THE IMPLEMENTATION OF THREE-STEP INTERVIEW IN TEACHING SPEAKING AT THE SEVENTH GRADE SMPN 1 SAMBIT

THESIS

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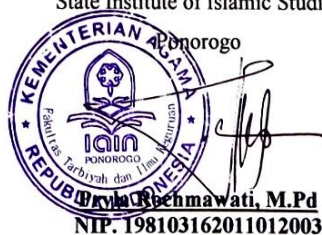has been approved by the advisor and is recommended for approval and acceptance.

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ABSTRACT

Aidy, Sandya Nurfitma. 2018. *The Implementation of Three-Step Interview in Teaching Speaking at the Seventh Grade SMPN 1 Sambit*. **Thesis**, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor, Winantu Kurnianingtyas Sri Agung, M. Hum.

Key Word: *Three-step Interview & Teaching Speaking*

The three-step interview is a structure of the collaborative learning technique that purposed to help student in teambuilding. The three-step interview is applied in a learning process that formed as learning group or team consisting three step namely interview-interview-report. The three-step interview collaborating and cooperating students in order to teammates get acquainted and help students reinforce and internalize learning material. The researcher formulates four statement of the problems as the discussion material of this research. They are the implementation of three-step interview in teaching speaking, the factors that influence the succes implementation of three-step interview in teaching speaking, the problems that faced during the implementation of three-step interview in teaching speaking, the solutions to solve the problems during the implementation of three-step interview. This research applied the qualitative approach and the design was case study. The object for this research was the seventh grade students at SMPN 1 Sambit Ponorogo. Data collection was done by applying observation, interview, and documentation. Data analyzing was done by analyzing the data of the research process which consists of data reduction, data display and conclusion drawing or verification.

The result of this research showed that the implementation of three-step interview supported by three stages namely preparation, application, and evaluation. There were many factors that influence the success of implementation three-step interview, they have came from the learning material, the students, the teacher, and the learning condition. There were some problems that experienced by the students and the teachers, the students got the problems with their language competence and teacher difficult to make groups and control all students at the same time. The solutions from the teacher were divided the class by the same sex type and heteregeneous group member. The conclusion of this research showed that the implementations of three-step interview is constructed into three stages, there are inside and outside factors that influence the succesful implementation three-step interview, the problem defined from student and teacher and the solution is overcome by the teacher. The researcher recomended to the students should be more attractive and anthusiasm in applying strategies, the readers can increase their knowledge about the three-step interview, the other researchers could study this research as the reference and do further research about the effectiveness of strategy in other instance.

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching speaking is different with another English skill, it was required the right way in teaching speaking process to reach learning purpose. In teaching speaking process, an important concept for teachers to understand is students at the beginning and intermediate levels of language learning are still developing their proficiency, fluency, and accuracy often work against each other.[1] Students focussed in their way to speak when they begin to learn speaking, teacher should be good company to accelerate teaching and learning speaking. Before grammar rules become automatic, learners are still acquiring essential vocabulary items, applying the rules and searching one's memory for the right words can be laborious mental processes, that make the learners' speech slowly and make them seem dysfluent.[2] Students have to through some stages to speak fluently, such as mastering vocabulary, implementing the rules, and founding the right word, but those stages affect students' speaking. For that reason, speaking is difficult skill to teach, especially for second language learners for instance students at SMP N 1 Sambit.

SMP N 1 Sambit has excellent English language learning, it is proven by students language ability and the quality of English teachers, especially in

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[1] Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005), 5

[2] Ibid., 5

improving their students speaking skill[3]. Students speaking skill support them to reach English language learning objectives, students can be producing, receiving and processing the material that given by their teacher. In line, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[4] Indeed speaking consists of producing systematic verbal utterances to convey meaning (utterances are simply things people say).[5] The main component of speaking is human verbal utterances that construct meaning and speaking pupposes.

In this case at SMP N 1 Sambit, English teachers constructs and stimulates students to speak even inside or outside the class[6]. Teacher makes students practice and make it habitually, particularly in english speaking class. Students at SMP N 1 Sambit learn English for two meetings and there are two hours in each meeting.

Actually, before entering to secondary level, students have learned English at primary level. It means that they got similar english skill eventhough in basic skill level. But, in fact, base on pre-research that taken at SMP N 1 Sambit, they have less motivation to speak with their classmates about the material[7]. English speaking class finally only become a drilling or translation class, teacher using most of teaching time to drill how to

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3 The appendix 01/5-W/13-III/2018 of transcript interview

4 Pryla Rochmahwati, *Task-based Active Learning in EFL Speaking Class* (Ponorogo: STAIN Ponorogo Press, 2014), 9.

5 Ibid., 2

6 The appendix 01/5-W/13-III/2018 of transcript interview

7 ibid

pronounce the words and translate it into another language. There are lot of problems that cause disorder class happened, the common problems faced by the students in speaking class are in the terms in linguistic and personality problems.[8] It means, students do not really understand about language rules and they are lack confidence in speaking. To solve the problems, it is important for students to interact with other, not just with their teacher. The teacher must stimulate and teach students to speak actively.

The English teacher at SMP N 1 Sambit applied learning strategy of teaching speaking to solve the problems[9]. The strategy is three-step interview. Three-step interview is a learning strategy that give the students opportunity to build connection and improve certain communicative skill.[10] In three-step interview technique, student pairs take turn interviewing each other and then report what they learn to one another pair.[11] Conducting an interview in second or foreign language can be very chalenging-especially for low level learners.[12] However, with support, begining students and false beginners can be very succesful in carrying out interviews, and can practice their english, use communication strategies, and gain confidence in the process.[13] For that

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[8] Pryla Rochmahwati, *Task-based Active Learning in EFL Speaking Class* (Ponorogo: STAIN Ponorogo Press, 2014), 15

[9] The appendix 01/5-W/13-III/2018 of transcript interview

[10] Elizabert E. Barkley, et al. *Teknik-Teknik Pembelajaran Kolaboratif*. Trans. Narulita Yusron (Bandung: Penerbit Nusa Media), 183-184

[11] Ibid., 183

[12] Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill. 2005), 45

[13] Ibid., 45

reason, Three-step interview is the exact learning strategy to teach speaking for students in foreign language class. in this case, students at the seventh grade SMPN 1 sambit as the beginner learner of english language.

Three-step interview makes students indirectly forced to speak. Students ask their friends to get answer and report it to the other group. When they give question or answer surely they will learn new vocabullary, they learn how to pronounce it and they practice the material.

In this case, the researcher found the way to solve the problems. It can increase english learning, commonly in speaking skill by using three-step interview.

B. Research Focus

To avoid irregularites in this research, this research is only focused on the implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.

C. Statements of the Problem

The researcher intended to focus on how to find out the answer of the following question :

1. How does teacher implement three-step interview in teaching speaking?

2. What are the factors that influence the succesful implementation of three-step interview in teaching speaking?

3. What are the problems that faced during the implementation of three-step interview in teaching speaking?

4. What are the solutions to solve the problems during the implementation of three-step interview?

D. Objectives of the Study

1. To know the implementation of three-step interview in teaching speaking.

2. To know the factors that influence the succesful implementation of three-step interview in teaching speaking.

3. To know the problems that faced during the implementation of three-step interview in teaching speaking.

4. To know the solutions to solve the problems during the implementation of three-step interview.

E. Significances of the Study

Based on the result of the study can give some benefit to teacher and student.

1. For the teacher

From the result of the research, english teacher knows the benefit of strategy in teaching speaking. Teachers can apply this strategy to teach speaking easier and solve the problem in teaching speaking process.

Teachers know the procedures in implementing three-step interview definitely.

2. For the student

Hopefully, this research will help students in learning english easier, especially in a speaking skill. Three-step interview not only makes students learn not just about the subject material, but also makes students learn to practice speaking. Hopefully this research can increase students interest in learning english.

F. Organization of the Thesis

This thesis consists of five chapters. Chapter I is introduction that contains background of the study, research focus, statements of the problem, objectives of the study, significances of the study and organization of the thesis.
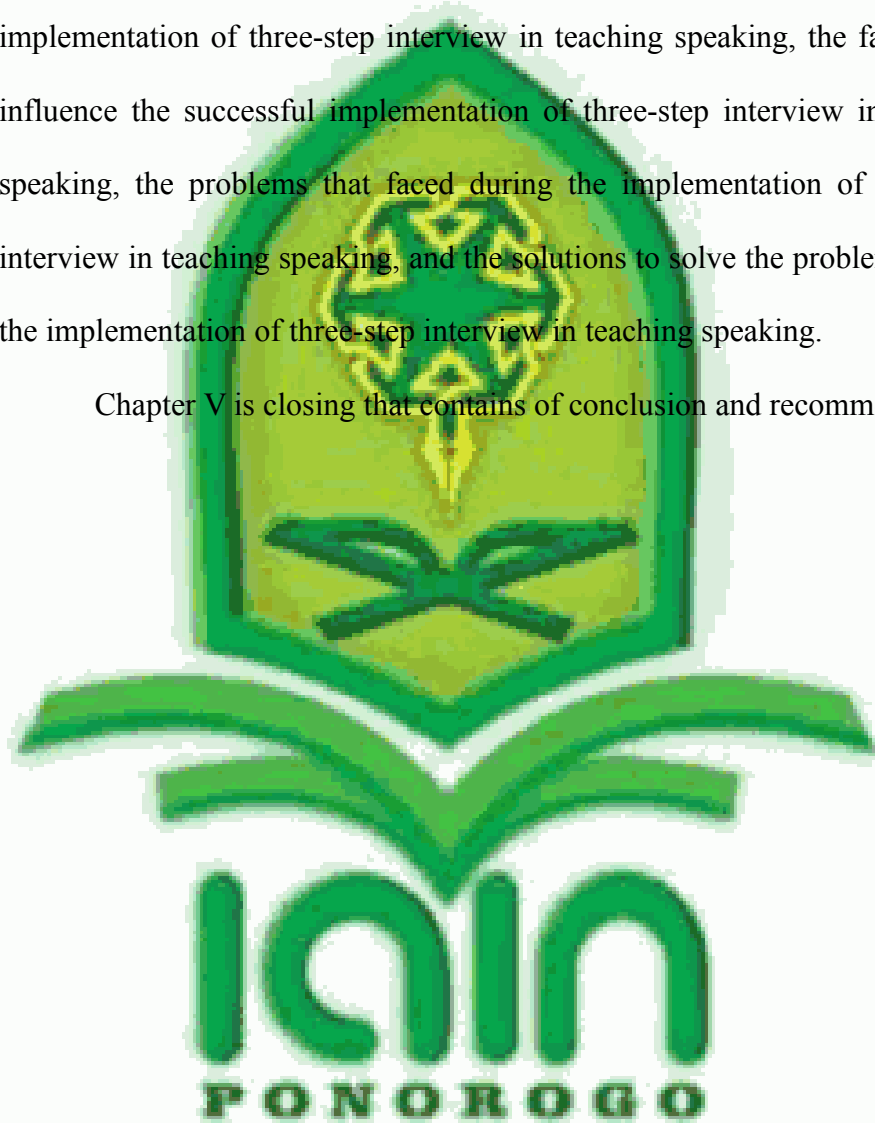
Chapter II talks about review of related literature and previous research findings. Review of related literature explains about the theories of teaching speaking and three-step interview. Teaching speaking consists of definition of teaching speaking. Three step interview consists of definition of three step interview, the procedures of three step interview, the characteristic of three step interview of three step interview.

Chapter III talks about research methodology. There are research design, researcher role, research setting, data source, technique of collecting

data, technique of analyzing data, verification of data validities and research procedure.

Chapter IV is findings and discussion that tells about the implementation of three-step interview in teaching speaking, the factors that influence the successful implementation of three-step interview in teaching speaking, the problems that faced during the implementation of three-step interview in teaching speaking, and the solutions to solve the problems during the implementation of three-step interview in teaching speaking.

Chapter V is closing that contains of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE AND PREVIOUS RESEARCH

FINDINGS

In this chapter, the researcher gives explanation related to three-step interview and teaching speaking. There are two parts in this section, they are review of literature and previous research findings.

A. **Related Literature**

1. Teaching speaking

    a. Definition of teaching

    Learning process can not be appart from every aspect of human life. In lot of aspect, human needs someone to help them learning something, that usually called teaching process. Teaching defined as showing or helping someone to learn how to do something, giving instuction, guiding in the stand.[14] Teaching is a guiding and training process to make learners know to do something and get new knowledge.

    b. Teaching language methods

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[14] H. Douglas Brown, *Principles of Language Learning and Teaching: 4th ed* (New York: Addison Wesley Longman, 2000), 7

There are many different methods of language teaching, this is three methods have dominated language teaching in the past sixty years. Focussing spesifically on how speaking is taught.

1) The grammar-translation method.

   In grammar-translation method, students are taughts to analyze grammar and to translate (usually writing) from one language to another. This method is not consistent with the goals of increasing English learner's fluency, oral production, or communicative competence. In grammar-translation lessons, speaking consists largely of reading translations aloud or doing grammar exercises orally. There are few opportunities for expressing original thoughts or personal needs and feelings in English.[15]

2) The direct method and audiolingualism.

   The direct method emphasized speaking in that like Richards and Rodgers states in kathleen, new teaching point were introduced orally, rather than in writing. The direct method strongly influenced the development of the audiolingual method. In audiolingualism, speaking is taught by having students repeat sentences and recite memorized dialogues from the textbook.[16]

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15 Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005), 16-18

16 Ibid., 16-18

3) Communicative language teaching.

Apparently people don't learn the pieces of the language and then put them together to make conversations. This realizatiom has several interesting implications for teachers, the most important being that if people learn languages by interacting, then students should interact during English lessons. As a result, communicative language teaching arose.[17]

c. Definition of teaching speaking

The new idea of teaching sometimes does not mean real new as never known before, the idea may be in the latest or broadest way, for example language teaching especially in second or foreign language teaching. For more than six decades now, research and practice in English language teaching has identified the "four skills", listening, speaking, reading, and writting, as of paramount importance.[18] In period of time, four skills of english language teaching proven to be most important. Of all the four skills, speaking seems intuitively the most importance; people who know language are referred to as 'speakers' of

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17 Ibid., 16-18

18 H. Douglas Brown, *Teaching by Principles: An Interactive Approach in Language Pedagogy*, 232

that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.[19] Indirectly speaking is most importance skill to reach learning objective of language learners to communicate as speakers. Florez in bailey stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.[20] In term of give and get information, speaking is an interactive process of way to deliver meaning and messages. Speaking consists of producing systematic verbal utterances to convey meaning.[21] The main purpose of speaking is to construct and convey meaning in communication process through verbal utterances.

Speaking English or other new language can be particularly difficult, bezcause unlike reading and writing, speaking happens in real time.[22] Factually, speakers will say what they think directly without enlarge vocabulary and good pronunciation, it is different with reading and writing that give the reader or writer time to open dictionary, that why speaking is more difficult skill to achieve. At the result, in teaching speaking teacher should apply interesting technique. There are some principles for designing speaking techniques; use techniques that cover

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19 Penny Ur, *A Course in Language Teaching: Practice and Theory* (Great Britain: Cambridge University press, 1996), 120

20 Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005), 2

21 Ibid., 2

22 Ibid.,16

the spectrum of learner needs, provide intrisically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunity to initiate oral communication, and encourage the development of speaking strategies.[23] Teaching speaking does not only transfer knowledge about language structure but also apply the rules on speaking and stimulate students to practice.

2. Three-step interview

   a. Definition of Three-step Interview

   Three-step interview is another excellent structure to help teammates get acquited.[24] Three-step interview applied in learning process that formed as learning group or team. This structure is part of collaborative learning technique that purposed in teambuilding.[25] In three-step interview is a stucture to collaborating and cooperating students in learning process but they enjoy with team and knowing each other. Barbara in Millis stated that three step interview is used common as an ice-breaker or a team-building exercise, this structure, developed by Kagan, also helps students reinforce and internalize important

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[23] H. Douglas Brown, *Teaching by Principles: An Interactive Approach in language Pedagogy*, 275 - 276

[24] Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* (San Clemente: Kagan Publishing, 2009), 10.10

[25]Ibid., 6.38

concept-related information based on lectures or textbook material.[26] This structure be an icebreaker and team building exercise in a class in a concept related to the material given. In Three-step interview, student pairs take turn interviewing each other and then report what they learn to one another pair.[27] There is three step in this structure, they are interview then change partner to do other interview and report what they get from the process of interview.

b. The Procedures of Three-step Interview

Three-step interview have some procedure apply in class as learning technique. There are some procedure of three-step interview.

1) Teacher provides the interview topic, states the duration of the interview, and provides think time.[28] This procedure is preparation step for the teacher to explain the procedure and material or topic learning and student prepares to do three-step interview, student can ask and discuss with teacher or other group member.

2) In pairs, Student A interviews Student B.[29] Student chooses interview partner and begin to interview as a pair.

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26 Barbara J. Millis. *Cooperative Learning Strucurres: Office of Learning and Teaching*. Online (www.otl.du.edu>uploads>2013/11>Basic-Cooperative-Learning-Structures, 2013, accessed on 20 February 2018), 1

27 Elizabert E. Barkley, et all. *Collaborative Learning Techniques* (San Fransisco: Jossey-bass. 2005), 183

28 Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, 6.38

29 Ibid., 6.38

3) Pairs switch roles: Student B interviews Student A.[30] Student changes their interview partner which different from the first partner, then interview with the same way.

4) RoundRobin: Pairs pair up to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview.[31] All student in a team back in a whole group then shares what they get from the interview.

c. The Characteristics of Three-step Interview

There are some characteristics of three-step interview to differentiate with other structure of collaborative learning technique.

1) Equal participation; students or participants in a class have equal or the same opportunity to participate and improve their language skill.[32]

2) All participate; all of students or participants must participate in a class activity to ask or answer questions then report the result to other.[33]

3) Individual accountability; they learn together, but every students or participants must be responsible with their result.[34]

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[30] Ibid., 6.38

[31] Ibid., 6.38

[32] Spencer Kagan. *The Structural Approach to Cooperative Learning: Teacher who are well versed in a variety of team structures can create skillful lessons that engage and enlighten their students*. Online (www.ascd.org>pdf>el_198912_Kagan. 1990. Accessed on 20 February 2018), 13

[33] Ibid., 13

[34] Ibid., 13

4) A half of class talking at a time; a half of the students in a class are talking simultaneously to give and answer the question.[35]

In three-step interview students or participants have the same opportunity to improve their language skill. Whole class practice the language simultaneously, so it will minimize class crowded.

d. The succcess factors of three-step interview

Three-step interview is part of collaborative or cooperative learning technique. Factor that influence the successful of cooperative learning technique also represent implementation three-step interview. There are some factors that influence the successful of cooperative learning technique:

1) Structures

Structures is the way the teacher organizes the interaction in the classroom at any moment. The structure describes the relationship of the teacher, the students, and the learning content- how interaction stuctured. The cooperative learning structures are content-free, repeatable instruction sequences that organize the interaction of students to implement the basic principles of cooperative learning. Each structure is designed to achieve different educational objectives.[36]

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35 Ibid., 13

36 Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, 5.2-5.3

2) Teams

Teams is a group may be any size, and does not neccesarily have an identity or endure over time[37]. Cooperative learning teams, in contrast, have a strong, positive team identity, ideally consist of four members, and endure over time. There are four type of teams, they are heteregeneous teams, homogeneous teams, ranom teams, and selected teams

3) Management

Managements of classroom or teams involves quite a number of teacher skills in managing noise, room arrangement and seating, managing materials, giving directions, and solving team problems[38].

4) Classbuilding

Classbuilding is the process by which a room full of individuals, with different backgrounds and experiences, become a caring community of active learners.[39] Classbuilding creates an "aur class" feeling where students feell they belong and enjoy learning together.

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37 Ibid., 5.4
38 Ibid., 5.6
39 Ibid., 5.6

5) Teambuilding

Teambuilding is a catalyst that speeds the interaction process and discovery of shared goals and interests, strengthening the bonds between teammates.[40]

6) Social skills

Social skills required students to be a good teammember. Students need to know how to interact with other group member exactly.[41]

7) Basic Principles (PIES)

There are four basic principles fundamental to cooperative learning symbolized by the acronym PIES: Positive Interpendence, Individual Accountability, Equal Participation, and Simultaneous interaction.[42]

B. **Previous Research Findings**

Before the researcher holds this research, the researcher studied previous research. The first previous research is from Indra Kapitiningrum entitled Three Step Interview to Improve Students' Speaking Ability in Islamic Higher Education of Bakti Negara Tegal. This research was an action research and the aim of this research was to improve students' English ability by using three-step

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40 Ibid., 5.8
41 Ibid., 5.8
42 Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, 5.9

interview. She concluded that three step interview can improve students' speaking ability in islamic higher education of bakti negara Tegal.[43]

The second previous research is taken from Rika Irawati entitled the Effectiveness of Three Step Interview Technique to Teach Speaking Viewed from the Students' Language Anxiety. The objectives of the research were to examine: (1) whether Three-Step Interview is more effective than Dialogue Memorization to teach speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012; (2) whether the students having low language anxiety have better speaking skill than those having high language anxiety; and (3) whether there is an interaction between teaching techniques and students' language anxiety. Based on the result of the research, she concluded that Three-Step Interview technique is an effective technique to teach speaking and the effect of teaching techniques depends on the students' language anxiety.[44]

The similarity between this research and two research above is focusing in implementation of three step interview in speaking. The differences are shown in the data used, while in Kapitiningrum's research, the researcher choose the

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[43] Pindha Kapitiningrum. *Three Step Interview to Improve Students' Speaking Ability in Islamic Higher Education of Bakti Negara Tegal*. Online (Jurnal.fkip.uns.ac.id>article>download. 2016. Accessed on 20 February 2018), 710

[44] Rika Irawati. *The Effectiveness of Three Step Interview Technique to Teach Speaking Viewed from the Students' Language Anxiety* (Repository.polnep.ac.id>07-rika.doc.pdf. 2013. accessed on 20 February 2018). 198

student of islamic higher education at bakti negara tegal and Irawati chose students of Public Sector Accounting of Pontianak State Polytechnic.

The other difference could be seen through research method that conducted. This research applied qualitative research. Classroom action research was conducted in Kapitiningrum's research , while quantitative was used in Irawati's research. In addition, Irawati's research compared two techniques namely three step interview and dialogue memorization in student language anxiety.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter,the researcher gives explanation about research methodology that used in this research.

A. **Research Design**

This research applied qualitative research. Qualitative research is designed to explore the human elements of a given topic, where specific methods are used to examine how individuals see and experience the world.[45] The qualitative research is focused on human's opinion, feelings, and experience of the world to forming the data.

According to Bogdan and Taylor in Hatch, Qualitative research is research procedures which produce descriptive data: people's own written or spoken words and observable behavior.[46] Qualitative research contains people's written or spoken statement and observable behavior that describe result of the research. Qualitative research is frequently done in the form of descriptive research. This research focused on describesimplementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit through interview and observation process.

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[45] Lisa M. Given. *The Sage Encyclopedia of Qualitative Research Methods: Volume 1 &2*, xxix

[46] J. Amos Hatch. *Doing Qualitative Research In Education Settings* (Albany: State University of New York Press. 2002), 6

Research design of this research using case study as qualitative research design. Case studies focus on one or few instances, phenomena, or units of analysis.[47] This research only focused on implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit. In addition, case studies are common way to do qualitative inquiry.[48] Most of qualitative research apply case study as research design.

B. Researcher's Role

The characteristics of qualitative research is the intense and prolonged researched contact with a field or situation, its role or pupose to obtain a systematic and intergrate overview of the data under study, its the resercher function as the key research instrument and its analyses that are in form of words.[49] In this research, the researcher became an observer as participant, the researcher got interaction with the subject's activity to collect data and organized it well. The collection of the data had been analyzed, interpreted, and reported by the researcher as a result. Therefore, the research did not merely observe or completely participates in this research.

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[47] Lisa M. Given. *The Sage Encyclopedia of Qualitative Research Methods: Volume 1 &2*,68

[48] Norman K. Denzin and Yvonna S. Lincoln. *The Sage Handbook of Qualitative Research: 3rd ed* (California: Sage Publication, Inc. 2005), 443

[49] Mathew B. Miles and Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publication, inc. 1994), 6

C. Research Setting

The researcher chose SMP N 1 Sambit Ponorogo. The research began from 13 march 2018 until 11 april 2018. The reasons of selecting this school were following:

1. SMP N 1 Sambit is one of Junior high school in Ponorogo which there are some teachers apply three-step interview.
2. SMP N 1 Sambit has profesional teachers that can support to reach reasearch objective.
3. The researcher wants to know the process of implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.

D. Data Source

1. Primary data

The data source of this research is all information that the researcher got from the subjects. The information were inform of fieldnote of the observation, transkrip of interview and audio record as the primary data. The information related with implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.

2. Secondary data

To support the primary data, the researcher used documents such as teacher lesson plan, students absent book, students value, books, articles, and journals related with implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.

E. Technique of Collecting Data

Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants.[50] Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study.[51] In this research, researcher collected data by using observation, interview and documentation.

1. Observation

Observation used as technical term in research with spesific meaning.Observation is holistic in its approach, with researchers collecting data about many aspects of the research setting and its participants.[52]The researcher used observation to describe a spesific of data collection strategy that can be applied across many kinds of qualitative studies. The researcher observed research object to reach the objective of the study. The information about the implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit were obtained in this research.

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[50] John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (United States of America: Sage Publication, Inc. 2014), 234

[51] Ibid., 234

[52] Lisa M. Given. *The Sage Encyclopedia of Qualitative Research Methods: Volume 1 &2*, 574

2. Interview

One of the most elementary forms of data collection is interview which involves asking people questions and receiving answer from them.[53] The questions were purposed to find the facts based on the interviewed statement. Furthermore, interviewer used information as the source of data. The researcher chose the english teacher to be interviewed or data sources. Because the english teachers understand well the condition of the class and the prominent subject of this research,so the researchers could be able to identify the problem and solution of implementation of three-step interview at SMPN 1 Sambit through the teacher statement. The researcher also gave the student questionnaire to know student statement about the problem and solution of implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit. The questionnaire represented the interview questions in the same way.

3. Documentation

Documentation is the method to collect data based on the document, the researcher used the factual data to support the idea of the research. A document text-based file that may include primary data (collected by researcher) or secondary data (collected and archived or published by

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53 Amir B. Marvasti. *Qualitative Reasearch in Sociology* (London: Sage Publication Ltd. 2004), 14

others) as well as photogrhaps, charts, and other visual materials.[54]The researcher made note during the research process and take some photoraph as research data. The researcher using school document as teacher lesson plan, student absent, and student value. The researcher also make a note of interview and give the student questionnaire.

F. Technique of Analyzing Data

Data analysis is a systematic search for meaning.[55] Data analysis is a process of find substance of the research data. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories.[56] The researcher analyze data or the research to get research objective.

Qualitative data analysis is a process of searching and arranging the data and taken from the observation, interview, and documentation. Qualitative data analysis consists of three current flows of activity: Data reduction, data display, and conclusion drawing or verification.[57]

54 Lisa M. Given. *The Sage Encyclopedia of Qualitative Research Methods: Volume 1 &2* 232

55 J. Amos Hatch. *Doing Qualitative Research In Education Settings* (Albany: States University of New York Press. 2002), 148

56 Ibid., 148

57 Mathew B. Miles and Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis.* 10

1. Data Reduction

   Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.[58]In this stage, researcher needs to select the accurate data from the innaccurate ones related to implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit. The researcher focused on selected data had been simplify. Through the data reduction, the researcher transform the selected data into abstract.

2. Data Display

   Display is an organized, compressed assembly of information that permits conclusion drawing and action.[59] Data display is a stage of organizing the data into compressed assembly.This stage helps researcher to understand the data to analyze further. The researcher organized and arrange the selected data related with implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.

3. Conclusion drawing or Verification

   Conclusions are also verified as the analyst proceeds.[60] Verification or can be named conclusion drawing is the answer of the research problem. In this stage researcher concluded the data based on

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[58] Mathew B. Miles and Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis*,10

[59] Ibid., 11

[60] Ibid., 11

implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.

G. Verification of Data Validities

Qualitative research may increase the credibility of their research findings by drawing from evidence taken from variety of data sources.[61] To get the valid and credible data, researcher used the triangulation technique. Triangulation was put forward as a way to increase the measures of validity or to strengthen the credibility of research findings by comparing the results of different approaches to single unit of study.[62] There were triangulation of methods of data collection,investigator triangulation, theory triangulation (including methodological variations that account for between-method and within-method approaches), and triangulation of data sources.[63]

Triangulation in qualitative research has come to mean a multimethod approach to data collection and data analysis. Triangulation is most commonly used in data collection and data analysis techniques, but it also applies to sources data.[64] In this research, the researcher used triangulation technique with the data source. The researcher used triangulation technique to investigate data implementation of three-step interview in teaching speaking at seventh grade of SMP N 1 Sambit Ponorogo.

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[61] Lisa M. Given. *The Sage Encyclopedia of Qualitative Research Methods: Volume 1 &2*, 893

[62] Ibid., 892

[63] Ibid., 893

[64] Ibid., 892

H. Research Procedure

In this research, there were some procedures to execute the research. They were planning, apllication, and reporting.

1. Planning

This research began with arranging reasearch plan, choosing research setting, and participant, organizing permission, observing and using information, preparing instrument, and others needed to plan the research.

2. Application

The next stage applicated qualitative research, with observing data of implementation of three-step interview in teaching speaking at seventh grade of SMP N 1 Sambit Ponorogo. The data analyzed, then researcher made conclusion and suggestion about research data.

3. Reporting

In the last activity,the researcher reported the result in form of thesis writing about implementation of three-step interview in teaching speaking at seventh grade of SMP N 1 Sambit Ponorogo.

CHAPTER IV

FINDINGS

In this chapter, the researcher presented finding of the research related to implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.

A. General Data

SMP N 1 Sambit is very supportive place to learn english effectively. SMP N 1 Sambit has 11 classes, three classes in the seventh grade, four classes in the eigth grade and four classes in the ninth grade. The researcher chose students B class at the seventh grade that consists of 28 students, 18 male students and 10 female students. English in 7b teached by Mrs. Tutik Widyaningsih. She has good competence in english teaching. She was professional teacher, guider, mentor, not only in english teaching but also in other concern. Students at 7b trained to be discipline and have good attitude. They have high learning spirit and high curiosity. It makes english learning process at the class more easy and pleasant.

The english curriculum that applicated in 7b was 2013 curriculum. Teaching english focuse on students competence upgrade. It is be able to use target language in frame on reach communication objective in various context, even in spoken or written. Mrs. Tutik applied various approach depend on teaching material and scientific approach as the main approach. She teached and explained the material based on students everyday life to made students understand it ea

The implementation of K-13 in english teaching use various learning sources in form of student's book and teacher's book. Textbook is not the only one source. In 7b, students and teacher used When English Rings The Bells as the main learning source. Mrs. Tutik used other books or references to develope teaching substance. She prepared student's worksheet based on learning process needed.

The class has comfort, clean and large classroom that makes effective teaching and learning process. There was english vocabullary building in the class outside the english time. Students write the vocabullary in the side board and changed it continously.

B. Spesific data

As the background of the thesis above the researcher revealed about the implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit. The researcher described the data based on the interview, observation, and documentation concern with research problem.

1. **The Implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.**

   Three-step interview implemented by Mrs. Tutik Widyaningsih as english teacher at the seventh grade SMP N 1 Sambit. The teacher made preparation first then apply three-step interview. The last teacher gave

some activities to evaluate the usage of three-step interview. The researcher founded the result as follow:

a. Preparation

Teacher prepared before teaching and learning process. First english teacher arranged lesson plan. In every lesson plan there were four meeting, each meetings consits of 2 x 40 minutes. In this research the english teacher used standart competence 3.6 and 4.6 to applied three-step interview. This standart competence discussed about spoken and written transactional interact text that involved asking and giving information concerned with human behavior or human function, animal, thing. In this learning process, the english focussed on human behavior or human function that discussed about profession.[65]

English teacher prepared the material and media before teaching and learning process. The material discussed about human profession, it was concern on kind of profession, the place of the profession, and the profession activities. in this section, teacher focussed on student's parents profession. The media used in this teaching process was lesson book, some papersheet, and boardmarker.[66] Especially in applied three-step interview, teacher

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[65] See appendix 03/D/17-VII/2017 of transcript documentation
[66] Ibid

prepared the example of conversation or interview and some paper sheets that contains table to write the information from interview process. Such as the following example[67]:

1) What is your name? My name is Maya

2) What is your parent's job? My mother is a teacher and my father is a farmer

3) What are they doing during their working time? My mother teaches the lesson to her student and my father plants some rice.

4) Where are their work place? My mother works in the school and my father works in the field

Table 4.1
Parent's Job

No	Name	Parent's job	What they do?	Where?
1	Maya	Teacher (Mother)	Teach the lesson to her student	School
		Farmer (Father)	Plant some rice	Field

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67 See appendix 03/D/17-VII/2017 of transcript documentation

Three-step interview applied in the second meeting, to make efficient and effective learning process teacher discussed and explain the material in the first meeting.[68]

b. Apllication

The application step consists of pre-activity, main activity, and post activity as follow:

1) Pre-activity

Pre-activity are the activites done by the teacher before the teaching and learning process started. These activities included:

a) Teacher greets to the students.[69] This step is the signal to begin the class. In addition, teacher greeted influence student phsycological condition. Teacher says salam and good morning.[70]

b) Teacher checks the absent, instructed to pray together, and prepares the condusive learning.[71] Teacher asks simple question and makes short conversation with students to released the class situation. Teacher asks to the students about their condition.[72]

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68 See appendix 03/D/17-VII/2017 of transcript documentation
69 Ibid
70 See appendix 02/02-O/24-III/2018 of transcript observation
71 Ibid
72 Ibid

c) Teacher reviews the latest material.[73] Teacher gives spoken questions to the students about the material and explains it concisely. Teacher reviews material about profesion that has been explain and discuss in the first meeting.[74]

d) Teacher mentions learning objectives.[75] The objectives of this learning process were to learn about profession in english. They produce and delivered language about profession especially on speaking.[76]

e) Teacher mentions and explains learning activities that would be done.[77] Teacher explains three-step interview step by step.[78] Teacher gives example of interview process, how to ask and give information about their parents profession. Teacher practices the example of the question and answer to show the correct pronunciation. Teacher gives paper sheets to the students, one student got one sheet. Teacher explains the way to filled the table. Teacher gives sample how to present it orally.

2) Whilst activity

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73 See appendix 03/D/17-VII/2017 of transcript documentation
74 Ibid
75 Ibid
76 See appendix 02/02-O/24-III/2018 of transcript observation
77 ibid
78 ibid

a) Students divided into some groups, each group consists of four students.[79] The class consists of 28 students. So the whole class divided into six group with 5 group consists of 5 students and one group consits of 4 students.[80] Teacher divided them by the student competence. The group also divided by the students gender, according to student's opinion, they more comfortable to work with the same gender.[81]

b) Students practices three-step interview.[82] Three-step interview consists of three step, students pairs take turn interviewing each other and then report what they learn to one another pair.[83]

(1) The first step; students interviewed in a partner. Students A with students B and students C with students D. Because of some group consists of 5 students, the interview conducted alternately. Such the following example:

Student A : Kingkin, what is your parent's job?

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79 See appendix 03/D/17-VII/2017 of transcript documentation

80 See appendix 02/02-O/24-III/2018 of transcript observation

81 Ibid

82 Ibid

83 Elizabert E. Barkley, et al. *Teknik-Teknik Pembelajaran Kolaboratif*. Trans. Narulita Yusron (Bandung: Penerbit Nusa Media), 183

Student B : My mother is a housewife and my father

is a builder.

student A : what are they doing during their

working time?

Student B :my mother cleans the house, washes the

chlotes and my father builds the house.

Student A : Where are their work places?

Student B : my mother works in the house and my

father works in the building.

c) The second step; students changes their interview partner until get the information from the member of the group. Students writes the information in the table.[84]

Example:

Table 4.2
Kingkin parent's job

No	Name	Parent's job	What they do?	Where?
1	Kingkin	Housewife (mother)	Clean the house, wash the chlotes	House
		Builder (father)	Build the house	Building

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84 See appendix 04/D/24-III/2018 of transcript observation

d) The thirth step; The Students discusses the result of the interview with their group member and presents in front of the class.[85] Example:

Kingkin's mother is a housewife, she cleans the house and washes the chlotes in the house and her father is a builder, he builds the house in the building.

3) Post activities

a) Students and teacher discussed the advantages of the learning activities.[86] Teacher explained the importance of knowing the profession in english and the way to cooperate with others.[87]

b) Students and teacher disscued the difficulties in learning activities.[88] The difficulties that usually experienced by the students about the material or in process of practiced three-step interview. Students asked about the material given and teacher answered or gave solution of students difficulties.[89]

c) Students and teacher concluded the learning result.[90] The teacher mention the result of learning result and

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[85] See appendix 02/02-O/24-III/2018 of transcript observation
[86] See appendix 03/D/17-VII/2017 of transcript documentation
[87] Ibid
[88] Ibid
[89] Ibid
[90] See appendix 03/D/17-VII/2017 of transcript documentation

students make conclusion by their comprehension.

    d) Students and teacher coordinated homework.[91]

    e) Teacher dismissed the class.[92]

c. Evaluation

The result of the observation indicated that there are two kind of evaluation process in this teaching and learning.[93] As Mrs. Tutik says that

> "we used two kinds of evaluation, so, there are process and product evaluation. For the process, we would look how students interviewed their friends in one group. The first, we focussed on the cooperation between students and the second about their english speaking ability. And the product evaluation, they presented the interview result with their own language in front of the class. So we can do individual assesment." [94]

Teacher observed the students when they asked question and gave the information. Besides appraised students speaking ability, teacher evaluated the students behavior in their group. The other evaluation is product evaluated, teacher listened the students presentation carefully and gave the grade based on their pronunciation, intonation, fluency and accuracy.[95]

Table 4.3
Speaking assesment

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91 Ibid
92 Ibid
93 See appendix 01/03-O/30-III/2018 of transcript observation
94 See appendix 01/1-W/30-III/2018 of transcript interview
95 Ibid

No	Assessment aspect	Criteria	Score
1	Pronunciation	Almost perfect / there are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		There are much mistakes and interfere the meaning	2
		Almost all wrong and interferee the meaning	1
2	Intonation	Almost perfect / there are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		There are much mistakes and interfere the meaning	2
		Almost all wrong and interferee the meaning	1
3	Fluency	Very fluent / fluent	4
		Fluent enough	3
		Not fluent enough	2
		Not fluent	1
4	Accuracy	Very accurate / accurate	4
		Accurate enough	3
		Not accurate enough	2
		Not accurate	1

The table above shows that there were four criteria in each assesment aspect. In every criteria, there were some score based on students speaking ability. Here is the way to know the final score:

Final score = result score : total score × 100

2. **The Factors that Influenced the Succesful Implementation of Three-Step Interview in Teaching Speaking at The Seventh Grade SMP N 1 Sambit.**

The researcher found some factors that influence the succesfull implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit from the observation. The factors came from the subject material, teachers, students, and the learning process environment.

a. The suitable subject material choosen makes three-step interview easy to apply.[96] Three-step interview is learning strategy that consists of asking and giving information based on interviewed opinion. It is easy to apply about social or human life, daily activities, creatures and object. This strategy is suitable to apply in junior high school 2013 curriculum which foccused on the utilization of subject materials in everyday life.

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[96] See appendix 01/02-O/24-III/2018 of transcript observation

b. Teacher quality and competence also influence the succesful implementation of three-step interview.[97] Altough this strategy more concern on students, but teacher also gives much effect. These are some factors that influence the succesfull implementation of three-step interview:

1) The nature and appearance of a teacher has big influence in succesful implementation of three-step interview. Kind and good-looking teacher can make students easy to pay attention to the teacher instruction and explanation, but in some case teacher also has to be explicit. In three-step interview, teacher should can motivate and stimulate students to do learning process in enjoy and happy.

2) Teacher can prepare well the material and media before teaching and learning process.[98] The teacher must known well about the material and the procedure of three-step interview.

3) Teacher can explain the material clearly.[99] To ask the question students should have enough vocabullaries and know how to pronounce it. So teacher must be active and creative to explain and teach the subject material.

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97 Ibid
98 Ibid
99 See appendix 01/02-O/24-III/2018 of transcript observation

4) Teacher has great class management skill.[100] In three-step interview students released to explore their skill with their own group students. Great teacher's class management skill make condusive and maximal interview process.

c. Students is the main role of this process. Student's condition also gives huge influence the successful implementation of three-step interview. There are some aspects of student's condition, as follows:

1) The physical and pshycological students condition influence the successful of learning process or in this research in implementation of three-step interview.[101] Students which healthy and happy would be easier to received the information or teacher instruction.

2) Students has high pretension to learn.[102] students skill and competence is difference. It is important for the students to have high learning pretension and spirit to support the succesful of the learning process, especially for low level learner.

3) Students comprehension to the subject material and teacher instruction influence the succesful of implementation of three-

100 Ibid
101 Ibid
102 Ibid

step interview because to practice the activities students need to understand what to do.[103]

4) Students language skill also influence the sucessful implementation of three-step interview.[104] The activities in three-step interview consists of process asking and giving information through interview process. To fulfill information needed students need to ask and answer the question. In this process students should known topic of the material, vocabullary, language structure and the correct pronunciation.

d. The environment of learning process gives influence in the succesfull implementation of three-step interview.[105] The condition in the class give much influence of the learning successed. Classroom used should be clean and comfort. Condition ouside of the class also influence the learning process, crowded and noisy would disrupted students concetration.

3. **The Problems that Faced during The Implementation of Three-step Interview in Teaching Speaking at The Seventh Grade SMP N 1 Sambit.**

The result of the research shows that there were some problem that faced by teacher and students during the implementation three-step

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103 See appendix 01/02-O/24-III/2018 of transcript observation
104 Ibid
105 Ibid

interview in teaching speaking at the seventh grade SMP N 1 Sambit, as follows:

a. Based on the result of observation and interview with the teacher, there were some problems that faced by the teacher in implementation of three-step interview.

1) Three-step interview is an learning activity that form the class into some groups consists of four persons. The problem of this case is when the class has odd students. 7b has 28 students that consists of 10 female students and 18 male students. But, the other problem of formed the group is students doesn't comfort in one group with other gender. That makes there were 2 male students and 2 female students that don't have group. If there was two person of a group, that only an usual interview.[106]

2) In three-step interview, the whole class interviewed simultaneously. In the same time, teacher difficult to control all students, as a consequence there were some students interview use javanese or indonesian or they do not used full english. It is proven by Mrs. Tutik statement[107]:

> "in the main activity, when the children works in their group interviewing their friends there are some students

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[106] See appendix 01/02-O/24-III/2018 of transcript observation
[107] See appendix 01/1-W/30-III/2018 of transcript interview

using javanese, and there are some students using indonesian. So, they do not using full english."

Students prefer to used javanese as their mother tongue or indonesian as their national language when they felt difficult to found the right word in english.

b. There were some problem that faced by the students in implementation of three-step interview.

1) The main activity of three-step interview is asking and giving information through the process of interview. The first problem appeared when the students felt difficult to arange their own word to ask or answer the question. As Bramasta writes in her questionnaire[108]:

"...., difficult to arrange the question".

Bramasta's statement in line with izza's opinion in his questionnaire[109]:

"It is difficult to asking a question with english."

2) The second problem still related with the difficulty of arrange word. Students have less enlarge vocabullary. As luisa states[110]:

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[108] See appendix 01/3-W/24-III/2018 of questionnaire
[109] See appendix 01/4-W/24-III/2018 of questionnaire
[110] See appendix 01/2-W/24-III/2018 of questionnaire

"The obstacle of speaking english is we need much words to present the result of interview."

3) Related to students speaking ability, pronunciation is the important thing. The other problem of implementation three-step interview was students difficult or did not know how to pronounce the word. As luisa and bramasta states that they difficult to pronounce the word in english[111]. Izza also states that english was not his language so it is difficult to pronounce[112].

4. **The Solutions to Solve The Problems during The Implementation of Three-Step Interview in Teaching Speaking at The Seventh Grade SMP N 1 Sambit.**

The researcher found the solution to solve the problems during implementation of three-step interview in teaching speaking from the observation, as follows:

a. To solve the problem about group division, teacher divide the students group before apply three-step interview. Mrs. Tutik says that[113]:

".... because the group we formed in the begin of the class which the heterogeneus member. ..... so, in the application step students already know the group in preparation step. "

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[111] See appendix 01/2-W/24-III/2018 and 01/3-W/24- III/2018 of questionnaire
[112] See appendix 01/4-W/24-III/2018 of questionnaire
[113] See appendix 01/1-W/30-III/2018 of transcript interview

The result of the researcher observation showed that the class has 28 students with 10 female students and 18 male students. In this case, students ask to be appart between female and male, they felt uncomfort to do interview with the opposite sex. The males students form into 4 groups, but 2 groups contains with 5 students. The female students form into 2 groups with 5 students each group. The group with five member interviewed interchangeably, students A with student B, student C with student D and student E waiting her or his chance. Then students B with student C and students D with students E, students A waiting to interviewed students C. The group did the same thing until all member of the group catch the information needed.

b. Students speaking skills problem influence by students enlarge vocabullary. The english teacher gives enough vocabullary by write it in the whiteboard and instruct to the students to write in their book. Teacher also build the students vocabullary in the first meeting by used picture. Teacher arange the group according to students competence, as Mrs.tutik states[114]:

> ".... because the group we formed in the begin of the class which the heterogeneus member. So, there are students with high competence and there are students with low competence."

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114 See appendix 01/1-W/30-III/2018 of transcript interview

Heterogeneous type of group member makes students collaborate their skill and competence, the high competence students could gives criticism or suggestion about other group member mistakes. So that the low competence students can learn from their friends. It is included for the pronunciation problem, heterogeneous member also could be great problem solved besides asked to english teacher. The other solution of the problem is teacher should be monitor the students actively. As Mrs. Tutik says[115]:

> "The solution, we need to establise the mentoring and approaching continously. So, we as a teacher goes around monitor learning activity and reminds students to always using english, we appeal to the member of the group always remind their friends to using english when they interview with another language, for instance javanese or indonesian. Please don't answer the question, we suggest like that."

Teacher mentoring is most students needed and support the successful of three-step interview. Students feel cared by the teacher and create condusive learning situation. Teacher also could motivate students to help their friends by remind their mistakes and instruct to the students do not answer the question if their friends ask with another language.

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[115] See appendix 01/1-W/30-III/2018 of transcript interview

CHAPTER V

DISCUSSIONS

In this chapter, the researcher disscussed about the data collected from the observation and interview related to the implementation of three-step interview in teaching speaking at the seventh grade SMP N 1 Sambit.

C. **Analyze the Implementation of Three-Step Interview in Teaching Speaking at the Seventh Grade SMP N 1 Sambit.**

The implementation of three-step interview in SMP N 1 Sambit support by some addition stages such as preparation, application and evaluation stages. The english teacher did the preparation before and did evaluation after applied three-step interview. The english teacher also concerns on the implemented of three-step interview in application stage.

5. Preparation

The preparation stage was the activities before teaching and learning process began. The activities consists of prepared the material and media used before implemented three-step interview. The prepared material is

related to the implementation of three-step interview, in this case disscused about profession. Barkley states in her book that students needs to make question list before begin the class.[116] The effective question related to someone's experience and opinion about learning content.[117] The target learner in this book is the students in the college. In this research, three-step interview practiced by students at junior high school. Commonly, students have low language skill, few vocabulary building and difficult to compose sentence or question. For that reason, english teacher arranged sample question list and how to answer the question. Teacher explained the meaning and the way to pronounce the examples of questions and answers. Teacher also prepared papersheet that contain of table 4.1 to replace the function of interview transcript. In line with barkley statement that in the importance interview, students needs to write or record and makes transcript of interview.[118] The table 4.1 helped students to analyze and conclude the result of interview.

6. Application

The application stage was the main activities in this teaching and learning process. This stage consists of pre-activity, whilst activity, and post activity.

a. pre-activity

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116 Elizabert E. Barkley, et al. *Teknik-Teknik Pembelajaran Kolaboratif*. Trans. Narulita Yusron (Bandung: Penerbit Nusa Media), 184

117 Ibid., 184

118 Ibid., 190

Pre-activity was not main part of three-step interview, but this stage gave big influence in successful implementation of three-step interview. Pre-activity was some activities to prepare students condition in a purposed to reach the successful of teaching and learning process. The activities also aimed students affective domain. Brown states that the affective domain is the emotional side of human behavior and it may be juxtaposed to the cognitive side.[119]

Teacher greets students to stimulate students learning enthusiasm. Students replied the greeting such as teacher did. Teacher voice, intonation, and expression gives huge influence on students feedback.

Teacher checked the absent to know students quantity. The quantity of presented students influenced the learning process, especially on learning strategy used. Teacher instructed students to pray together. Pray intended to make easy and smooth teaching and learning process. Teacher prepared condusive condition by asked simple question and made simple conversation with students. Teacher asked about students condition and talked some topic out of the lesson. This activities purposed to release the class situation. Students felt more comfort and easy to receive the material and instruction. Those activities gave positive impact in students pshycological condition. Furthermore, pre-activity focussed

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119 H. Douglas Brown, *Principles of Language Learning and Teaching: 5th ed* (New York: Pearson Education Longman, Inc, 2007), 153

on prepare students cognitive aspect. Teacher reviewed the latest material related to further disscussion. In this research, the explanation about profession delivered in the first meeting. This activity was important to implement learning strategy. Teacher gave simple question to remind students about the latest material in the first meeting and then teacher gave short explanation. The next activity, teacher mentioned learning objectives and explained the instruction. Learning objectives in this research was to learn about human profession through three-step interview. Teacher explained the way to practiced three-step interview. In line with brown statement about the meaning of teaching. He states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand.[120] In implementation of three-step of interview, kagan states that teacher provides the interview topic, states the duration of interview, and provides think time before began to practice three-step interview.[121] In this research, teacher practiced the example of interview and explained how to fulfill the table 4.1.

b. Whilst activity

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[120] H. Douglas Brown, *Principles of Language Learning and Teaching: 5th ed* (New York: Pearson Education Longman, Inc, 2007), 8

[121] Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*(San Clemente: Kagan Publishing, 2009), 6.38

This activity was contains of implemented three-step interview. In three-step interview, Kagan states that students interview each other in pairs within a team.[122] Brakley also states that students divided into some groups consists of 4 members and the group divided into pairs A-B and C-D.[123] In this research, students refused to be one group with other sex gender. To solved the problem, teacher divided the group contains of 5 or 4 group members. They still interview in a partner, but some students interviewed interchangeably.

The same as with the name, three-step interview consists of three step. Barkley states in her book that in three-step interview, students pairs take turn interviewing each other and then report what they learn to one another pair.[124] Such as kagan statement that students interview their partner and the each share with teammates what they learned.[125] The first step was interview, the second step was interview with change the partner, and the thirth is presented the result of the interview.

1) The first step

Kagan states that the first step of three-step interview is students A interview students B.[126] The interview done in one

122 Ibid., 10.10

123 Elizabert E. Barkley, et al. *Teknik-Teknik Pembelajaran Kolaboratif*. Trans. Narulita Yusron (Bandung: Penerbit Nusa Media), 184

124 Ibid., 183

125 Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*(San Clemente: Kagan Publishing, 2009), 6.38

126 Ibid., 6.38

direction with certain duration. Students as the interviewer asked the information needed and students as the interviewee answer the question to gave the information. Students A wrote the information in the table.

2) The second step

   The second steps substantively the same with the first step. Kagan states that in second step, students pairs switch roles.[127] Students change their interview partner until get the information from all the member of the group. Students change their partner by command from the teacher. Definite time duration makes students stay focused on talking about learning material and tried to find the information needed.

3) The thirth step

   In the thirth step, students discussed the result of the interview with their group member and presented in front of the class. kagan states that the thirth step of three-step interview contains of round robin, the pairs pair up to form groups of four.[128] Each student in turn, shares with the team what he/she learned in the interview. The english teacher on this research chose to instructed students presented it in

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127 Ibid., 6.38
128 Ibid., 6.38

front of the class after shared the result with their group member. This activity gave students opportunity to compare their result and learn more from other group presentation.

c. Post activity

These activities was the last step of teaching and learning process. Brown states that teacher teaching theory point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning.[129] Teacher teaching theory chosen gives effect on successful of learning. Teacher found out the successful of students learning process through this step. There was some activities done in this step to measure the successful of teaching and learning process.

In the first activity teacher discussed with students about the advantages of teaching and learning process. The advantages of learn profession and the learning activity which applied three-step interview. Teacher was direct and explain the importance of learned profession and applied three-step interview based on the discussion result. The

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129 H. Douglas Brown, *Principles of Language Learning and Teaching: 5th ed* (New York: Pearson Education Longman, Inc, 2007), 8

advantages of learning process expected to be understood by students and applied in further learning.

After that, teacher and students discussed the difficulties of the learning activities. The difficulties usually experienced by students about the material and in practiced three-step interview. Teacher concluded the solution to solve the difficulties from the discussion result and concluded the learning result with the students. Result of the disscussion useful for teacher to choose learning strategy in next meeting.

The thirth step, teacher and students concluded learning result based on learning process. Teacher mentioned the learning result and students made conclusion by their comprehension. The conclusion was the tool to measure students comprehension. Comprehended students more easy to mentioned the advantages, the difficulties and concluded the learning process.

The last activity, students and teacher coordinated homework. Teacher chose test or task to increase students comprehension. Those kind of activities helped students to know the advantages and the way to solve the difficuties they faced. The activities also helped teacher to measure students comprehension and established teaching and learning successed level. Teacher used the result of these activities to plan better teaching and learning process.

7. Evaluation

There were two ways to evaluate speaking in this research. The first way, teacher observed students interview process. The teacher walked around the class and appraised every students according their speaking ability. The second way in evaluation, teacher appraised students presentation. There were four assesment aspects that evaluated based on table 4.2; pronunciation, intonation, fluency and accuracy. Every aspect has four criterias with their own value depend on individual speaking skill.

The first aspect is pronunciation, Esling and Wong in Nation's book states that pronunciation includes the articulation of individuals sounds and distinctive features of sound like voicing and aspiration, voice setting features.[130] Teacher assessed students pronunciation in four criterias. Students pronuciation that almost all wrong and it was change the meaning got score 1. Students pronunciation has much mistakes and it was change the meaning got score 2. Students pronunciation has some mistakes and it was change the meaning got score 3. Students pronunciation that almost perfect or has some mistakes and it was not change the meaning got score 4.

The second assessment aspect is intonation, Bailey states that intonation is the relative rise and fall of the pitch in an utterance.[131] Teacher assessed students intonation in four criterias. Students intonation that almost all wrong and it was change the meaning got score 1. Students intonation has much

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[130] I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), 76

[131] Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005), 13

mistakes and it was change the meaning got score 2. Students intonation has some mistakes and it was change the meaning got score 3. Students intonation that almost perfect or has some mistakes and it was not change the meaning got score 4.

The thirth assessment aspect is fluency, Bailey states that fluency is the capacity to speak fluidly, confidently, and rate consistent with the norms of the relevant native speech community.[132] Teacher assessed students fluency in four criterias. Students flluency that was not fluent got score 1. Students fluency that was not fluent enough got score 2. Students fluency that was fluent enough got score 3. Students fluency that was very fluent or fluent got score 4.

The fourth assessment aspect in speaking is accuracy. According to Bailey statement in her book that accuracy is ability to speak properly, that is mean selecting the correct words and expressions to convey the intended meaning, as well as using the gramatical patterns of english.[133] Teacher assessed students accuracy in four criterias. Students accuracy that was not accurate got score 1. Students accuracy that was not accurate enough got score 2. Students accuracy that was accurate enough got score 3. Students accuracy that was very accurate or accurate got score 4.

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132 Ibid., 5

133 Ibid. 5

All assessment aspects has been completed, teacher summed all scores students got. The result score divided with total score, the total score is the amount score of fourth assessment aspect. The result was multiply with 100 to point out the final score. Minimal completeness criteria of english lesson is 75. Students with value less than 75 was require to do remedial test.

D. The Factors that Influence the Successful Implementation of Three-Step Interview in Teaching Speaking at The Seventh Grade SMPN 1 Sambit

The findings of the research showed that there were some factors that influence the successful implementation of three-step interview. The observation result indicated that successful of three-step interview came from many factors, such as subject material chosen, teacher, students and the learning environment.

1. The suitable subject material chosen makes three-step interview easy to apply. The interview topic in this research is profesion, particularly students parent's job. The interview topic stimulated students to ask their friends to get the information, because every students parent's job was different. In line with barkley suggestion in her book that teacher should chose topic of the questions have lot possibility to create the large interested plot respons.[134]

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134 Elizabert E. Barkley, et al. *Teknik-Teknik Pembelajaran Kolaboratif*. Trans. Narulita Yusron (Bandung: Penerbit Nusa Media), 288

2. Although this stucture focussed on students, teacher also gives much impact in successful implementation of three-step interview.

a. Teacher's role have big influence in a teaching and learning process. Teacher nature and appearance gave impact in students behavior. Gillies states that teachers's communicative behaviors do affect student's engagement behaviours an they can have measurable effects on student's work habits.[135] Teacher with good communicative behaviors knows the right time to be kind or explicit to faced students. He also states that key role teachers play in promoting students interaction and engaging them in the learning process.[136] Three-step interview is part of collaborative or coperative learning technique that students works in learning group. Teachers in a class applied three-step interview need to motivate and stimulate students to be active in their group.

b. Teacher readiness before teaching has huge impact in successful implementation three-step interview. Jhonson and jhonson states in gillies that one kind of teacher's role in impelementation of cooperative learning technique is making preinstructional decisions such as formulate social skill objectives, decide on the size of the groups, choose the method assigning to students to groups, decide

135 R. M. Gillies, A.F. Ashman and J Terwel, *The Teacher's Role in Implementing Cooperative Learning in the Classroom* (New York: Springer Science + Business Media LLc, 2008), 240

136 Ibid., 243

which roles to assign group members, arrange the room, and arrange the materials students need to complete the assignment.[137] Teacher comprehended the material given and the procedure of three-step interview.

c. Teacher material comprehension would be useless, if teacher can not distribute it clearly. Jhonson and jhonson states that teacher's role in cooperative learning class is explaining the insttructional task and cooperative structure such as explain the academic assignment to students, explain the criteria for success, structure positive interpendence, structure individual accountability, explain the behaviors students are expected to use, and emphasize intergroup cooperation.[138] The success teaching and learning process was students delivered the materials and learning objectives. Teacher explanation helped students to learn and practiced three-step interview.

d. Classroom management was the key of successful three-step interview. The whole class divided into some small groups. Jhonson and jhonson states that the arrangement of the room create environmental interpendence and provide the teacher with easy to acces to observe each group, which increases individual accountability and provides data for group processing.[139] He also states that teacher need to

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137 Ibid., 26
138 Ibid., 29
139 Ibid., 26

monitoring student's learning and intervening to provide assistance in completing the task successfully or using the targeted interpersonal and group skills effectively.[140] Teacher managed the classroom, students and learning environtment to create condusive and maximal interview process.

3. The findings shows that students gives huge influence the successful of three-step interview. Collaborative learning technique or in this research focussed on three-step interview concern on students learning activities. for that reason, students was the main role of the learning process.

   a. The physical and pshycological students condition influence the successful or learning. According Jhonson and Jhonson states that pshycological health is the ability to build, maintain, and approapriately modify interdependent relationships with others to succed in achieving goals.[141] Students with normal physical and phsycological conditions would be easier to learn.

   b. Great students learn pretension influenced the success of learning process. Pretension here related to students motivation and spirit to learn. Brown states that the concept of motivation belongs to the fulfillment of need is rewarding, requires choices, and in many cases must be interpreted in a social context.[142] Skill and competence in each

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140 Ibid., 29
141 Ibid., 18
142 H. Douglas Brown, *Principles of Language Learning and Teaching: 5th ed* (New York: Pearson Education Longman, Inc, 2007), 169

students was different, so that it is important for low level learner to have learn pretension, spirit and motivation to learn more.

c. Students comprehension to the subject material and teacher instruction gave impact on learning process. Brown states that comprehension can be equated as competence, competence refers to one's underlying knowledge of a system, even or fact.[143] Without any comprehension, students difficulted and confused to practice teacher instruction.

d. Students language skill is the most important factor to reach success in language learning process. according to bailey's statement, in language teaching and learning there are for language skills such as listening, reading, writing and speaking.[144] The research focussed on implementation of three-step interview. Three-step interview concern on students speaking activity in asking and giving information, therefore students speaking skill contributed on successful of three-step interview.

4. The environment was the one factor of successful implementation three-step interview. In three-step interview, the whole class speak simultaneously. Therefore, students need the conditional learning environment to interview their partner easier. According to newton's book, the fifth principal of teaching is create friendly, safe, cooperative

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[143] Ibid., 35-38

[144] Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005), 2

classroom environment.[145] The friendly, safe, cooperative classroom environment makes students comfort and they do not have affraidness.

E. The Problems that Faced during the Implementation of Three-Step Interview in Teaching Speaking at The Seventh Grade SMPN 1 Sambit

There were some problems that faced during the implementation of three-step interview in teaching speaking at the seventh grade SMPN 1 Sambit disscussed in this research. Based on result

1. There were some problems faced by teacher during the implementation of three-step interview.

    a. Three-step interview is part cooperative learning technique that divide the students into groups. Kagan states that conflict is as inevitable in cooperative learning class, interpersonal problems will arise when using cooperative teams.[146] Students at 7b refused to be one group with opposite sex. They did not comfort to work together. In some cases students refuse to work with their group, kagan called it refusenik.[147] Students at 7b consists of 28 students with 10 female and 18 male students. That makes 2 male students and 2 female students do not have group. If there was 2 member in each group, that only an usual interview.

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145 I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), 22

146 Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*(San Clemente: Kagan Publishing, 2009), 84

147 Ibid, 11.28

b. In the interview process, Mrs. Tutik states that the students in 7b using javanese or indonesian and not using full english to interview. Teacher complicated to control all students in the same time. Finally, some students interviewed with javanese or indonesian as their native language when they felt difficult to find the right word in english. Brown states that the first language gives interfering effect on second language learning and it claimed in the strong form, knowledge of the native language limited knowledge of the target language.[148]

2. Students has some problems faced during the implementation of three-step interview. The problems related to students language competence. Students were difficult to arange the question or answer in a interview. Bramasta and iza said that he difficult to arrange the question when ask information from others. It was caused by the limited vocabullary and other knowledge of language. Luisa stated in her questionaire that the obstacle of speaking english when she need much words to present the result of interview. In order to present the words, pronunciation is the important thing to mastered by students. Bramasta, Iza and Luisa agree that they difficult to pronounce english as well. Students 7b at SMPN 1 Sambit is kind of beginning language learner. Those kind of problems is

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148 H. Douglas Brown, *Principles of Language Learning and Teaching: 5th ed* (New York: Pearson Education Longman, Inc, 2007), 255

usual problem for learner in a beginning or low level. In bailey's book, the American council on the teaching of foreign languages (ACTFL) states that there are some characteriztic of beginning level students, as follows:[149]

a. Oral production consists of isolated words and learned phrases within very predictable areas of need.

b. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies.

c. Utterances rarely consists of more than two or three words and show frequent long pauses and repetition of interlocutor's word.

d. Speaker may have some difficulty producing even the simpelst utterances.

F. **The Solutions to Solve the Problems during the Implementation of Three-Step Interview in Teaching Speaking at The Seventh Grade SMPN 1 Sambit**

The researcher discussed the solutions to solve the problems during the implementation of three-step interview, as follows:

1. Students at VII b SMPN 1 Sambit refused to be one group with opposite sex. Students did not comfort to work and interview with different sex type, it impeded implementation of three-step interview. In interview

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149 Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005), 30

process, Mrs. Tutik states that the solution of this problems was groups formed in preparation step before students practiced three-step interview with heterogeneous group member. Based on observation, that reason makes teacher solve the problem through group division. VII b consists of 18 male and 10 female students. It means there were odd students in each sex type that makes students can't divided into four member each group. Kagan states that extra students place in a team as the fifth member.[150] In kagan's extra students guidlines, there was only extra students in one team.[151] Mrs. Tutik divided the male students into 4 groups with 2 groups added by extra students. She divided the female students into 2 groups with extra students in each group that consist of 5 member each group.

2. In order to increase students vocabullary, the observation result shows that teacher wrote the needed vocabullary on the whiteboard and instructed students to write in their book. Based on the teacher lesson plan, she used picture to build students vocabullary in the first meeting. Newton states to maintain learner's interest, activities need to be short and varied, and to involve the learners in responding to or using the language.[152] for example is using picture to learn new vocabullary. According to Mrs. Tutik statement the other solution to solve the problem

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150 Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*(San Clemente: Kagan Publishing, 2009), 7.2

151 Ibid., 7.2

152 I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), 20

of students language competence, she formed the group with heterogeneous member. Kagan states that heterogeneous team is mixed in achievement level, sex, and ethnicity.[153] Heteregeneous team in this research focussed on increase opportunities for peer tutoring and support. Heterogeneous team helped students with low level language competence learn from their friends in a team. Mrs. Tutik states the other solution of the problem was teacher's role in monitor and manage the class condition. Teacher establised the mentoring and approaching continously with goes around monitor learning activity, in order to reminds students to always using english. Teacher appealed the students to remind their group member and suggested to not answer the question if they not using english. Kagan states that in cooperative learning teacher need to observing and consulting. In observing and consulting, teacher must know the right time to intervening and correcting in student's work.[154]

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153 Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*(San Clemente: Kagan Publishing, 2009), 7.4
154 Ibid., 8.2

CHAPTER VI

CLOSING

A. Conclusions

Due to the findings and disscussions in the previous chapter, the researcher finally conclude that:

1. The implementation of three-step interview in teaching speaking at the seventh grade SMPN 1 Sambit supported by three addition stages namely preparation and evaluation. The implementation of three-step interview concerned on application stages that appropriated with junior high school students. The implementation of three-step interview at the seventh grader SMPN 1 Sambit organized as the simplest and easiest way.

2. The factors that influence the successful of implementation three-step interview in teaching speaking at the seventh grade SMPN 1 Sambit are appropriate subject material, teacher's role, teacher readiness, teacher material comprehension, teacher's classroom management, students physical and phsycological condition, students learn pretension, students comprehension, students language skill, and the learning environment condition.

3. The problems that faced during the implementation of three-step interview in teaching speaking at the seventh grade SMPN 1 Sambit experienced by teacher and students. The teacher got some problems when divided the class into some groups and difficulted to control all students in the same

time. The students problems was their language competence such as difficult to arrange question and has limited vocabullary, pronunciation or other language knowledge.

4. The solution to solve the problems during the implementation of three-step interview in teaching speaking at the seventh grade SMPN 1 Sambit are teacher ideas. Teacher divided the class by students sex and combined the groups with heterogenous member. Heteregeneous member of the groups also the solution for students language problems and teacher easier to control the whole class in the same time. The other solutions, teacher gave the needed vocabullary to learn and used piscture as the media to teach it.

B. Recommendation

Based on the finding and the discussion, the researcher contributes some suggestions as follow:

1. The students should be more attractive and anthusiasm in applying strategies, so the strategies can improve their quality in speaking.

2. For the readers, the finding of this study is expected to increase the reader's knowledge about the effective and efficient strategies in teaching speaking.

3. To the other researchers, particularly those who have the same problem and interested in conducting research. It is suggested to study about the implementation of three-step interview in teaching speaking at the seventh grade SMPN 1Sambit as a reference. Hopefully, there will be further

research about the effectiveness of strategy in other instance that can be better complement from this study.

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