

AN UNDERGRADUATED THESIS

**IMPROVING SPEAKING PERFORMANCETHROUGH
THREE STEPS INTERVIEW TECHNIQUE AMONG THE
TENTH GRADE AT AL MADINAH BOARDING SCHOOL
KARYA TANI EAST LAMPUNG**

Written By:

**MESA PRAMASELA
Student Number: 1701070187**



**Tarbiyah and Teachers Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M**

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KARYA TANI EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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Title : IMPROVING SPEAKING PERFORMANCE THROUGH
THREE STEP INTERVIEW TECHNIQUE AMONG THE
TENTH GRADE AT AL MADINAH BOARDING SCHOOL,
KARYA TANI EAST LAMPUNG

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosyah. Thank you very much.

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AssalamualaikumWr.Wb.

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Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

No. *B-5399/In-28-1/D/PP-00-9/12/2021*

An Undergraduate thesis entitled: IMPROVING SPEAKING PERFORMANCE THROUGH THREE STEPS INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOL KARYA TANI EAST LAMPUNG. Written by: Mesa Pramasela, Student Number 1701070187, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, 06 December 2021 at 13:00 – 15:00 p.m

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**IMPROVING SPEAKING PERFORMANCE
THROUGH THREE STEPS INTERVIEW TECHNIQUE AMONG THE
TENTH GRADE AT AL MADINAH BOARDING SCHOOL
KARYA TANI EAST LAMPUNG**

ABSTRACT

**By:
MESA PRAMASELA**

Speaking is one of the four skills that are very important to be learned. Speaking as a productive aspect is influenced by some elements such as fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies. The purpose of this study was to Improve Speaking Performance through Three-steps Interview Technique Among Tenth Graders at Al Madinah Islamic Boarding School Karya Tani, East Lampung, Lampung.

In this study, researcher conducted classroom action research (CAR) in a face-to-face (offline) manner which was carried out in two cycles. Each cycle consists of planning, implementation, observation and reflection. The subjects of this study is Three steps interview technique and the object of is students of tenth grade at Al Madinah Islamic Boarding School Karya tani, East Lampung. In collecting data, the researcher used tests (pre-test, post-test I and post-test 2), observation and documentation. This research was conducted collaboratively with an English teacher in class tenth grade at Al Madinah Islamic Boarding School Karya Tani, East Lampung, Lampung.

The results of this study indicate that Three-steps interview technique can improve the speaking performance of tenth grade students at Al Madinah Islamic Boarding School Karya Tani, East Lampung, Lampung. This is evidenced by the average score of students from pre-test to post-test. The mean score on the pre-test was 62.17, on the post-test I was 70, and 76.30 on the post-test II. This means that the use of Three-steps Interview Technique can Improve Students' Speaking Performance.

Keywords: *Speaking, Speaking Performance, Three-steps interview technique, Classroom Action Research.*

**MENINGKATKAN KETERAMPILAN BERBICARA
MELALUI TEKNIK WAWANCARA TIGA LANGKAH DI KELAS X
DI PONDOK MODERN AL MADINAH
KARYA TANI LAMPUNG TIMUR**

ABSTRAK

**Oleh:
MESA PRAMASELA**

Berbicara adalah salah satu dari empat keterampilan yang sangat penting untuk dipelajari. Berbicara sebagai aspek produktif dipengaruhi oleh beberapa elemen seperti kelancaran, pengucapan, kosakata, ketepatan tata bahasa dan strategi interaksional. Tujuan penelitian ini adalah untuk meningkatkan keterampilan berbicara melalui teknik wawancara tiga langkah di kelas sepuluh di Pondok Modern Al Madinah Karya Tani, Lampung Timur, Lampung.

Dalam penelitian ini peneliti melakukan penelitian tindakan kelas (PTK) secara tatap muka (offline) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah teknik wawancara tiga langkah dan objeknya adalah siswa kelas X di Al Madinah Islamic Boarding School karya tani lampung timur. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test I dan post-test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris kelas X Pondok Modern Al Madinah Karya Tani, Lampung Timur, Lampung.

Hasil penelitian ini menunjukkan bahwa teknik wawancara tiga langkah dapat meningkatkan keterampilan berbicara siswa kelas X di Pondok Modern Al Madinah karya tani, lampung timur, Lampung. Hal ini dibuktikan dengan nilai rata-rata siswa mulai dari pre-test hingga post-test. Nilai rata-rata pada tes awal adalah 62, 17, pada tes akhir I adalah 70, dan 76, 30 pada tes akhir II. Artinya penggunaan teknik wawancara tiga langkah dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci: Berbicara, Keterampilan Berbicara, teknik wawancara tiga langkah, Penelitian Tindakan Kelas.

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Student that this undergraduate thesis is originally the result of the resercher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, 03 December 2021

The Reserchers



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 03 Desember 2021

Yang Menyatakan



MESA PRAMASELA
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MOTTO

لَا تَحْزَنُ إِنَّا اللَّهُ مَعَنَا

“Do not be sorrowful, Because Allah always with us.” (Q.S. At-Taubah: 40)

DEDICATION PAGE

This Undergraduate Thesis is dedicated for:

1. My beloved parents (Mr. Sopyan and Mrs. Aryani) who keep on praying and always support me both moral and financial. I love you so much.
2. My beloved brother (Aprianda Rifky, Hadie Firmansyah and Chairil Anwar) who always give support and pray, thanks a lot for your help not only in finishing this skripsi but also in all of my live.
3. My Sponsor (Dr.Ahmad Subhan Roza, M.Pd) Thanks for Guiding.
4. My Beloved Almamater State Institute of Islamic Studies (IAIN) of Metro

ACKNOWLEDGMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Greeting and salutation be upon the prophet Muhammad SAW who has brought human from the darkness era into bright era. Peace is upon him, who becomes an inspiration for all people to live as Moslems. This undergraduate thesis is presented as a partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: **“IMPROVING SPEAKING PERFORMANCETHROUGH THREE STEPS INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOLKARYA TANI EAST LAMPUNG”**.

The writer would like to express her gratitude to the sponsor, Dr.Ahmad Subhan Roza, M.Pd who has sincerely guided the writer to accomplish this undergraduate thesis in time.

Finally, the writer realizes that this thesis is still many mistakes. At last, the researcher hopes that the research have significant contribution in teaching learning English in IAIN METRO.

Metro, November, 25th2021
The Researcher,



Mesa Pramasela
St Id. 1701070187

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CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is a person's ability to express ideas, thoughts that exist within that involve other people in conveying this information using words. There are also those who interpret speaking as the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas and feelings. Speaking is verbal communication, which means conveying thoughts and feelings verbally to the interlocutor. Through communication each individual can exchange thoughts and feelings, speaking can also be considered as a productive oral communication skill that involves other people in conveying information by pronouncing words.

Furthermore, Speaking English has various benefits, namely making it easier to communicate with other people. We live in an earth where there are many different kinds of countries and various kinds of languages, as humans as social beings, of course we have to communicate with other people. As we already know, English is an international or universal language, so English is the language used by the most people on this earth. As long as we live, it is impossible for us to only meet people who only come from our country, of course one day we meet foreigners who are not from our own country. In addition, speaking English also makes them more confident, basically everyone has a sense of inferiority and self-confidence in themselves, but

most humans have a more insecure side than their self-confidence side by mastering English can be an element to improve their confidence.

Meanwhile, Improving one's own abilities also includes the benefits of speaking English because sometimes people who are good at English will be respected by people around them. This is because many people admit that mastering foreign languages, including English, is not an easy matter. Within the scope of workplaces who are fluent in foreign languages, their role is considered very important in establishing relationships with foreign partners. One of the benefits of learning English next is that it can make it easier for us to get along because mastering English makes it easier for us to understand the culture of a nation. So by using English we are getting more careful and smarter in saying word for word so as not to offend others. This also has a good effect on us, who feel cool to chat with and other people like our existence. By mastering English also helps us to know and understand existing technologies.

Nevertheless, Often times considered trivial by many people without us knowing it by using English, of course we really know how to operate a technology such as computers, smartphones, the internet, software and also other technologies. Speaking performance are not an easy thing to master in a short period of time. There are many obstacles experienced by students or foreign language learners in the process of speaking using English. These problems include the lack mastery of English vocabulary and English grammar. In addition, students also experience difficulties in developing ideas

in the speaking process. students also tend to have lack motivation to continuously practice speaking in English.

However at this time the world was shocked by the outbreak of a virus known as Corona or what is often referred to as Covid-19. This virus began to endemic in the city of Wuhan, China and spreads very quickly throughout the world, including Indonesia in just a few months. The Covid-19 outbreak has affected various sectors, ranging from the economic, social, to the educational fields. Due to the impact of the emergence of the virus in the education sector, Education and Culture issued a circular letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Diseases-19, in order to break the chain of spread of this virus, the government recommends closing learning activities in schools and implementing online learning. In order to break the chain of spread of this virus, the government wants to close learning activities in schools and implement bold learning (online), because the researcher conducted research at Al Madinah Islamic Boarding School so it was carried out offline or face to face.

Finally, the researcher conducted a pre-survey on 22 March 2021 to Tenth Grade of students' in Madinah Islamic Boarding School. In the pre-survey process, the researcher obtained an archive of 10th grade students' English assignments in the form of speaking assignments in the form of recording student conversations in English. The pre-survey results are described in the following table.

Table 1.1
Data of Pre-Survey Result
Students' speaking performance of the Tenth Grades at Al Madinah
Islamic Boarding School

No	Grade	Category	Frequency	Percentage
1	≥ 75	Complete	8 Students'	34, 78 %
2	≤ 75	Incomplete	15 Students'	65, 22 %
Total			23 Students'	100 %

Based on the results of the pre-survey described in the table above, it can be seen that most of the tenth grade students' speaking performance (65, 22 %) belong to the incomplete category, this indicates that speaking performance are lack. In the pre-survey process, the researcher also conducted an interview with the English teacher. From the results of the interview, the researcher got information that the students' difficulties in speaking in English were caused by lack English vocabulary, lack of grammar mastery, difficulty in developing ideas in the speaking process.

Therefore, From the above explanation, it can be seen that regarding student performance needs to be improved with effective teaching efforts, therefore various teaching techniques that support the improve in student performance are needed. One of the teaching techniques that can be used for teaching speaking is the Three steps Interview.

Three-steps interview is a cooperative learning technique that can encourage students in groups to understand a concept through the student's role. Three-steps Interview has student pairs take turns interviewing each other, then asks them to report what they learned to another pair. Step 1 Student A interviews Student B, Step 2 Student B interviews Student A, Step 3

Student A and B each summarize their partner's responses for other groups. Three-steps interviews play an important role in speaking performance as well as the various benefits of research for students, teachers, schools and researcher. The benefit of this research for students is that it is expected to improve student activity in learning while the benefits of this research for teachers are that it can provide encouragement for English teachers in particular and other teachers in general to implement varied teaching models and make an alternative to improve student activity in learning, the benefits of research for schools in order to improve learning and benefits for researcher, namely this research can be used as additional material for the author's knowledge, especially in the field of learning improvement.

Based on all the descriptions above, the researcher seeks to improving the students' speaking performance, in this case the researcher will conduct classroom action research by applying Three-steps interviews to improve speaking performance at Al Madinah Islamic Boarding School.

B. Problem identification

In line with the information stated in the background of the study, the authors identified several research problems, among others.

1. Students have lack mastery of English grammar
2. Students have difficulty in developing ideas in the process of speaking in English
3. Students have lack speaking performance.

C. Problem Limitation

Based on problem identification, the researcher limited the research problem by focusing on the students' lack in English speaking Performance.

D. Problem formulation

The Formulation of the problem as follow: “Can Three-steps interview technique improve speaking performance among the tenth grade students at Al Madinah Islamic Boarding School? ”

E. Objective and Benefit of the Study

1. Objective of the Study

The object of This research is to know whether Three steps interview can improve the speaking performance of Tenth grade students at Al Madinah Islamic Boarding School.

2. Benefit of the Study

This research is expected to provide benefits for students, teachers and other researcher.

a. For the student

This researcher is expected to be able to provide benefits to the students by helping to improve their speaking performance. Through the application of the Three-steps interview technique in learning English, especially speaking, it is hoped that students can be more motivated in the process of learning to speak in English. In addition, students can grow their confidence and interest in speaking English so that English can become a good habit for them in their daily life

b. For the teacher

This research is expected to provide benefits to the teacher by providing information about the students' speaking performance. In addition, this research is expected to inspire English teachers to apply one of the teaching techniques to speak English effectively. The teacher gets detailed information related to the Three-steps interview concept and also the steps to implement it in class.

c. For the other researcher

This research is expected to provide benefits to other researcher by providing important information related to research using Three-steps interviews. This research not only provides information about the theory related to the Three-steps interview but also how the Three-steps interview application steps in improving speaking. Therefore, it is hoped that this research can become a reference for other researcher who will conduct research on the same topic.

F. Prior Research

In conducting this research the researcher considers some of the previous research conducted by other researcher.

The first prior research conducted by IsmiAristy, RegaHadiansyah and YanuartiApsari with the research title **Using Three steps Interview To**

Improve Student Speaking Ability¹, The research method used is classroom action research.

The research objective was to determine whether there was a Three-steps interview teaching technique to improve students' speaking skills and to determine the teaching and learning situation, when the Three-steps interview technique was applied in the speaking class.

While the results of the research revealed that the pre-test data averaged 45.86. After applying the Three-steps interview technique in each cycle, the students' speaking scores got better. This can be seen from the average score of students in cycle 1 is 51 and cycle 2 is 60.26. It can be concluded that the three-stage interview technique can improve students' speaking interest and the Three-steps interview technique can improve speaking in class to a better situation.

This Research and Prior Research has similarities and differences, the similarities lies on the similarity of research topics and research methods. this is because the research topics of these two studies are Three-steps interviews in speaking teaching. while the research method is a classroom action research method.

The difference is in the research objectives that is because the purpose of this research is to improve students' speaking ability by using Three steps interview technique while the purpose of the first prior research to improve speaking ability and also learning activities.

¹Ismi Aristy, Rega Hadiansyah and Yanuarti Apsari, "Using Three steps Interview To Improve Student Speaking Ability".*Professional journal of english education* 2, no.2 (2019): 74.

The Second Prior Research was carried out by Supriyadi, JokoMursitho and Edi Santoso with the title of research **Increasing Student Speaking Performance Through Three steps Interview at Ten Grade of SmkKartikatama 1 Metro Academic Year 2011- 2012**² The research method used is Qualitative.

The research objective was to determine whether or not there is teaching speaking using the Three-steps Interview Technique in improving students' speaking skills and to determine the teaching and learning situation, when the Three-steps interview technique is applied in the speaking class.

While the results of the research revealed that the pre-test data averaged 53.57. After applying the Three-steps interview technique in each cycle, the students' speaking scores got better. This can be seen from the average score of students in cycle 1 is 65.92 and cycle 2 is 71.86. It can be concluded that the three-stage interview technique can improve students' speaking interest and the Three-steps interview technique can improve class speaking to a better situation.

This research and prior research research have similarities and differences, the similarities lie in the similarity of the research topic. This is because the research topic of these two studies is the Three steps Interview in teaching speaking.

²Supriyadi, JokoMursitho and Edi Santoso, " Increasing Student Speaking Performance Through Three steps Interview at Ten Grade Of SmkKartikatama 1 Metro Academic Year 2011 – 2012". *journal of english education* 1, No.2 (2012): 187.

The difference is in the research method it is because the research method of the second prior research is the qualitative method, while the first prior research uses the Classroom Action Research method..

The third Prior Research was conducted by TriaRomauliSianipar, Regina and IwanSupardi with the title of research “**Improving Speaking skill though interview technique**”³. The research method used is classroom action research.

The research objective was to determine whether or not there is teaching speaking using the Three-steps Interview Technique in improving students' speaking skills and to determine the teaching and learning situation, when the Three-steps interview technique is applied in the speaking class.

Meanwhile, the results of the research revealed that the average pre-test data was 48. After applying the Three-steps interview technique in each cycle, the students' speaking scores got better. This can be seen from the average score of students in cycle 1 is 59 and cycle 2 is 72, it can be concluded that the three-stage interview technique can improve students' speaking interest and the Three-steps interview technique can improve class speaking to a better situation.

This research and prior research research have similarities and differences, the similarities lie in the similarity of research topics and research methods. This is because the research topic of these two studies is the Three

³Tria Romauli Sianipar, Regina and Iwan Supardi, “ Improving Speaking Skills Though Interview Technique”. *journal of english education* 1, No.2 (2015): 1.

steps Interview in teaching speaking. while the research method is Classroom Action Research method.

The difference is in the research objectives, it is because the purpose of this study is to improve the students' speaking skills by using the Three steps Interview Technique, while the purpose of the first prior research is to improve speaking skills and also learning activities.

CHAPTER II

THEORICAL REVIEW

A. The Concept of Speaking Performance

1. Definition of Speaking Performance

Speaking is the production skill include two aspects, there are fluency and accuracy.⁴Speaking is inherently the outcome of an interactive process between speaker and listener, According to Rebbeca.⁵

An addition Scott Thornburry states that Speaking is mutually active and requires the ability to cooperate with management in turn talking .⁶ Speaking is very complex skill, including vocabulary, grammar, pronunciation, fluency, composing skills and non-verbal skills.⁷

Finegan stated that the performance is used to refer to the event in the sequence time that the performance taking place as the organized event and actual.⁸Performance is the dimension of human life, namely: singing, music, theater, and other public creativity. It means likes storytelling, debate, communication, singing, and speaking.⁹

⁴Citra Prasiska Puspita T and Lilis, "Student Speaking Ability Through Threee Step Interview Technique at EFL Classroom", *Journal of communication studies* 4, no.1 (2019): 1.

⁵Rebbeca Hughes, *Teaching and Researcing Second Edition* (Malaysia: Great Britain, 2011), 44.

⁶Scott Thornburry, *How to teach speaking* (Harlow: Longman, 2005), 1.

⁷Mirostaw Pawlak, Ewa Waniek-Klimezak and Jan Majer, *Speaking and Instructed Foreigh Language Acquisition* (Canada: British Library Cataloguing, 2011), 149.

⁸Harpen Silitonga, et al, "Students' Speaking Performance of English Department: Anthropolinguistic Approach", *International Journal of Research and Review* 7, no. 8 (2020): 130.

⁹*Ibid.*, 132.

An addition Michael states Performance is an attempt to coalesce some public in support of some belief or action or event.¹⁰ Speaking Performance is such as topical knowledge, listening ability, motivation to speak, teachers' feedback during speaking activities, confidence, the pressure to perform well, and time for preparation.¹¹

2. Process Of Speaking performance

The process of performance is started from the preparation of opening, core, and ending of the event. That process is important to achieve the goals of the event. The goal of the performance is to inform the audience or community about the event's theme.¹²

3. Types of Speaking Performance

Brown suggests some types of classroom speaking performance as follows:¹³

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the

¹⁰Michael A. Griffin, *Public Speaking Basic* (United states of America: university press of america, 2015), 1.

¹¹Dayat, "Analysis on English Speaking Performance: Exploring Students' Errors and The Causes", *journal of education* 2, no.1 (2017): 130.

¹²Harpen Silitonga, et al, "Students' Speaking Performance of English Department: Anthropological Approach", *International Journal of Research and Review*. Vol. 7, 2020, p. 130.

¹³H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (New York: Addison Wesley Longman, 2001), 271-274.

purpose of meaningful interaction but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activities, where learners are “going over” certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d. Transactional (Dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (Dialogue)

The other form of conversation is interpersonal dialogue which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (Monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here, the register is more formal and deliberative. These monologues can be planned or impromptu.

4. Factors Affecting Speaking Performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance.

a. *Performance conditions*

Performance conditions can affect speaking performance. The four types of performance conditions include time pressure, planning, performance standards and amount of support.

b. *Affective factors*

One of the most important influences on the failure of language learning is the student's affective side. Krashen states that a variety of affective variables have been confirmed by mastery of a second language in research over the past decade, but that most of the research examines three categories: motivation, self-confidence, and reporting.

c. *Listening ability*

Speaking Skills is unacceptable unless we develop listening skills.

d. *Topical knowledge*

Topic knowledge is the speaker's knowledge of relevant topic information. Bachman & Palmer believe that topical knowledge has an impression on speaking performance.

e. *Feedback during speaking activities*

Most students want and expect their teacher to provide feedback on their performance. However, all talk production should not be just the same way. The decisions made by about how to react to student performance will follow the stages of the lesson, the activities, the mistakes made and the specific student who made those mistakes. If students are corrected all the time, they will find this very demotivating and become afraid to speak up. Therefore the teacher must always mistake the students' mistakes positively and with the test

5. Assessment of Speaking Performance

Performace assessment is an approach to evaluating student by directly examing their performance on tasks that have intrinsic value.Candidates are assessed againts four assessment criteria. Each level has its own markcheme with detailed descriptors for task fulfilment and coherence, grammer, vocabulary, and pronunciation, intonation, and fluency. ¹⁴

¹⁴Meredith D.Gall, Joyce P.Gall and Walter R.Borg, *Educational Research an Introduction Sevent Edition* (United State of America: Library Of Congress Cataloging, 2002), 210.

Brief definitions of assessment criteria follow in the table below.¹⁵

Table 2.1
Brief Definitions of Assessment Criteria

Aspect	Score	Indicator
Fluency	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions. 3 (good)
	3 (Good)	The students hesitate and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	2 (Adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (Fair)	The students speak so little that no fluent" speech can be said to occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impede
	3 (Good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (Adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (Fair)	Words are unintelligible.
Vocabulary	4 (Excellent)	Effective use of vocabulary for the task with few inappropriacies
	3 (Good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (Adequate)	Limited use of vocabulary with frequent inappropriacies

¹⁵Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), 195-196.

Aspect	Score	Indicator
	1 (Fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (Excellent)	Very few grammatical errors evident
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (Adequate)	Speech is broken and distorted by frequent errors.
Interactional Strategies	1 (Fair)	Unable to connect comprehensible sentences.
	4 (Excellent)	Interacts effectively and readily participates and follows the discussion .
	3 (Good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (Adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (Fair)	Understanding and interaction minimal

B. The Concept of Three steps Interview Technique

1. Definition of Three steps Interview Technique

The Three-steps interview encourages students to share their thinking, ask questions and take notes.¹⁶

Furthermore, Daniel D.Holt states that Three steps interview technique is Students interview each other in pairs, first one way, then the other. Students' each share with the group information they learned in the interview.¹⁷

¹⁶Minister of Education, *Our Words Our Ways Teaching First Nation, Metis and Inuit Learners* (Canada: Alberta Education, 2005), 97.

¹⁷Daniel D.Holt, *Cooperative Learning* (United States of America: Center for Applied Linguistics, 2010), 20.

An addition according to Kagan The Three steps interview is a cooperative learning activity that helps students develop their listening skills while learning from the ideas and thinking of their classmates.¹⁸

2. Benefits of Three steps Interview Technique

The Three-steps interview to:

- a. Problem solve, so that each student has the opportunity to say how he or she would approach a problem
- b. Identify key ideas in a group report
- c. Discuss a recently read book.¹⁹

3. Teaching Steps of Three steps Interview Technique

- a. To use the Three steps interview, consider the following.
 - 1) Place student into groups of three and assign each student a letter: A, B or C.
 - 2) Assign each letter a role: A= Interviewer, B= Interviewee, C= Reporter.
 - 3) Student A interviews student B while C take notes. The roles then rotate after each interview.
 - 4) When each student has taken each role, have students share key information they recorded as the Reporter.²⁰

¹⁸Roberta L. Sejnost, *Tools for Teaching in The Block* (United States of America: Library of Congress), 75.

¹⁹Minister of Education, *Our Words Our Ways Teaching First Nation, Metis and Inuit Learners* (Canada: Alberta Education, 2005), 97.

²⁰Minister of Education, *Our Words Our Ways Teaching First Nation, Metis and Inuit Learners* (Canada: Alberta Education, 2005), 97.

b. Steps in the Process:

- 1) Students form two pairs within
- 2) their teams of four and conduct a one-way interview in pairs.
- 3) Students reverse roles: interviewers become the interviewees.
- 4) Students round robin: each student
- 5) Takes a turn sharing information learned in the interview.²¹

c. The example of teaching using Three steps interview

Farming groups: Divide the class into pairs.

Task: give each group of one of five article case studies in preventive techniques that were used to forestall injuries or to prevent more of them from happening.

The preventive technique in question are a result of passive action, one student in each pairs reads the short article aloud to his or her partner. Afterward, the listener is asked to answer the following questions: (a) what is the situation? (b) who took a responsibility for alleviating the situation ? (c) who benefited of benefits from the action? (d) How would you describe the person of persons who took the initiative or sparked the action ?

After a specific period of time, each pair of students teams with a second pair who addresses a separate case study article. Each pair will now switch roles with the interview, sharing information from the article that

²¹Daniel D.Holt, *Cooperative Learning* (united States of America: Center for Applied Linguistics, 2010), 20.

the interviewee had provided. The other pair will do like wise when it is their turn.²²

4. The Advantages of Using Three steps Interview (TSI) Technique

According to Bennet (2001) mentioned that the advantages of Three steps Interview technique such as:

- a. Three steps interview creates simultaneous accountability. So, in this situation, the students learn together in a group with their partner actively and they have responsibility to bring their own group successful in achieving the goal of the lessons.
- b. Students share and apply different questioning strategies. They can make a questions by their own ideas based on the topic in their groups.
- c. Three steps interview can give an opportunity to express own opinion, develop active listening skills, and understand others point of view (Nolinske 1997: 35)

C. Action Hypothesis

On attempting to give a tentative solution to the problem, the researcher formulates the hypothesis as follows:

1. The students' speaking performance can be improved through Three steps Interview Technique
2. The students' learning activities can be improved while using The Three steps Interview Technique

²²Robert Wandberg and John Rohwer, *Teaching Health Education in Language Diverse Classrooms*(Canada: Jones and Bartlett Publishers, 2010), 222-223.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variable

1. Variable of Research

This research consists of two variables. The independent variable is the one believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it. The two variables can be explained as follow:

a. Independent Variable (X)

The independent variable in this research is Three steps interview technique. Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using Three steps interview technique as the way to help students easier to improve their speaking performance.

Moreover, indicator of this variable is the students of Kulliyatul M'allimien Al-Islamiyah (KMI) Al Madinah Islamic Boarding School can perform their speaking spontaneously and structured without reading any text to improve their speaking performance.

b. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent

variable. Speaking as the dependent variable defined as built from the speaking performance of someone that has develop or practiced on a daily basis.

B. Research Location

The researcher will conduct the research among the tenth Grades of Madinah Islamic Boarding School which is located in Karya Tani Street, Labuhan Maringgai, East Lampung. Besides, the time to conduct the research would be in the effective time of teaching and learning at Boarding School.

C. Subject and object of study

The researcher will apply the Classroom Action Research and the subject of this research are the students of the tenth grade of Kulliyatul Mu'allimien Al-Islamiyah (KMI) Madinah Islamic Boarding School Senior High School. This class consists of 23 students. This class is choosen because it is a worse class which has many more problems in speaking rather than another class. Hence, their speaking performance is needed to be improved.

The researcher asks the english teacher as the collaborator in this research that is faction as the controller in teaching learning process. Therefore, the researcher is easy to know the development of the student who are the students' active in teaching learning process.

D. Action Plan

1. Classroom Action Research

The Research is aimed to improve students' speaking performance through Three steps interview technique, so the researcher will use

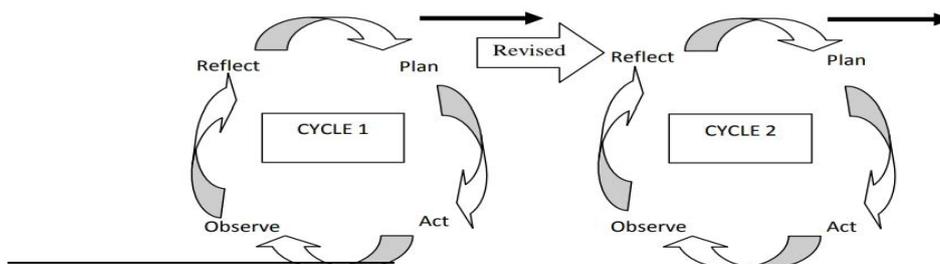
classroom action research. According to Ramli Gultom et.al., classroom action research is type of research will be conducted by teachers to improve their professional practice in classroom action research is the teacher that identifies problems related to their daily activities and it is the teacher who collects data information, analyzes and interprets it and relates it to their practice as teachers in the classroom.²³ action research is different from quantitative and qualitative research, but has characteristics of both.

From the definition above, the researcher concludes that classroom action research is a research in teaching and learning in the class which the aim is to improve the students' speaking performance and to solve problem in the learning process.

Therefore, In the classroom action research, the researcher would like to hold the research in two cycles, Cycle 1 and Cycle II. Each cycle consists of four activities, they are: planning, acting, observing and reflecting.

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack:²⁴

Figure 3.1
Spiral Classroom Action Research



²³Ramli Gultom, *Action Research* (Medan: Art Design 2010), 20.

²⁴McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition*, (New York: Routledge Falmer Taylor & Francis Group, 2002), 41.

2. Action plan

Based on McNiff Jean, and Whitehead Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

There are the four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

1) Planning

Planning is the first steps in each activity. Without planning the activity that the researcher does will not be focus. The planning will be reference in doing action.

Here are steps that the researcher can make in planning:

- a) Identifying the problem and finds the problem solving.
- b) Preparing the material and technique of teaching.
- c) Preparing the source of learning.
- d) Preparing the observation sheet.
- e) Preparing the evaluation form to evaluate the students' activities after teaching learning process

2) Acting

The second step in the acting research is action. It is the realization from the planning which will be will make by the

researcher. Without the action, the planning is just imagination that never is real.

There were some steps that the researcher does in the action:

- a) The researcher applies the lesson plan.
- b) The researcher places the students into groups of three and assign each student a letter: A, B or C.
- c) The researcher assigns each letter a role: A as interviewer, B as interviewee, C as reporter.
- d) The student A interviews student B while C take notes. The roles then rotate after each interview.
- e) When each student has taken each role, the researcher has the students share key information they recorded as the Reporter.²⁵

3) Observing

Observing is the activity of recording the even and action. In this research the observing will be done in a learning process related as the schedule. The researcher asks the English teacher become observ. The collaborator observes the student activities, in this research the researcher acts as a teacher who implements the Three steps interview in treatment. This is to know how far the students speaking performance using Three steps interview. In this step, the researcher observes the process of teaching learning by using observation sheet.

²⁵Minister of Education, *Our Words Our Ways Teaching First Nation, Metis and Inuit Learners* (Canada: Alberta Education, 2005), 97.

4) Reflecting

The reflecting is the fourth step that would be done. Reflection is an activity to analyze and make conclusions based on test result and observations. The researcher will know the strength and lackness from action by reflecting. Reflection is used to analyze the results of observation and tests that are used as the basis for the next cycle of improvement.

b. Cycle 2

Based on cycle 1 evaluation of the lackness that felt, and then the second cycle of action is developed and so on. The cycle will be successful if the indicators of success have been achieved. If from cycle I, there are some students not successful, the researcher must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research is two cycle. If from cycle 2 all of the students is successful, the cycle is able to be stopped until cycle 2 only.

E. Data Collection Technique

In this research is intended to know Three steps interview Technique can be used to improve the students' speaking performance. The researcher will minister test, observation, documentation, and field notes in data collection technique.

To collect the data, the researcher uses the data collection method as follow:

1. Test

In the research, the researcher will give the students two test, that is pre-test and post-test. The tests will give to know the students achievement before and after the learning process. The speaking test is taken from the exercise. In this test the students have to come in front of the class to give their speaking performance.

The test would be divided into two parts as follows:

a. Pre-test

The pre-test would give in the first meeting in order to find out the difference between the individual who have similar level. The pre-test employed in this research is in the form of speaking performance test. In order to know the student' speaking performance the researcher employ oral task.

b. Post-test

The post-test would give in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of post-test is higher than pre-test. This step would be done after the treatment to know the influence of Three steps Interview Technique whether it is able to improve the student' speaking performance.

2. Observation

Observation is a kind of data collection method by observing directly to the object that examined. In the observation, the researcher will make some notes and check-list to recheck the data. It means to know about the location sketch of Al Madinah Islamic Boarding School, and the process of students learning activities in the classroom.

3. Documentation

During the process of the research, the researcher will collect some documents. In this research, the researcher uses the data from the documentation of school such as the total of students, teachers, school history and the condition of the school at Al Madinah Islamic Boarding School in academic year 2020/2021.

4. Field Note

To collect the data more accurately, the researcher will use field note to make easy when analyze the data. This is to know students activities during teaching process. It would be done after finishing teaching and learning process.

F. Data Collecting Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.²⁶ In this research, the research instrument will be designed by

²⁶David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), 5.

the researcher. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance.

Farther more, the three kinds of instrument can be explained as a follow:

1. Observation Guidance

- a. The students learning activity
- b. Teacher performance in the classroom

2. Documentation Guidance

- a. The history of the school
- b. The condition of teachers and official employee
- c. The condition of students
- d. Learning facilities
- e. Organization structure and
- f. Location sketch at Al Madinah Islamic Boarding School

3. The Test Guidance

The test is oral test which has some indicators as follows: the indicator of speaking test is the students are able to memorize their speaking task and they can use it in their speaking performance. The last, the indicator of Student' speaking performance is the students can improve their speaking performance based on their fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies. The researcher will use content validity in order the instrument has a good quality and the instrument will be relevant to the focus of the research.

Therefore, the researcher uses content validity based on the syllabus and materials at the Tenth grade of Madinah Islamic Boarding School.

G. Data Analysis Technique

The data would be analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II. The formula to get the average of pre-test and post-test can be seen as follow:

The data would be analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II.

The formula to get the average of pre-test and post-test can be seen as follow: $\bar{X} = \frac{\sum X}{N}$

Notes:

X = Mean

Σ = Sum of

N = The total number of subject.²⁷

Furthermore, to know the result the researcher will compare the average score between pre-test and post-test for each cycle, and then to know the percentage of improving score in students learning activities,

The researcher will use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

²⁷Ary Donald, et all, *Intoduction to Research in Education*, (Canada: Wadsworth Cengange Learning, 2010), 108-109.

Σx = Total Score of the Students

N = Total of Students.

H. Indicator of Success

To know the gain the data will be will conduct in each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of speaking performance in this class at least 75, this research will be success or finish if 70% of students got minimum score 75, and there is significant improvement in the students learning activity which occur until the last cycle.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Research Location

a. The History of Al Madinah Islamic Boarding School

Since 1985, Al Madinah Islamic Boarding School has been opened in Karyatani Village, Labuhan Maringgai, East Lampung Regency, Lampung to accept registration of prospective students in June/July (beginning of the national academic year), In contrast to schools in general which include a mixture of two curricula, the curriculum comes from the Department of Education and the Kulliyatul Muallimin al-Islamiyyah (KMI) which was adopted from the education system at the Darussalam Gontor Islamic Boarding School. The period of school education at Al Madinah Islamic Boarding School is accepted within six years, starting from Class VII to Class XII senior high school.

Al MadinahBoarding School East Lampung was established in 1985 which is a boarding school located on Jl. Lintas Pantai Timur, Karyatani, Labuhan Maringgai, East Lampung Regency, Lampung. Furthermore, in 2021 al-Madinah Islamic Boarding School has 21 classes and the number of teaching staff is 27 people.

The history of leadership in parenting at Al Madinah Islamic Boarding School is as follows:

- 1) Al-UstadzKurnia Rozali Lc from 1985 (waqf land recipient)
- 2) Al-UstadzBudi Agus Syahrial From 1985 to 1995
- 3) Al-UstadzDrs. H.M Yamin From 1995 until Now 2021

b. The Condition of Teacher and Official Employees

Table 4.1
List of the Teacher Kulliyatul Mu'allimat al-Islamiyahof Al Madinah Islamic Boarding School

No	Teacher's Name	Status	Position
1.	Karibun M.Pd	GTU	Arabic Teacher
2.	H. Baruddin, S.Pd.I	GTU	English Teacher
3.	H. Nasruddin, S.Pd.I	GTU	Fiqih Teacher
4.	Dra Hj. Ummi Mahmudah	GTU	Indonesian Teacher
5.	Arif Budiono	GTU	Physics Teacher
6.	Samsuri, S.Pd	GTU	Akidah Akhlak Teacher
7.	Abdul Aziz, S.Pd.I	GTU	SKI Teacher
8.	Dilaludin, S.Pd.I	GTU	Akidah Akhlak Teacher
9.	Sufini	GTU	Mathematics Teacher
10.	Erma Rosidah, S.Pd.I	GTU	Q. Hadist Teacher
11.	Siti Syamsiah, S.Pd.I	GTU	SKI Teacher
12.	Misdi Ragil	GTU	Physical Education teacher
13.	M Hafidulloh, S.Pd.I	GTU	PKN Teacher
14.	Mariman Fazali	GTU	Geography Teacher
15.	Hj. Siti Munawwarah	GTU	English teacher
16.	Minannurrahman, SE.MM	GTU	economics teacher
17.	Mahmudi, S.Pd.I	GTU	sociology teacher
18.	Nurul Abror	GTU	Tecnology Computer Teacher
19.	Mualifijn Ikhwan, S.Pd.I	GTU	biology teacher

No	Teacher's Name	Status	Position
20.	Putri Indah Pratiwi, S.Pd.I	GTY	Cultural arts teacher
21.	Muhammad Fahrurroji, S.Pd.I	GTY	Mulok Teacher
22.	Muslim Hafidz, S.Pd.I	GTY	chemistry teacher
23.	M. Soim, S.Pd.I	GTY	Mathematics Teacher
24.	Ahmad Saikhu, M.Pd	GTY	history teacher
25.	Hj. Siti Munawarah, S.Pd.I	GTY	Arabic Teacher
26.	Rohmad Hidayat, S.Pd.I	GTY	Religion Teacher
27.	Imas Masyrofah, S.Pd.I	GTY	Religion Teacher

- c. The Number of Student's Senior High School At Al Madinah Islamic Boarding School

The number of students in Al Madinah Islamic Boarding School in class X, XI, XII each consists of 2 (two classes), 1 class for male students and 1 other class for female students. Learning activities for all students at Al Madinah Boarding School start from class X, XI, and XII start at 07.30 until 13.00 WIB

Table 4.2
The Number of Students at Al Madinah Boarding School
In the Academic Year 2020/2021

No	Class	Sex		Total
		Male	Female	
1.	X	20	23	43
2.	XI	25	28	53
3.	XII	21	26	47
Total		66	77	143

- d. The Facilities and Infrastructure at Al Madinah Islamic Boarding School

One of the most important elements of education is the existence of facilities and infrastructure that supports the

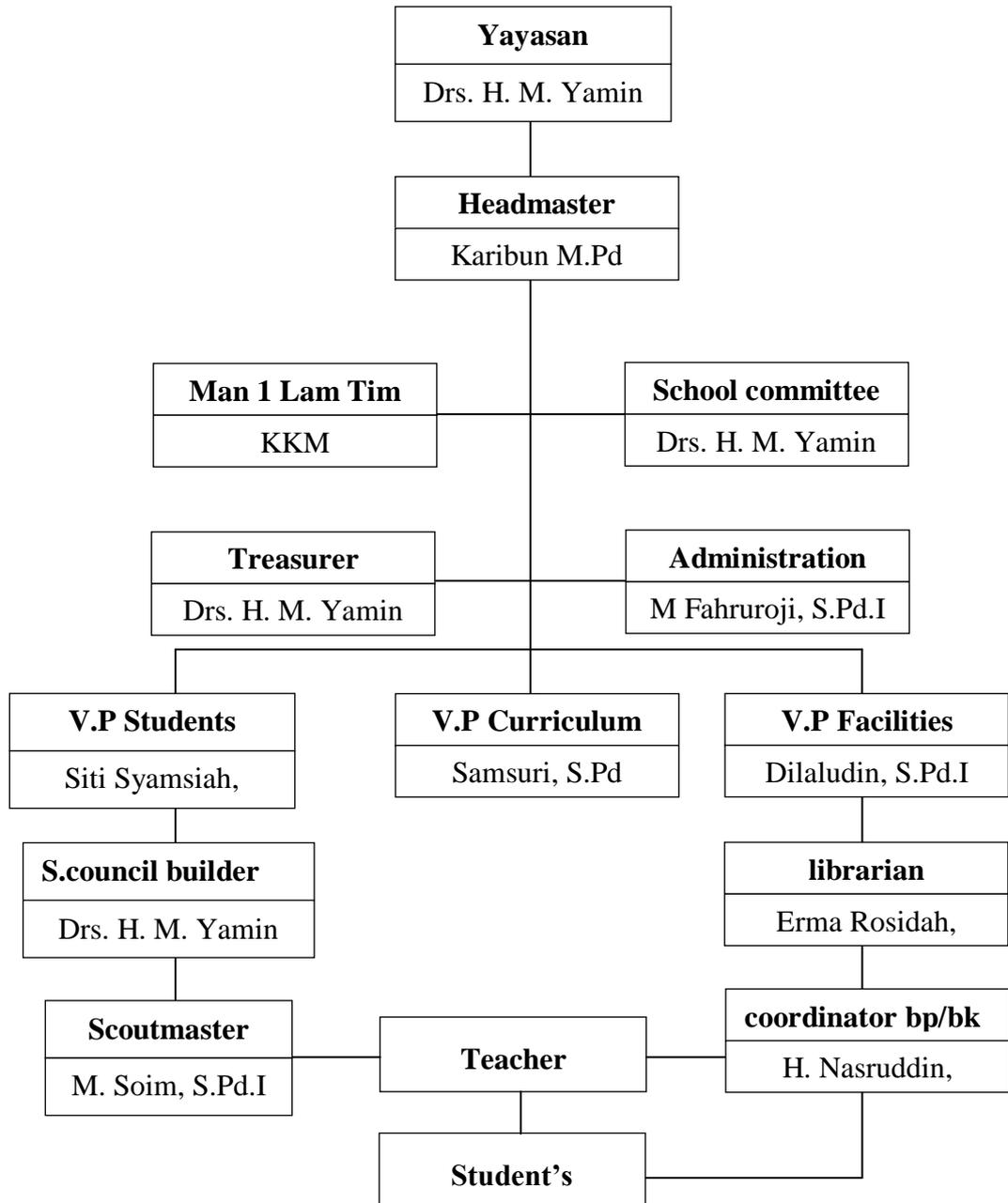
implementation of the teaching and learning process. Often the learning and teaching process is disrupted due to lack of facilities and adequate infrastructure, thus hampering the activities Learn how to teach. Lack of facilities and infrastructure in an institution Education will certainly have an impact and affect the enthusiasm of participants students to learn, as well as educators who will teach. Facilities and infrastructure in Al Madinah Islamic Boarding School consists of:

Table 4.3
List of Buildings in Al Madinah Islamic Boarding School

No	Name	Number	Condition
1.	ClassroomBuilding	21 Local	Good
2.	Reception	1 Local	Good
3.	Depot La-Tansa	1 Local	Good
4.	Mosque	1 Local	Good
5.	Phone Room	1 Local	Good
6.	Student Dormitory Building	6 Local	Good
7.	Santriwati's Bathroom	1 Local	Good
8.	Library	1 Local	Good
9.	Student Cooperative	1 Local	Good
10.	Student Cafeteria	1 Local	Good
11.	Field ceremony	1 Local	Good
12.	KMI Office	2 Local	Good
13.	Scout Coordinator's Office	1 Local	Good
14.	Computer lab	1 Local	Good
15.	Rusunawa Boarding	1 Local	Good
16.	Kitchen	1 Local	Good

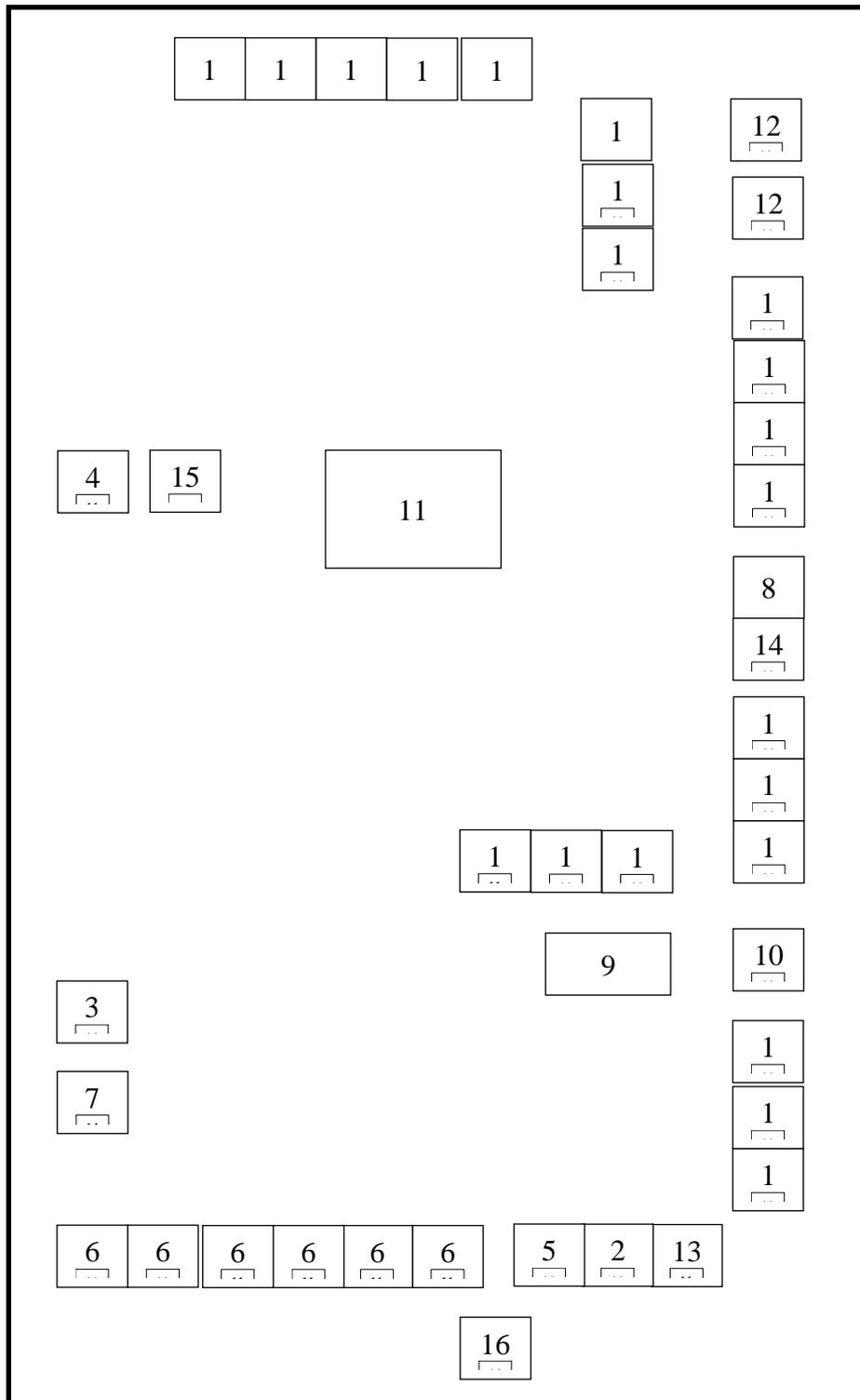
e. The Organization Structure of Al Madinah Boarding School

Figure 4.1
The personnel of the organization in Al Madinah Boarding School



f. The Site Sketch of Al Madinah Islamic Boarding School

Figure 4.2
The Site Sketch of Al Madinah Islamic Boarding School



2. Description of Research Result

This research used classroom action research. This research was conducted in 2 cycles. Actions in cycle 1 and cycle 2 were carried out 2 times in each cycle and each meeting in the cycle took 2 x 45 minutes. As previously mentioned, each cycle consists of planning, action, observation and reflection. In planning the researcher make lesson plans and researcher will teach students using lesson plans. The material of this research is about improving students speaking Performance by using the Three-steps interview technique. The researcher also prepared an observation sheet. This is done by collaborators to determine the participation of students and teachers in the learning process.

a. Cycle 1

Cycle 1 consists of planning, action, observation and reflection. The researcher conducted a pre-test to determine the students' speaking performance before being given treatment and used it as a comparison score with the post-test. The material given in the pre-test is The Students are asked to have a dialogue according to the topic determined by the researcher in front of class.

Table 4.4
The Result Score of Students' Speaking Pre-test

No	Nama	Score	Criteria
1.	AZR	65	Incomplete
2.	DAA	60	Incomplete
3.	DA	60	Incomplete
4.	DZI	60	Incomplete
5.	EFA	65	Incomplete
6.	EVT	60	Incomplete

No	Nama	Score	Criteria
7.	MS	75	Complete
8.	MA	50	Incomplete
9.	NKA	60	Incomplete
10.	NM	65	Incomplete
11.	NNW	80	Complete
12.	NR	75	Complete
13.	RA	65	Incomplete
14.	RO	60	Incomplete
15.	ROT	60	Incomplete
16.	SHW	60	Incomplete
17.	SAN	60	Incomplete
18.	SNR	70	Incomplete
19.	SK	50	Incomplete
20.	SD	60	Incomplete
21.	SKH	60	Incomplete
22.	TW	50	Incomplete
23.	ZA	60	Incomplete
Total Score		1430	
Average Score		62,17	
Improved		3	
Unimproved		20	

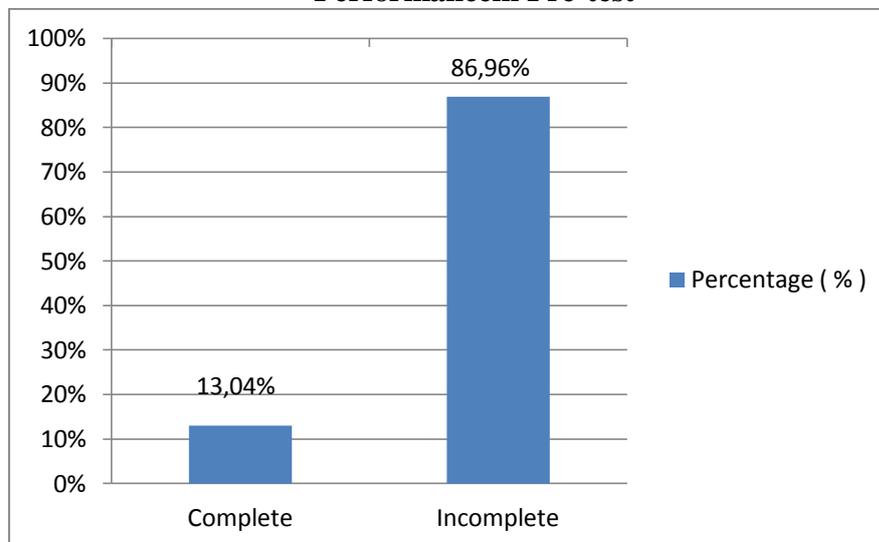
Based on the data above, the researcher measured the frequency of students' speaking score at the pre-test could be seen as follow:

Table 4.5
Frequency Distribution of Students' Speaking Score in Pre-test

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	3	13,04%
2	< 75	Incomplete	20	86,96%
Total			23	100%

Then, the graph of percentage students speaking pre-test score could be seen as follow:

Figure 4.3
Percentage of the Result Score of Students' Speaking Performance in Pre-test



Based on these results, it can be analyzed that the level of students' speaking performance is low. Students do not meet the minimum standards at Al Madinah Islamic Boarding School. Subjects examined 23 students, only 3 students with a mastery proportion of 13%, and 20 students with a percentage of 87% did not pass. So, that is the reason why the researcher used the Three steps interview technique to improve students' speaking performance.

1) Planning

The first meeting was held on Monday, September 13th 2021. It was opened with prayers, greetings, checking the attendance list, and introducing researcher as teachers for students. On that day, the researcher took the students' pre-test scores.

Based on the results of the pre-test scores, the researcher identified and found problems after taking the students' pre-test

scores. Therefore, researcher and collaborators prepared several things related to the teaching and learning process such as lesson plans for English subjects, materials, worksheets, observation and evaluation sheets for the second meeting.

2) Acting

The second meeting was held on Thursday, September 17th 2021. The researcher started this meeting by praying, greeting, checking the student attendance list and asking about the students' condition.

First, the researcher explained about how to use the Three-steps interview technique in learning speaking and how to apply it within the material.

At the end of the meeting, the researcher gave feedback to students, provided motivation and informed students about activities at the next meeting. Then the researcher closed the meeting by praying together.

After doing the treatment, the researcher gave post-test 1 to the students. The post-test was conducted on Tuesday, September 21th 2021. The post-test was conducted to find out how the students' speaking ability was performance after treatment. The Researcher asked the students to describe orally and monologue related to two topics chosen at random by the teacher in front of class.

The result of post-test in cycle 1 could be seen on the table, as follow:

Table 4.6
The Result Score of Students' Speaking Performance
Post-test 1 in Cycle 1

No	Nama	Score	Criteria
1.	AZR	75	Complete
2.	DAA	65	Incomplete
3.	DA	70	Incomplete
4.	DZI	70	Incomplete
5.	EFA	75	Complete
6.	EVT	65	Incomplete
7.	MS	80	Complete
8.	MA	65	Incomplete
9.	NKA	70	Incomplete
10.	NM	70	Incomplete
11.	NNW	85	Complete
12.	NR	75	Complete
13.	RA	70	Incomplete
14.	RO	65	Incomplete
15.	ROT	65	Incomplete
16.	SHW	65	Incomplete
17.	SAN	70	Incomplete
18.	SNR	75	Complete
19.	SK	60	Incomplete
20.	SD	70	Incomplete
21.	SKH	70	Incomplete
22.	TW	65	Incomplete
23.	ZA	70	Incomplete
Total Score		1610	
Average Score		70	
Complete		6	
Incomplete		17	

From the table above, it can be analyzed that the average score of students is 70 . Based on the minimum completeness criteria (KKM), there were 6 students who complete post-test 1 or

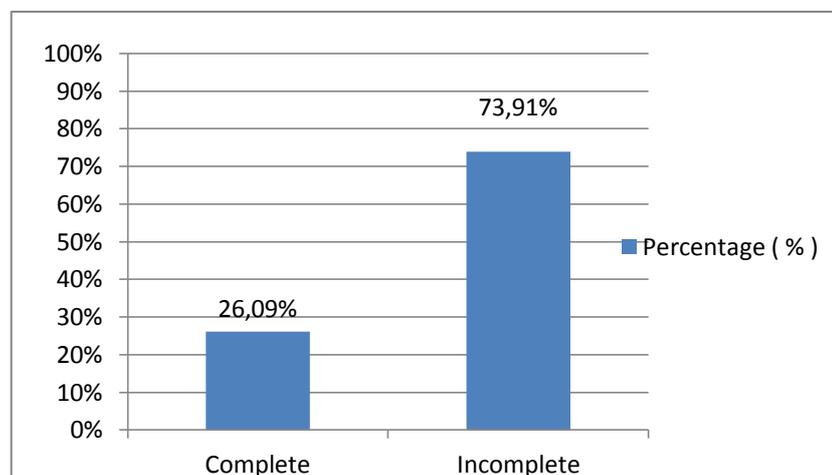
got a score of 75. This means that in cycle 1 the student's Performance can be quite improved, but have not succeeded.

Table 4.7
Frequency Distribution of Students' Speaking Score
in Post-test 1

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	6	26,09 %
2	< 75	Incomplete	17	73,91%
Total			23	100%

Then, the graph of percentage students' speaking post-test score could be seen as follow:

Figure 4.4
Percentage of the Result Score of Students' Speaking
in Post-test 1



According to the table 5 and figure 3, the students score had improved than the pre-test before. There were 6 students who passed the test that before only 3 students. But, the improving in post-test 1 was not successful because the percentage of students that passed the test only 26,09% of 70% as the minimum standard percentage.

3) Observing

In the learning process, there are five activities that are used to determine student activities in class. Every student who is active in the learning process gets a check mark on the observation sheet. Then students who are not active in the learning process leave the observation sheet blank. Student activity indicators are:

- a) The students pay attention to the explanation from teacher
- b) Giving respond
- c) Active in class
- d) Making note
- e) Doing the task

The result of the students' learning activities could be seen as follow:

Table 4.8
The Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1.	The students pay attention to the explanation from teacher	15	65, 21
2.	Giving respond	15	65, 21
3.	Active in class	14	60, 86
4.	Making note	13	56, 52
5.	Doing the task	18	78, 26
Total		75	326, 08
Average		15	65, 21

Based on the results above, it can be concluded that the learning process in cycle 1 was not successful because it did not get a percentage of more than 70%.

4) Reflecting

Based on the results of cycle 1, it can be seen that most students have difficulty when appearing in front of the class. there were some problems that found, as follows:

- a. Some students were still afraid and not confident in speaking English.
- b. Some students were lacking in vocabulary.
- c. Some students lack of ideas when talking

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a. The teacher gave more motivation to the students in order to study harder and made the learning process more attractive
- b. The teacher gave more detailed explanation and questions after explaining the materials to control the students.

In this study, the pre-test was conducted individually. As well as to determine the students' speaking performance before and after treatment. From the results of pre-test and post-test 1 it is known that there is an improve in the value of student learning outcomes. This can be seen from the average value of pre-test 62, 17 and post-test 1 70. Although there was an improved in students speaking Performance, cycle 1 was not successful because only 6 students (26, 09%) passed the post-test 1. It can be concluded that cycle 1 has not been successful because the indicator of success

has not been achieved and researcher must revise the teaching and learning process in the next cycle. Therefore, this research will be continued in cycle 2.

b. Cycle 2

Cycle 2 is similar to cycle 1. It is divided into planning, action, observation and reflection. It will be further explained as follows:

1) Planning

Based on observations and reflections in cycle 1, researcher and collaborators tried to revise some of the problems that emerged in cycle 1 and develop plans to be continued in cycle 2. Researcher prepared lesson plans, materials, observation sheets and assignments.

2) Acting

The description of the teaching and learning process in cycle 2 was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step is carried out in two meetings.

The treatment in cycle 2 was carried out on Thursday, September 23th 2021. It started with praying, checking the attendance list of students and asking students' conditions. The researcher as the teacher explained the Three steps interview technique to the students. The teacher gives further explanation about the Three steps interview technique and how to apply the

Three steps interview technique in the material. The teacher gives an example of using the Three steps interview technique so that the material is better understood by students.

At the end of the meeting, the teacher closed the meeting by motivating students to study hard in order to get good grades, especially in English subjects.

After giving treatment in cycle 2, the researcher conducted post-test 2 on Wednesday, September 29th 2021. The type was the same as cycle I but had a different level of difficulty. The results of post-test 2 can be seen in the table below:

Table 4.9
The Result Score of Students' Speaking
Post-test 2 in Cycle 2

No	Nama	Score	Criteria
1.	AZR	75	Complete
2.	DAA	65	Incomplete
3.	DA	75	Complete
4.	DZI	75	Complete
5.	EFA	80	Complete
6.	EVT	70	Incomplete
7.	MS	85	Complete
8.	MA	75	Complete
9.	NKA	75	Complete
10.	NM	80	Complete
11.	NNW	90	Complete
12.	NR	80	Complete
13.	RA	75	Complete
14.	RO	75	Complete
15.	ROT	70	Incomplete
16.	SHW	75	Complete
17.	SAN	75	Complete
18.	SNR	80	Complete
19.	SK	70	Incomplete
20.	SD	75	Complete

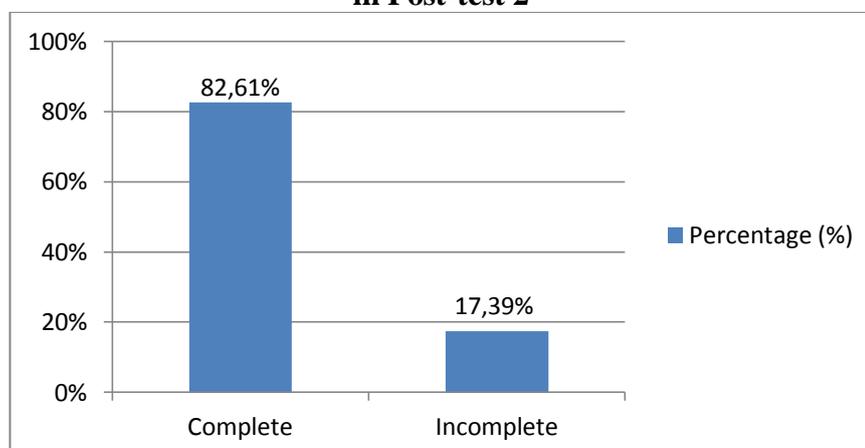
No	Nama	Score	Criteria
21.	SKH	80	Complete
22.	TW	75	Complete
23.	ZA	80	Complete
Total Score		1755	
Average Score		76,30	
Complete		19	
Incomplete		4	

Based on the table above, it can be seen that the average score of post-test 2 is 76,30. The highest score is 90 and the lowest score is 65. This means that there is an improvement in the score in post-test 2.

Table 4.10
Frequency Distribution of Students' Speaking Score
in Post-test 2

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	19	82,61%
2	< 75	Incomplete	4	17,39%
Total			23	100%

Figure 4.5
Percentage of the Result Score of Students' Speaking
in Post-test 2



From the table and figure above, it can be seen that there was an improvement in the scores of post-test 1 and post-test 2. There

were 82, 61% or 19 students who passed the minimum completeness score. This means that post-test 2 was successful because the success indicator was achieved.

3) Observing

In this step, the researcher presents the topic that will be used when conducting the i-step interview technique. In the learning process there are also five indicators that are used to determine student activities as in the previous learning process.

Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The result of students learning activities observation as follow:

Table 4.11
The Students' Activities in Cycle 2

No	Students Activities	Frequency	Percentage
1.	The students pay attention to the explanation from teacher	20	86,95
2.	Giving respond	18	78,26
3.	Active in class	16	69,56
4.	Making note	18	78,26
5.	Doing the task	20	86,95
Total		92	400
Average		18,4	80

Based on the results of the research in cycle 2, it can be concluded that cycle 2 was successful. Researcher are satisfied with the results of their research. There are > 70% of students who pass the test and are active in the learning process.

4) Reflecting

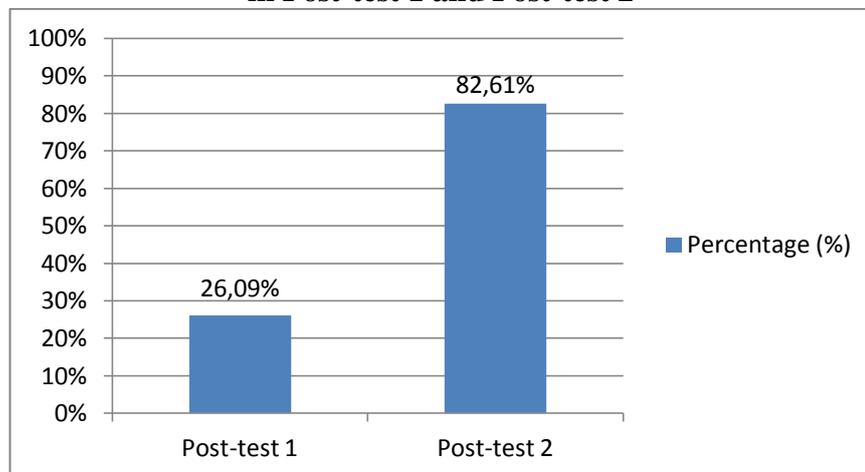
At the end of this cycle, the comparative scores between post-test 1 and post-test 2 students can be analyzed which can be seen in the following table:

Table 4.12
The Comparison of Students' Speaking Score
in Post-test 1 and Post-test 2

No	Nama	Post-Test 1	Post-test 2	Criteria
1.	AZR	70	80	Complete
2.	DAA	65	65	Constant
3.	DA	70	75	Complete
4.	DZI	70	75	Complete
5.	EFA	75	80	Complete
6.	EVT	65	70	Complete
7.	MS	80	85	Complete
8.	MA	65	75	Complete
9.	NKA	70	75	Complete
10.	NM	70	80	Complete
11.	NNW	80	90	Complete
12.	NR	75	80	Complete
13.	RA	70	75	Complete
14.	RO	65	75	Complete
15.	ROT	65	70	Complete
16.	SHW	65	75	Complete
17.	SAN	70	75	Complete
18.	SNR	75	80	Complete
19.	SK	60	70	Complete
20.	SD	70	75	Complete
21.	SKH	75	75	Constant
22.	TW	65	75	Complete
23.	ZA	70	80	Complete
Total Score		1610	1755	
Average Score		70	76,30	

Then, the graph of percentage student's speaking score in pre-test and post-test 1 could be seen as follow:

Figure 4.6
Percentage of the Result Score of Students Speaking
in Post-test 1 and Post-test 2



The result score of cycle 2 was better than cycle 1. There was improvement in this cycle from post-test 26, 09% to post-test 2 82, 61%. The average score in the post-test 1 was improved as well from 70 became 76 in the post-test 2.

Table 4.13
The Comparison of Students Activities in Cycle 1 and Cycle 2

No	Students' Activities	Cycle 1	Cycle 2	Category
1.	The students pay attention to the explanation from teacher	65, 21%	86, 95%	Improved
2.	Giving respond	65, 21%	78, 26%	Improved
3.	Active in class	60, 86%	69, 56%	Improved
4.	Making note	56, 52%	78, 26%	Improved
5.	Doing the task	78, 26%	86, 95%	Improved
Average		65, 21%	80%	

Based on the table above, it could be concluded that there was an Improving of the students learning activity during study time came through Three steps interview technique . It can look on the result of observation sheet when cycle 1 that is 65, 21%. In addition, the result of observation sheet when cycle 2 that is 80%.

This means that the use of Three steps interview technique can improve students' speaking performance.

c. Interpretation

1) The Learning Result Cycle 1

In this study, the researcher gave a pre-test of students individually with the aim of knowing the students' speaking performance before being given treatment. In the pre-test, there were only 3 students (13, 04%) who passed the pre-test and 20 students (86, 96%) who did not pass the pre-test.

After conducting the pre-test, the researcher gave treatment to the students in cycle 1. The treatment was carried out by teaching students to use the Three-steps interview technique. Then the researcher gave a post-test at the next meeting and the post-test was named post-test 1.

Then by analyzing the results of post-test 1, the researcher concluded that there were 6 students (26, 09%) who passed post-test 1. The average score in post-test 1 was 70.

From the results of students' scores on pre-test and post-test 1 there was an improve in the value of student learning outcomes. This can be seen from the average value of pre-test 62, 17 and post-test 1 70. Although there is an improved in student achievement, cycle 1 has not been successful because only 6 students (26, 09%) who passed the post-test 1. It means that in the

cycle 1, the students' achievement could improve but the indicator of success was not reached.

2) The Learning Result Cycle 2

After analyzing the students' scores in the post-test cycle 1, the researcher had to do the next cycle. In the next cycle, the researcher gave post-test 2. Next, the researcher analyzed the results of post-test 2 and concluded that there were 19 students (82.61%) who passed the test. the average score was 76, 30.

From the result of the student' score from post-test 2, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in post-test 1 was 70 then improved to 76, 30 in the post-test 2. In the pre-test, post-test 1 and post-test 2 the total students who got score ≥ 75 were 3, 6 and 19 students. Because the achievement of students had improved and the indicator of success was reached, the researcher was successful and could be stopped in cycle 2.

3) The Comparison of Student Score in Pre-test, Post-test 1 and Post-test 2

The process of learning English was successful in cycle 1 but the students' average score was low. Meanwhile, the students' scores in post-test 1 were higher than in the pre-test. In addition, in

cycle 2 the average score of students is higher than cycle The following scores in cycle 1 and cycle 2 are described as follows:

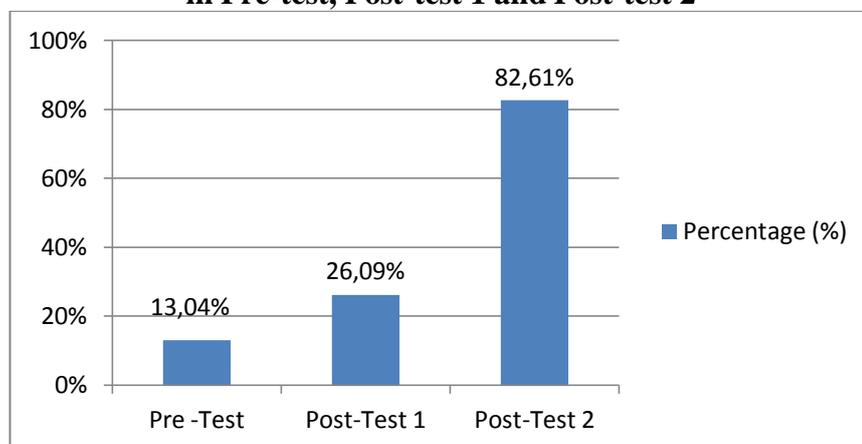
Table 4.14
The Comparison of Students' Speaking Score
in Pre-test, Post-test 1 and Post-test 2

No	Nama	Pre-Test	Post Test 1	Post - Test 2	Catagory
1.	AZR	65	75	75	Complete
2.	DAA	60	65	65	Complete
3.	DA	60	70	75	Complete
4.	DZI	60	70	75	Complete
5.	EFA	65	75	80	Complete
6.	EVT	60	65	70	Complete
7.	MS	75	80	85	Complete
8.	MA	50	65	75	Complete
9.	NKA	60	70	75	Complete
10.	NM	65	70	80	Complete
11.	NNW	80	85	90	Complete
12.	NR	75	75	80	Complete
13.	RA	65	70	75	Complete
14.	RO	60	65	75	Complete
15.	ROT	60	65	70	Complete
16.	SHW	60	65	75	Complete
17.	SAN	60	70	75	Complete
18.	SNR	70	75	80	Complete
19.	SK	50	60	70	Complete
20.	SD	60	70	75	Complete
21.	SKH	60	70	80	Complete
22.	TW	50	65	75	Complete
23.	ZA	60	70	80	Complete
	Total Score	1430	1610	1755	
	Average Score	62, 17	70	76, 30	

Based on the result, the researcher found that the students's scores in pre-test, post-test 1 and post-test 2 were showed improvement. It could be seen from the average 62, 17 to 70 became 76, 30. Therefore, the researcher concluded that the research was successful because the indicator of success whether

the students score and the activeness of the students in learning process of this research had been achieved.

Figure 4.7
Percentage of the Result Score of Students' Speaking
in Pre-test, Post-test 1 and Post-test 2



Based on the figure above, it can be inferred that Three steps interview technique could improve the students speaking performance. It is supported by improving score of the students from pre-test to post-test 1 and form post-test 1 to post-test 2.

B. Discussion

The researcher observed about the learning outcomes of class X students at Al Madinah Islamic Boarding School, especially in learning English. Researcher found several problems faced by students in the learning process, one of which was speaking English. The researcher observed why the students found it difficult to learn to speak because most of the students could not express their ideas and it was difficult to remember what they wanted to say in English. Furthermore, the researcher improved the students' speaking Performance through the Three-steps interview technique. Researcher use this

technique to help students in speaking and make them more active and creative in the learning process.

Based on the research results in cycle 1 and cycle 2, it can be concluded that the use of the Three-steps interview technique can improve students' speaking Performance. As previously mentioned, the Three-steps interview technique has the advantage of making students more confident in speaking and expressing their ideas, making students more creative and making the learning process more interesting. There was an improve from students who passed the minimum score from the pre-test, namely 3 students, post-test 1, namely 6 students, and post-test 2, namely 19 students.

As a solution in teaching English, especially in speaking subjects, the teacher must provide several techniques to make students interested and pay attention so that they are not bored to capture the material. After students are interested, the material provided by the teacher will be more easily understood by students.

Based on the discussion above, we can conclude that students feel comfortable and active with the learning process because most students show good improvement in learning activities when the Three-steps interview technique is applied in the learning process from cycle 1 to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Al Madinah Islamic Boarding School located in Karyatani Village, Labuhan Maringgai, East Lampung Regency, Lampung. has a building with good conditions and a comfortable school atmosphere. It was a school that wants to continue to improve its quality from the academic field to the facilities and infrastructure that support the teaching and learning process.

In addition, based on the explanation of cycle 1 and cycle 2, it can be concluded that the use of the Three-steps interview technique can improve students' speaking Performance. There was an improve in the average score from the pre-test to 62, 17, post-test 1 was 70 and became 76.30 in the post-test in cycle 2. It can be seen that there was an improve in the average score and the number of students who passed.

In improving students' speaking Performance, researcher used a Three-steps interview technique to train students' speaking and make students interested in learning to speak English. Students' grades improved because students had been trained with the Three-steps interview technique as one of the technique. As previously mentioned, the Three-steps interview technique has the advantage of making students more confident in speaking and expressing their ideas, making students more creative and making the learning process more interesting.

This can be a solution in teaching English, especially in speaking subjects, when the teacher must provide several techniques to make students interested and pay attention so that they are not bored to capture the material so that it is easier for students to understand.

In addition, the researcher used a Three-steps interview technique that could improve students' speaking Performance. The researcher gave a topic to the students, then they formed groups of 3 people in each group and used a Three-steps interview technique and presented it in front of the class. This activity lasted until the end of the meeting. After cycle 1 and cycle 2 the students' speaking performance improved because the researcher used a Three-steps interview technique.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in speaking English.
2. The English teachers are suggested to use Three steps interview in order this technique is effective to improve the students speaking performance in learning process.
3. The principle is supposed to give more motivation to the English teacher and students in order to make the students more excite in English learning.

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APPENDIX

Blueprint of Speaking Test

Basic Competence	Test	Speaking Topics
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan edherhana, sesuai dengan konteks penggunaannya.	Pre-Test	The students are asked to describe orally and monologue related to two topics chosen at random by the teacher. 1. Borobudur 2. Way Kambas
	Post –Test 1	The students are asked to describe orally and monologue related to two topics chosen at random by the teacher. 1. Kerang Mas Beach 2. Dufan
	Post – Test 2	The students are asked to describe orally and monologue related to two topics chosen at random by the teacher. 1. Water Bom 2. Monas

Blue Print of Dokumentation Sheet

No	Aspect
1.	Profil Al Madinah Boarding School Karya Tani East Lampung
2.	The building condition and school facilities in Al Madinah Boarding School Karya Tani East Lampung
3.	The quantity of students at Al Madinah Boarding School Karya Tani East Lampung
4.	Organization structure of Al Madinah Boarding School Karya Tani East Lampung
5.	Location sketch
6.	Student's speaking document

SILABUS

Satuan Pendidikan : SMA/MA
 Mata Pelajaran : Bahasa Inggris
 Kelas : X (Sepuluh)
 Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempatkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis,		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>tense yang benar</p> <ul style="list-style-type: none"> - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, cjaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	

Mengetahui
Direktur KMI



Khairudin, M.Pd

Karya Tani, Oktober 2021

Guru Mata Pelajaran



Yenni Fabroza

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama satuan pendidikan	: Al Madinah Boarding School
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: X/1
Materi pokok	: Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi waktu	: 4 x 45 menit

A. Kompetensi Inti (KI)

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

B. Kompetensi dasar dan indicator pencapaian kompetensi: Kompetensi Dasar (KD):

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.4 Teks deskriptif
 - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
 - 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan pembelajaran:

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. Materi pembelajaran,

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/binatang
- (2) Kata sifat yang terkait dengan sifat orang/binatang/benda
- (3) Kata kerja bentuk pertama (present tense)
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata

Contoh teks descriptive:

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence.

The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

E. Metode Pembelajaran:

- *TBL (Task Based Learning), Diskusi, Tanya-jawab, dan Presentasi*
- Model Pembelajaran **CIRC** (*Cooperative Integrated Reading and Composition*) **F.**

Media, Alat, dan Sumber Pembelajaran:

1. Media / Alat

- Laptop
- Marker
- White Board

2. Sumber Belajar

- Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan
- *Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013*
- <http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html>

G. Langkah-langkah

pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan siswa untuk mengikuti proses pembelajaran; • Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan 	10 Menit

	<p>internasional;</p> <ul style="list-style-type: none"> • Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang video deskripsi orang yang ditayang terkait dengan materi yang akan dipelajari: • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. 	
Inti	<p>1. Observing (Mengamati)</p> <ul style="list-style-type: none"> • Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia dengan bimbingan guru. • Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. <p>2. Questioning (Menanya)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia. <p>3. Collecting data (Mengeksplorasi)</p> <ul style="list-style-type: none"> • Siswa mengeksplere gambar yang tentang berbagai tempat wisata dunia. • Siswa mendeskripsikan gambar 	<p>20 Menit</p> <p>10 Menit</p> <p>15 Menit</p> <p>10 Menit</p> <p>20 Menit</p>

	<p>tentang tempat wisata dunia.</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. <p>4. Associating (Mengasosiasi)</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>5. Communicating (Mengkomunikasikan)</p> <ul style="list-style-type: none"> • Menyampaikan hasil kerja kelompok tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>). 	
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 	5 menit

H. Penilaian hasil pembelajaran

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan percakapan

Rubrik Penilaian Aspek Keterampilan Berbicara

No	Aspek yang Dinilai	Kriteria	Score
1.	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2.	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3.	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4.	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5.	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1.	Santun (Respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2.	Bertanggung jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5

		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3.	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama	5
		Sering menunjukkan sikap kerjasama	4
		Beberapa kali menunjukkan sikap kerjasama	3
		Pernah menunjukkan sikap kerjasama	2
		Tidak pernah menunjukkan sikap kerjasama	1
4.	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5.	Percayadiri (confidence)	Sangat sering menunjukkan sikap percayadiri	5
		Sering menunjukkan sikap percayadiri	4
		Beberapa kali menunjukkan sikap percayadiri	3
		Pernah menunjukkan sikap percayadiri	2
		Tidak pernah menunjukkan sikap percayadiri	1

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat

2 = Kurang

3 = Cukup

4 = Baik

5 = Amat Baik

Metro, September 2021

Collaborator



Yeni Fahroza

Researcher



Mesa Pramasela
NPM. 1701070187

SPEAKING TEST
Pre –Test

Practice the monologue using english in front class about one of the following topics!

1. Borobudur
2. Way Kambas

SPEAKING TEST
Post-Test I

Practice the monologue using English in front class about one of the following topics!

1. Kerang Mas Beach
2. Dufan

SPEAKING TEST
Post-Test II

Practice the monologue using English in front class about one of the following topics!

1. Water bom
2. Monas

Field Notes

Cycle		Note Students' Attitude
Cycle I	1st Meeting (September 17th 2021)	<ol style="list-style-type: none"> 1. Most of the students still confused in learning English process. 2. Most of the students were not confidence about their answer when the teacher give a question. 3. Most of the students were not confidence to show up their ideas while teaching-learning in process. 4. Some of the students did not giving attention while giving the treatment.
	2nd Meeting (September 19th 2019)	<ol style="list-style-type: none"> 1. Some of the students began interested in learning English but still less enthusiastic. 2. Some of the studens were explained about their answer. 3. Some of the students were confidence in sharing ideas while the teaching-learning process. 4. Some of the students could give the attention while giving the treatment.
Cycle 2	1st Meeting (September 23th 2021)	<ol style="list-style-type: none"> 1. Some of the students were enjoyed in learning English process and active in the classroom. 2. Most of the studens were explained about their answer. 3. The students could be more confidence in sharing ideas while the teaching-learning process. 4. Most of the students could give the attention and enthusiastic about the technique that the reseracher used.
	2nd Meeting (September 25th 2021)	<ol style="list-style-type: none"> 1. Most of the students were active in learning English process individually. 2. Most of the students enjoyed the new learning technique. 3. Most of the studens could be more express about their answer. 4. Most of the students were confidence in sharing ideas while the teaching-learning process to the other. 5. Most of the students enthusiastic to applied technique in learning speaking.

Analytic Speaking Criteria

Analytic Speaking Criteria		
Criteria	Score	Expalanation
Fluency	4	Generally natural delivery, only occasional halting when searching for apppriate words/ expressions.
	3	The student hesitates and repeats himself at time but can generally maintain a flow of speech, although s / he may need an accasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no “ fluent” speech can be said to accur.
Pronunciation	4	Occasional error of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary

		for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

No	STUDENTS' NAME	THE STUDENTS' ACTIVITIES				
		1	2	3	4	5
1	Amellia Zahra Rahmawati	✓	✓	✓	✓	✓
2	Dwi Ayu Agustin		✓	✓		✓
3	Dewi Arum	✓			✓	✓
4	Dewi Zafira Irwana	✓	✓	✓		✓
5	Eka Febilia Andini	✓		✓	✓	✓
6	Emil Virgianing Tyas		✓		✓	✓
7	Marsya	✓	✓	✓	✓	✓
8	Maharani					✓
9	Najwa Karam Al-Ma'rufi	✓	✓	✓	✓	
10	Neza Monada		✓			✓
11	Ngindana NabilatulnW	✓	✓	✓	✓	✓
12	Nurrul Rahmadani					✓
13	Refa Agustina	✓		✓		✓
14	Rosa Oktavia		✓		✓	✓
15	Ria Oktaviani			✓		✓
16	Sabbi Hisma Wati	✓	✓		✓	
17	Septia Alya Nabila	✓		✓	✓	
18	Siti Naila Rayhani	✓	✓	✓	✓	✓
19	Siti Komariyah	✓	✓			✓
20	Sinah Damayanti	✓		✓		✓
21	Suci Khoirunnisa		✓		✓	✓
22	Tri Wahyudi	✓	✓	✓		✓
23	Zahra Anisa	✓	✓	✓	✓	✓
	Total	15	15	14	13	18
	Percentage (%)	65,21	65,21	60,86	56,52	78,26

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. The students attention to the explanation from teacher
 2. Giving respond
 3. Active in class
 4. Making note
 5. Doing the task

Metro, September 2021

Collaborator



Yeni Fahroza

Researcher



Mesa Pramasela
NPM. 1701070187

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

No	STUDENTS' NAME	THE STUDENTS' ACTIVITIES				
		1	2	3	4	5
1	Amellia Zahra Rahmawati	✓	✓	✓	✓	✓
2	Dwi Ayu Agustin	✓	✓	✓		✓
3	Dewi Arum	✓	✓		✓	✓
4	Dewi Zafira Irwana	✓	✓	✓	✓	✓
5	Eka Febilia Andini	✓	✓	✓	✓	✓
6	Emil Virgianing Tyas	✓	✓	✓	✓	✓
7	Marsya	✓	✓	✓	✓	
8	Maharani	✓	✓			✓
9	Najwa Karam Al-Ma'rufi	✓		✓	✓	✓
10	Neza Monada		✓	✓	✓	✓
11	Ngindana NabilatulnW	✓	✓	✓	✓	✓
12	Nurrul Rahmadani			✓	✓	✓
13	Refa Agustina	✓	✓		✓	✓
14	Rosa Oktavia	✓	✓	✓	✓	✓
15	Ria Oktaviani	✓			✓	✓
16	Sabbi Hisma Wati	✓	✓	✓		✓
17	Septia Alya Nabila	✓		✓	✓	
18	Siti Naila Rayhani		✓			✓
19	Siti Komariyah	✓	✓	✓	✓	
20	Sinah Damayanti	✓	✓	✓	✓	✓
21	Suci Khoirunnisa	✓				✓
22	Tri Wahyudi	✓	✓		✓	✓
23	Zahra Anisa	✓	✓	✓	✓	✓
	Total	20	18	16	18	20
	Percentage (%)	86,96	78,26	69,59	78,26	86,95

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. The students attention to the explanation from teacher
 2. Giving respond
 3. Active in class
 4. Making note
 5. Doing the task

Metro, September 2021

Collaborator



Yeni Fahroza

Researcher



Mesa Pramasela
NPM. 1701070187

Observation Sheet of Teacher Activities Cycle 1

School : Al Madinah Boarding School Karya Tani

Class : X

Teacher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Explain the material chronologically c. Guide the students to follow the lesson d. Motivate the students to ask e. Practice the students to answer the question about the material		✓	
3. Post teaching a. Conclude the result of learning process b. Close the learning activity	✓		

Metro, September 2021

Collaborator



Yeni Fahroza

Researcher



Mesa Pramasela
NPM. 1701070187

Observation Sheet of Teacher Activities Cycle 2

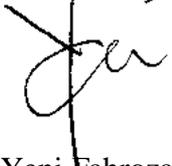
School : Al Madinah Boarding School Karya Tani

Class : X

Teacher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan] b. Prepare the media that will be used c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Explain the material chronologically c. Guide the students to follow the lesson d. Motivate the students to ask e. Practice the students to answer the question about the material	✓		
3. Post teaching a. Conclude the result of learning process b. Close the learning activity	✓		

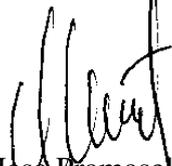
Metro, September 2021

Collaborator



Yeni Fahroza

Researcher



Mesa Pramasela
NPM. 1701070187

The Students Speaking Score of Pre-test

No	Name	F	P	V	G	I	Total Point	Total Score	Category
1.	AZR	4	4	2	1	2	13	65	Incomplete
2.	DAA	2	2	3	2	3	12	60	Incomplete
3.	DA	2	3	2	2	3	12	60	Incomplete
4.	DZI	3	3	2	2	2	12	60	Incomplete
5.	EFA	2	3	2	3	3	13	65	Incomplete
6.	EVT	2	1	3	2	4	12	60	Incomplete
7.	MS	4	2	4	3	2	15	75	Complete
8.	MA	3	2	2	1	2	10	50	Incomplete
9.	NKA	3	3	2	2	2	12	60	Incomplete
10.	NM	2	3	2	3	3	13	65	Incomplete
11.	NNW	3	4	4	3	2	16	80	Complete
12.	NR	4	4	3	2	2	15	75	Complete
13.	RA	3	3	3	2	2	13	65	Incomplete
14.	RO	1	3	2	2	4	12	60	Incomplete
15.	ROT	2	2	2	3	3	12	60	Incomplete
16.	SHW	2	2	3	3	2	12	60	Incomplete
17.	SAN	2	1	3	2	4	12	60	Incomplete
18.	SNR	3	4	2	2	3	14	70	Incomplete
19.	SK	3	1	1	3	2	10	50	Incomplete
20.	SD	2	2	2	3	3	12	60	Incomplete
21.	SKH	3	2	3	2	2	12	60	Incomplete
22.	TW	2	1	2	3	2	10	50	Incomplete
23.	ZA	3	3	2	2	2	12	60	Incomplete
Total								1430	
Avarage								62,17	
Improved								3	
Unimproved								20	

The Students Speaking Score of the Post-test in Cycle 1

No	Name	F	P	V	G	I	Total Point	Total Score	Category
1.	AZR	3	3	3	3	3	15	75	Complete
2.	DAA	3	2	3	3	2	13	65	Incomplete
3.	DA	3	3	3	3	2	14	70	Incomplete
4.	DZI	3	3	3	3	2	14	70	Incomplete
5.	EFA	3	3	4	2	3	15	75	Complete
6.	EVT	3	2	2	3	3	13	65	Incomplete
7.	MS	3	3	4	3	3	16	80	Complete
8.	MA	3	2	3	2	3	13	65	Incomplete
9.	NKA	3	4	2	3	2	14	70	Incomplete
10.	NM	3	3	2	3	3	14	70	Incomplete
11.	NNW	4	3	4	3	3	17	85	Complete
12.	NR	3	3	4	3	2	15	75	Complete
13.	RA	3	3	3	3	2	14	70	Incomplete
14.	RO	2	2	3	3	3	13	65	Incomplete
15.	ROT	3	2	3	2	3	13	65	Incomplete
16.	SHW	3	3	2	3	2	13	65	Incomplete
17.	SAN	3	3	3	2	3	14	70	Incomplete
18.	SNR	3	2	4	3	3	15	75	Complete
19.	SK	2	1	3	2	4	12	60	Incomplete
20.	SD	3	4	2	2	3	14	70	Incomplete
21.	SKH	3	1	3	3	4	14	70	Incomplete
22.	TW	2	2	3	3	3	13	65	Incomplete
23.	ZA	3	3	3	3	2	14	70	Incomplete
Total								1610	
Avarage								70	
Complete								6	
Incomplete								17	

The Students Speaking Score of the Post-test in Cycle 2

No	Name	F	P	V	G	I	Total Point	Total Score	Category
1.	AZR	3	3	4	3	2	15	75	Complete
2.	DAA	3	2	3	2	3	13	65	Incomplete
3.	DA	3	3	4	2	3	15	75	Complete
4.	DZI	3	3	3	3	3	15	75	Complete
5.	EFA	3	3	4	3	3	16	80	Complete
6.	EVT	3	2	3	3	3	14	70	Incomplete
7.	MS	4	3	4	3	3	17	85	Complete
8.	MA	3	2	4	3	3	15	75	Complete
9.	NKA	3	3	3	3	3	15	75	Complete
10.	NM	3	3	4	3	3	16	80	Complete
11.	NNW	4	4	4	3	3	18	90	Complete
12.	NR	4	3	3	3	3	16	80	Complete
13.	RA	3	2	4	3	3	15	75	Complete
14.	RO	3	2	4	3	3	15	75	Complete
15.	ROT	3	3	3	3	2	14	70	Incomplete
16.	SHW	3	3	4	3	2	15	75	Complete
17.	SAN	3	3	4	2	3	15	75	Complete
18.	SNR	3	3	4	3	3	16	80	Complete
19.	SK	3	2	3	3	3	14	70	Incomplete
20.	SD	3	2	4	3	3	15	75	Complete
21.	SKH	3	3	4	3	3	16	80	Complete
22.	TW	3	3	3	3	3	15	75	Complete
23.	ZA	3	3	4	3	3	16	80	Complete
Total								1755	
Avarage								76,3	
Complete								19	
Incomplete								4	



KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : MESA PRAMASELA

Jurusan : TBI

NPM : 1701070187

Semester / T A : VIII

No	Hari/ Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I		
1	02-04-2021	✓	- cover - Revisi Background of the study	
2	Friday, 16-04-2021	✓	Revisi Assessment of speaking performance	
3	Thursday, 22.04.2021	✓	- Adding Acknow ledgement	
4	Thursday 29.04.2021	✓		

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mesa Pramasela
 NPM : 1701070187

Jurusan : TBI
 Semester : IX/2021

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Minggu 1-08-2021	✓	M. Subhan Roza	

Mengetahui
 Ketua Jurusan TBI,

Andianto, M.Pd.
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 0141



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimill (0725) 47286, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Mesa Pramasela
NPM : 1701070187

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	14/21 /09	✓	- Revisi Abstract - Revisi chapter iv	
2	17/21 /10	✓	- Revisi Table - Revisi chapter v	
3	18/21 /10	✓	Ura Muryana	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 2015031004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 0141



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3526/In.28.1/J/TL.00/12/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
PIMPINAN PONDOK MODERN MADINAH PONDOK MODERN MADINAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **MESA PRAMASELA**
NPM : 1701070187
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING SPEAKING PERFORMANCE THROUGH THREE STEPS INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOL**

untuk melakukan *pra-survey* di PONDOK MODERN MADINAH.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Desember 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



PONDOK MODERN MADINAH

KARYA TANI LABUHAN MARINGGAI LAMPUNG TIMUR
INDONESIA - (34198)



SURAT KETERANGAN

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat dari Fakultas Tarbiyah Institut Agama Islam (IAIN) Metro, hal izin mengadakan penelitian pada tanggal 22 Maret 2021, maka Pimpinan Pondok Pesantren Modern Madinah dengan ini menerangkan bahwa :

Nama : **MESA PRAMASELA**
 NPM : 1701070187
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

Benar telah mengadakan prasurvey di PONDOK PESANTREN MODERN MADINAH pada tanggal 22 Maret 2021 guna melengkapi data pada penyusunan Skripsi yang berjudul "IMPROVING SPEAKING PERFORMANCE THROUGH THREE STEPS INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOL".

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya

Wassalamu'alaikum Wr. Wb.

Karya Tani, 22 Maret 2021



KMI Direktur KMI

[Signature]
 Karbun, M.Pd.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2665/In.28.1/J/TL.00/07/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: MESA PRAMASELA
NPM	: 1701070187
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPROVING SPEAKING PERFORMANCE THROUGH THREE STEP INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOL KARYA TANI EAST LAMPUNG

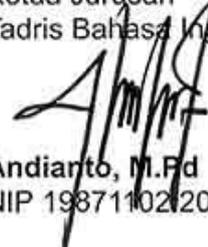
Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juli 2021
Ketua Jurusan
Tadris Bahasa Inggris


Andianto, M.Pd
NIP 19871102201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-997/ln.28/S/U.1/OT.01/10/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Mesa Pramasela
NPM : 1701070187
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

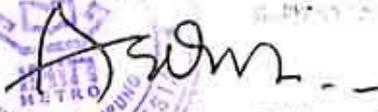
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070187

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Oktober 2021

Kepala Perpustakaan



 Dr. As'ad, S. Ag., S. Hum., M.H.
 NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl Ki Hajar Dewantara 15A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Mesa Pramasela
NPM : 1701070187
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, ²⁶ November 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3409/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
PIMPINAN PONDOK MODERN
MADINAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3410/In.28/D.1/TL.01/08/2021, tanggal 23 Agustus 2021 atas nama saudara:

Nama : **MESA PRAMASELA**
NPM : 1701070187
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PONDOK MODERN MADINAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING PERFORMANCE THROUGH THREE STEP INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOL KARYA TANI EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

SURAT KETERANGAN

Nomor : 01/PM-M/IX/2021

Sehubungan dengan surat dari Fakultas Tarbiyah Dan Ilmu Keguruan Metro, Nomor : B-3410/In.28/D.1/TL.01/08/2021, Hal : Izin Mengadakan Penelitian tanggal 23 Agustus 2021, Maka Pimpinan Pondok Modern Madinah Dengan ini Menerangkan Nama Mahasiswa Dibawah Ini ;

Nama : **MESA PRAMASELA**
 NPM : 1701070187
 Jurusan : Tadris Bahasa Inggris

Benar telah mengadakan penelitian di Pondok Pesantren Madinah Karyatani Labuhan Maringgai Lampung Timur pada tanggal 13 September 2021 s/d 15 Oktober 2021 Guna melengkapi data pada penyusunan skripsi yang berjudul **“IMPROVING SPEAKING PERFORMANCE THROUGH THREE STEP INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOL KARYA TANI EAST LAMPUNG”**

Demikianlah surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Karyatani, 15 Oktober 2021

Direktur KMI



[Signature]
Al-Ustadz Muhammad Qoribun, M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47290; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3410/In.28/D.1/TL.01/08/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **MESA PRAMASELA**
NPM : 1701070187
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PONDOK MODERN MADINAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING PERFORMANCE THROUGH THREE STEP INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOL KARYA TANI EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 Agustus 2021

Mengetahui,
Pejabat Setempat

Dr. Yudiyanto S.Si., M.Si.
Al - Ytdz Qoribun

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

IMPROVING SPEAKING PERFORMANCETHROUGH THREE STEP INTERVIEW TECHNIQUE AMONG THE TENTH GRADE AT AL MADINAH BOARDING SCHOOL KARYA TANI EAST LAMPUNG

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8%

SIMILARITY INDEX

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INTERNET SOURCES

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PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	Ismi Aristy, Rega Hadiansyah, Yanuarti Apsari. "USING THREE STEP-INTERVIEW TO IMPROVE STUDENT'S SPEAKING ABILITY", PROJECT (Professional Journal of English Education), 2019 Publication	2%
2	e-journal.metrouniv.ac.id Internet Source	1%
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1%

PHOTO DOCUMENTATION
Pre Test



Post Test I



POST TEST II



BIOGRAPHY



The name of the researcher is Mesa Pramasela. She was born on July, 05th 1999 at Tebing Village, Melinting, East Lampung. He is the First daughter of Mr. Sopyan and Mrs. Aryani. She has three brothers.

She was enrolled her study at SD Negeri Sidomakmur, Melinting, East Lampung on 2005 to 2011. In line with her focus on the study, she continued her study at Al Madinah Islamic Boarding School on 2011 and graduated in 2014. She decided to continue her study at SMK Kosgoro, Sribhawono, East Lampung and took the Studying Network Computer Engineering from 2014 to 2017. Then, at the next year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.