 1	Pre-Test & Post-Test	N	Correlation	Sig.
		20	.201	.395

The results shown in the pre-test and post-test correlations show a correlation coefficient of 0.201. The students' speaking test results before and after treatment showed a significant (Sig.) 0.395. Because of the significant value is 0.395, which means that there is a difference between the pre-test and post-test using three steps interview technique as a learning technique in the treatment. The following table shows a detailed explanation of the correlation coefficient of the pre-test data.

A detailed explanation of the correlation coefficient of the pre-test data is shown in the following table:

Table 4.10 the Paired Samples Test of Pre-Test and Post-Test

Pair 1	Pre-Test & Post-Test	Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		-41.900	7.115	1.591	-45.230	-38.570	-26.337	19	.000

The researcher discovered that in table 4.10, the paired sample test illustrates the value of t_o (t_{count}) is 26.337 with the df (degree of freedom) value 19 while the t_t (t_{table}) for the standard of significant level 0.05 (5%) on $df = 19$ is 2.093. Therefore, it means that the value of the t -count is higher than that of the t -table.

$$26.337 > 2.093$$

The table above shows the significant (2-tailed) value = 0.000, which means smaller than 0.05 (the value for the standard of significant level). The value in the table above proves that the research H_a (alternative hypothesis) is accepted, and H_0 (null hypothesis) is rejected. The result confirms that the three-step interview technique effectively improves speaking skills in the first grade in SMAN 1 Palopo.

B. Discussion

This research aims to determine whether using the Three Steps Interview Technique effectively improves students speaking skills in the first grade of SMAN 1 Palopo. Then, the results from the findings show that the mean score obtained by students from the pre-test is 37.30 (poor), while the mean score in the post-test is 79.20 (good). Furthermore, the results show that the post-test results after treatment are much higher than the pre-test. The value of Significant (2-tailed) is $0.000 < 0.05$, which means that the null hypothesis (H_0) is rejected. Then, the alternative hypothesis (H_1) is accepted that using the three-step teaching

technique improves students speaking skills in the first grade of SMAN 1 Palopo effectively.

The research began with a pre-test before carrying out the learning process for four meetings using the Three Steps Interview Technique by bringing descriptive text material. Then, the students took a post-test to see the learning outcomes from the previous treatment. In this study, the researcher had 20 students who joined the pre-test, treatment, and post-test. Students were given one topic to be presented in front of the class during the pre-test and post-test. This process was recorded as research evidence and reviewed students' speaking skills.

During the treatment, the researcher encountered several problems in class, those are students still lack knowledge of English, so the material presented must be explained in as much detail as possible, some students do not like to memorize the given English vocabulary and also some students are embarrassed to express their opinions during the learning process, so various efforts are needed to increase their self-confidence.

Students can casually interview their group mates to solve problems during treatment. Then the researcher asked each group about the topic given so that students were used to answering questions even with the help of friends. After several meetings, one by one, the students were used to answering questions given by their friends in the interview process using a three-step interview. It makes

students more familiar with the classroom environment, so they are no longer embarrassed to express their opinions.

Therefore, their speaking ability increased after being given treatment using a three-step interview. For example, the students used more English when conducting interviews. In addition, it showed an increase in the vocabulary of students who were known to make it easier to know and speak English. In addition, the students were also more fluent and confident in speaking English, which was very different before giving treatment. However, the students used more Indonesian and were still shy when speaking.

Students got an improvement in each aspect of speaking skills. The first is pronunciation, which got the lowest score on the pre-test. Also, they made many mistakes though they used familiar and simple words. After being given the treatment, the student's achievement increased. Students' pronunciation improves because they learn how to pronounce the words correctly. Besides that, the researcher also evaluated at the end of each meeting about pronunciation errors. In this research, pronunciation is very significant. It is in line with Rahmawati Ahmad, who found that the students' speaking ability increased in pronunciation from this increase. It can be seen that the process is in the pre-test and post-test.⁴⁰

⁴⁰Rahmawati Ahmad, "Improving Students Speaking Skill Through Vocabulary Mastery Using the Make A Match Method (Study at the Eight Grade of MTSN 1 Kolaka Utara)," *A Thesis Universitas Muhammadiyah Makassar*.

The second, fluency, is one of the most important and difficult aspects of speaking skills. The pre-test results show that fluency gets a low score. It is influenced because the students rarely practice speaking in English, affecting their fluency. After being given the treatment, students' fluency increases. Their habits influenced speaking when they practiced between an interviewer and an interviewee. They should also report the interview results to their groups and classmates. It trains them a lot to talk. So, because they have much practice, their fluency in the post-test is much better than in the pre-test. The result of the study Nurul Ilmi Indal Izza showed an increase in students' fluency in speaking skills. Increased student scores proved the study's results after treatment.⁴¹

The third is students' accuracy when speaking is one aspect of the speaking assessment. The results showed that word choice by students during the post-test was much better than during the pre-test. At the beginning of the treatment, students made many mistakes regarding the selection and placement of words, so some students did not understand what other students were saying. After treatment, students can understand what the teacher and other students are saying to get the essence of information related to the topics discussed. They did the exercises given by the teacher well. In this aspect, the researchers found out how well they used the right words. It is consistent with Izmi Sulisar and Siti Aminah

⁴¹Nurul Ilmi Indal Izza, "Improving Students Speaking Ability through Information Gap Technique at 2nd grade SMP Negeri 13 Makassar," *A Thesis UNISMUH Makassar*, 2022.

Hasibuan, showing that it could improve students' speaking ability, especially in the accuracy of expressing an opinion. In addition, it could help students to overcome their problem of being nervous and ashamed.⁴²

The last is intonation. In this study, scores on aspects of student intonation also experienced growth. When doing the pre-test, students lacked confidence and felt shy in speaking. They also lacked vocabulary, so many pauses connected one word to the next, making students' intonation unclear. When doing the post-test, students are more confident speaking in front of the class so that students' intonation is clear and what is conveyed is easy to understand. It is in line with Maharani, who found that the students' intonation in speaking has also increased. It is influenced by the fact that students have begun to be confident speaking English.⁴³

The data analysis shows that using three steps interview technique is recommended to be applied in improving the students speaking skills and is suitable to the students' level. After analyzing the data, the researcher found much significance in this research. All the components the researcher applied showed improvement in students' speaking skills.

⁴² Izmi Sulisar and Siti Aminah Hasibuan, "Improving Students' Speaking Skill Through Active Debat," *Jurnal Ilmu Humoniora*, vol. 06 No.2, Desember 2022, 230-239. <https://online-journal.unja.ac.id/index.php/titian>

⁴³Maharani, "An Analysis of Students' Speaking Skill at SMPN 21 Pekanbaru," *A Thesis Universitas Islam Riau*, 2020.

The three-step interview technique is a practical learning technique for speaking classes. This technique can make students more active in class with teamwork, so the teacher only acts as a facilitator and helps students when needed. This technique is also relatively new to increasing student enthusiasm when learning.

The three Steps Interview Techniques can Improve students' speaking skills because, in the teaching and learning process using this technique, students are more active in speaking in class, so they can train students' fluency in speaking. It is in line with Ratni Febrisa's study, which showed that this three-step interview technique was effectively used because it could achieve communication skills in speaking⁴⁴.

The researcher concluded that the students felt happy and enjoyable learning English using the three-step interview technique because it is easier for them to express their ideas orally. They feel happy because they can communicate and interact with their classmates using English during the meetings. Three steps interview technique makes teaching a learning activity more interesting and fun because the teacher gives equal opportunity to all students to speak in the class. Therefore, the students can be more enthusiastic about learning in speaking class.

⁴⁴ Ratni Febriansa, "The Effectiveness Of Three Step Interview Technique On Students Speaking Skill At Smkn 1 Palembang," *A Thesis* IAIN Bukit Tinggi, 2021.

Moreover, a three-step interview can be applied as an alternative technique in teaching speaking Ricky Aditya Pratama, Abdul Rosyid and Entis Sutisna.⁴⁵

Using this technique, the students can develop their confidence because they must speak in front of their friends and teacher. The research by Rahma Deni, her study proved that the result of the interview, it can be seen that students tend to argue using three-step. The interview technique in learning to speak was good, effective, interactive, and interesting. It also helped them to practice speaking. Some also stated that using the three-step interview technique could improve their confidence in speaking since they speak with their partner in a team.⁴⁶ The studies support students' responses in this research. Using a three-step interview as a technique can increase students' pronunciation, intonation, fluency, and accuracy in speaking. That is why three steps interview can be a learning technique to improve students, speaking skills.

There are some shortcomings in this study, such as some students are less focused on what the researcher and other students convey because of the noisy class atmosphere; each student in each group must convey what they get from their partner, so it takes a lot of time, and the researcher had difficulties in class management and divided groups because some students were difficult to manage.

⁴⁵ Ricky Aditya Pratama, Abdul Rosyid and Entis Sutisna, "The Use Three-Step Interview Technique on Students' Speaking Ability," *Pedagogia: Jurnal Ilmiah Pendidikan*, volume 13 Nomor 1, Juli 2021, Hal. 43-46.

⁴⁶Rahma Deni, "The Effect Of Three-Step Interview Technique On Students' Speaking Skill," *A Thesis* UIN Hidayatullah Jakarta, 2018.

Implementing the three-step interview technique positively affected students' speaking skills. As a result, applying the three-step interview allowed them to practice and encouraged their motivation to practice speaking skills. Also, the three-step interview technique was enjoyable and helpful, especially for the first-grade students of SMAN 1 Palopo.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concluded that the three-step interview is an effective teaching method for improving the speaking skills of class X IPS 3 students of SMAN 1 Palopo. The results of this study can be seen from the improvement of four aspects of students' speaking, namely pronunciation, accuracy, fluency and intonation. The students' pronunciation was the most improved aspect in this study because they learned how to pronounce the words correctly. Also, the researcher evaluates at the end of each meeting about pronunciation errors. Besides that, students also get more opportunities to speak so that they can encourage their speaking skills.

B. Suggestion

1. Suggestions for the teacher

The researcher suggests that the teacher use the three-step interview technique to teach speaking skills, significantly increasing students' self-confidence in speaking. Using this technique provides more opportunities for students to discuss it are highly recommended for use in schools.

2. Suggestions for students

The researcher suggests the students implement the Three Steps Interview as a learning speaking technique. Three Steps Interview has diverse words that can attract students' attention to its meaning and indirectly increase new vocabulary. Learning much new vocabulary allows students to improve their

speaking skills.

3. Suggestions for the further researcher

The researcher suggests developing a teaching and learning process using a three-step interview technique for the next researcher. This research still has many areas for improvement, such as researchers who find it challenging to regulate the classroom atmosphere so that students are less focused and the class becomes not conducive. The next researchers can experiment and overcome the shortcomings of this research. Subsequent researchers can use this research as an additional reference for research with different methods and conditions.



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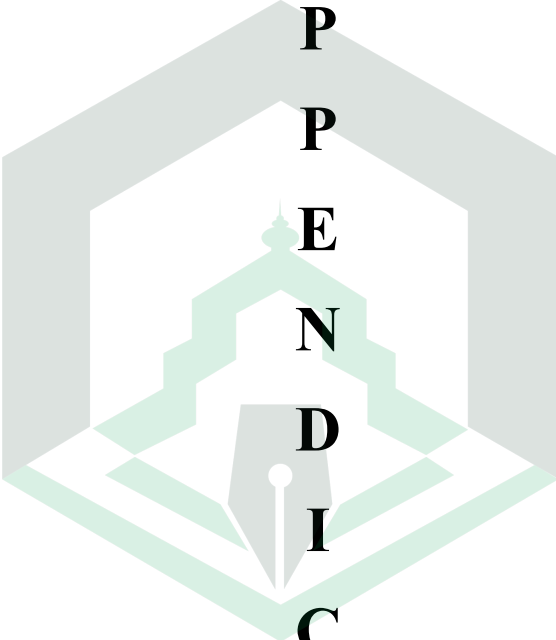
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Zulhulaifa, Aida. "*The Application of Describing Objects to Improve Students' Vocabulary Development,*" Thesis UIN Ar-Raniry. 2018.



**A
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S**

A stylized logo consisting of a hexagonal frame. The frame is composed of two concentric hexagons. The outer hexagon is grey, and the inner hexagon is light green. In the center of the frame is a grey fountain pen nib pointing downwards. The nib is positioned over the letter 'I' of the word 'APPENDICES'.

APPENDIX 1

INSTRUMENT PRE-TEST AND POST-TEST

A. Pre-test of Students' Speaking Skill

Instruction:

1. Think of your best friend
2. Before you start please introduce yourself
3. Tell your topic in front of the class for minimal 5 minutes and maximal 7 minutes



B. Post-Test of Students' Speaking Skill

Instruction:

1. Think of your idol
2. Before you start please introduce yourself
3. Tell your topic in front of the class for minimal 5 minutes and maximal 7 minutes



APPENDIX 2
INSTRUMENT VALIDATION

A. Instrument Validation Test Speaking Skill

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : ~~Siti~~ Hartina, S.Pd, M.Pd

Jabatan/Pekerjaan : Dosen

Instansi Asal : IAIN Palopo

Menyatakan bahwa soal Speaking Test dengan judul:

The Effectiveness of Using Three Steps Interview Technique to improve Students' Speaking Skill at the First Grade of SMAN 1 Palopo

Dari mahasiswa

Nama : Ega

Program Studi : Pendidikan Bahasa Inggris

NPM : 18 0700 6122

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa soal sebagai berikut:

prati uk tu picture in prapri size

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya:

Palopo, Oktober 2022

Validator

Siti Hartina, S.Pd, M.Pd
NIP. 19910908 201902 1 021

APPENDIX 3

PRE-TEST TRANSCRIPTION STUDENTS OF SPEAKING TEST

1. S01

My name is Adelia Meylani Putri. I have a best friend named Afdal. He is very lazy to study, he suka pergi keluar kelas ketika jam belajar. Hmm he is very patient and always makes you. Thank you.

2. S02

Hello, my name is Nurzakinah. I have two friend that I have been with since junior high school. They are name Azza and Putri they are very beautiful and baik hati, they teman saya sejak junior high school and we are in senior high school.

We often exchange stories and often play together. Hmmm they are very happy to hear my story whether it sad or happy. I beruntung to have friend seperti mereka.

3. S03

Hello, my name is Mutmainnah Eka Putri. I want to tell my friend named Marsya. I started to be friend with her since elementary school but I haven't been too familiar with her since then.

4. S04

Hi, my name is Renaldi. My friend named Daso Adyaksa is my friend in class. He is know as the notsiest guy in the class as well as me and Adyaksa is always kind to me. He is aso very concerned when studying.

5. S05

My name is Nur Fajriani. I have a seatmate her name is Tasya is friendly and cheerful. Hmmm Tasya is the smart girl in the class every year always being the first rank. Tasya was stender with he hair tired, fair skin, and brown eyes. One thing that makes me so excited when going to school is my best friend.



APPENDIX 4

POST-TEST TRANSCRIPTION OF STUDENTS SPEAKING TEST

1. S01

Hi, everyone my name is Adelia Meylani Putri. I will describe my idol. My idol name is Denzel Washington he is an academy award winning actor. He palys in may film such as flight, the book of eli, crimson tide and unstoppable. Denzel was born in Mount Vernon, New York on December 28th, 1945.

2. S02

Hello, my name is Nurzakinah I would like to describe my idol. Rachel Vennya is a woman born in Jakarta, September 25th 1995, she is a influencer, endorses, and photo model. She is a window with two children. Even though she iis very famous and has abundant wealth, she graduated from me the London school of relations.

Even though the was studying at a well-known campus in the city of London, at the time she wa also working hard to support his broken home family.

3. S03

My name is Mutmainna Eka Putri. I will tell you about my idol her name is Pawat Chitt Sawanngdee or commonly called Ohm Pawat. He was born on March 22nd, 2000.

He is one of my most handsome idols. Even though his attitude his a bit random but he will act mature when playing his role.

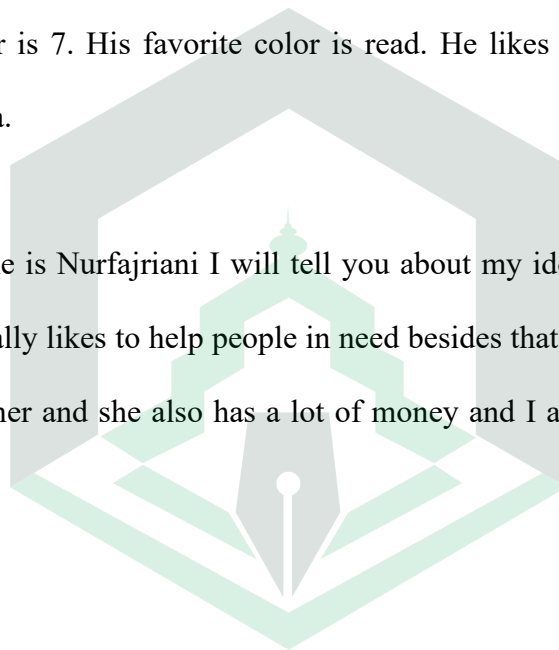
4. S04

Hello, friends my name is Renaldi. I will describe my idol his name is Cristiano Ronaldo Santos Aveiro a famous football player. He plays in real Madrid football team. He is 26 years old. His birthday is on five February. He comes from Portugal.

His has a brother and two sisters. He is handsome. He is got hair and broen eyes. He is 185 cm tall. He can run very fast and he scores many goals. His favorite number is 7. His favorite color is read. He likes fish and chips and the drinks coca cola.

5. S05

My name is Nurfajriani I will tell you about my idol. Her name is Nagita Slavina. She really likes to help people in need besides that. She is also friendly to people around her and she also has a lot of money and I also want to be like my idol.



APPENDIX 5

RPP (RENCANA PELAKSANAAN PEMBELAJARAN)

Sekolah : SMA Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X IPS 4/ Ganjil
Alokasi Waktu : 2x45 menit
Materi Pokok : Pre-Test (Describing Best Friend)

A. Langkah-langkah Pembelajaran

1. Kegiatan awal
 - a. Memberi salam
 - b. Memperkenalkan diri
 - c. Menjelaskan secara singkat mengenai pre-test yang akan dilakukan
2. Kegiatan Inti
 - a. Guru memberikan penjelasan yang berhubungan dengan pre-test
 - b. Guru memberikan topik kepada siswa tentang teman dekat
 - c. Guru memanggil setiap naik kedepan kelas untuk mendeskripsikan topik yang telah diberikan
 - d. Guru merekam gambar dan suara siswa pada saat siswa menceritakan topik di depan kelas
 - e. Guru memberikan penekanan terhadap hasil pre-test
3. Kegiatan Akhir
 - a. Guru memberikan kesimpulan
 - b. Guru menjelaskan pertemuan selanjutnya

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMA Negeri 1 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X IPS 4/ Ganjil

Alokasi Waktu : 2x45 menit

Materi Pokok : Post-Test (Describing Idol)

A. Langkah-langkah Pembelajaran

1. Kegiatan awal
 - a. Memberi salam
 - b. Memperkenalkan diri
 - c. Menjelaskan secara singkat mengenai pre-test yang akan dilakukan
2. Kegiatan Inti
 - a. Guru memberikan penjelasan yang berhubungan dengan post-test
 - b. Guru memberikan topik kepada siswa tentang idola
 - c. Guru memanggil setiap naik kedepan kelas untuk mendeskripsikan topik yang telah diberikan
 - d. Guru merekam gambar dan suara siswa pada saat siswa menceritakan topik di depan kelas
 - e. Guru memberikan penekanan terhadap hasil post-test
3. Kegiatan Akhir
 - a. Guru memberikan kesimpulan
 - b. Guru memberikan motivasi untuk lebih baik kedepannya

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMA Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X IPS 4/ Ganjil
Alokasi Waktu : 2x45 menit (Pertemuan 1)
Materi Pokok : Descriptive text

A. KOMPETENSI INTI

- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 3.1 Mendeskripsikan teks sederhana tentang orang, tempat wisata, dan bangunan bersejarah.
- 4.2 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah lainnya.

C. TUJUAN PEMBELAJARAN

1. Siswa mampu menjawab pertanyaan yang diberikan oleh siswa yang lain dalam melakukan kegiatan wawancara tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
2. Siswa mampu mempersentasikan dan mendeskripsikan ulang jawaban yang disampaikan oleh siswa yang lain tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
3. Siswa mampu meningkatkan mentalnya untuk berbicara didepan teman-temannya.

D. MATERI PEMBELAJARAN DAN STRATEGI PEMBELAJARAN

1. Materi Pembelajaran

Materi Pembelajaran Guru menyampaikan materi tentang deskriptif teks dan siswa memahami dan mengidentifikasi materi deskriptif teks.

Descriptive text is available for a screen reader device to audibly describe a graph or map so a visually impaired user can understand the graphical information. Or to describe the characteristic or particular person, thing, or place.

Text Structure

Identification: identifies thing, person, place, phenomenon to be described.

Description : gives the information of particular thing, person, or place being discussed or describes parts, qualities, or characteristic.

Extended Material:

Formula Simple Present Tense:

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA

(?) To be + S + ANA?

To be terdiri dari: am, is, are

I : am

He, she, it : is

You ,they, we : are

2. Strategi Pembelajaran

1. Pendekatan : Saintifik
2. Model pembelajaran :Discovery Learning, Problem Basic Learning (PBL)
3. Metode : Tanya Jawab, wawancara, dan diskusi

E. MEDIA PEMBELAJARAN



F. LANGKAH-LANGKAH PEMBELAJARAN

- **Kegiatan awal (10 menit)**
 - Peneliti membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa
 - Peneliti memulai pembelajaran dengan berdoa terlebih dahulu
 - Peneliti memperkenalkan diri kepada siswa
 - Peneliti melakukan absensi

- Peneliti memberikan **attention grab** untuk menarik perhatian siswa

T: Focus! Focus!

SS: Everybody Focus

- **Kegiatan Inti (70 menit)**

- Peneliti memberikan materi bagaimana mendeskripsikan seseorang
- Peneliti membagi siswa kedalam beberapa kelompok yang terdiri dari 4 siswa.
- Setiap siswa diberi label A, B, C, dan D.
- Peneliti mengintruksikan siswa untuk berpasangan disetiap kelompok
- Peneliti meminta siswa untuk memperhatikan contoh teks describing tentang orang.
- Peneliti membagikan beberapa gambar kepada siswa.
- Peneliti meminta siswa satu menjadi pewawancara dan yang satu menjadi narasumber.
- Peneliti mengintruksikan siswa untuk melakukan interview, A interview B, C interview D. Sesuai dengan gambar yang telah dibagikan.
- Peneliti mengintruksikan siswa untuk bertukar peran sebagai interviewer and interviewee, mengulangi proses interview dengan peraturan yang sama.
- Peneliti memberitahu siswa untuk menyampaikan atau mempresentasikan hasil kerja kelompok mereka didepan kelas.

- **Kegiatan Penutup**

- Peneliti memberikan umpan balik kepada siswa
- Peneliti memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang telah dipelajari
- Peneliti menutup kelas dengan berdoa

G. Penilaian Pembelajaran

1. Penilaian kemampuan berbicara

No.	Aspect Assessed	Criteria	Score
5.	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna.	4
		Ada beberapa kesalahan tapi tidak mengganggu makna.	3
		Banyak kesalahan dan mengganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna.	1
6.	Intonasi (<i>Intonation</i>)	Hampir sempurna.	4
		Ada beberapa kesalahan tapi tidak mengganggu makna.	3
		Banyak kesalahan dan mengganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna.	1
7.	Kelancaran (<i>Fluency</i>)	Sangat lancar.	4
		Lancar	3
		Cukup lancar	2
		Tidak lancar	1
8.	Ketepatan makna (<i>Accuracy</i>)	Sangat lancar.	4
		Lancar	3
		Cukup lancar	2
		Tidak lancar	1
Total Skor			16

2. Skor penilaian

No.	Score	Classification
1	86-100	Very good (A)
2	71-85	Good (B)
3	56-70	Average (C)
4	≤ 55	Poor (D)

Palopo, October 11th 2022

The Researcher



Ega
18 0202 0122

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMA Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X IPS 4/ Ganjil
Alokasi Waktu : 2x45 menit (Pertemuan 2)
Materi Pokok : Descriptive Text

A. KOMPETENSI INTI

- KI 3 :Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 3.2 Mendeskripsikan teks sederhana tentang orang, tempat wisata, dan bangunan bersejarah.
- 4.2 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah lainnya.

C. TUJUAN PEMBELAJARAN

1. Siswa mampu menjawab pertanyaan yang diberikan oleh siswa yang lain dalam melakukan kegiatan wawancara tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
2. Siswa mampu mempersentasikan dan mendeskripsikan ulang jawaban yang disampaikan oleh siswa yang lain tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
3. Siswa mampu meningkatkan mentalnya untuk berbicara didepan siswa lain.

D. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Materi Pembelajaran Guru menyampaikan materi tentang teks deskriptif dan siswa memahami dan mengidentifikasi materi teks deskriptif.

Descriptive text is available for a screen reader device to audibly describe a graph or map so a visually impaired user can understand the graphical information. Or to describe the characteristic or particular person, thing, or place.

Text Structure

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Description : gives the information of particular thing, person, or place being discussed or describes parts, qualities, or characteristic.

Extended Material:

Formula Simple Present Tense:

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA

(?) To be + S + ANA?

To be terdiri dari: am, is, are

I : am

He, she, it : is

You, they, we : are

2. Strategi Pembelajaran

1. Pendekatan : Saintifik
2. Model pembelajaran : Discovery Learning, Problem Basic Learning (PBL)
3. Metode : Tanya Jawab, wawancara, dan diskusi

E. MEDIA PEMBELAJARAN



F. LANGKAH-LANGKAH PEMBELAJARAN

- Kegiatan awal (10 menit)

- Peneliti membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa
- Peneliti memulai pembelajaran dengan berdoa terlebih dahulu
- Peneliti memperkenalkan diri kepada siswa
- Peneliti melakukan absensi
- Peneliti memberikan **attention grab** untuk menarik perhatian siswa

T: Focus! Focus!

SS: Everybody Focus

- Kegiatan Inti (70 menit)

- Peneliti memberikan materi bagaimana mendeskripsikan tempat wisata
- Peneliti membagi siswa kedalam beberapa kelompok yang terdiri dari 4 siswa.
- Setiap siswa diberi label A, B, C, dan D.
- Peneliti mengintruksikan siswa untuk berpasangan disetiap kelompok
- Peneliti meminta siswa untuk memperhatikan contoh teks describing tentang tempat wisata.
- Peneliti membagikan beberapa gambar kepada siswa
- Peneliti meminta siswa satu menjadi pewawancara dan yang satu menjadi narasumber.
- peneliti mengintruksikan siswa untuk melakukan interview, A interview B, C interview D sesuai dengan gambar yang telah dibagikan.

- Peneliti mengintruksikan siswa untuk bertukar peran sebagai interviewer and interviewee, mengulangi proses interview dengan peraturan yang sama.
- Peneliti memberitahu siswa untuk menyampaikan atau mempresentasikan hasil kerja kelompok mereka didepan kelas.

- **Kegiatan Penutup**

- Peneliti memberikan umpan balik kepada siswa
- Peneliti memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang telah dipelajari
- Peneliti menutup kelas dengan berdoa

- **Penilaian Pembelajaran**

1. Penilaian kemampuan berbicara

No.	Aspect Assessed	Criteria	Score
1.	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna.	4
		Ada beberapa kesalahan tapi tidak mengganggu makna.	3
		Banyak kesalahan dan mengganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna.	1
2.	Intonasi (<i>Intonation</i>)	Hampir sempurna.	4
		Ada beberapa kesalahan tapi tidak mengganggu makna.	3
		Banyak kesalahan dan mengganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna.	1
3.	Kelancaran (<i>Fluency</i>)	Sangat lancar.	4
		Lancar	3
		Cukup lancar	2
		Tidak lancar	1

4.	Ketepatan makna (Accuracy)	Sangat lancar.	4
		Lancar	3
		Cukup lancar	2
		Tidak lancar	1
Total Skor			16

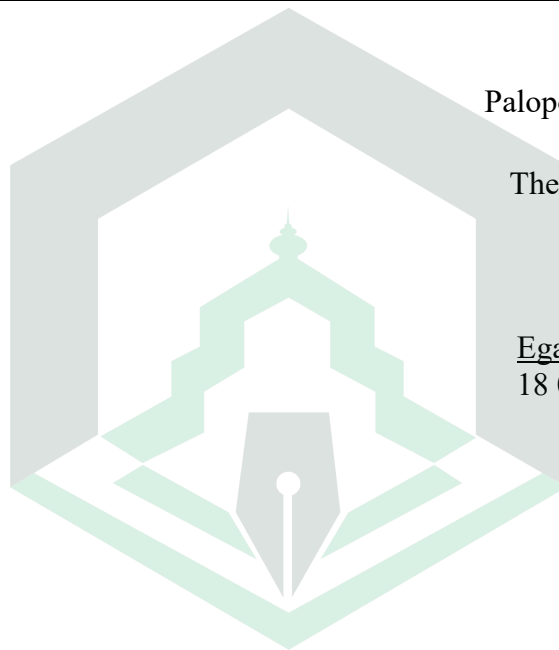
2. Skor penilaian

No.	Score	Classification
1	86-100	Very good (A)
2	71-85	Good (B)
3	56-70	Average (C)
4	≤ 55	Poor (D)

Palopo, October 11th 2022

The Researcher

Ega
18 0202 0122



Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMA Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X IPS 4/ Ganjil
Alokasi Waktu : 2x45 menit (Pertemuan 3)
Materi Pokok : Descriptive Text

A. KOMPETENSI INTI

- KI 3 :Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 3.3 Mendeskripsikan teks sederhana tentang orang, tempat wisata, dan bangunan bersejarah.
- 4.2 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah lainnya.

C. TUJUAN PEMBELAJARAN

1. Siswa mampu menjawab pertanyaan yang diberikan oleh siswa yang lain dalam melakukan kegiatan wawancara tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
2. Siswa mampu mempersentasikan dan mendeskripsikan ulang jawaban yang disampaikan oleh siswa yang lain tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
3. Siswa mampu meningkatkan mentalnya untuk berbicara didepan siswa lain.

D. MATERI DAN STRATEGI PEMBELAJARAN

1. Materi Pembelajaran

Materi Pembelajaran Guru menyampaikan materi tentang teks deskriptif dan siswa memahami dan mengidentifikasi materi teks deskriptif.

Descriptive text is available for a screen reader device to audibly describe a graph or map so a visually impaired user can understand the graphical information. Or to describe the characteristic or particular person, thing, or place.

Text Structure

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Description : gives the information of particular thing, person, or place being discussed or describes parts, qualities, or characteristic.

Extended Material:

Formula Simple Present Tense:

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA

(?) To be + S + ANA?

To be terdiri dari: am, is, are

I : am

He, she, it : is

You ,they, we : are

2. Strategi Pembelajaran

1. Pendekatan : Saintifik
2. Model pembelajaran :Discovery Learning, Problem Basic Learning (PBL)
3. Metode : Tanya Jawab, wawancara, dan diskusi

E. MEDIA PEMBELAJARAN



F. LANGKAH-LANGKAH PEMBELAJARAN

- **Kegiatan awal (10 menit)**
 - Peneliti membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa.
 - Peneliti memulai pembelajaran dengan berdoa terlebih dahulu.
 - Peneliti memperkenalkan diri kepada siswa.

- Peneliti melakukan absensi.
- Peneliti memberikan **attention grab** untuk menarik perhatian siswa.

T: Focus! Focus!

SS: Everybody Focus

- **Kegiatan Inti (70 menit)**

- peneliti memberikan materi bagaimana mendeskripsikan tempat bersejarah.
- Peneliti membagi siswa kedalam beberapa kelompok yang terdiri dari 4 siswa.
- Setiap siswa diberi label A, B, C, dan D.
- Peneliti mengintrusikan siswa untuk berpasangan disetiap kelompok.
- Peneliti meminta siswa untuk memperhatikan teks deskriptif tentang tempat bersejarah.
- Peneliti membagikan beberapa gambar kepada siswa.
- Peneliti meminta siswa satu menjadi pewawancara dan yang satu sebagai narasumber.
- Peneliti mengintruksikan siswa untuk melakukan interview, A interview B, C interview D sesuai dengan gambar yang telah dibagikan.
- Peneliti mengintruksikan siswa untuk bertukar peran sebagai interviewer and interviewee, mengulangi proses interview dengan peraturan yang sama.
- Peneliti memberitahu siswa untuk menyampaikan atau mempresentasikan hasil kerja kelompok mereka didepan kelas.

- **Kegiatan Penutup**

- Peneliti memberikan umpan balik kepada siswa
- Peneliti memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang telah dipelajari
- Peneliti menutup kelas dengan berdoa

G. Penilaian Pembelajaran

1. Penilaian kemampuan berbicara

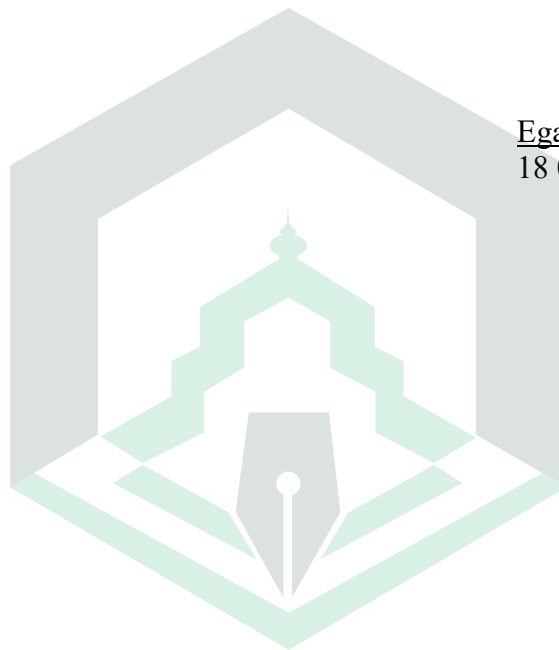
No.	Aspect Assessed	Criteria	Score
1.	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna.	4
		Ada beberapa kesalahan tapi tidak mengganggu makna.	3
		Banyak kesalahan dan mengganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna.	1
2.	Intonasi (<i>Intonation</i>)	Hampir sempurna.	4
		Ada beberapa kesalahan tapi tidak mengganggu makna.	3
		Banyak kesalahan dan mengganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna.	1
3.	Kelancaran (<i>Fluency</i>)	Sangat lancar.	4
		Lancar	3
		Cukup lancar	2
		Tidak lancar	1
4.	Ketepatan makna (<i>Accuracy</i>)	Sangat lancar.	4
		Lancar	3
		Cukup lancar	2
		Tidak lancar	1
Total Skor			16

2. Skor penilaian

No.	Score	Classification
1	86-100	Very good (A)
2	71-85	Good (B)
3	56-70	Average (C)
4	≤ 55	Poor (D)

Palopo, October 11th 2022

The Researcher



Ega
18 0202 0122

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMA Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X IPS 4/ Ganjil
Alokasi Waktu : 2x45 menit (Pertemuan 4)
Materi Pokok : Descriptive text

A. KOMPETENSI INTI

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

3.4 Mendeskripsikan teks sederhana tentang orang, tempat wisata, dan bangunan bersejarah.

4.2 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah lainnya.

C. TUJUAN PEMBELAJARAN

1. Siswa mampu menjawab pertanyaan yang diberikan oleh siswa yang lain dalam melakukan kegiatan wawancara tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
2. Siswa mampu mempersentasikan dan mendeskripsikan ulang jawaban yang disampaikan oleh siswa yang lain tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
3. Siswa mampu meningkatkan mentalnya untuk berbicara didepan teman-temannya.

D. MATERI PEMBELAJARAN DAN STRATEGI PEMBELAJARAN

1. Materi Pembelajaran

Materi Pembelajaran Guru menyampaikan materi tentang deskriptif teks dan siswa memahami dan mengidentifikasi materi deskriptif teks.

Descriptive text is available for a screen reader device to audibly describe a graph or map so a visually impaired user can understand the graphical information. Or to describe the characteristic or particular person, thing, or place.

Text Structure

Identification: identifies thing, person, place, phenomenon to be described.

Description : gives the information of particular thing, person, or place being discussed or describes parts, qualities, or characteristic.

Extended Material:

Formula Simple Present Tense:

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA

(?) To be + S + ANA?

To be terdiri dari: am, is, are

I : am

He, she, it : is

You ,they, we : are

2. Strategi Pembelajaran

4. Pendekatan : Saintifik

5. Model pembelajaran :Discovery Learning, Problem Basic Learning (PBL)

6. Metode : Tanya Jawab, wawancara, dan diskusi



**E. M
EDI
A
PEM
BEL
AJA
RAN**



F. LANGKAH-LANGKAH PEMBELAJARAN

- Kegiatan awal (10 menit)

- Peneliti membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa
- Peneliti memulai pembelajaran dengan berdoa terlebih dahulu
- Peneliti memperkenalkan diri kepada siswa
- Peneliti melakukan absensi



- P

eneli
ti
mem
beri

kan **attention grab** untuk menarik perhatian siswa

T: Focus! Focus!

SS: Everybody Focus

- **Kegiatan Inti (70 menit)**

- Peneliti memberikan materi tentang bagaimana mendeskripsikan orang, tempat wisata, dan tempat bersejarah
- Peneliti membagi siswa kedalam beberapa kelompok yang terdiri dari 4 siswa.
- Setiap siswa diberi label A, B, C, dan D.
- Peneliti mengintruksikan siswa untuk berpasangan disetiap kelompok.
- Peneliti meminta siswa untuk memperhatikan contoh teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah.
- Peneliti membagikan beberapa gambar kepada siswa
- Peneliti meminta siswa satu menjadi menjadi pewawancara dan yang satu menjadi narasumber.
- Peneliti mengintruksikan siswa untuk melakukan interview, A interview B, C interview D. sesuai dengan gambar yang telah dibagikan.
- Peneliti mengintruksikan siswa untuk bertukar peran sebagai interviewer and interviewee, mengulangi proses interview dengan peraturan yang sama.
- Peneliti memberitahu siswa untuk menyampaikan atau mempresentasikan hasil kerja kelompok mereka didepan kelas.

- **Kegiatan Penutup**

- Peneliti memberikan umpan balik kepada siswa
- Peneliti memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang telah dipelajari
- Peneliti menutup kelas dengan berdoa.

G. Penilaian Pembelajaran

1. Penilaian kemampuan berbicara

No.	Aspect Assessed	Criteria	Score
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		Ada beberapa kesalahan tapi tidak mengganggu makna.	3
		Banyak kesalahan dan mengganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna.	1
3.	Kelancaran (<i>Fluency</i>)	Sangat lancar.	4
		Lancar	3
		Cukup lancar	2
		Tidak lancar	1
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		Lancar	3
		Cukup lancar	2
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Total Skor			16

2. Skor penilaian

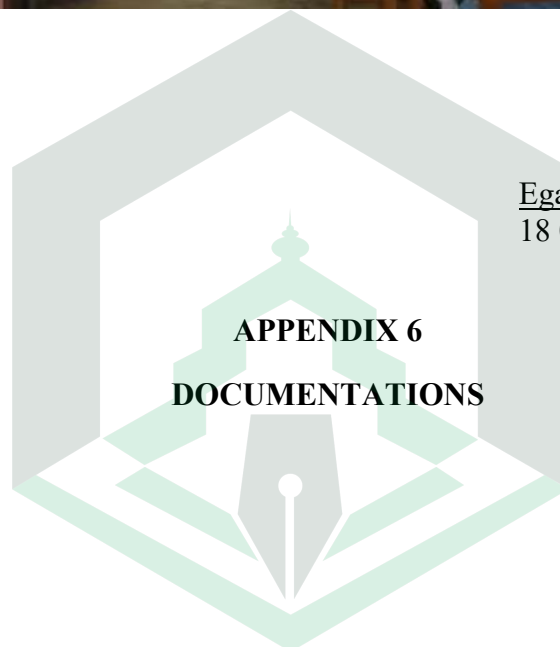
No.	Score	Classification
1	86-100	Very good (A)

2	71-85	Good (B)
3	56-70	Average (C)
4	≤ 55	Poor (D)

Palopo,
October
11th
2022
The



Researcher



Ega
18 0202 0122

Picture 1 The Researcher Explain About How to Answer Pre-Test



Picture 2 Students' Taking Speaking Test of Pre-Test



Picture 3
Students'
Taking

Speaking Test of Pre-Test



Picture 4 The Researcher is Giving Student' Material



Picture 5 Students' Practice to Do Three Steps Interview Technique (1)



Picture 6 Students' Practice to Do Three Steps Interview Technique (2)



Picture 7 Students' Taking Speaking Test of Post-Test



Picture 8 Students' Taking Speaking Test of Post-Test

APPENDIX 7
SURAT IZIN MENELITI

  
1 2 5 8 1 1 2 2 0 2 1 2 1 8

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : K.H.V. Harefa No.3 Kota Palopo - Sulawesi Selatan Telpom : (0471) 330040

ASLI

IZIN PENELITIAN
NOMOR : 1218/IDPMP/TPK/2022

DASAR HUKUM :

- Undang-Undang Nomor 11 Tahun 2018 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi
- Undang-Undang Nomor 11 Tahun 2015 tentang Kota Kita
- Peraturan Menteri Nomor 3 Tahun 2018 tentang Fasilitas Guru Ketersangan Penelitian
- Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Penelitian dan Non Penelitian di Kota Palopo
- Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penyelenggaraan Penyelenggaraan Penelitian dan Inovasi yang Merajut Uraian Penelitian yang Dibentuk dan Kegiatan Masyarakat di Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama	EGA
Jenis Kelamin	Pereempuan
Alamat	J. Sultan Hassanudin KM. 20 Kota Palopo
Pekerjaan	Pelajar Mahasiswa
NIM	180200122

Maksud dan Tujuan mengadakan penelitian dalam rangka penelitian Skripsi dengan Judul :

THE EFFECTIVENESS OF USING THREE STEPS INTERVIEW TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT THE FIRST GRADE OF SMAN 1 PALOPO

Lokasi Penelitian : SMA NEGERI 1 PALOPO

Lamanya Penelitian : 04 Oktober 2022 s.d. 04 Desember 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

- Sebelum dan sesudah melaksanakan kegiatan penelitian harusnya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- Menjadi semua peraturan perundang-undangan yang berlaku, serta menghormati Asas lokal setempat.
- Penelitian tidak menyimpang dari maksud izin yang diberikan.
- Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
- Surat Izin Penelitian ini dinyatakan tidak berlaku, bila mana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Dibuatkan di Kota Palopo
Pada tanggal : 05 Oktober 2022
di: Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengajian dan Pemrosesan Perizinan PTSP


ERICK K. SGA, S.Sos
Pangkat: Penata Tk I
NP : 18830414 200701 1 005

Jembahatu

- Kecamatan Karamba Proy. Pal. Bn
- Kabupaten Palopo
- Sulawesi Selatan
- Sulawesi Tengah
- Kepala Daerah Pemilihan 001 Perwakilan Kota Palopo
- Kepala Daerah Pemilihan Kota Palopo
- Salah satu nomor rekening Jemberahatu

APPENDIX 8

SURAT KETERANGAN SELESAI MENELITI



**PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 1 PALOPO**

Alamat : - Jl. Andi Pangerang No.4 Telp. (0471) – 21030 Fax. (0471) – 327378 Palopo
- www.sman1-plo.sch.id & E-mail : palopo.sman1@gmail.com

SURAT KETERANGAN PENELITIAN


Nomor : 420/D/PM /UPT, SMA.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Palopo Kota Palopo Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : EGA
NIM : 1802020122
Prodi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa IAIN Kota Palopo
Alamat : Jl. Sultan Hasanuddin Km.28 Kota Palopo.

Benzr telah melaksanakan penelitian pada UPT SMA Negeri 1 Palopo dalam rangka penyusunan Skripsi yang berjudul " The Effectiviness Of Using Threec Steps In Interview Teachnique To Improve Students Speaking Skill At The Firs Grade of SMAN 1 Palopo".

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 09 November 2022

KEPALA
MUHAMMAD ARSYAD, S.Pd.
NIP. 19700223 199803 1 006