



**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 at English
Language Education Study Program, Language & Arts Education Department,
Faculty of Teacher Training and Education,
Jember University**

By

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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

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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

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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 still 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 tenth year 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.