



**IMPROVING THE TEN YEAR STUDENTS' SPEAKING ABILITY  
THROUGH THREE STEP INTERVIEW TECHNIQUE  
AT SMA PLUS AL-AZHAR JEMBER  
IN THE 2010/2011 ACADEMIC YEAR**

**THESIS**

**Presented to Fulfill One of the Requirements to Obtain the S-1 Degree of English  
Language Education Study Program, Language & Arts Education Department,  
Faculty of Teacher Training and Education,  
Jember University**

**By**

**RIBUT PAIDI**

**NIM. 040210491196**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2012**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Djoema'ali and my beloved mother, Maryam,
2. My only love, Ulya Izzatiy, and
3. My son, Muhammad Dzakwan Ali Musyaffa'



## MOTTO

There is no easy way to learn  
(Euclid)



**CONSULTANTS' APPROVAL**  
**IMPROVING THE TENTH YEAR STUDENTS' SPEAKING ABILITY**  
**THROUGH THREE STEP INTERVIEW TECHNIQUE**  
**AT SMA PLUS AL-AZHAR JEMBER**  
**IN THE 2010/2011 ACADEMIC YEAR**

**THESIS**

Presented to fulfill One of the Requirements to Obtain the S-1 Degree  
in the English Language Education Study Program,  
Language & Arts Education Department,  
Faculty of Teacher Training and Education,  
Jember University

**Name** : Ribut Paidi  
**Identification number** : 040210491196  
**Level** : 2004  
**Place and date of birth** : Probolinggo, January 1<sup>st</sup>, 1987  
**Department** : Language and Arts  
**Program** : English Language Education Study Program

Approved by

**Consultant I**

**Consultant II**

**Drs. Annur Rofiq, M.A, M.Sc**  
**NIP. 19681025 199903 1 001**

**Drs. Sudarsono, M.Pd**  
**NIP. 131 993 442**

## APPROVAL OF EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

Day : Friday

Date : January 13<sup>th</sup>, 2012

Place : The Faculty of Teacher Training and Education

The Committee

The Chair Person

The Secretary

Dra. Siti Sundari, M.A.

NIP. 19581216 198802 1 002

Drs. Suci Sano, M.Pd.

N.P. 131.99.142

The Members,

1. Drs. Wiwiek Eko Sundari, M.Pd.  
NIP. 19561214 198502 2 001
2. Drs. Annur Rofiq, M.A., M.Sc.  
NIP. 19681025 199903 1 061

The Faculty of Teacher Training and Education  
The Dean,

Drs. H. Imam Muchtar, S.H., M. Hum

NIP. 19540712 198003 1 005

## ACKNOWLEDGEMENT

Thanks to Allah S.W.T., the Almighty, who gives me guidance and blessing, that I can finish this thesis entitled “Improving the Tenth Year Students’ Speaking Ability Through Three Step Interview Technique at SMA Plus Al-Azhar Jember in the 2010/2011 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express my deepest and sincerest gratitude to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of the Language & Arts Education Department,
3. The Chairperson of the English Language Education Study Program,
4. My first consultant, Drs. Anhur Rofiq, M.A., M.Sc and my second consultant, Drs. Sudarsono, M.Pd., for their guidance, advice and motivation in accomplishing this thesis. Their valuable counseling and contribution to the writing of this thesis are highly appreciated.
5. The member of the examiners who have given me questions and comments to the completion of this thesis.
6. The Principal, the English teacher, and the tenth year students at SMA Plus Al Azhar Jember in the 2010/2011 academic year who willingly had helped me to involve in this research.
7. My beloved Ulya Izzatiy who always accompanies and supports me to finish the writing of this thesis.

Finally, I accept the responsibility for any weaknesses, which may remain.

Any criticism from those who really want to have the thesis better improved would be wisely considered.

Jember, 2012

The Writer

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE</b> .....	i
<b>DEDICATION</b> .....	ii
<b>MOTTO</b> .....	iii
<b>CONSULTANT'S APPROVAL</b> .....	iv
<b>APPROVAL OF EXAMINATION COMMITTEE</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>THE LIST OF TABLES AND CHARTS</b> .....	x
<b>THE LIST OF APPENDICES</b> .....	xi
<b>SUMMARY</b> .....	xii
 <b>I. INTRODUCTION</b>	
1.1 The Research Background .....	1
1.2 Problem of The Research .....	3
1.3 Operational Definitions of the Variables .....	4
1.4 Scope of the Research .....	4
1.5 Objectives of the Research .....	5
1.6 The Significance of the Research .....	5
 <b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 Cooperative Learning .....	7
2.2 The Principles of Cooperative Learning .....	8
2.3 Some Models of Cooperative Learning .....	9
2.3.1 Group Investigation .....	9
2.3.2 Numbered Heads Together .....	10
2.4 Three Step Interview Technique .....	11

2.5 The Advantages and Disadvantages of Three Step Interview Technique.....	12
2.6 Speaking English as the Target Language .....	12
2.7 Aspects of Speaking Ability .....	13
2.7.1 Fluency .....	13
2.7.2 Accuracy .....	15
2.7.2.1 Pronunciation .....	15
2.7.2.2 Vocabulary .....	15
2.7.2.3 Grammar .....	16
2.7.3 Content of speech .....	17
2.8 Teaching Speaking Using three step interview Techniq.....	17
2.9 Action Hypotheses .....	18

### III. RESEARCH METHODS

3.1 Research Design .....	19
3.2 Area Determination Method .....	21
3.3 Participant Determination Method .....	21
3.4 Data Collection Methods .....	21
3.4.1 Test .....	21
3.4.2 Observation .....	24
3.5 Research Procedure .....	25
3.6 Details of Research procedure .....	25
3.5.1 The Planning of the Action .....	25
3.5.2 The Implementation of the Action.....	26
3.5.3 Observation and Evaluation of the action.....	26
3.5.4 Data analysis and Reflection.....	27

### IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Results of the Action of Cycle 1 .....	29
4.1.1 The Results of Observation in Cycle 1 .....	30
4.1.2 The Result of the Speaking Test in Cycle 1 .....	31



4.1.3 Reflection of Cycle 1 .....	33
4.2 The Result of the Action in Cycle 2.....	34
4.2.1 The Result of Observation in Cycle 2.....	34
4.2.2 The Result of Speaking Test in Cycle 2.....	35
4.2.3 Reflection of Cycle 2.....	37
4.3 Discussion .....	37

**V. CONCLUSIONS AND SUGGESTIONS**

5.1 Conclusion .....	40
5.2 Suggestions .....	41

**BIBLIOGRAPHY  
APPENDICES**



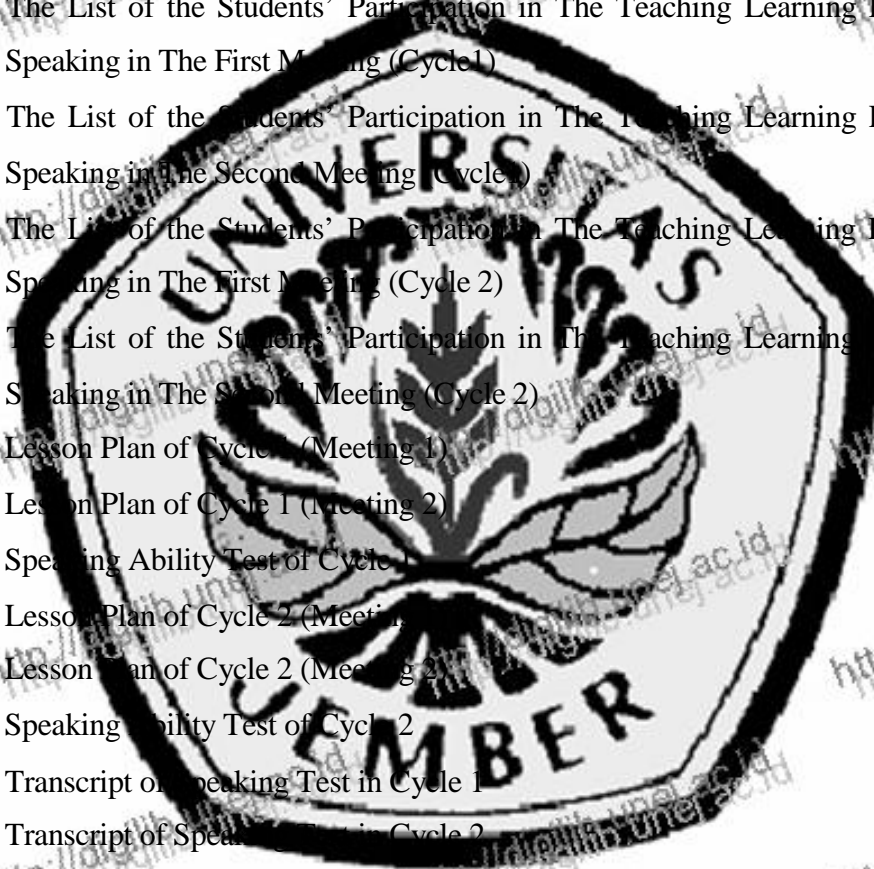
## THE LIST OF TABLES

A. List of Tables	Page
3.1 The Way of Scoring the Students' Speaking Test .....	22
3.2 The Observation Checklist.....	25
4.1 The Result of the Students' Speaking Ability Test in Cycle 1.....	32
4.2 The Result of the Students' Speaking Ability Test in Cycle 2 .....	35



## THE LIST OF APPENDICES

1. Research Matrix
2. Interview Guide for the Teacher
3. The Name of Students
4. The List of the Students' Previous Speaking Score
5. The Previous Data of Classroom Observation
6. The List of the Students' Participation in The Teaching Learning Process of Speaking in The First Meeting (Cycle 1)
7. The List of the Students' Participation in The Teaching Learning Process of Speaking in The Second Meeting (Cycle 1)
8. The List of the Students' Participation in The Teaching Learning Process of Speaking in The First Meeting (Cycle 2)
9. The List of the Students' Participation in The Teaching Learning Process of Speaking in The Second Meeting (Cycle 2)
10. Lesson Plan of Cycle 1 (Meeting 1)
11. Lesson Plan of Cycle 1 (Meeting 2)
12. Speaking Ability Test of Cycle 1
13. Lesson Plan of Cycle 2 (Meeting 1)
14. Lesson Plan of Cycle 2 (Meeting 2)
15. Speaking Ability Test of Cycle 2
16. Transcript of Speaking Test in Cycle 1
17. Transcript of Speaking Test in Cycle 2



## SUMMARY

### **Improving the Tenth Year Students' Speaking Ability Through Three Step Interview Technique at SMA Plus Al Azhar Jember in the 2010/2011**

**Academic Year;** Ribut Paidi; 040210491196; 2011. 41 pages; English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the tenth year students' speaking ability and to improve their active participation in the speaking classes at SMA Plus Al Azhar Jember in the 2010/2011 academic year. Based on the results of preliminary study through interview and observation, it was known that the tenth year students had experienced difficulties in speaking skill. They usually felt unconfident to speak. Moreover, the teacher explained that the students' participation in the learning process of speaking was quite low.

This classroom action research consisted of two cycles in which each cycle covered the stages of planning of the action, implementation of the action, classroom observation and reflection of the action. Then, each cycle was conducted in two meetings in which speaking ability test was conducted in the third meeting. The data about the students' speaking ability were collected through speaking ability test. Observation was used to monitor the students' active participation in the teaching learning process by using three Step Interview technique.

From the results of classroom observation in Cycle 1, it was known that there were 24 of 37 students (64.86%) who actively participated in the teaching and learning process of speaking in the first meeting and there were 27 of 37 students (72.97%) who actively participated in the teaching and learning process of speaking in the second meeting. It means that process evaluation has not achieved the target requirement yet, namely at least 75% students participated in the teaching learning process of reading. The results of the speaking ability test showed that there were 25 out of 37 students (67.57%) got more score than 65. It means that the results of reading comprehension test in Cycle 1 had not achieved

the research target yet, that was, at least 75% of the students got score at least 65. Therefore, the actions were continued to Cycle 2.

Based on the results of observation in the first meeting in cycle 2, there were 31 out of 37 students (83.78%) who actively participated in the teaching learning process of reading. In the second meeting, there were 33 out of 37 students (89.19%) who actively participated during the teaching learning process of reading. Meanwhile, the percentage of the students' speaking ability in Cycle 2 was 83.78%. There were 31 students of 37 students got the speaking ability scores

65. It means that the target requirement of 75% of the total students got scores at least 65 had already been achieved. It means that both the students' speaking ability and the students' active participation in the teaching learning process by using Three Step Interview technique had fulfilled the research objectives.

Based on the results above, it could be concluded that the use of Three Step Interview technique could improve the teaching students' speaking ability and improve the students' active participation in the teaching learning process of speaking at SMA Plus Al Azhar Jember in the 2010/2011 academic year. Then, it is suggested to the English teacher to use Three Step Interview technique as one of the alternative techniques in teaching speaking to improve the teaching quality of speaking ability, the students' speaking ability, and the students' active participation during the teaching and learning process of speaking.

