AN UNDERGRADUATE THESIS

AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW

TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS

AT MAN 1 LAMPUNG TIMUR

By:

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STATES INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS AT MAN 1 LAMPUNG TIMUR

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

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STATE INST ITUTE FOR ISLAMIC STUDIES OF METRO
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APPROVAL PAGE

Title : AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP

INTERVIEW TECHNIQUE IN TEACHING SPEAKING

AMONG STUDENTS AT MAN 1 LAMPUNG TIMUR

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The Honorable the Dean of Tarbiyah Department of
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers
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Assalamu'alaikum Wr. Wb.

        Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang telah disusun oleh:

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Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikumWr. Wb.

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RATIFICATION PAGE
No. B-5873/In-28.1/D/PP-00-5/12/2022

An Undergraduate thesis entitled: **AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS AT MAN 1 LAMPUNG TIMUR**Written by Linda Nur Ainah, student number 1801071029, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday,December 21th 2022 at 10.00- 12.00 a.m.

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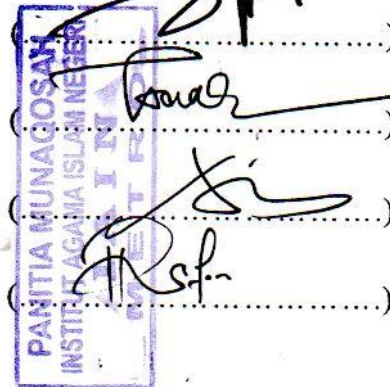
ABSTRACT

AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS AT MAN 1 LAMPUNG TIMUR

By:
LINDA NUR AINAH

This thesis discusses aims to analyze the implementation of the three-step interview technique in teaching speaking and the problem faced by teacher and students at MAN 1 East Lampung.

This research is a qualitative case study research with data sources derived from observation, interviews and documentation. Data validity assurance technique uses triangulation. Data analysis techniques use qualitative descriptions.

Based on the discussion, it can be concluded that the Implementation Three-Step Interview three-step interview in teaching speaking at MAN 1 Lampung Timur through three steps interview conducive enough, because during the teaching and learning process, the students active to asks to teacher about the vocabulary they do know and seemed active ask each other but there some student passive in. The results of the next research are teachers and students faced the problems in implementation three-step interview in teaching speaking. The teacher find the problem in controlling the class and managing the time while student find the problem in lack vocabulary and the partners in the interview who did not understand this technique.

Keyword: Three-Step Interview, Speaking, Qualitative Research

ABSTRAK

ANALISIS IMPLEMENTASI TEKHNIK WAWANCARA TIGA LANGKAH DALAM PEMBELAJARAN BERBICARA DIANTARA SISWA MAN 1 LAMPUNG TIMUR

Oleh:
LINDA NUR AINAH

Tesis ini membahas dan bertujuan untuk mengetahui implementasi tekhnik tiga langkah wawancara dalam pembelajaran berbicara dan permasalahan yang ditemui guru dan siswa saat menggunakan tekhnik ini dalam pembelajaran speaking di MAN 1 Lampung Timur.

Penelitian ini merupakan penelitian studi kasus kualitatif dengan sumber data berasal dari obsevasi wawancara dan dokumentasi. Teknik penjaminan keabsahan data menggunakan triangulasi. Teknik analisis data menggunakan deskripsi kualitatif.

Berdasarkan pembahasan, dapat disimpulkan bahwa Pelaksanaan Wawancara Tiga Langkah wawancara tiga langkah dalam pengajaran berbicara di MAN 1 Lampung Timur melalui wawancara tiga langkah cukup kondusif, karena selama proses belajar mengajar, siswa aktif bertanya kepada guru tentang kosa kata yang mereka ketahui dan tampak aktif bertanya satu sama lain tetapi ada beberapa siswa yang pasif. Hasil penelitian selanjutnya adalah guru dan siswa menghadapi masalah dalam implementasi wawancara tiga langkah dalam pengajaran berbicara. Guru menemukan masalah dalam mengontrol kelas dan mengatur waktu, sementara siswa menemukan masalah kekurangan kosa kata dan teman dalam wawancara yang tidak memahami teknik ini.

Kata kunci: Wawancara Tiga Langkah, Berbicara, Penelitian kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, 21 Desember 2022
Yang menyatakan

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MOTTO

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَه

"Whoever does the slightest good, surely he will see (reply) it"

(Q.S Al-Zalzalah: 7)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to my beloved parents my great father Mr. Yayan and my patient mother Mrs. Ipah who always loves, prays and supports my success, because of their great sacrifice, her daughter was able to complete her studies at this campus. My beloved brother Asep Miftakhul Anwar and my sister in law Eva who always support me to finished my undergraduate thesis as soon as possible and thanks to My supervisor Miss Ning Setio Wati who has guided patiently and responsibly. some people who are special for me Nurul Afifatus Safitri, Ghofta Shafa Mumtaz, Miftakhul Jannah, Kinanti,Fatikhatuh Rahmah, Sinta Novenda, Valentin Intan, Divia, Nidaul Khairiyah, and thanks for me, for being strong until this undergraduate thesis is finished.

ACKNOWLEDGEMENT

In the name of Allah, the most charitable, the most benevolent praise be to Allah, king of kings, lord of the world, and ruler of the next day, who has given us blessings and direction because of generosity and liberality. The researcher realizes and feels very confident that without blessing, benevolence and guidance, it would be possible to complete this paper. Prayers and Salam may Allah send them to our Prophet Muhammad, family, friends and followers.

This under a research entitles **"An Analysis of Implementation of Three-Step Interview Technique in Teaching Speaking among Students Man 1 Lampung Timur"** could finish successfully. On this occasion the researchers would like to express his deepest gratitude to:

1. Dr. Siti Nurjanah, M.Ag., as the of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd., as the chief of English Education Department of IAIN Metro Lampung.
4. Ning Setio Wati, M.Pd., as the as the advisor valuable knowledge and support in finishing this a research proposal.
5. All of the lecturers at the State Institute for Islamic Studies (IAIN) of Metro.

Last, but far from the end, sincere gratitude to those not mentioned in person here, without their patience, guidance, support and cooperation, this paper could never have been written.

Metro, Desember 21th 2022
Research

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CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is one of the English skills that play an important role in language studies.[1] It is related to the development of communication skills.[2] Through speaking skills, students speak and give ideas to exchange information with others. It is the way to use language to communicate with each other. It means that having good speaking skills can create a good interaction between speaker and listener. Thus, having good speaking skill is not only useful to communicate in daily life but also academic situations.

In teaching speaking, students and teachers should be aware of the vital rules of speaking skills in the foreign language.[3] The teachers also should be able to provide interesting topics, techniques, and methods. Those can motivate them to speak actively because speaking skill emphasizes students` ability to speak accurately and effectively. Besides, using effective techniques can help a student to foster them to be confident to explore their ideas.[4] Therefore, some elements in teaching speaking are needed to support effective techniques.

In the learning speaking process, the teacher has the main goal to achieve a good speaking for the students. Moreover, a good speaker has five

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[1] Chaney, A.L., and T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8.* Boston: Allyn&Bacon
[2] Thornbury, Scott. 2005. How to Teach Speaking? England: Longman Pres
[3] Laili Hendriani, "Three Steps Interview in Teaching Speaking Skill for EFL Learners," *(VELES) Voices of English Language Education Society* Vol. 2, (April 1, 2018): 38–43.
[4] amaliah, "Use of The Three-Step Interview Technique in Teaching ESL Speaking."

criteria such as vocabulary, grammar, fluency, pronunciation, and comprehension.[5] Besides, the students always do mistakes in grammar and pronunciation.[6] They do not pay attention to the sentence structure and correct pronunciation, which means they have not yet reached the five elements and cannot be said to be good at speaking.

In fact, the students has many problems in English Subject. Based on the interview with six students MAN 1 Lampung Timur, three of them said that speaking in English is difficult, especially in vocabulary and pronunciation aspects and three student said that still lack in choosing good vocabulary and difficult to pronounce some words well. Hence, the problems can make the students' have low confidence in speaking.[7]

Moreover, teaching speaking has many effective techniques, one a good technique is the three-step interview technique, Novayanti and Resmini said that Three-Step Interview can help speaking students because when they are learning this technique, they do not only learn how to convey their opinion about the topic given but also will learn how to listen well. It is also capable to increase students' listening, note-taking, and sharing of what have acquired during the interview process.[8] Besides, Hendriani stated that Three-Steps Interview gives opportunities for students to become more active in learning in the class activities or their environment and to gather students in a conversation for analysis purposes and new information. It is a technique will

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[5] Newton, Jonathan.2020. Teaching ESL/EFL Listening and Speaking New York: Routledge
[6] Hendriani, "Three Steps Interview in Teaching Speaking Skill for EFL Learners."
[7] Interviews with student of MAN 1 Lampung Timur on February 8, 2022
[8] Novayanti and Resmini, "THREE-STEP INTERVIEW IN TEACHING SPEAKING."

provide some more experiences for students.[9] In Man 1 Lampung Timur the English teacher uses some technique like imitative techniques, filling gap techniques, and three-step interview. The teacher says that the Three-Steps Interview makes students more interested because students can practices the lesson directly, but some students who do not understand and are still confused by the technique.[10]

Based on the problem above, the researcher interested in finding out Implementation Three-Step Interview in teaching speaking. Therefore, the researcher will make a study entitled **"An Analysis of Implementation of Three-Step Interview Technique in Teaching Speaking Among Students at Man 1 Lampung Timur"**.

B. **Research Question**

Based on the results of pre-survey interviews, the researcher can conclude that the problems are:

1. **How was the teaching learning process in implementation Three- Step Interview technique at at MAN 1 Lampung Timur?**

2. **What were the problem which faced by teacher and students in the teaching and learning process in implementation of Three-Step Interview Technique at MAN 1 Lampung Timur ?**

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[9] Hendriani, "Three Steps Interview in Teaching Speaking Skill for EFL Learners."
[10] Interviews with English teacher of MAN 1 Lampung Timur on February 8, 2022

C. Objective and Benefit of The Study

1. Objective

The purpose of this research are to reveal :

a. To know the implementation of Three-Step Interview Technique.

b. To know the problem which faced by teacher and students in the teaching learning process in implementation of Three-Step Interview Technique.

2. Benefit

This research will provide benefits, including:

a. For Learner

The result of this research may give some information about Implementation of Three-Step Interview technique in teaching speaking.

b. For Teacher

The result of this research can give a positive income to English teachers in preferring the problem around speaking subject and choose a good technique that can improve students speaking skill.

c. For Other Researcher

The next researcher can use the result of the study as reference to conduct further study about teaching speaking and researcher can conduct a specific study about internal and external factors of both teacher's and students' difficulty in learning speaking.

D. Prior Research

There are several previous research that focuses on the use of three-step interviews of teaching in speaking. The first research was conducted by Ari Milasari with the results of her writing entitled "The Influence of Using Three-Step Interviews Towards in Students Speaking Ability At The First Semester of The Eleventh Grade of SMAN 1 Way Serdang Mesuji".[11] This research explores the influence of using three-step interview towards speaking ability. The difference between the research that has been done and the research that will be conducted by the researcher lies in the variable, namely speaking ability. The research method is also different, where the researcher will use a qualitative method, while the previous research used a quasi-experimental design.

The second research was conducted by Sarah Maghfirah with the title "Enhancing Students Speaking Skills Through Three-Steps Interview".[12] The difference between previous research and future research also lies in the method used. previous research used pre-experimental methods. and this research uses qualitative methods. there is also a difference in variables where previous research discusses improving students and current research discusses student perceptions.

The next research was conducted by Muhammad Sirrul Muna with the title of research "Improving Student Speaking Skill by Using Three-Step

[11] Milasari, The Influence of Using Three Step Interview Towards Students Speaking Ability At The First Semester of The Eleventh Grade of SMAN 1 Way Serdang Mesuji, Raden Intan State Islamic University Lampung

[12] Maghfirah, Enhancing Students Speaking Skills Through Three Steps Interview, Ar-Raniry State Islamic University Darussalam-Banda Aceh

Interview at Lintasan Imajinasi Bahasa Mahasiswa IAIN PAREPARE.[13] The difference between previous research and the research to be carried out also lies in the method used. Previous research used the Qualitative Research method, while the current study used a Pre experimentalResearch.

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[13] Muna Improving Student Speaking Skill by Using Three Step Interview at Lintasan Imajinasi Bahasa Mahasiswa IAIN PAREPARE, State Islamic Institute (IAIN) ParePare

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking

1. The Definition of Speaking

Speaking is a productive skill that can be directly observed.[1] It means that speaking is a means of verbal communication that is used by people and can be observed directly when the speaker's speak. In addition, there are some elements of speaking skills. The elements of speaking consist of grammar, vocabulary, pronunciation, comprehension, and fluency.[2] Therefore, the speaker must mastery of these features in this language in order to communicate effectively and to make other people understand with what they are talking about. On the other hand, the speaker who are competent in element speaking English are usually able to easily share their ideas and opinions to listeners.

Speaking is a crucial part of second language learning and teaching. In learning process, teaching speaking is very important part of second language learning.[3] It is a process where a teacher helps the students to provide and to facilitate them to obtain the learning goal which is the needs to improve their performance in speaking skill.[4] In this situation, teaching speaking needs effort to improve their performance in speaking

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[1] Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), 141.

[2] Ibid, 145

[3] Kayi. H. *"Teaching Speaking: Activities to Promote Speaking"*. (United Stated Kingdom: Prentic Hall ilc, 2006).

[4] Harmer, *How to Teach English*.

skill such as cover grammar, pronunciation, choice of words, and organizing their thoughts will use the language.[5] In addition, teaching speaking needs technique to motivate student to speak.

From the definition above, it can be concluded that speaking is productive skill that used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling, thoughts and information any kind of various objectives. Moreover, speaking skill has five elements consist of grammar, vocabulary, pronunciation, comprehension, and fluency.

2. The Component of Speaking

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities. There are five components of speaking comprehension, grammar, vocabulary, pronunciation and fluency.[6]

a. Comprehension

Comprehension can not be forgotten as one of important components in speaking. It is the way of understanding something, it also important component in speaking because in conversation with others we must make them understand in our conversation. Comprehension points to the fact that members know the nature of the research assignment, even

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[5] Nurdin, "Students' Speaking Ability Awareness."
[6] Ibid, (H. Douglas Brown).

when the process are complicated and involve risk. As a result, in understanding information additionally, it is purpose to create the listeners easily to receive some information from the speakers.

b. **Grammar**

Communication can be great when the speaker is using grammar in those situation. Grammar is study of words, how students used in sentences. It can be described as a principle of rule which can be used to make well-formed of grammatical utterance in that language. In addition, grammar can be defined that a set of rulers which let us to unite words in small language into large units.

c. **Vocabulary**

Vocabulary is also an important component that can not be separated from speaking skill. It is necessary for speaking. It can be shown that one of the key for success communicative is the power of words. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, and how they are spelt. Many vocabularies it will be easier to state our ideas, thoughts and feeling both written or oral form. The vocabulary becomes familiar when we use in spoken language everyday.

d. **Pronunciation**

Pronunciation is an equally important component in speaking skills. It is one of the important components that a good English speaker used. It includes all aspect of speech such as rhythm,

phrasing, intonation, articulation more peripherally gesture, eye contact and body language Also include the segmental features: vowels and consonants and the intonation pattern).

e. **Fluency**

Fluency is a component in speaking which cannot be separated from speaking skill. is the role of good communication in other words is the purpose of the students learns to speak. They do not need to spend a lot of time to share the information. They can speak early and easily without many times to think as like "emh" and stop they speak. Fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

2. **The Aim of Speaking**

The main purpose of speaking is to communicate. Spoken language is an important tool that can be used to communicate or convey things that the speaker will speak to their society. Basically, according to Brown state that there are three important aims of speaking, it can be explained as follow to inform, to entertain and to persuade.[7]

a. **To inform**

One of aim speaking is to informing. It means that the speaker wishes to convey and share ideas, information, process feelings or opinions to the audience, and to provide knowledge specifically for specific purposes. In this case, the speaker just wants to tell one fact.

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[7] Ibid, 149

b. To entertain

The next important aim is to entertain. It means that the speaker wants to make the audience happier, and these materials are mainly selected according to their entertainment value. For example, when the teacher tells a story to the students, the parents tell the children interesting stories. By doing this, the audience will hear the words more interestingly.

c. To persuade

The last is to persuade. It means that the speaker tries to confirm what the audience did in certain activities. Teachers must teach students well by 15 providing them with role models. From the examples, students can understand the mentality of the course and actively participate in the course.

B. The Concept of Teaching Speaking

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficency. Speaking is considered as a major skill to be mastered by students in terms of communication need.[8] This is because the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. However, learning toward a good

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[8] Menggo, Seken, Ratminingsih, The Effect Of Discussion Technique And English Learning Motivation Toward Students" Speaking Ability, E-Journal Program Pascasarjana Universitas Pendidikan Ganesha,Indonesia,2013

speaking competency is not an easy task for students. Students mostly find difficult to communicate in English Because English is not their foreign language.

According to Kayi teaching speaking is an important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.[9] It means that we are success in learning English if we can communicate well. The ability to communicate well will give a good contribution for our success in our daily life.

Nunan stated that teaching speaking is to teach English learners to:

1. Produce the English speech sounds and sound patterns.

2. Use word and sentence stress, intonation pattern and the rhythm of the second language .

3. Select appropriate words and sentences according to the proper social setting, audience, situational subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgments.

6. Use the language quickly and confidently with few un neutral pauses, which is called fluency.[10]

Related to the explanation above, it is clear that the teacher must be able to encourage the students to explore themselves to develop speaking ability. It can be practiced by trying to interact with others in the class.

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[9] HayriyeKayi, 2006, Teaching speaking: activities to promote speaking in a second language, "The Internet TESL Journal

[10] David Nunan, Practical English Language Teaching, (NewYork: McGraw-Hill, 2003)

Therefore, they could be challenged to expose their ability in speaking supported by the teacher. In this case the teacher may also give the opportunity to explore the students by giving a theme and the students practice in front of the class, and also they could communicate in the target language.

C. The Concept of Three-Step Interview Technique

1. The Definition of Three-Step Interview Technique

Three-Step Interview plays interest technique in learning process. It is one of technique in cooperative learning that used to develop speaking skill.[11] In addition, it is the technique in language teaching which the concept of this technique is students work in groups, interview the other (in pairs) then share the information from the interview.[12] In this activity students can learn from the interview. This technique will help teacher to achieve the goal of teaching learning and make students more effective. Because this technique is not too formal and students will communicate with their own friends so that they are more confident to speak.

However, Three-Step Interview technique is one of the techniques to teach speaking that creates the opportunity for students to improve communication skills.[13] It supports students actively in the learning process, because in this technique the speaker is required to communication each other and also give the question and answer. In Three-step Interview technique, students not only learn and receive

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[11] Holt D. Daniel .Cooperative Learning: A Response to Linguistic and Cultural Diversity, (Wasingthon: CAL= Center for Applied Linguistic),1993
[12] Ibid,
[13] Kagan, S. Cooperative Learning, (. CA: Sanjuan Capistrano.) 1992

learning experience and knowledge from the teacher, but also learn from other team.[14] In other words, they are more active, creative and enjoy in learning process.

From explanation above, it can be concluded that Three-Step Interview is the technique to make students ask and share their opinions thought and feelings, and also take notes while carrying out the activity and share about their pairs' information.

2. **The Procedure of Using Three-Step Interview Technique**

In teaching speaking have some good technique to teaching learning. One of a good technique is Three-Step Interview. There are some procedures in Three-Step Interview to teaching learning.[15] It can be explained as follow :

a. The first, the teacher gives the interview topic, states the duration of the interview, and provides think time.

b. The second, the students make a group. One group it consist of fourth student. each member chooses another member to be a partner.

c. The third, in pairs, student A interviews student B, and C interviews D. after they get partner each other. The students interview their partner. They ask question about topic material

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[14] Rika Irawati, "The Effectiveness of Three-Step Interview Technique to Teach Speaking Viewed from The Students' Language Anxiety, Eksos Journal,No.3 (2013).

[15] Danie D. Holt, Cooperative Learning: A Response to Linguistic and Cultural Diversity, (Washington: CAL= Center For Applied Linguistic, 1993)
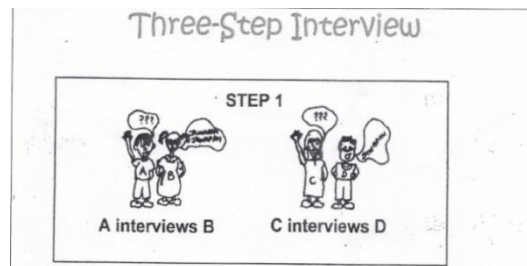
Figure.2.1. The students activity in interview pairs

d. The fourth, Pairs switch role: students B interviews students A, and D interviews C. After students are being interviewer, they have to be interviewed. They should answer the questions from their team mates.
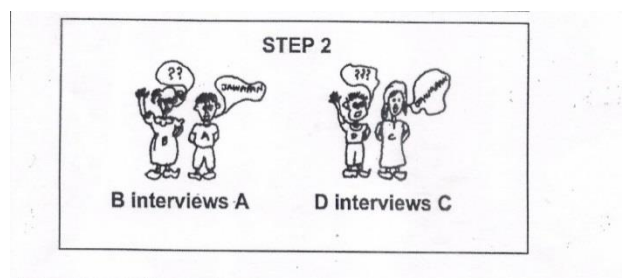
Figure.2.2 The Students activity in Reverse Role

e. The last, each one in turn sharing with the team what they learned in the interview. During final step, members share their partner's response with the team.
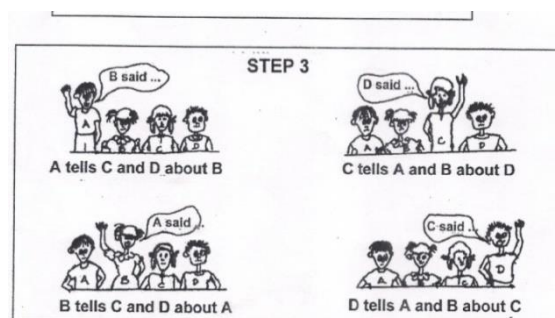
Figure .2.3 The Students activity in round robin

3. The Advantages and Disadvantages of Three-Step Interview

a. Advantages

The use of Three-Step Interview had several advantages towards the students' speaking skill. Nurhidayah stated that there are two advantages of using this technique, such as enjoyable and increase students motivation.[16] It can be explained as follow:

1) Firstly, Students can enjoyable and successful way when interact with their teammates because each other more and wanting to work together with teammates, and the best forms of teammates is students have experienced success as a team.

2) Secondly, the use of Three-Step Interview in teaching speaking could increase students' motivation and interest in learning English especially for speaking skill. By using a fun treatment and not too formal, students will like the learning atmosphere. Students will enjoy those conditions so that their interest in English improves.

b. Disadvantages

The Three-Steps Interview technique also has some disadvantages, Nurhidayah stated that there are two advantages of using this technique, such as difficult in writing the results of the interview and teacher difficulties in classroom management.[17] It can be explained as follow:

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[16] Milasari, The Influence of Using Three Step Interview Towards Students Speaking Ability At The First Semester of The Eleventh Grade of SMAN 1 Way Serdang Mesuji, Raden Intan State Islamic University Lampung

[17] Ibid,75

1) The students face a little bit problem in understanding the meaning of their friends' statement when the interview process. It may make students difficult in writing the results of the interview.

2) The Students are difficult to manage when dividing the class into several groups and controlling all students so that the class becomes noisy and uncontrolled at the same time. and students find it difficult to conduct interviews because they find it difficult to organize questions and have limited vocabulary, pronunciation or other language knowledge.

4. The Implementation of Three-Step interview Technique

In implementing Three Step Interview, there some stages that conducted in the teaching speaking. The first stage is building groups of students into working in team, followed by a second stage with group assignments on presentations of dialogues. The kind of dialogue is transactional conversation.

Teacher divides class into groups of four. After dividing the groups, the teacher gives a topic about asking and giving direction. Then foursome is divided into pairs. In pair, student A asks direction to student B. Meanwhile student B gives the direction. After that, students A and B each summarize their partner's response for students C and D, and vice versa.

All the activities mentioned above belong to the warm-up exploit before the more serious cooperative tasks in the second stage. After having dialogue with their partner, they could be endowed more teaching and

learning responsibilities by sharing the information in front of the class. The time allowed for each group presentations could be between ten to fifteen minutes. When the groups start to assume more teaching and learning responsibilities, the teacher is not left alone. Instead, the teacher begins to assume roles like feedback givers, encourager, and facilitator.

Usually after each group presents their task, the students would expect immediate feedback, comments, corrections, and most important of all, the scores of their presentation from the teacher. There should be at least five to ten minutes for teachers to discuss the group processing with the class. Besides giving immediate feedback after the group presentation, the teacher should randomly examine students orally by calling on one student to present his or her group's work to the teachers to the entire class.

In conclusion, the implementation of Three Step Interview technique in teaching speaking can motivate and enhance speaking skill. Student pairs take turns interviewing each other about the transactional conversation then report that they have learn.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristics of Research

The design of the research is conducted by using qualitative research. Qualitative research is an inquiry process of understanding based on a distinct methodological tradition of inquiry that explores a social or human problem.[1] The expectation was that each participant would provide information that was unique to his or her experiences. In addition, qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences.[2] Many qualitative studies are aimed at describing and revealing. The results of this study enrich the literature with a description of situations that are very complex, also provides suggestions for further research. Other studies were more directed at providing explanations according participants' perceptions.

In this research will use the semi-structured interviews. In a semi-structured interview, the interviewer uses a set of questions developed to obtain specific information. The researcher will conduct the interview with English teacher and students class XII IPA 3 at Man 1 Lampung Timur.

B. Data Source

In collecting the source of data, the researcher uses several techniques. The researcher uses observation, interview and documentation as the results from English teacher and students eleven grades at Man 1 Lampung Timur. The

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[1] Creswell, *Research Design*, 4.
[2] Merriam, Case Study Research in Education: A Qualitative Approach (Jossey-Bass.2009).

number of data participants who will be observed is five students. Researchers used random letters to rename participants to protect anonymity. The researcher chose English teacher and students because it was related to the type of sampling method, namely purposive sampling. Purposive sampling is one of the sampling strategies in qualitative research in which group participants are selected by the researcher according to pre-selected criteria that are relevant to certain research questions.[3] Furthermore, purposive sampling was conducted to select research participants with a specific purpose. Therefore, English teacher and students will be selected because of predetermined criteria, namely students who actively use English and have knowledge of English. Researchers will use data sources both primary data and secondary data. The following is a description of the primary data and secondary data that will be used in this study

1. **Primary Data**

    Primary data is an original and unique data. It means directly collected by the researcher from interview with English teacher and students class twelve grade IPA 3 in Man 1 Lampung Timur.

2. **Secondary Data**

    Secondary data means data collected by someone else earlier. Secondary data are the data collected by a party not related to the research study but collected these data for some other purposes and at different time in the past. If the researcher uses the data, then these become secondary data for

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[3] Mack et al., *Qualitative Research Methods*, 5.

the current user. Secondary data are government publications, websites, books, journal articles.

C. Technique of Data Collection

The purpose of this study is to obtain data, therefore, data collection techniques and is a strategic step to facilitate researchers in obtaining the data needed. while in this study, researchers used several techniques as below :

1. Observation

Observation is complex process, a process that composed of variety of biological processes and psychological processes. observation to recording the events, behavioral, objects in view and other thing that need into support in the research. Based on the theories above, observations is process monitoring, see the phenomena in subject place.

In this technique of collecting data, the researcher observation to recognize how the condition of students when learning English or foreign languages in the learning process. There the researcher observes to find the data.

2. Interview

Interview is kind of verbal communications, which aims to obtain information. Interview is collection tool information by asking a number of questions orally to be answered orally also. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. Interview is a process to obtain information for the purposes of research by face to face questioning

between the interviewer and informant or interview, with or without the use of an interview guide.[4] There are three types of interview, they are: structured interview, semi structured interview and non structured interview.[5] Interview is a conversation for gathering information. A research interview involves an interviewer who coordinates the process of the conversation and ask question, an interviewer who response to those questions. In this research, the researcher give interview to English teacher and Students about implementation of technique Three- Step Interview in teaching speaking.

3. **Documentation**

Documentation is a record that has passed, either in the form of writing, pictures, or someone's work, documentation aims to facilitate researchers in examining directly related to the object of research. In this research, some of documents were used such as notes from the interview, pictures and other documents related to the study are used to collect the data.

D. Technique of Data Analysis

Data analysis is an important step in any research. In all qualitative research, data analysis and continuous interpretation throughout the study, so that the insights gained in the initial data analysis can guide future data collection.[6] In addition, a qualitative researcher must organize and categorize

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[4] Ibid, Marguerite G. Ladico.
[5] Ibid, Marguerite G. Ladico.

[6] Lodico, Spaulding, and Voegtle, *Methods in Educational Research*.

or encodes large amounts of data so that they can be described and interpreted.[7] Data analysis in qualitative research is a time-consuming and difficult process because it is usually faced by researchers a large number of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be checked and interpreted.

According to Miles and Huberman, analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.[8] In this research, the researcher use Miles and Huberman's theory in analyzing the data.
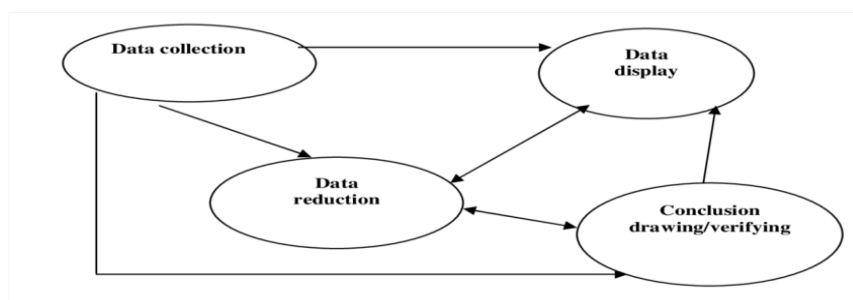
Figure 2.4 Components of Data Analysis : Interactive Model

1. **Data Reduction**

   In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex data. Because the data obtained in the field are still very complex, still rough, and not systematic, the researcher need to do an analysis by reducing the data. Data reduction means making a summary, choosing a theme, making certain categories, and patterns so that it has meaning. Data reduction is a form of

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[7] Ary et al., *Introduction to Research in Education*.
[8] Miles and Huberman, *Qualitative Data Analysis*, 10.

analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data will be selected and reduced so that only relevant data is used.

2. **Data Display**

    Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, and others so that it is easily understood by the reader.[9] Data that has been arranged systematically will make it easier for readers to understand the concepts, categories, and relationships and differences of each pattern or category.

3. **Conclusion and Verification**

    The third step in the interactive model is decision making and verification. In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. But if the conclusions that have been drawn are supported by valid or consistent evidence, then the conclusions drawn are flexible. The conclusions of the results of the study must be able to provide answers to the formulated problems.[10] In addition to providing answers to problem formulation, conclusions must also produce new findings in the field of science that did not yet exist. These findings can be in the form of a description of an object or phenomenon that was previously still vague after examination becomes clearer, it can also be a hypothesis and even a new theory.

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[9] Ibid, 10
[10] Ibid, 11.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. **Description Of Research**

1. **Profile at Man 1 Lampung Timur**

   a. **The Brief History of Establishment of MAN 1 Lampung Timur**

   The development and existence of MAN 1 East Lampung as an Islamic Education institution throughout its history began with the idea of a Central Lampung community leader Chotman Jauhari to establish a Senior High School with Islamic religious characteristics in 1968. The idea was well received by Department Office officials Religion of Central Lampung Regency gave in the end a decree of the Minister of Religion of the Republic of Indonesia No. 17 of 1978 dated November 30 1978 was issued, initially named the Metro Preparatory School for the State Islamic Institute. In 1970, this school turned into the State Islamic Religious Madrasah Aliyah Preparation, with the head of MAN Tanjung Karang which has now changed to MAN 1 Bandar Lampung. In 1978 this Madrasa changed to Metro Central Lampung State Aliyah Madrasah MAN, based on the Decree of the Minister of Religion of the Republic of Indonesia Number: 17 of 1978 dated 30 November 1978.

   In 1982, during the leadership of Mr. H. Sanubari, BA, MAN Metro was able to buy a 1000 M2 piece of land and build a building on it. So that in 1983, MAN Metro moved to a location from MIN Metro

to a new location in Banjarrejo Village 38B Batanghari, Central Lampung Regency. During Mr. Machrudi's leadership, in 1992 to be precise, MAN 1 Metro Lampung Tengah developed a Boarding School education pattern which was named the Special Class Aliyah Madrasah. All students who enter the boarding school selection must live in a dormitory. This was born on the premise that the ability of MAN 1 Metro students can study more intensively and compete with other Madrasas and MAN 1 Metro alumni can get more to enter Favorite Higher Education, both at home and abroad. On that basis, MAN 1 Metro Lampung Tengah has developed a boarding school education pattern until now.

In 1999, Central Lampung Regency was divided into administrative areas to become Central Lampung, East Lampung and Metro City, so MAN 1 Metro Central Lampung was included in the Batanghari District, East Lampung Regency, thus becoming MAN 1 Metro Lampung Timur.

In 2005, during the leadership of Drs. H. Moh. Luthfie Aziz (Boarding School) MAN 1 Metro received a charter for the establishment of Islamic boarding schools with the name Pondok Modern Al-Kahfi Banjarrejo. The awarding of this Islamic boarding school charter is with the hope that the boarding schools in MAN 1 Metro Lampung Timur will receive more support and attention from the community, regional and central government as well as favorite

tertiary institutions in selecting outstanding students and supporting facilities for learning activities.

In 2014 based on the Decree of the Minister of Religion Number 157 of 2014 dated September 17 2014, the State Madrasah Aliyah 1 Metro changed its name to the State Madrasah Aliyah 1 East Lampung..

b. Vision and Mission of MAN 1 Lampung Timur

1. School Vision

   The vision of Man1 Lampung Timur has a vision, namely : " Good Moral, excelling in achievement professional and religious "

2. School Mission

   The Mission of MAN 1 Lampung Timur are as follows :

   a) Forward-oriented with attention to contemporary potential.

   b) According to societal norms and expectations.

   c) want to achieve excellence.

   d) Encourage the enthusiasm and commitment of all madrasah citizens .

   e) Encourage change for the better.

   f) Direct the strategic steps (mission) of madrasah.

c. School Geographical Location of MAN 1 Lampung Timur

MAN 1 Lampung Timur is one of senior high school in Lampung Timur District. Precisely on Jl Lembayung 38b, Banjarejo, Batanghari, Lampung Timur District. Man 1 Lampung Timur is

located in the geographical conditions of the city and village borders. So that most of the students' parents work partly in offices and farm laborers.

d. The Building Condition and School in MAN 1 Lampung Timur

The condition of infrastructure of MAN 1 Lampung Timur is adequate for teaching and learning activities consisting of the principal's room, teacher's room, classroom, toilet, mosque, kitchen, science lab room, computer lab room, ablution area, parking lot, hall room. and libraries. In addition, the facilities available at MAN 1 Lampung Timur have also been able to support the learning process including there are decent chairs for both teachers and students, there is a blackboard, internet access, fans in every room, computers in the computer lab room, leds. projector and printer.

B. General Description of Research Data

1. The Result of Observation

This Research was conducted at MAN 1 Lampung Timur on November 21, 2022). This research, the implementation of three steps interview has been carried out to the twelve grade of MAN 1 Lampung Timur. The researcher was at first began the research by observing the teaching learning process in class Twelve IPA 3. The researcher focused on the teaching learning process through three steps interview. It dealt with the whole activities done by the teacher and the students as well as their interaction during the teaching learning process.

While observing, the researcher filled the observation sheet that she provided before. The researcher entered the class. Researcher observed the process of teaching learning speaking through three steps interview. While the teacher taught speaking through three steps interview to the students, the researcher observed every step and detail that the teacher did. On observation sheet, the researcher gave the checklist on every step and detail on the process of teaching learning speaking through three steps interview that the teacher had done. Below is the observation result of the implementation of three steps interview in teaching speaking of the twelve grade at MAN 1 Lampung Timur.

Having observed the process of teaching and learning speaking through three steps interview directly in the classroom, the researcher concluded that the condition of classroom atmosphere in teaching speaking through three steps interview conducive enough, because during the teaching and learning process, the students active to asks to teacher about the vocabulary they do know and seemed active ask each other but there some student passive in class then some student attention to the information and some students not attention which had been discussed by their group. Moreover, some of the students seemed afraid to express thoughts, they took some more time to think before interviewing their friends. Referring to the teaching learning process, it was clearly seen that by using this technique the students and the teacher found some difficulties.

2. The Result of Interview

a. The Implementation Three-Step Interview Technique in MAN 1 Lampung Timur

To support the data of observation, the researcher also employed an interview. The interview was given to the teacher and students to know opinions about teaching speaking through three steps interview. It was also aimed to find out how maintained the class atmosphere. There were some questions that the researcher asked to the teacher and student about the process of teaching speaking by using three steps interview. After all questions have been given to the teacher and students then, the researcher analyzed those statements which had been stated by the English teacher and Students.

In this study there were six participants that researcher could collect data through interviews. These six participants is one teacher English subject and five is students. The pseudonyms of the six participants are as follows, example : Himatul Alya (HM) Lalisa Manoban (LM) written after an interview excerpt means the excerpt is from Himatul Alya.[1] Through Thematic Analysis, the present study found three themes answering the research question. These themes could be seen in Table 1.

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[1] Subekti and Glory, "Fear of Negative Evaluation Factors from Ought-to L2 Self among Indonesian High School EFL Learners."

The following is an explanation of Teacher and student perception of three-step interview technique in teaching speaking classes:

1) Teacher and Student Perception of Three-Step Interview Technique

 a) The Three-Step Interview Technique as Interest Technique

To ensure that the technique presented can be well received by students, the teacher must use interest technique to attract students' attention so that they can understand the lesson well. Based on the interview results, the researcher found that the three step interview felt that the was relevant to the learning technique as well as the material presented so that students could receive the material quite well from the teacher.

This is in accordance with interviews conducted by researchers with Mam WZ, regarding teacher who have taught Three-Step Interview technique in learning process and eleven grade English subject teachers the first interview with Mam WZ , as follows :

"Three-Step Interview actually good technique sis, it makes student interest to follow lesson, so make students confident in speaking and the student also w hen speaking are not embarrassed when they speak, because they talk to their friends".

The teacher were admitted that three-step interview is interesting technique. The teacher argued that. Three-step interview technique is a

good technique to teach in speaking because it is interesting technique and easier to practice, and the five students stated:

"In my opinion, the technique is good, it's interesting, it's easy to understand, the technique doesn't bore us." (NK)

"I think the technique is fun and interesting sis, the technique is easy to understand and the lessons don't make us sleepy." (HF)

"The technique is good sis, it interest to lesson, it's easier to practice." (DK)

"I think the technique is good and interesting. It improves our speech and vocabulary as well as grammar too." (FRD)

"In my opinion, the Three-Step Interview technique is fun, doesn't make you sleepy, it's interesting to keep in groups, so it's not difficult." (AZM)

Based on these extracts, it can be conclude that Three-Step Interview is a good technique for learning English in teaching speaking this technique can encourage students to speak. Interestingly, the finding was not surprising as some studies found similar result on the opinion about Three-Step Interview Technique. According to Silvia Wulandari stated that this technique also becomes a good practice for specific lesson. It is an interesting technique for students because the teaching learning

process should be attractive and interesting in order to develop students' speaking ability in the classroom.[2]

b) The Advantages and Disadvantages Three-Step Interview Technique

The advantages and disadvantages in Three-Step Interview Technique. Teacher reported that, though the results of observing the advantages and disadvantages classroom atmosphere during the Three-Step Interview Technique learning activities, the advantage and disadvantage they get is that they are more confident to speak, Mam WZ for example, commented :

"The advantage is mmm that they are more confident sis, because those who ask their classmates are not feel intimidated and don't feel ashamed of their teachers. And the disadvantage of this technique is for students who don't have the ability, don't have a lot of vocabulary and are not confident in speaking, they just keep quiet"[3]

It can be conclude that The relatively same finding of the present study and that of previous studies conducted by Milasari, the advantage of learning using Three- Step Interview technique in teaching speaking could increase students' motivation and interest in learning English especially for speaking skill. By using a fun treatment and not too formal, students will like the learning atmosphere. Students will enjoy those

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[2] Wulandari and Narius, "*Using Three-Steps Interview Technique to Improve Speaking Ability of Senior High School Students*." Journal of English Language Teaching. Vol. 6. 2017.
[3] Interview with WZ English Subject teacher in MAN 1 Lampung Timur on November 21, 2022

conditions so that their interest in English improves and the disadvantages students face a little bit problem in understanding the meaning of their friends and difficult to manage when dividing the class into several groups and controlling all students so that the class becomes noisy and uncontrolled at the same time.[4]

2) Teacher and Student Perceptions of Three-Step interview Technique in Speaking Skill

Based on the interviews conducted by the researchers, Teacher and students stated statements about the three-step interview technique in teaching speaking can improve their mastery of vocabulary, pronunciation, fluency and understanding in speaking. The following are the explanations of teacher and students' perceptions of the three-step interview in teaching speaking :

a) The Three-Step Interview Technique Improve in Grammar Mastery

As an important aspect of speaking skills, grammar mastery will really help students in speaking English. Based on the results of research interviews, informants said that the use of three-step interview technique in teaching speaking helped them to improve grammar mastery. This is based on Teacher and students statements as evidenced, the first from mam WZ by the following extracts :

"There must be an impact sis, because before the students do

the interview they must ask questions then there they learn to

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[4] Milasari, *The Influence of Using Three Step Interview Towards Students Speaking Ability At The First Semester of The Eleventh Grade of SMAN 1 Way Serdang Mesuji*, Raden Intan State Islamic University Lampung

construct sentences properly and correctly although not all sentences made by students are not in accordance with grammar rules."

Besides that, four students also stated that:

"There is an impact sis, a little bit I came to know from the questions we made so, I know how to arrange the sentences."[5]

"There's also an impact sis, I know how to make good sentences in English." (NK)

"Yes, sis, of course, from that technique, we learn how to ask questions, sis, then we try to arrange the sentences to ask questions." (DK)

"The impact that I received anyway, little by little to know about the correct arrangement of words in English." (FRD)

"The impact that I get from this technique is that I know more about the correct grammar and know where to start when I want to speak." (AZM)

Based on teacher and student statements as evidenced by the following quotations, the researcher found that the techniques used by the teacher in speaking classes helped students improve their grammar. Several informants stated that the use of the three-step interview technique taught them to make good sentences according to grammar mastery.

b) The Student Got New Vocabulary

As an important aspect of speaking skills, mastering a large vocabulary will really help people in speaking English. Based on the results of research interviews, informants said that the use of Three-Step Interview in teaching speaking helped them to have new vocabularies. This is based on teacher and student statements as evidenced, the first statement by Mam WZ state that :

"Of course, in terms of vocabulary, this technique has an impact. Students will definitely add a new vocabulary because when interviewing, there are many unknown vocabulary, so when conducting an interview, they get a new vocabulary from what they are looking for from their interview partners.

The students also state that:

"Yes, sis, before I didn't know what this vocab meant, so I found out the meaning of the new vocabulary from the teacher or friends we interviewed." (NK)

"There's an impact, so I added that from those who don't know the vocabulary of this word, I know what it means from the vocabulary." (HF)

"There is an impact sis, so many vocabs know, from before I didn't know what it meant, then I knew how to answer in English." (DK)

"Well, give it an impact sis, so for example I don't know what this means so I know that sis."(FRD)

"the impact on vocabulary, in my opinion, this technique is very helpful for accelerating learning English and increasing vocabulary."(AZM)

Based on student statements as evidenced by the following transcripts, the researcher found that the Three-Step Interview Technique used by the teacher in the speaking class helped students add new vocabulary. Several informants stated that the use of the Three-Step Interview Technique, such as in the discussion and interview stages contained a lot of vocabulary that they did not know before. After they find the vocabulary, they will write the vocabulary then will be used when speaking.

c) The Student Can Improve Their Pronunciation

Pronunciation is also important in speaking ability. With good and correct pronunciation, the quality of speaking will also be better. Based on the results of the research interviews, the researcher found that through the Three-Step Interview used by the teacher in teaching speaking it was enough to help students improve their pronunciation which had been wrong so far. This can be proven from teacher and student, the first from Mam WZ statements :

"For impact pronunciation there is but a little bit, because the process of teaching students to pronounce foreign words is still a little difficult"

The students also state that:

"Yeah, there's an impact too sis, like earlier I mispronounced the word "live" so I know how to say it." (NK)

"It has an impact sis, at first I didn't know how to pronounce some vocabulary words, but when i use this technique, i know how to pronounce some words." (DK)

"There is sis, for example, Mam WZ also uses English so we know how to pronunciation words a little bit." (FRD)

"the impact that I received was able to improve my pronunciation which was still messy so that little by little I can pronounce it correctly." (AZM)

From these statements it can be said that the Technique in teaching speaking in the form the teacher explain and step in three-step interview technique like interview and work in group with their partner in helping students know how to pronounce words so they can improve their pronunciation. This shows that the implementation three-step interview technique in teaching speaking is very helpful. so that in the future they can improve their pronunciation.

d) The Three-Step Interview Increase Their Fluency

Fluency when speaking also shows the quality of someone's speech. Through teacher and student statements during interviews, researchers found that they considered the technique used by teacher to be sufficient to help them improve their fluency when speaking. The following are teacher and student' statements regarding aspects of fluency in speaking, the first statement from Mam WZ state :

> "*Impact three step interview for fluency still a little impact for student sis, the problem is that many students don't speak the language fluently, the most important thing is that they have the courage to speak, ma'am, but I still help them little by little to be fluent when speaking*"

The students also state that :

> "*As for the impact, it's still a little smooth, sis because we can't speak English well.*" (NK)
>
> "*It's a little impact, sis, because I'm not fluent in English.*" (DK)
>
> "*The impact is that little by little they are able to pronounce English well even though they still have a little understanding of English.*" (FRD)
>
> "*the impact that I feel is quite smooth because I get the impact of knowing how to pronounce it.*" (AZM)

Based on the statements above, it can be seen that some students get a good impact from using three step interview technique in teaching

speaking but it's a little bit. The step that plays an important role in helping students speak fluently is when the students do the last step in three step interview, students were asked to share information with their group mates about what they got from the interview step, so that students can practice speaking through the three-step interview then their fluency in speaking will improve slightly.

e) The Three-Step Interview Can Improve Their comprehension

Comprehension or understanding is very important for us to master when speaking. When someone does not understand what is going to be conveyed, then the listener will also not get the intended message or information. Based on the interview data, students considered that the technique used by the lecturer in the speaking class was enough to help them understand what they were going to say. Here are the statements that will prove the result:

> *"Comprehension mm, for the impact on comprehension, this technique is easier to understand, so the students' understanding of this technique is very good and you can see it from the students' responses after I explained the definitions and instructions from the Three Step Interview, the students immediately did it."*

The students also state that :

"mmh, there is an impact sis, the problem was that earlier Miss Woro also explained that she mixed up using Indonesian and using English." (NK)

"The impact on comprehension is also good, sis. Explain the technique, because not everyone speaks English, so we understand better." (DK)

"The impact that I received was the impact of increasing comprehension of grammar and then being able to increase my vocabulary from the technique." (FRD)

"In my opinion the impact that I can add to the understanding of the structure of the English language." (AZM)

From these statements, the researcher found that some students thought that the three-step interview technique used was quite helpful for them in their understanding of speaking. The technique that plays the biggest role in helping them understand what they are going to say is when do work in group, interview and sharing with they team. They are usually asked to understand the material in the step in three-step interview technique, then they will be asked to provide their responses so they already know what they are going to talk about.

b. The problem which faced by Teacher and Students in Implementation of Three-Step Interview Technique

1) The difficulties Teacher in Three-Step Interview in Teaching Speaking.

The result of the research shows that there were some problem that faced by teacher and students during the implementation three-step interview in teaching speaking at the twelve grade MAN 1 Lampung Timur, Regarding this, Mam WZ stated:

"a little difficulty that I experienced maybe when controlling the class, sis, when they discussed it, some of the children were very active so the class was a little noisy and when managing time from the start they did this technique, because there were many steps that had to be passed like they were conducting interviews and then discussing, besides that there were also some students who were passive when conducting interviews".

Based on the finding, it can be conclude that the difficulty that teacher find when monitoring work in groups is handling the class because the students were crowded and noisy. This happened because the students were enthusiastic and active during the student discussion and the teacher finds it difficult to manage time because there are many stages that must be passed in doing this technique besides that some students are passive so they don't follow this technique like their other friends.

These findings are supported by Slavin, according to him; one of the disadvantages of using three steps interview is that the students became impatient, bore d, or resentful of the slower students.[6] Moreover because their ability to catch the information are so quick, some students tend to be

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[6] E. Slavin, Learning to Cooperate, Cooperating to Learn, New York: Plenum Press, 1987, p.17s

among the most easily bored if the activities are moving too slowly for them. The students are scattered around the classroom and they make such a noisy atmosphere.

2) The Difficulties Students in Three-Step Interview in Teaching Speaking.

Beside it, in this study found that all felt by students incompetence in the lack of vocabulary in the English language affect their confidence in speaking English. Besides the vocabulary, the difficulty that was found by the students was from their partners in the interview who did not understand this technique, which made the friends who were interviewed confused and they will sometimes be nervous when asked to speak in English class because of the lack of vocabulary and the information he got from his partner. Regarding this, they stated:

"It from his own friend, sis, because when his friend asked again, he was still confused about the question, and I sometimes get confused when I ask, sis, because I don't know much about vocabulary." (NK)

"I'm confused because I don't know English Language, sis, we already know what to ask, but because I don't know the vocabulary, I'm confused to ask." (HF)

"The difficulty is during the discussion sis, there are not enough participants from our discussion partners." (DK)

"The difficulty that I found in the sentence structure was that I was confused about speaking English." (FRD)

"The difficulty that I found, I am not confidence to speak and it was difficult when I got someone to talk to who did not understand the Three-Step Interview technique." (AZM)

As seen in the excerpts, all of these five students seemed found the problem of lack of vocabulary so he was confused about asking questions, and was still afraid to speak because he was afraid of making mistakes in pronunciation, lack of understanding of grammar making it difficult to make sentences. This is also the same as what Fatimah said in research journal that: There are three categories the students difficulties in English learning. The first time they lacked vocabulary. The second students lack confidence when pronouncing the words and they are afraid of mispronunciation. The last grammatical cancer, the students are afraid of their sentences make less precise.

C. Discussion of Research Result

Based on the results of research that has been conducted by researchers through interviews with twelve grade Ipa 3 students regarding the use of the Three-Step Interview Technique used by the teacher in speaking class, the researcher will provide a discussion related to the research results. This discussion was conducted to answer research questions in this study, such as: How to implementation the three step interview technique in teaching speaking? and What were the problem which faced by teacher and students in the teaching and learning process in implementation?

In the previous chapter it was explained that Three-Step Interview is a technique in the learning process adapted from the concept of cooperative learning where the student work in interview groups, interview the others and share the information from the interview.

Based on the results of this study. The implementation three-step interview in teaching speaking at MAN 1 Lampung Timur. The researcher concluded that the condition of classroom atmosphere in teaching speaking through three-steps interview conducive enough, because during the teaching and learning process, the students active to asks to teacher about the vocabulary they do know and seemed active ask each other but there some student passive in class then some student attention to the information and some students not attention which had been discussed by their group. Moreover, some of the students seemed afraid to express thoughts, they took some more time to think before interviewing their friends. Referring to the teaching learning process, it was clearly seen that by using this technique the students and the teacher found some difficulties.

The teachers and students give opinion that the implementation three-step interview had a positive impact, including:

The first result is the three-step interview is an interest technique it makes student not bored in the class and makes students confident in speaking because they are talking with their friends so they are not embarrassed. Interestingly, the finding was not surprising as some studies found similar result on the opinion about Three-Step Interview Technique. According to

Silvia Wulandari stated that this technique also becomes a good practice for specific lesson. It is an interesting technique for students because the teaching learning process should be attractive and interesting in order to develop students' speaking ability in the classroom.[7]

Beside it, the teacher and student are faced the problems, the teacher find some problem when do the technique the teacher find a little difficulty that the teacher controlling the class when they discussed it, some of the children were very active, so the class was a little noisy and when managing time from the start students did this technique, because there were many steps that had to be passed like they were conducting interviews and then discussing, besides that there were also some students who were passive when conducting interviews. The problems faced by the student is lack of vocabulary in the English language affect their confidence in speaking English. Besides the vocabulary, the difficulty that was found by the students was from their partners in the interview who did not understand this technique, which made the friends who were interviewed confused and they will sometimes be nervous when asked to speak in English class because of the lack of vocabulary and the information he got from his partner.

The next, the researcher found that the techniques used by the teacher in teaching helped students improve their grammar. Several informants stated that the use of the three-step interview technique taught them to make good sentences according to grammar mastery.

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[7] Wulandari and Narius, "*Using Three-Steps Interview Technique to Improve Speaking Ability of Senior High School Students*." Journal of English Language Teaching. Vol. 6. 2017.

The next is through the three-step interview technique used by the teacher teaching speaking, students can add new vocabularies. Based on the interview results, students get a new vocabulary from the Three-Step Interview Technique, such as in the discussion and interview stages which contain a lot of vocabulary that they did not know before. After they find the vocabulary, they will write the vocabulary then it will be used when speaking. It can be concluded that the technique used is beneficial in terms of vocabulary in speaking skills.

The next is these results indicate that the three-step interview technique used in the speaking class can help students improve their pronunciation. Based on statements in interviews the Technique in teaching speaking in the form the teacher explain and step in three-step interview technique like interview and work in group with their partner in helping students know how to pronounce words so they can improve their pronunciation. This shows that the implementation Three-Step Interview Technique in teaching speaking is very helpful. Therefore, the technique used is sufficient to have an impact on aspects of fluency in speaking and offset by practicing speaking.

The next result is that the three-step interview technique can help students in their comprehension when speaking. Teacher and students stated that the use of three-step interview technique in teaching speaking enough to help them understand what they were going to convey. Because in the step work in group and interview in this technique will easily understand what they read or listen to. With a good understanding of the material, they will

also be able to understand well what they will convey. Therefore, the technique used must be appropriate so that students can get an understanding of the material.

The next result is that this technique can help students improve fluency in speaking. Based on student statements in interviews, students considered that the use of three-step interview technique was enough to help them improve their speaking fluency. This is balanced with speaking practice so that they are able to speak fluently. Therefore, the technique used is sufficient to have an impact on aspects of fluency in speaking and offset by practicing speaking.

The last, based observation and interview the researcher found the advantages and disadvantages from the technique that the advantage is they are more confident because those who ask their classmates are not feel intimidated and don't feel ashamed of their teachers. And the disadvantage of this technique is for students who don't have the ability, don't have a lot of vocabulary and are not confident in speaking, they just keep quiet. The relatively same finding of the present study and that of previous studies conducted by Milasari, the advantage of learning using Three- Step Interview the use of Three-Step Interview in teaching speaking could increase students' motivation and interest in learning speaking skill and the disadvantages students face a little bit problem in understanding the meaning of their friends and difficult to manage when dividing the class into several groups and

controlling all students so that the class becomes noisy and uncontrolled at the same time.[8]

Based on the results above, it can be said that the use of three-step interview in teaching speaking used by teacher English subject, gets some good response from students and some difficulties. Beside it, students can improve their mastery of vocabulary, pronunciation, fluency and understanding in speaking. This is in accordance with research conducted by Muetia Safitri in 2021 where the results of her research show that the three-step interview provides them with a discussion and interview to practice their English skills, especially listening, expand their vocabulary and improve their pronunciation knowledge.[9]

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[8] Milasari, *The Influence of Using Three Step Interview Towards Students Speaking Ability At The First Semester of The Eleventh Grade of SMAN 1 Way Serdang Mesuji*, Raden Intan State Islamic University Lampung

[9] "Muetia Safitri_FITK_Watermark.Pdf."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The process of teaching learning in implementation of three-step interview technique has been conducted. All of the indicators and objectives could be achieve. It was a good method which can be implemented in improving English ability and also the technique could improve the students' motivation, interest, and participation in English speaking. Three-Step Interview technique method was not easy to be implemented, so in this implemented technique there are still some students in class were worrried to say something because they were shy or they did not know how to say it correctly. Besides that, they also worried to say because they did not have much vocabulary enough in their brain for expressing their idea.

B. Suggestions

Considering to the result of the research, the researcher would like to give some suggestions as follows:

1. For the Teacher

The teacher should give more opportunities to the students to practice speaking, in classroom or even outside of the classroom and should consider about the limited time in teaching speaking, therefore she should manage the time well of teaching learning speaking skill.

2. **For the Students**

Motivation is an important factor in the process of English learning so the students should develop their motivation in speaking lesson. The students should improve their vocabularies so that they can speak easily and do not have to feel afraid of making mistakes when they speak in English.

3. **For Other Researcher**

The next researcher can use the result of the study as reference to conduct further study about teaching speaking and researcher can conduct a specific study about internal and external factors of both teacher's and students' difficulty in learning speaking.

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APPENDICES

**INSTRUMEN OF DATA COLLECTION
AN ANALYSIS OF IMPLEMENTATION OF THREE STEP INTERVIEW
TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS AT MAN
1 LAMPUNG TIMUR**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022**

Observation sheet

Subjects	Pointer(s)	Yes	No	Note
Pre- Activity	1. Teacher open the lessons	✓		Tutor opened the lesson by greeting the students and read the holy qur'an.
	2. Tutor check students attendance	✓		Teacher checked students attendance by calling their name.
Main-Activity	Teacher explain about three-step interview	✓		Teacher explain about the definition, purpose and procedure of Three-Step Interview Technique.
Main-Activity (Teacher)	Teacher give instruction to make a group of consisting of fourth people.	✓		Teacher give instruction to students to make a group.
	Teacher gives the time limits to the student to interview each other.	✓		Tutor gave the limit 30 minute to interview each other
	Stage 1 the teacher give instruction student A interview student B and student C interview student D.	✓		The students interviewed each other
	Stage 2 The teacher give instruction student B interview student A and student D Interview student C.	✓		The student pair role
	Stage 3 each of the student reports to their group mates about the information obtained.	✓		The students explain about the data. What they get from the partner
	Teacher asks each one person from	✓		The student explain in

	another group to report information in front of class.			front of class.
Main-Activity (Teacher)	Tutor gives feed back to the student in learning Three-Step Interview.	✓		The student ask to the teacher about explanation that them not understand
	The teacher reviews/ evaluates any errors to the student	✓		The teacher review some errors by student
Close-Activity (Teacher)	Teacher closes the lesson	✓		The teacher close the lesson by saying Alhamdulillah, good bye and see you next meeting to the students. And the teacher gave the motivation to the student learn more and more.

Blue print of Sheet

Purpose : Blueprint of interview sheet is constructed to collect data
related to implementation of three step interview
technique
among students at Man 1 Lampung Timur.

Variable	Concept	Indicator	Question for teacher
X : Three Step Interview	Three-Step Interview is a technique in the learning process adapted from the concept of cooperative learning where the student work in interview groups, interview the others and share the information from the interview.[1]	1. Technique	1.1 What is the technique used by teacher in speaking class ? 1.2 What do you think about the three-step interview ?
		2. Cooperative Learning	2.1 Is the cooperative learning method suitable to be applied in speaking class ? 2.2 What are the advantages and disadvantages of the cooperative learning method when applied to students ?
		3. Works in	3.1 What are difficulties

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[1] Kagan, S. Cooperative Learning, (. CA: Sanjuan Capistrano.) 1992

		Group	monitoring work in group in class ?
		4. Interview	4.1 What the problem faced when teacher monitoring students when interview each other in class ?
Y : Speaking	Speaking is the ability to communicate verbally to share messages and information with each other that still follow the rules of language which include grammar, vocabulary, pronunciation, Comprehension and fluency.[2]	1. Grammar	1.1 What Impact did students receive by using the Three-Step Interview on grammar mastery ?
		2. Vocabulary	1.2 What impact did students receive by using the Three-Step Interview on vocabulary ?
		3. Pronunciation	1.3 What impact did students receive by using the Three-

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[2] Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), 141.

		Indicator	Question
		4.Comprehension	Step Interview on pronunciation ? 1.4 What impact did students receive by using the Three-Step Interview on comprehension ?
		5. Fluency	1.5 What impact did students receive by using the Three-Step Interview on fluency ?

Variable	Concept	Indicator	Question for student
Three-Step Interview	Three-Step Interview is a technique in the learning process adapted from the concept of cooperative learning where the student work in interview	1. Technique 2. Cooperative Learning 3. Works in Group 4. Interview	1.1 What is the technique used by teacher in speaking class ? 1.2 What do you think about Three-Step Interview ? 1.3 What are difficulties doing three-step interview technique ?

	groups, interview the others and share the information from the interview.[3]		
Y : Speaking	Speaking is the ability to communicate verbally to share messages and information with each other that still follow the rules of language which include grammar, vocabulary, pronunciation, Comprehension and fluency.[4]	1. Grammar	2.1 What Impact did you receive by using the Three-Step Interview on grammar mastery ?
		2. Vocabulary	2.2 What impact did you receive by using the Three-Step Interview on vocabulary ?
		3. Pronunciation	2.3 What impact did you receive by using the Three-Step Interview on pronunciation ?
		4.Comprehension	2.4 What impact did you receive by using the Three-Step Interview on comprehension

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[3] Kagan, S. Cooperative Learning, (. CA: Sanjuan Capistrano.) 1992

[4] Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), 141.

			?
			2.5 What impact did you receive by using the Three-Step Interview on fluency ?
		5. Fluency	

Blue print of Documentation Sheet

NO	Aspect
1.	A brief history of the establishment of Man 1 Lampung Timur
2.	Vision and Mission of Man 1 Lampung Timur
3.	Geographical location of Man 1 Lampung Timur
4.	The organizational structure of Man 1 Lampung Timur
5.	The situation of teachers and employees of Man 1 Lampung Timur
6.	The state of the students of Man 1 Lampung Timur

APPENDIX 4

Transcript of Interview with eleven Grade Teacher of MAN 1 Lampung Timur

Informant identity (Teacher)

Respondent : Woro Zuliati, S.Pd.

Date : Monday, November 21, 2022

Time : 10.00 WIB

Question for teacher

Researcher : What is the technique used by teacher in speaking class ?

Informant : In man 1 lampung timur, there is an imitation technique, filling gap technique, Three-Step Interview and once also used a Three-Step Interview, Usually it is used in teaching speaking sis. But students prefer conceptual techniques such as for learning pronunciation they follow dialogues

Researcher : What do you think about the three-step interview ?

Informant : Three-Step Interview actually good technique sis, it makes student confident in speaking and the student also when speaking are not embarrassed when they speak because they talk to their friends, but there are still who don't want to speak and confuse and still confused to use this technique

Researcher : Is the cooperative learning method suitable to be applied in speaking class ?

Informant : This technique suitable but for all classes only some classes, only active classes are suitable for this technique and students who have a lot of vocals.

Researcher : What are the advantages and disadvantages of the cooperative learning method when applied to students ?

Informant : The advantage is mmm that they are more confident sis, because those who ask their classmates are not feel intimidated and don't feel ashamed of their teachers. And the disadvantage of this technique is for students who don't have the ability, don't have a lot

of vocabulary and are not confident in speaking, they just keep quiet.

Researcher : What are difficulties monitoring work in group in class ?

Informant : a little difficulty that I experienced maybe when controlling the class, sis, when they discussed it, some of the children were very active so the class was a little noisy

Researcher : What the problem faced when teacher monitoring students when interview each other in class ?

Informant : when managing time from the start they did this technique, because there were many steps that had to be passed like they were conducting interviews and then discussing, besides that there were also some students who were passive when conducting interviews.

Researcher : What Impact did students receive by using the Three-Step Interview on grammar mastery ?

Informant : there must be an impact sis, because before the students do the interview they must ask questions then there they learn to construct sentences properly and correctly although not all sentences made by students are not in accordance with grammar rules.

Researcher : What impact did students receive by using the Three-Step Interview on vocabulary ?

Informant : Of course, in terms of vocabulary, this technique has an impact. Students will definitely add a new vocabulary because when interviewing, there are many unknown vocabulary, so when conducting an interview, they get a new vocabulary from what they are looking for from their interview partners.

Researcher : What impact did students receive by using the Three-Step Interview on pronunciation ?

Informant : Ohh,for impact pronunciation there is but a little bit, because the process of teaching students to pronounce foreign words is still a little difficult

Researcher   : What impact did students receive by using the Three-Step Interview on comprehension ?

Informant   : Comprehension mm, for the impact on comprehension, this technique is easier to understand, so the students' understanding of this technique is very good and you can see it from the students' responses after I explained the definitions and instructions from the Three Step Interview, the students immediately did it.

Researcher   :What impact did students receive by using the Three-Step Interview on fluency ?

Informant   : Impact three step interview for fluency still a little impact for student sis, the problem is that many students don't speak the language fluently, the most important thing is that they have the courage to speak, ma'am, but I still help them little by little to be fluent when speaking.

Transcript of Interview with twelve Grade Students of MAN 1 Lampung Timur

Informant identity (Student)

Respondent   : NKN

Date   : Monday, November 21, 2022

Time   : 10.00 WIB

Researcher   : What is the technique used by teacher in speaking class ?

Informant   : Sis, usually Miss Woro teaches us the technique, first teaching us how to read it, then telling us to follow along, there's also a three-step interview technique, then we make it like a group, right, sis, we'll take turns asking.

Researcher   : What do you think about Three-Step Interview

Informant   : In my opinion, the technique is good, it's interesting, it's easy to understand, the technique doesn't bore you

Researcher   : What are difficulties doing three-step interview technique ?

Informant   : Its from his own friend, sis, because when his friend asked again, he was still confused about the question, but we can search it on

Google Translate, if not, ask Miss Woro sis and I sometimes get confused when I ask, sis, because I don't know much about vocabulary

Researcher : What Impact did you receive by using the Three-Step Interview on grammar mastery ?

Informant : there is an impact sis, a little bit I came to know from the questions we made so, I know how to arrange the sentences

Researcher : What impact did you receive by using the Three-Step Interview on vocabulary ?

Informant : Yes, sis, before I didn't know what this vocab meant, so I found out the meaning of the new vocabulary from the teacher or friends we interviewed.

Researcher : What impact did you receive by using the Three-Step Interview on Pronunciation ?

Informant : yeah, there's an impact too sis, like earlier I mispronounced the word "live" so I know how to say it.

Researcher : What impact did you receive by using the Three-Step Interview on Comprehension ?

Informant : I think it has no impact because it uses English so it is difficult for us to understand what the interviewees are saying.

Researcher : What impact did you receive by using the Three-Step Interview on Fluency ?

Informant : As for the impact, it's still a little smooth, sis because we can't speak English well.

Respondent : HF

Date : Monday, November 21, 2022

Time : 10.00 WIB

Researcher : What is the technique used by teacher in speaking class ?

Informant : "mmh, it's like following a conversation, sis, then the technique is like making groups interview each other, sis"

Researcher : What do you think about Three-Step Interview

Informant : I think the technique is fun sis, the technique is easy to understand and the lessons don't make us sleepy.

Researcher : What are difficulties doing three-step interview technique ?

Informant : I'm confused because I don't know English Language, sis, we already know what to ask, but because I don't know the vocabulary, I'm confused to ask.

Researcher : What Impact did you receive by using the Three-Step Interview on grammar mastery ?

Informant : There's also an impact sis, I know how to make good sentences in English

Researcher : What impact did you receive by using the Three-Step Interview on vocabulary ?

Informant : there's an impact, so I added that from those who don't know the vocabulary of this word, I know what it means from the vocabulary

Researcher : What impact did you receive by using the Three-Step Interview on Pronunciation ?

Informant : It has an impact sis, at first I didn't know how to pronounce some vocabulary words, but when i use this technique, i know how to pronounce some words

Researcher : What impact did you receive by using the Three-Step Interview on Comprehension ?

Informant : mmh, there is an impact sis, the problem was that earlier Miss Woro also explained that she mixed up using Indonesian and using English.

Researcher on Fluency ? : What impact did you receive by using the Three-Step Interview

Informant : It's a little impact, sis, because I'm not fluent in English.

Respondent   : DK

Date   : Monday, November 21, 2022

Time   : 10.00 WIB

Researcher   : What is the technique used by teacher in speaking class ?

Informant   : We usually learn to follow the vocabulary that Miss Woro reads sis, then we follow it, then dialogue and have also used the three-step interview technique.

Researcher   : What do you think about Three-Step Interview

Informant   : The technique is good, sis, it's fun, it's easier to practice

Researcher   : What are difficulties doing three-step interview technique ?

Informant   : The difficulty is during the discussion sis, there are not enough participants from our discussion partners but the good thing about this technique is that we can share it with each other.

Researcher   : What Impact did you receive by using the Three-Step Interview on grammar mastery ?

Informant   : Yes, sis, of course, from that technique, we learn how to ask questions, sis, then we try to arrange the sentences to ask questions.

Researcher   : What impact did you receive by using the Three-Step Interview on vocabulary ?

Informant   : There is an impact sis, so many vocabs know, from before I didn't know what it meant, then I knew how to answer in English.

Researcher   : What impact did you receive by using the Three-Step Interview on Pronunciation ?

Informant   : There is sis, for example, Miss Woro also uses English so we know how to pronunciation words a little bit

Researcher   : What impact did you receive by using the Three-Step Interview on Comprehension ?

Informant   : The impact on comprehension is also good, sis. Explain the technique, because not everyone speaks English, so we understand better.

Researcher   : What impact did you receive by using the Three-Step Interview on Fluency ?

Informant   : I'm not too fluent in pronouncing English words, because we're still confused about how to pronounce good words.

Respondent   : FRD

Date   : Monday, November 21, 2022

Time   : 10.00 WIB

Researcher   : What is the technique used by teacher in speaking class ?

Informant   : Well, it's like a conversational dialogue, then story telling and interview, so we're grouped together to interview each other.

Researcher   : What do you think about Three-Step Interview

Informant   : I think the technique is good, it improves our speech and vocabulary as well as grammar too.

Researcher   : What are difficulties doing three-step interview technique ?

Informant   : The difficulty that I found in the sentence structure was that I was confused about speaking English.

Researcher   : What Impact did you receive by using the Three-Step Interview on grammar mastery ?

Informant   : The impact that I received anyway, little by little to know about the correct arrangement of words in English.

Researcher   : What impact did you receive by using the Three-Step Interview on vocabulary ?

Informant   : Well, give it an impact sis, so for example I don't know what this means so I know that sis.

Researcher   : What impact did you receive by using the Three-Step Interview on Pronunciation ?

Informant   : Give impact sis

Researcher   : What impact did you receive by using the Three-Step Interview on Comprehension ?

Informant	: the impact that I received was the impact of increasing understanding of grammar and then being able to increase my vocabulary from the technique.
Researcher on Fluency ?	: What impact did you receive by using the Three-Step Interview
Informant	: the impact is that little by little they are able to pronounce English well even though they still have a little understanding of English.
Respondent	: AZM
Date	: Monday, November 21, 2022
Time	: 10.00 WIB
Researcher	: What is the technique used by teacher in speaking class ?
Informant	: In my opinion, the Three-Step Interview technique is fun, doesn't make you sleepy, it's interesting to keep in groups, so it's not difficult
Researcher	: What do you think about Three-Step Interview
Informant	: I think the technique is good, it improves our speech and vocabulary as well as grammar too.
Researcher	: What are difficulties doing three-step interview technique ?
Informant	: The impact that I get from this technique is that I know more about the correct grammar and know where to start when I want to speak.
Researcher	: What Impact did you receive by using the Three-Step Interview on grammar mastery ?
Informant	: The impact that I get from this technique is that I know more about the correct grammar and know where to start when I want to speak.
Researcher	: What impact did you receive by using the Three-Step Interview on vocabulary ?
Informant	: Well, give it an impact sis, so for example I don't know what this means so I know that sis.

Researcher   : What impact did you receive by using the Three-Step Interview on Pronunciation ?

Informant   : Give impact sis

Researcher   : What impact did you receive by using the Three-Step Interview on Comprehension ?

Informant   : the impact that I received was the impact of increasing understanding of grammar and then being able to increase my vocabulary from the technique.

Researcher   : What impact did you receive by using the Three-Step Interview on Fluency ?

Informant   : the impact is that little by little they are able to pronounce English well even though they still have a little understanding of English.

APPENDIX 5

Gambar 1. Wawancara dengan guru bahasa Inggris kelas 12 Ipa 3 Man 1 Lampung Timur Mam Woro Zuliati, S.Pd

Gambar. 2 Wawancara dengan siswa XII IPA 3 Man 1 Lampung Timur

Gambar 3. Wawancara dengan siswa XII IPA 3 Man 1 Lampung Timur

Gambar 4. Wawancara dengan siswa XII IPA 3 Man 1 Lampung
Timur

Gambar 5. Wawancara dengan siswa XII IPA 3 Man 1 Lampung
Timur

Gambar 6. Wawancara dengan siswa XII IPA 3 Man 1
Lampung Timur

APPENDIX 6
RESEARCH ACTIVITY PHOTOS

Gambar 7. Kegiatan Belajar Bahasa Inggris dengan
Tekhnik Three-Step Interview

Gambar 8. Kegiatan Belajar Bahasa Inggris dengan
Tekhnik Three-Step Interview

Gambar 9 . Kegiatan Belajar Bahasa Inggris dengan Tekhnik
Three-Step Interview

Gambar 10. Kegiatan Belajar Bahasa Inggris dengan Tekhnik
Three-Step Interview

Gambar 11. Peneliti Mengamati kegiatan belajar bahsa
inggris dengan tekhnik Three-Step Interview

APPENDIX 7

MAN 1 Lampung Timur Profile Documentation

A. **Organization Structure of MAN 1 Lampung Timur**

The organization structure in MAN 1 Lampung Timur 2022/2023, as follows:

B. **The situation of teachers and employees of Man 1 Lampung Tim**

There are situation teacher and subject of MAN 1 Lampung Timur :

NO	MATA PELAJARAN/ BK	JUMLAH		JLH	JENJANG PENDIDIKAN			KET	
		LK	PR		D3	S1	S2	Sesuai	Tak Sesuai
1	2	3	4	5	6	7	8	9	10
1	Al-Qur'an Hadist	2	-	2	-	2	-	2	-
2	Fiqih	1	1	2	-	-	2	2	-
3	Aqidah Akhlak	3	1	4	-	4	-	4	-
4	SKI	-	3	3	-	1	2	3	-
5	Bahasa Arab	2	1	3	-	2	1	3	-
6	PKn	2	1	3	-	2	1	3	-
7	Bahasa Indonesia	-	4	4	-	4	-	4	-
8	Bahasa Inggris	2	2	4	-	3	1	4	-
9	Matematika	2	4	6	-	5	1	6	-

10	Fisika	2	1	3	-	2	1	3	-
11	Kimia	3	1	4	-	3	1	4	-
12	Biologi	1	2	3	-	3	-	3	-
13	Ekonomi	1	3	4	-	4	-	4	-
14	Geografi	1	3	4	-	4	-	4	-
15	Sosiologi	1	1	2	-	2	-	2	-
16	Sejarah	2	1	3	-	3	-	3	-
17	Tafsir	1	-	1	-	1	-	1	-
19	Penjaskes	2	-	2	-	1	1	2	-
20	Komputer	1	-	1	-	1	-	1	-
21	Seni Budaya	1	-	1	-	1	-	1	-
22	Bhs. Lampung	-	1	1	-	1	-	-	1
23	BK /BP	-	3	3	-	3	-	3	-
24	Tahfidzul Qur'an	-	3	3	-	2	1	3	-
	JUMLAH	**30**	**36**	**66**	**-**	**54**	**12**	**65**	**1**

C. The state of the students of Man 1 Lampung Timur

N0	Kelas/ Jurusan	2018/2019			2019/2020			2020/2021			2021/2022		
		Lk	Pr	Jlh	Lk	Pr	Jlh	Lk	Pr	Jlh	Lk	Pr	Jlh
1	X.IPA	40	104	144	39	102	141	45	94	139	39	105	144
2	X.IPS	51	87	138	48	91	139	62	79	141	55	96	151
3	X.IAI	14	22	36	12	24	36	15	20	35	17	20	37
4	XI.IPA	42	82	124	36	102	138	39	102	141	45	94	139
5	XI.IPS	46	79	125	49	79	128	48	91	139	62	79	141
6	XI.IAI	18	15	33	11	21	32	12	24	36	15	20	35
7	XII.IPA	33	67	100	38	80	118	36	102	138	39	102	141
8	XII.IPS	45	76	121	41	73	114	49	79	128	48	91	139
9	XII.IAI	12	25	37	16	15	31	11	21	32	12	24	36
JUMLAH		**301**	**557**	**858**	**290**	**587**	**877**	**308**	**604**	**912**	**332**	**631**	**963**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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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

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

Nama : Linda Nur Ainah
NPM : 1801071029

Jurusan : TBI
Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Thursday, January 27, 22	✓	Revising the background of the Study	
2.	kamis / 30-12-21		Bimbingan Judul	
3.	kamis / 13-1-22		Pembahasan Judul	
4.	kamis / 27-1-22		Pembahasan bab 1	
5.	Rabu / 06-4-22		Revisi bab 1	
6	Rabu / 20-4-22		ACC BAB 1	
7	kamis / 2.-6-22.		Revisi BAB II	
8.	Jum at / 10-6-22		Revisi BAB II dan ACC bab 1, 2 dan 3.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing I

Ning Setio Wati, M.Pd
NIDN.2001088702

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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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-0352/In.28/J/TL.01/02/2022
Lampiran : -
Perihal   : IZIN PRASURVEY

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**LINDA NUR AINAH**
NPM	:	1801071029
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	STUDENTS PERCEPTION OF THE USE THREE STEP INTERVIEW TECHNIQUE TO TEACHING OF SPEAKING AT MAN 1 LAMPUNG TIMUR

untuk melakukan prasurvey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Februari 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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

NOTIFICATION LETTER

Number   :

Appendix   : 1 (one) File

Matter   : **In order to hold the Munaqosyah of**
               Linda Nur Ainah

To:
The Honorable the Dean of Tarbiyah Department of
State Institute for Islamic Studies of Metro

Assalamu'alaikum Wr. Wb.

      We have given guidance and enough improvement to research thesis script which is written by:

Name   : Linda Nur Ainah

St. Number : 1801071029

Department : English Education

Faculty   : Tarbiyah and Teachers Training Faculty

Title   : AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS AT MAN 1 LAMPUNG TIMUR

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

Wassalamu'alaikumWr. Wb.

Metro, December 2022

The Head of English Education Department   Sponsor

Andianto, M.Pd   **Ning Setio Wati, M.Pd**
NIP. 19871102 201503 1 004   NIDN. 2001088702

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor   :
Lampiran   : 1 (satu) Berkas
Perihal   : **Mohon dimunaqosyahkan Skripsi**
              Linda Nur Ainah

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Istitut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang telah disusun oleh:

Nama   : Linda Nur Ainah
NPM   : 1801071029
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul   : AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS AT MAN 1 LAMPUNG TIMUR

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikumWr. Wb.

Metro, 08 Desember 2022

Ketua Jurusan Tadris Bahasa Inggris

Andianto, M.Pd
NIP. 19871102201503 1 004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIDN. 2001088702

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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APPROVAL PAGE

Title : AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS AT MAN 1 LAMPUNG TIMUR

Name : Linda Nur Ainah

St. Number : 1801071029

Department : English Education

Faculty : Tarbiyah and Teachers Training

APPROVED BY:

To be examined in munaqosyah in Tarbiyah Faculty and Teachers Training of State Institute for Islamic Studies of Metro.

The Head of English Education Department

Metro, December 2022
Sponsor

Andianto, M.Pd
NIP. 19871102 201503 1 004

Ning Setio Wati, M.Pd
NIDN.2001088702

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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-3856/In.28.1/J/TL.00/08/2022
Lampiran   : -
Perihal   .: SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Ning Setio Wati (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama   : **LINDA NUR AINAH**
NPM   : 1801071029
Semester   : 9 (Sembilan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW INTEACHING SPEAKING TECHNIQUE AMONG THE STUDENTS OF MAN 1 LAMPUNG TIMUR

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, 15 Agustus 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Nomor   : B-4910/In.28/D.1/TL.00/11/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4909/In.28/D.1/TL.01/11/2022, tanggal 18 November 2022 atas nama saudara:

Nama	:	**LINDA NUR AINAH**
NPM	:	1801071029
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IMPLEMENTATION OF THREE-STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING AMONG STUDENTS AT MAN 1 LAMPUNG TIMUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 November 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1
Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
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06 Desember 2022

Nomor   : B- 423 /Ma.08.01/PP.07.1/12/2022
Lampiran   : -
Hal   : **Tanggapan Izin Research**

Yth. :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-4910/In.28/D.1/TL.00/11/2022 tanggal 18 November 2022 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama   : Linda Nur Ainah
NPM   : 1801071029
Jurusan   : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "An Analysis of Implementation of Three Step Interview Technique in Teaching Speaking Among Students at MAN 1 Lampung Timur".

Demikian surat izin Research ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala

H. Rubangi, M. Pd. I.
196811171997031002

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

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Linda Nur Ainah

Jurusan : Tadris Bahasa Inggris

NPM : 1801071029

Semester: IX

No	Hari/Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Kamis, 13 oktober 2022		Bimbingan APD	
2.	Sanin, 14 Nov 2022		Pembahasan sekalious Acc APD	
3	Senin, 05 Desember		Bimbingan Bab 4 dan 5	
4.	Sann, 5,		Revisi penulisan Data	
5.	~~Kamis~~		Acc munaqosyah.	
5.	Kamis, 8, desember			

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Pembimbing Skripsi

Ning Setio Wati, M.Pd
NIDN.2001088702

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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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	:	Linda Nur Ainah
NPM	:	1801071029
Prodi	:	Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 22 November 2022

Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 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
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1364/In.28/S/U.1/OT.01/11/2022

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

Nama	: Linda Nur Ainah	
NPM	: 1801071029	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071029

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, 15 November 2022
Kepala Perpustakaan

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

CURRICULUM VITAE

The name of the researcher is Linda Nur Ainah. She usually called linda. She was born on October 18th, 2001 in Kotabumi. The researcher is the last daughter of the couple Yayan and Ipah. She also has an older brother named Asep Miftakhul Anwar. He lives at Kotabumi, North Lampung.

She graduated from MI Miftakhul Huda in 2012. Then she continued her education and graduated from SMP Hang Tuah in 2015. Then she studied again at MA Al-Islamiyah Kotabumi and graduated in 2018. Currently she is studying as an English Education Study Program student at IAIN Metro.